



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2019

EDSE 664 002: Ethical and Professional Conduct for Behavior Analysis

CRN: 42269, 3 – Credits

Instructor: Ashley Stride	Meeting Dates: 5/20/2019 – 8/10/2019
Phone: 202-292-9191	Meeting Day(s): Monday, Wednesday
E-Mail: astride@gmu.edu	Meeting Time(s): 7:20 pm – 9:05 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH 15
Office Location: by arrangement	Other Phone: N/A

****Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): EDSE 619 B-

Co-requisite(s): None

Course Description

Provides a basis in Virginia Behavior Analyst Licensure law, the Behavior Analyst Certification Board Guidelines for Responsible Conduct and Disciplinary Standards, and professional conduct consistent with the practice of applied behavior analysis. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know you can order an official transcript through Patriotweb? Logon to Patriotweb. Select Student Services. Select Student Records. Select Order Official Transcript.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Identify and describe content from each section of the Behavior Analyst Certification Board's (BACB's) Professional and Ethical Compliance Code for Behavior Analysts.
2. Identify and provide examples of conduct consistent and inconsistent with each of the ten sections of the BACB's Professional and Ethical Compliance Code for Behavior Analysts.
3. Identify and describe content from each section of the Commonwealth of Virginia Board of Medicine's (BOM's) Regulations Governing the Practice of Behavior Analysis.
4. Identify and provide examples of conduct consistent and inconsistent with the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
5. Describe and exemplify steps to resolving ethical dilemmas that are consistent with the BACB's Professional and Ethical Compliance Code for Behavior Analysts and the Commonwealth of Virginia BOM's Regulations Governing the Practice of Behavior Analysis.
6. Prepare a Declaration of Professional Service that is consistent with current ethical and professional practice of applied behavior analysis.
7. Describe steps and conditions for proper and ethical case termination.
8. Describe the BACB's and Commonwealth of Virginia BOM's complaint process and the manner in which these boards handle complaints made to them.

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Applied Behavior Analysis Graduate Certificate. The content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Professional and Ethical Compliance Code for Behavior Analysts. The Professional and Ethical Compliance Code for Behavior Analysts is listed on the following website: <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>. For more information on the Board and the examination, please visit the Board's website at www.bacb.com. It addresses the following Behavior Analyst Certification Board Content Areas: Ethical and Professional Conduct, Identification of the Problem and Assessment, Behavior Change Systems, Intervention and Behavior Change Considerations, and Implementation, Management, and Supervision.

Required Textbooks

Bailey, J., & Burch, M. (2009). *Twenty-five essential skills and strategies for the professional behavior analyst: Expert tips for maximizing consulting effectiveness*. New York, NY: Routledge. ISBN: 978-0-415-80068-6.

Bailey, J., Burch, M. (2016). *Ethics for behavior analysts: 3rd expanded edition*. New York, NY: Routledge. ISBN 978-1-138-94920-1.

Daniels, A.C. (2016). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. Atlanta, GA: McGraw-Hill. ISBN: 1259644901.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Association for Behavior Analysis, International. (2011). *ABAI Statement on Restraint and Seclusion*. Available at www.abainternational.org.

Barrett, B.H., Beck, R., Binder, C., Cook, D.A., Engelmann, S., Greer, R.D., Kyrklund, S.J., Johnson, K.R., Maoney, M., McCorkle, N., Vargas, J.S., & Watkins, C.L. (1991). The right to effective education. *The Behavior Analyst, 14* (1), 79-82.

Behavior Analyst Certification Board's *Professional and Ethical Compliance Code for Behavior Analysts*, available at www.bacb.com in the Downloads area.

Commonwealth of Virginia Board of Medicine's *Behavior Analyst Licensure Regulations*. http://www.dhp.virginia.gov/medicine/medicine_laws_regs.htm

Dorsey, M.F., Weinberg, M., Zane, T., & Guidi, M.M. (2009). The case for licensure of applied behavior analysts. *Behavior Analysis in Practice, 2*(1), 53-58.

Hastings, R.P., & Noone, S.J. (2005). Self-injurious behavior and functional analysis: Ethics and evidence. *Education and Training in Developmental Disabilities, 40* (4), 335- 342.

Johnston, J.M. (1991). What can behavior analysis learn from the aversives controversy? *The Behavior Analyst, 14* (2), 187-196.

Johnston, J.M. & Sherman, R.A. (1993). Applying the least restrictive alternative principle to treatment decisions: A legal and behavioral analysis. *The Behavior Analyst, 16* (1), 103-115.

Linscheid, T.R., Iwata, B.A., Ricketts, R.W., Williams, D.E., & Griffin, J.C. (1990). Clinical evaluation of the self-injurious behavior inhibiting system (SIBIS). *Journal of Applied Behavior Analysis, 23* (1), 53-78.

Van Houten, R., Axelrod, S., Bailey, J.S., Favell, J.E., Foxx, R.M., Iwata, B.A., & Lovaas, O.I. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21 (4), 381-384.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 664, the required PBA is Ethics Final Exam. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Final Exam. You will complete and submit a five item, essay test. Each item will be an ethics scenario. You will identify all portions of the Professional and Ethical Compliance Code for Behavior Analysts and of the Commonwealth of Virginia Behavior Analyst Licensure Regulations that pertain to the scenario. Next, you will give at least three possible courses of action based on the Professional and Ethical Compliance Code, the Virginia Licensure Regulations, and the readings and discussions throughout the course. Finally, you will identify the course of action you would select, and would give the rationale for selecting that course of action over the other two. Up to 100 points may be earned on the final examination. This project must be submitted through TK20.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

Pre-Class Quizzes.

Students will complete a 10 item, true / false quiz through Blackboard prior to attending class during Weeks 2 through 10. A week's quiz will not be available once the class session has begun, and cannot be made up if missed. Quiz questions will cover content read for that evening's class session. 10 Quizzes at 10 points possible each, for a total of 100 possible points.

Recorded Material Quizzes.

Weeks 2 – 10 will have recorded material that you will view through Blackboard. There will quiz questions after each recording, with a total of 151 quiz questions worth 1 point each distributed across the course. You will have access to quizzes for up to two weeks after the class session for which the reading was assigned.

Discussion Leader.

Each student will lead discussion a portion of an evening's readings, as indicated in the schedule, below. Presenters must prepare a lesson based on the portion of the evening's readings assigned that teaches their classmates the content of that reading. These lessons may involve lecture, PowerPoint presentations, activities, demonstrations, or other activities. Discussion leaders must generate discussion about their topic among their classmates. Up to 10 points may be earned per instance of being discussion leader (or co-leader) for accurately presenting and leading discussion on the material; and up to 5 additional points for generating class discussion on the topic. Up to 10 points per discussion led.

Final Exam Preparation Practice.

Prior to sessions 6 - 10, you will complete a Decision Sequence for a Final Exam Preparation Scenario, and will upload your document through Blackboard. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

Mandated Reporter Training.

This assignment may be completed at any point during the semester. You will go to this website <http://www.dss.virginia.gov/abuse/mr.cgi> and complete the Child Abuse: Recognizing, Reporting, and Responding for Educators training course that is there. You will submit the certificate of completion that comes with this course by the date indicated on the syllabus for 5 points. Note: If you have already completed this training course for another course or for your employment, you may submit the certificate of completion for that course, provided that you completed the course within the last two years. If the course was completed more than two years ago, you must complete this course.

EXTRA CREDIT: 8 Hour Behavior Analyst Supervisor Training Course.

Your instructor will enroll you in the Behavior Analyst Supervisor Training course Dr. Hoch offers commercially, free of charge, as part of this course. During the first week of the class, you will be emailed a link to access this course, along with your username and password, through your GMU email account. It will take at least 8 hours to complete this course. You must watch each recording

in its entirety and answer at least 80% of the quiz questions correctly to complete the course. When you complete the course, email your instructor and let him know. Your instructor will email you a certificate of completion, which you will then upload through Blackboard. 10 points.

Course Policies and Expectations

Attendance/Participation

This is a course in ethics and professional conduct. Part of behaving ethically and professionally is being where one needs to be, when one needs to be there. Given this, attendance will be taken at the beginning of each class session. All students present in the classroom when the class session begins will receive four points. (Those arriving late won't receive these points). All students present when the class session ends will receive four more points. (Those who are not present, for whatever reason, when the class session ends will not receive this point.) Missed attendance points cannot be made up. Given the possibility of computer or internet difficulties students may experience from time to time, students must consider and identify alternative availability of computers and internet access (e.g., public libraries, their employer (if permissible by the employer), internet cafes, etc.) within the first week of this course to ensure that they will be able to complete their assignments in a timely manner. *You get one free "Class Pass" if you are going to be absent for whatever reason but you must email me before class begins and this can't be used on the day you are presenting. If you miss your presentation day, you will not receive those points, they can't be made up regardless of reason. Note: If you are ill, please arrange ahead of time for a classmate to switch presentation days with you and confirm this by CCing me on the email.*

Late Work

Late work is not accepted.

Grading Scale

Assignment	Points per Opportunity	Number of Opportunities	Points Possible	Cumulative Points Possible
Final Exam	100	1 exam	100	100
Recorded Material Quizzes	1 pt per question	151 questions	145	245
Discussion Leader	50 pts	1 presentation	50	295
Mandated Reporter Training	10 pts	1 assignment	10	305
Attendance and Participation	8 pts	10	80	385

Final Exam Prep Practice (Decision Sequence 1-5)	4 pts	5 assignments	20	405
EDSE 619 Final Exam	10 points	1 exam	10	415
EDSE 621 Final Exam	10 points	1 exam	10	425

A	A-	B	C	F
425-395	394-383	382-340	339-297	Less than 297

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Readings	Assignments due by Wednesday @ 4p	In Class
Week of: May 20 Folder: Week 1	<input type="checkbox"/> Read syllabus <input type="checkbox"/> Intro to Interteach http://www.iseecontingencies.com/Interteaching.html	<input type="checkbox"/> Bb Discussion Introduction Post <input type="checkbox"/> Complete EDSE 619 Final Exam <input type="checkbox"/> Complete EDSE 621 Final Exam <i>* All due on 5/24 by 4p</i> <i>*Note: 619 & 621 exams are worth 10 pts for completing the exam</i>	<input type="checkbox"/> Course orientation and syllabus review <input type="checkbox"/> Go over Blackboard site <input type="checkbox"/> Sign up for Discussion Leader

<p>Week of: May 27</p> <p>Folder: Week 2</p>	<input type="checkbox"/> 25 ES Ch 1-3 <input type="checkbox"/> Ethics Ch 1 and 2 <input type="checkbox"/> ABAI (2011) <input type="checkbox"/> Barret et al. (1991)	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Mandated Reporter Certificate of Completion	<input type="checkbox"/> DL: 25 ES Ch 1-3 _____ <input type="checkbox"/> DL: Ethics Ch 1 and 2 _____ <input type="checkbox"/> DL: ABAI (2011) _____ <input type="checkbox"/> DL: Barret et al. (1991) _____
<p>Week of: June 3</p> <p>Folder: Week 3</p>	<input type="checkbox"/> 25 ES Ch 4-7 <input type="checkbox"/> Ethics Ch 3 – 6 <input type="checkbox"/> Van Houten et al. (1988) <input type="checkbox"/> Johnston & Sherman (1993)	<input type="checkbox"/> Complete Recorded Material Quizzes	<input type="checkbox"/> DL: 25 ES Ch 4-7 _____ <input type="checkbox"/> DL: Ethics Ch 3 – 6 _____ <input type="checkbox"/> DL: Van Houten et al. (1988) _____ <input type="checkbox"/> DL: Johnston & Sherman (1993) _____
<p>Week of: June 10</p> <p>Folder: Week 4</p>	<input type="checkbox"/> 25 ES Ch 8-10 <input type="checkbox"/> Ethics Ch 7 <input type="checkbox"/> Johnston (1991) <input type="checkbox"/> Hastings & Noone (2005)	<input type="checkbox"/> Complete Recorded Material Quizzes	<input type="checkbox"/> DL: 25 ES Ch 8-10 _____ <input type="checkbox"/> DL: Ethics Ch 7 _____ <input type="checkbox"/> DL: Johnston (1991) _____ <input type="checkbox"/> DL: Hastings & Noone (2005) _____
<p>Week of: June 17</p>	<input type="checkbox"/> 25 ES Ch 11-13		

Folder: Week 5	<input type="checkbox"/> Ethics Ch 8	<input type="checkbox"/> Complete Recorded Material Quizzes	<input type="checkbox"/> Q&A with Dr. Hoch, BCBA-D, Ethics Course Lead <input type="checkbox"/> DL: 25 ES Ch 11-13 <hr/>
Week of: June 24 Folder: Week 6	<input type="checkbox"/> 25 ES Ch 14 – 17 <input type="checkbox"/> Ethics Ch 9 <input type="checkbox"/> Ethics Ch 10	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Decision Sequence 1	<input type="checkbox"/> DL: Ethics Ch 8 <hr/> <input type="checkbox"/> DL: 25 ES Ch 14 – 17 <hr/> <input type="checkbox"/> DL: Ethics Ch 9 <hr/> <input type="checkbox"/> DL: Ethics Ch 10 <hr/>
Week of: July 1 Folder: Week 7	<input type="checkbox"/> 25 ES Ch 18-20 <input type="checkbox"/> Ethics Ch 11 <input type="checkbox"/> Ethics Ch 12 <input type="checkbox"/> Ethics Ch 13	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Decision Sequence 2	<input type="checkbox"/> DL: 25 ES Ch 18-20 <hr/> <input type="checkbox"/> DL: Ethics Ch 11 <hr/> <input type="checkbox"/> DL: Ethics Ch 12 <hr/> <input type="checkbox"/> DL: Ethics Ch 13 <hr/>
Week of: July 8 Folder: Week 8	<input type="checkbox"/> Ethics Ch 14 <input type="checkbox"/> 25 ES Ch 21 – 25 <input type="checkbox"/> AD Ch 1-3	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Decision Sequence 3	<input type="checkbox"/> Session with Kirsten, BCaBA and Ben <input type="checkbox"/> Ethics Ch 14 <hr/>
Week of: July 15 Folder: Week 9	<input type="checkbox"/> Ethics Ch 15 <input type="checkbox"/> AD Ch 4 – 6 <input type="checkbox"/> AD Ch 7-9	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Decision Sequence 4	<input type="checkbox"/> 25 ES Ch 21 – 25 <hr/> <input type="checkbox"/> AD Ch 1-3

			<input type="checkbox"/> Ethics Ch 15 _____ <input type="checkbox"/> AD Ch 4 – 6 _____
Week of: July 22 Folder: Week 10	<input type="checkbox"/> AD Ch 10-13 <input type="checkbox"/> Ethics Ch 16 – 18	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Submit Decision Sequence 5	<input type="checkbox"/> AD Ch 7-9 _____ <input type="checkbox"/> AD Ch 10-13 _____ <input type="checkbox"/> Ethics Ch 16 – 18 _____
Week of: July 29 Folder: Week 11	<input type="checkbox"/> AD Ch 14-17 <input type="checkbox"/> AD Ch 18-20 <input type="checkbox"/> State Licensure Regulations	<input type="checkbox"/> Complete Recorded Material Quizzes	<input type="checkbox"/> AD Ch 14-17 _____ <input type="checkbox"/> AD Ch 18-20 _____ <input type="checkbox"/> Specific State Licensure Presentations
Week of: August 5 Folder: Week 12		<input type="checkbox"/> Final Exam due through TK20 by 11:59 pm on Monday August 5 th	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Rubric – Final Exam (TK20 Assignment)

	Does Not Meet Expectations 1 Further Learning Needed	Meets Expectations 2 Competence	Exceeds Expectations 3 Mastery
Ethical Standards	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research. 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research. 	<p>Candidate demonstrates mastery by correctly answering 100% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ Responsible conduct of a behavior analyst. ▪ The behavior analyst’s responsibility to clients. ▪ Assessing behavior. ▪ The behavior analyst and the individual behavior change program. ▪ The behavior analyst as a teacher and / or supervisor. ▪ The behavior analyst and the workplace. ▪ The behavior analyst’s ethical responsibility to the field of behavior analysis. ▪ The behavior analyst’s responsibility to colleagues. ▪ The behavior analyst’s ethical responsibility to society. ▪ The behavior analyst and research.
Professional Conduct	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards 	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ BACB Professional Disciplinary and Ethical Standards ▪ Reporting requirements.

	<ul style="list-style-type: none"> ▪ Reporting requirements. ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ Reporting requirements. ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct 	<ul style="list-style-type: none"> ▪ Limits on applying. ▪ The Review Committee. ▪ Virginia Board of Medicine Standards of Professional Conduct
Licensure and Certification	<p>Candidate demonstrates further learning needed by correctly answering fewer than 80% of items pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements 	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> ▪ General provisions of Virginia Behavior Analyst Licensure Regulations ▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst ▪ Scope of Practice ▪ BACB Certification Requirements ▪ BACB Application Process ▪ BACB Examination Process ▪ BACB Continuing Education Requirements