



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

Spring 2019

EDSE 664 DL1: Ethical and Professional Conduct for Behavior Analysis

CRN: 11693, 3 – Credits

<b>Instructor:</b> Dr. Theodore Hoch	<b>Meeting Dates:</b> 1/22/2019 – 5/15/2019 (NOTE: Final Exams are due no later than 5/10/2019 – and no work will be accepted after 5/10/2019)
<b>Phone:</b> 703-987-8928 (can also text here, too)	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> thoch@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> Thursdays from 12:00 pm – 2:30 pm	<b>Meeting Location:</b> Online
<b>Office Location:</b> Suite 100, Finley Building, GMU Fairfax Campus, 4400 University Drive, Fairfax, VA 22030	<b>Skype:</b> theodorehoch

**\*\*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.

### **Course Relationship to Program Goals and Professional Organizations**

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](http://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.S. and Burch, M.R. (2010). *25 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.S., and Burch, M.R. (2016). *Ethics for behavior analysts (3<sup>rd</sup> 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 (3<sup>rd</sup> Edition)*. New York, NY: McGraw-Hill.

#### Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Note: We will not use this text in this course, so it is alright if you don't buy it.)

#### Additional Readings

Association for Behavior Analysis, International. (2011). *ABAI Statement on Restraint and Seclusion*. Available at [www.abainternational.org](http://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](http://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](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 Examination*. 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).** None.

## **Performance-based Common Assignments (No Tk20 submission required)**

***Recorded Material Quizzes.*** Weeks 2 – 14 will have recorded material that you will view through Blackboard. There will be 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.

***Interteaching Group Discussions.*** For Weeks 2 - 14, you will be assigned to a Discussion Group. (You will be in a different group each week.) Your group may either meet during our class time (4:30 – 7:10 pm on Wednesday), or your group may opt to meet through Blackboard Collaborate, in person, or by other electronic means (e.g., FaceTime, Google Hangouts, Skype, etc.) at another time during the week – whichever you prefer. You'll be provided with a discussion guide each of those weeks. Before you begin your discussion, please be sure you have completed the assigned reading, and you've downloaded and read through the discussion guide. Then, meet with your group and have your discussion, taking your notes on the Discussion Guide. After your discussion, put all participating members' names on top of the Discussion Guide, and upload (each group member, independently) through Blackboard. 10 points possible per discussion. ***PLEASE NOTE: IF YOUR GROUP IS OPTING TO MEET AT A TIME OTHER THAN WEDNESDAY AT 4:30 PM, PLEASE EMAIL YOUR INSTRUCTOR AND LET HIM KNOW AHEAD OF TIME!*** To contact your classmates to arrange group discussions, please:

1. Click on Tools on the left panel of our course's Blackboard Site.
2. Click on Send Email, which you can find by scrolling down the page and looking on the right side.
3. Find your group members' names there.
4. Click on the right arrow to add the group members' names to the "To" box.
5. Add a title, compose your email, and hit send!

***Final Exam Preparation Practice.*** Prior to sessions 10 – 14, you will submit your work on the final exam preparation practice scenario posted for that week, prior to that week's class session. These practice assignments will only be accepted if submitted prior to the 10<sup>th</sup> through 14<sup>th</sup> class session, respectively. You will be provided feedback on your submission. You may earn up to 2 points per scenario addressed.

***Mandated Reporter Training.*** During the week indicated on the syllabus, 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.*

**EDSE 619 and EDSE 621 Final Exams.** These are the same final exams your instructor gives when he teaches EDSE 619 and 621. You will complete these during the first week of class. Your instructor will provide you with written feedback on your performance by the end of the fourth week of class. 10 points possible per exam.

**Course Policies and Expectations**

**Attendance/Participation.** All students are expected to attend the first class session. Beyond that, groups may opt to meet during the scheduled class time, or outside of class (after having given the instructor emailed notification).

**Late Work.** No late work is expected.

**Grading Scale**

Assignment Type		Points per Opportunity	Number of Opportunities	Points Possible	Cumulative Points Possible	
Final Exam		100	1 Exam	100 points	100 points	
Recorded Material Quizzes		1 point per question	151 Questions	151 points	251 points	
Group Discussion and Discussion Guide		10 points per discussion guide submitted	13 Discussions	130 points	381 points	
Mandated Reporter Training		5 points	1 Assignment	5 points	386 points	
Final Exam Prep Practice		2 points per Decision Sequence	5 Decision Sequences	10 points	396 points	
EDSE 619 Final Exam		10 points	1 exam	10 points	406 points	
EDSE 621 Final Exam		10 points	1 Exam	10 points	416 points'	
A 395-416 points	A- 374-394 points	B+ 361-373 points	B 346-360 points	B- 333-347 points	C 292-332 points	F < 292 points

\*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	Read	Do
23 Jan 2019 Week 1	<input type="checkbox"/> Meet in Collaborate at 4:30  <input type="checkbox"/> No assigned reading.	<input type="checkbox"/> Course orientation and syllabus review  <input type="checkbox"/> Honor code review  <input type="checkbox"/> Complete EDSE 619 Final Exam  <input type="checkbox"/> Complete EDSE 621 Final Exam  <input type="checkbox"/> Submit Mandated Reporter Certificate of Completion
30 Jan 2019 Week 2	<input type="checkbox"/> 25 ES Ch 1-3  <input type="checkbox"/> Ethics Ch 1 and 2  <input type="checkbox"/> ABAI (2001)  <input type="checkbox"/> Barret et al. (1991)  <input type="checkbox"/> Van Houten et al. (1988)	<input type="checkbox"/> Complete Recorded Material Quizzes  <input type="checkbox"/> Participate in Group Discussion  <input type="checkbox"/> Complete Discussion Guide  <input type="checkbox"/> Submit Discussion Guide
6 Feb 2019 Week 3	<input type="checkbox"/> 25 ES Ch 4-7  <input type="checkbox"/> Ethics Ch 3 – 6  <input type="checkbox"/> Johnston & Sherman (1993)  <input type="checkbox"/> Johnston (1991)	<input type="checkbox"/> Complete Recorded Material Quizzes  <input type="checkbox"/> Participate in Group Discussion  <input type="checkbox"/> Complete Discussion Guide  <input type="checkbox"/> Submit Discussion Guide

13 Feb 2019 Week 4	<input type="checkbox"/> 25 ES Ch 8-10 <input type="checkbox"/> Ethics Ch 7	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide
20 Feb 2019 Week 5	<input type="checkbox"/> 25 ES Ch 11-13 <input type="checkbox"/> Ethics Ch 8	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide
27 Feb 2019 Week 6	<input type="checkbox"/> 25 ES Ch 14 – 17 <input type="checkbox"/> Ethics Ch 9 <input type="checkbox"/> Hastings & Noone ((2005))	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide
6 March 2019 Week 7	<input type="checkbox"/> 25 ES Ch 18-20 <input type="checkbox"/> Ethics Ch 10	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide
20 March 2019 Week 8	<input type="checkbox"/> 25 ES Ch 21 – 25 <input type="checkbox"/> Ethics Ch 11	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide
27 March 2019 Week 9	<input type="checkbox"/> AD Ch 1-3 <input type="checkbox"/> Ethics Ch 12	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide



3 April 2019 Week 10	<input type="checkbox"/> AD Ch 4 – 6 <input type="checkbox"/> Ethics Ch 13	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide <input type="checkbox"/> Submit Decision Sequence
10 April 2019 Week 11	<input type="checkbox"/> AD Ch 7-9 <input type="checkbox"/> Ethics Ch 14	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide <input type="checkbox"/> Submit Decision Sequence
17 April 2019 Week 12	<input type="checkbox"/> AD Ch 10-13 <input type="checkbox"/> Ethics Ch 15	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide <input type="checkbox"/> Submit Decision Sequence
24 April 2019 Week 13	<input type="checkbox"/> AD Ch 14-17 <input type="checkbox"/> Ethics Ch 16 - 18	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide <input type="checkbox"/> Submit Decision Sequence
1 May 2019 Week 14	<input type="checkbox"/> AD Ch 18-20 <input type="checkbox"/> Virginia Licensure Regulations (or, appropriate state licensure regs if you are not a resident of Virginia)	<input type="checkbox"/> Complete Recorded Material Quizzes <input type="checkbox"/> Participate in Group Discussion <input type="checkbox"/> Complete Discussion Guide <input type="checkbox"/> Submit Discussion Guide <input type="checkbox"/> Submit Decision Sequence
8 May 2019	<input type="checkbox"/> Ensure all has been completed and submitted	<input type="checkbox"/> Final Exam due through TK20 by 11:59 pm on 10 May 2019

## 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](mailto: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

#### Assessment Rubric(s)

The TK20 Assignment (Final Exam) rubric is as follows:

	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"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst's responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst's ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst's responsibility to colleagues.</li> <li>▪ The behavior analyst's ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst's responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst's ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst's responsibility to colleagues.</li> <li>▪ The behavior analyst's ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of items pertaining to:</p> <ul style="list-style-type: none"> <li>▪ Responsible conduct of a behavior analyst.</li> <li>▪ The behavior analyst's responsibility to clients.</li> <li>▪ Assessing behavior.</li> <li>▪ The behavior analyst and the individual behavior change program.</li> <li>▪ The behavior analyst as a teacher and / or supervisor.</li> <li>▪ The behavior analyst and the workplace.</li> <li>▪ The behavior analyst's ethical responsibility to the field of behavior analysis.</li> <li>▪ The behavior analyst's responsibility to colleagues.</li> <li>▪ The behavior analyst's ethical responsibility to society.</li> <li>▪ The behavior analyst and research.</li> </ul>
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"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ BACB Professional Disciplinary and Ethical Standards</li> <li>▪ Reporting requirements.</li> <li>▪ Limits on applying.</li> <li>▪ The Review Committee.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>	<ul style="list-style-type: none"> <li>▪ Virginia Board of Medicine Standards of Professional Conduct</li> </ul>
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"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>	<p>Candidate demonstrates competence by correctly answering 80 – 99% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>	<p>Candidate demonstrates mastery by correctly answering 100% of questions pertaining to:</p> <ul style="list-style-type: none"> <li>▪ General provisions of Virginia Behavior Analyst Licensure Regulations</li> <li>▪ Requirements for Licensure as a Behavior Analyst or an Assistant Behavior Analyst</li> <li>▪ Scope of Practice</li> <li>▪ BACB Certification Requirements</li> <li>▪ BACB Application Process</li> <li>▪ BACB Examination Process</li> <li>▪ BACB Continuing Education Requirements</li> </ul>