Candidate Handbook

Board Certified Coach Examination (BCCE)

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## For More Information

All questions and requests for information about the **CCE examination program** should be directed to:

- Center for Credentialing & Education  
  3 Terrace Way  
  Greensboro, NC 27403  
  Voice: 336-482-2856; Fax: 336-482-2852  
  Website: [cce-global.org](http://cce-global.org)

All questions and requests for information about **examination scheduling** should be directed to:

- Pearson VUE  
  5601 Green Valley Dr.  
  Bloomington, MN 55437  
  Voice: 866-904-4432  
  Website: [home.pearsonvue.com](http://home.pearsonvue.com)

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INTRODUCTION
This handbook provides information about the examination and registration process for the Board Certified Coach Examination (BCCE). It outlines the design and content of the examination and guides candidates through the examination process, from registration through test taking.

ABOUT CCE
The Center for Credentialing & Education (CCE) is a global not-for-profit organization that offers assessments, credentialing, business support, and licensure services. CCE’s products and services advance professional credibility of individuals and organizations worldwide. CCE’s portfolio of services is grounded in research, experience, and collaboration with its parent company, the National Board for Certified Counselors (NBCC).

INDEPENDENT TESTING AGENCY
CCE contracts with Pearson VUE to assist in the administration and scoring of the BCCE. Pearson VUE is headquartered in suburban Minneapolis, Minnesota, with regional offices in Australia, China, Dubai, India, Japan, the United Kingdom, and the United States.

NONDISCRIMINATION POLICY
CCE and Pearson VUE do not discriminate against candidates based on gender, race, creed, age, sexual orientation, or national origin.

EXAMINATION ADMINISTRATION
The BCCE is delivered by computer at more than 900 Pearson VUE testing centers located throughout the United States. Generally, there are no application deadlines, and a candidate may submit a registration form and fee at any time. Testing is normally during the first two full weeks of each month. The examination is administered by appointment only on dates authorized by CCE. Available dates will be indicated when scheduling your examination and are available on a first-come, first-served basis. Please contact Pearson VUE for participating locations and details (home.pearsonvue.com). Candidates are allowed two hours to take the examination.

HOLIDAYS
Examinations are not offered on the following holidays:
New Year’s Day
Memorial Day
Independence Day
Labor Day
Thanksgiving Day and the following Friday
Christmas Eve (limited hours)
Christmas Day

REGISTERING WITH CCE
To begin the registration process, go to CCE’s application for the BCC. The completed application can be emailed or downloaded, printed, and then mailed or faxed back to CCE. You cannot schedule an examination appointment for the BCCE with Pearson VUE until CCE has processed your BCC application.

FEES AND REFUND POLICY
You must submit the appropriate fee to register. Payments may be made by credit card (VISA, MasterCard, or American Express), cashier’s check, money order, or personal check payable to CCE. Examination fees are not refundable or transferable and are forfeited if the registration process is not completed within one year.

REGISTRATION EXPIRATION
If you fail to test within six months after registering with CCE, you forfeit the registration and all fees paid to take the examination.

EXAMINATION REREGISTRATION
If you are unsuccessful in your examination attempt, you will not be permitted to test until you have completed a three-month waiting period. You may reregister at any time by following the same registration process, but the actual retest date will depend on the monthly testing schedule and site availability. A separate fee is required each time you register for the examination.

SCHEDULING AN EXAMINATION
After you have completed the registration process with CCE and are approved to schedule your examination, you will receive an email from Pearson VUE with your candidate ID number. You may either schedule an appointment for the examination online or by telephone.

Candidates testing with approved special accommodations must schedule their examination via phone and inform Pearson VUE of the need for special accommodations. See the SPECIAL ARRANGEMENTS FOR CANDIDATES WITH DISABILITIES section for more detailed information.

Online scheduling is the preferred method. To use this service:
• Retrieve your candidate ID number from Pearson VUE’s email.
• Navigate to pearsonvue.com/ccc and select “Create Account.”
• Follow step-by-step instructions to select your examination program and register for an examination.

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**Telephone scheduling** (candidates may experience extended hold times):

- Call Pearson VUE at 866-904-4432 to schedule an examination appointment.

When scheduling an examination, be prepared to confirm a location, select a preferred date and time for testing, and provide your candidate ID number. Pearson VUE uses this number only for identification purposes for maintaining candidate records. When you contact Pearson VUE to schedule an examination appointment, you are notified of the time to report to the testing center. You will not receive additional communications confirming your scheduled appointment.

**TESTING CENTER LOCATIONS**

Pearson VUE testing centers have been selected to provide accessibility to most candidates in all states and major metropolitan areas. A current listing of Pearson VUE testing centers, including addresses and driving directions, is available at pearsonvue.com. Specific address information will also be provided once an examination appointment is made.

**SPECIAL ARRANGEMENTS FOR CANDIDATES WITH DISABILITIES**

CCE and Pearson VUE comply with the Americans with Disabilities Act and strive to ensure that no individual with a disability is deprived of the opportunity to take an examination solely because of that disability. With supporting documentation, CCE and Pearson VUE will provide reasonable accommodations for candidates with permanent or temporary disabilities or for whom English is a second language. Please note that accommodations must be pre-approved by CCE.

The process for requesting accommodations is outlined in CCE’s accommodation policy. For any questions related to accommodations, please feel free to contact accommodations@cce-global.org. Candidates testing with approved special accommodations must schedule their examination via Pearson VUE’s toll-free number (800-466-0450) and inform Pearson VUE of the need for special accommodations.

**EXAMINATION APPOINTMENT CHANGES**

You may reschedule an examination appointment for a $50 fee by calling Pearson VUE at 866-904-4432. You cannot reschedule less than 24 hours prior to your appointment.

**MISSED APPOINTMENTS AND CANCELLATIONS**

Candidates forfeit the examination registration and all fees paid to take the examination when they:

- intend to reschedule the examination but fail to contact Pearson VUE at least 24 hours before the examination appointment.

- arrive more than 15 minutes late for the examination.

- fail to report for the examination appointment for any reason.

New registration and examination fees are required to reregister for the examination.

**PERSONAL EMERGENCY, INCLEMENT WEATHER, OR POWER FAILURE**

In the case of a personal emergency the day of testing, candidates should call CCE at 336-482-2856. A decision for a retest after a thorough review will be considered on a case-by-case basis.

In the event of inclement weather, Pearson VUE will determine whether circumstances warrant the cancellation and rescheduling of an examination. An examination will usually be rescheduled if the testing center personnel are unable to open the facility. If the power to a testing center is temporarily interrupted during an administration, an examination will restart where candidates left off and they may continue. Candidates may appeal a power outage only if they are not returned to where they left off prior to the power outage.

Every attempt is made to administer an examination as scheduled; however, should an examination be canceled at a testing center, all scheduled candidates will receive notification by email or telephone regarding rescheduling or reregistration procedures.

**DEFINITION**

The Board Certified Coach Examination (BCCE) is a certifying examination that measures coaching knowledge based on the Center for Credentialing & Education (CCE) core competencies (i.e., Ethics and Regulatory Guidelines, Coaching Knowledge and Applications, Assessment, and Practice Management) and how to apply the competencies and follow ethical guidelines. The qualifying criteria to take the BCCE are stated in the minimally qualified candidate profile.

Coaching is a professional practice in which the coach has specialized education, training, and experience to help coachees identify specific goals; collaborate with coachees on solutions; and offer strategies that assist individuals, groups, and organizations in reaching identified goals.

**EXAMINATION PURPOSE AND MEASUREMENT FOCUS**

The BCCE provides a standardized measure of the CCE core competencies associated with professional coaching;
thus, the BCC certification informs coachees that certified coaches subscribe to professional standards and ethics. The examination’s development is based on a national job analysis of 295 credentialed coaches who determined the core competencies of coaching and developed the examination content of the BCCE.

The core competencies associated with professional coaching were determined to be:

A. Ethics and Regulatory Guidelines
   Work behaviors in this category include identification and communication of roles and responsibilities of coaches related to ethical and regulatory guidelines.

B. Coaching Knowledge and Applications
   Work behaviors in this category include the use of coaching methods and skills that may be necessary for an effective practice.

C. Assessment
   Work behaviors in this category include the identification of factors that may influence the process, goals, or outcome of coaching.

D. Practice Management
   Work behaviors in this category include skills necessary for sustaining an effective practice.

TARGET POPULATION AND THE MINIMALLY QUALIFIED CANDIDATE

The minimally qualified candidate (MQC) for the BCCE has a bachelor’s degree or higher from an accredited institution, has completed CCE-approved training for coaching, and has completed the required number of coaching hours. The MQC, through the combination of education, training, and coaching experience, can appropriately demonstrate knowledge and competencies in the domains of Ethics and Regulatory Guidelines, Coaching Knowledge and Applications, Assessment, and Practice Management.

EXAMINATION FORM

The BCCE is composed of 100 multiple-choice questions that pertain to the field of coaching. Of the 100 items, 80 are scored and 20 are unscored. These 20 multiple-choice questions provide statistical information about items that may be used in future examinations. Both scored and unscored items are of the same structure, and they appear in a randomized order throughout the examination. Applicants for the BCC certification will have two hours to complete the test.

JOB ANALYSIS AND CONTENT OUTLINE

The BCCE was developed based upon a national job analysis of 295 credentialed coaches who identified the competencies most relevant for the field of coaching. This content outline was drafted and approved by the BCCE Subject Matter Expert (SME) Committee in 2020.

The committee’s responsibilities included, but were not limited to, defining the BCCE, defining the MQC for the BCCE, developing the examination blueprint by finalizing the content outline and deciding on weighting for each domain, and sorting items into the domains.

Table 1 presents the four domains and the percent ranges and number of scored items on the BCCE for each domain.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Percent of items</th>
<th>Number of scored items</th>
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<tr>
<td>1 Ethics and Regulatory Guidelines</td>
<td>15%–25%</td>
<td>12–20</td>
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<td>2 Coaching Knowledge and Applications</td>
<td>45%–55%</td>
<td>36–44</td>
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<td>3 Assessment</td>
<td>15%–25%</td>
<td>12–20</td>
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<tr>
<td>4 Practice Management</td>
<td>5%–15%</td>
<td>4–12</td>
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The following work behaviors are supported by the coaching literature and resulted from a job analysis completed by credentialed coaches. These work behaviors are meant to be general in scope and applicable to various contexts (e.g., life, executive, business, career, health and wellness).

I. ETHICS AND REGULATORY GUIDELINES

Work behaviors in this category include identification and communication of roles and responsibilities of coaches related to ethical and regulatory guidelines.

A. Obtain agreement on the parameters of confidentiality in coaching

B. Identify any dual relationship issues that could influence the coaching process

C. Obtain coachee agreement on the nature of coaching

D. Obtain coachee agreement on the limits of coaching

E. Obtain agreement on the process of confidentiality in coaching

F. Inform coachee about legal dimensions of the coaching relationship

G. Agree to accessibility protocols
H. Obtain authorization for release of coachee information
I. Practice liability risk management
J. Inform coachees of ethical standards of coaching
K. Explain coach and coachee roles in coaching
L. Maintain a physically safe environment for service provision
M. Explain coaching processes to coachee
N. Apply standards of practice in coaching
O. Maintain appropriate coachee case notes and records
P. Operate within the coachee’s ethical system without violating coach’s own code of ethics
Q. Obtain agreement on the parameters of confidentiality in coaching
R. Adhere to BCC Code of Ethics
S. Clarify roles and responsibilities in sharing data prior to assessment
T. Establish and maintain trust
U. Maintain a sense of mutual respect
V. Establish and maintain confidentiality for virtual coaching

II. COACHING KNOWLEDGE AND APPLICATIONS

Work behaviors in this category include the use of coaching methods and skills that may be necessary for an effective practice.

A. Use silence
B. Use mirroring
C. Ask affective questions
D. Use the linking process
E. Ask analytical questions
F. Use challenging statements or questions
G. Use/model effective nonverbal communication
H. Use paraphrasing
I. Use summarizing
J. Ask clarifying questions
K. Ask connecting questions
L. Ask probing questions
M. Interpret nonverbal communication
N. Ask exploratory questions
O. Ask reflective questions
P. Use empathy
Q. Use open-ended questions as a method of investigation
R. Provide encouragement
S. Use active listening
T. Demonstrate compassion
U. Use ambiguity
V. Use metaphors
W. Assist coachee to adapt and modify coachee’s belief and value systems to achieve goals
X. Modify the coaching process based on any issue that influences the coachee’s goals
Y. Use humor
Z. Use reframing
AA. Challenge coachee to test assumptions and biases
AB. Use appropriate reinforcement techniques throughout the helping process
AC. Assist coachee in understanding belief and value systems that impact goals
AD. Exhibit curiosity
AE. Assist coachee in understanding their current perspective (framing)
AF. Assist coachee in gaining new perspective (framing)
AG. Recognize culturally sensitive communication
AH. Assist coachee in understanding balance of life roles in careers
AI. Discuss work–life balance with coachee
AJ. Model self-disclosure
AK. Coordinate coaching plan with other service providers
AL. Offer insight
AM. Promote effective decision-making
AN. Explore ideas
AO. Assist the coachee in role transitions
AP. Assist coachee in building skills
AQ. Assist coachee in building confidence
AR. Facilitate coachee development of decision-making skills
AS. Assist coachee with managing conflict
AT. Foster effective communication
AU. Provide candid and clear feedback
AV. Provide coaching via distance technologies
AW. Co-create a comprehensive coaching plan
AX. Facilitate coachee use of information resources in coaching
AY. Assist the coachee in locating relevant information and resources
AZ. Co-develop a coachee’s goal regarding whether it is conceivable, believable, achievable, measurable, and desirable, given a coachee case
BA. Clarify coachee barriers related to decision-making
BB. Assist the coachee in understanding the potential risks in decision-making and strategies to minimize risks
BC. Assist the coachee in identifying, developing, and using appropriate support systems
BD. Clarify coachee barriers related to goals
BE. Create coachee accountability plan
BF. Assist the coachee in setting short- and long-term goals
BG. Assist coachee in creating a personal action plan
BH. Assist the coachee in identifying potential strategies for meeting goals
BI. Assist the coachee in clarifying goal(s)
BJ. Accommodate coachee’s communication needs when possible
BK. Facilitate communications with coachees having limited language proficiency and provide referrals when necessary
BL. Affirm the coachee’s autonomy
BM. Facilitate coachee access to additional services and resources
BN. Facilitate coachee’s self-coaching skills
BO. Support the coachee’s development of sustainable plan post-coaching
BP. Maintain a non-judgmental approach in the coaching process
BQ. Maintain honest and straightforward communication
BR. Assist the coachee in moving from awareness to action
BS. Provide acknowledgment
BT. Gain permission before challenging
BU. Assist coachee in identifying relevant life experiences
BV. Model the acceptance of a challenge
BW. Encourage reevaluation of goals
BX. Model creativity
BY. Challenge coachee to move beyond their comfort zone
BZ. Demonstrate flexibility in coachee goal revision
CA. Use immediate interactions to advance the coaching process
CB. Model self-awareness
CC. Model acceptance
CD. Facilitate openness
CE. Model effective interpersonal communication
CF. Assist the coachee in taking action based on data
CG. Discuss coachee’s progress toward accomplishing goals
CH. Provide peer coaching when appropriate
CI. Generate possibilities and brainstorm

III. ASSESSMENT

Work behaviors in this category include the identification of factors that may influence the process, goals, or outcome of coaching.

A. Recognize when coachee needs a referral for other professional services
B. Clarify coachee’s current use of alcohol and/or other substances
C. Identify alternative coaching approaches for coachees with special needs
D. Identify any sexual orientation factors that could influence the coaching process
E. Identify multicultural issues that could influence coachee goals
F. Identify learning issues that could influence coachee goals
G. Identify any racial factors that could influence the coaching process
H. Identify health issues that could influence coachee goals
I. Identify potential for coachee to harm self and/or others
J. Identify any gender factors that could influence the coaching process
K. Identify any spiritual factors that could influence the coaching process
L. Identify any multicultural factors that could influence the coaching process
M. Identify other issues that could influence coachee goals
N. Identify any health factors that could influence the coaching process
O. Identify any developmental factors that could influence the coaching process
P. Identify relationship issues that could influence coachee goals
Q. Identify any other issues/factors that could influence the coaching process
R. Identify behavioral issues that could influence coachee goals
S. Explore differences in organizational environments
T. Clarify coachee attitudes toward work and workers
U. Clarify coachee decision-making processes
V. Identify coachee’s preferred processes for meeting goals
W. Clarify coachee personal parameters (e.g., values, beliefs, needs, interests, tendencies) related to choices and alternatives
X. Assess coachee strengths related to goals
Y. Identify coachee readiness for coaching
Z. Monitor coachee progress toward goal attainment
AA. Monitor coachee progress in coaching
AB. Identify any past coachee experience with helping services
AC. Observe coachee behaviors in the moment
AD. Use various assessment strategies appropriate to the coaching process
AE. Use available coachee data in support of the assessment process
AF. Use various assessment strategies appropriate to the goals of the coachee
AG. Assist the coachee in interpreting assessment results
AH. Assess the culture of coachee’s environment
AI. Assess coaching outcomes

IV. PRACTICE MANAGEMENT
Work behaviors in this category include skills necessary for sustaining an effective practice.

A. Integrate appropriate coaching theories, strategies, and models in assisting the coachee
B. Seek supervision as needed
C. Correspond as needed with coachee
D. Advocate for the practice of coaching
E. Be aware of different modalities of delivering coaching services
F. Seek mentoring as needed
G. Promote awareness of coaching
H. Collaborate with coachee on appropriate termination
I. Consult with other professionals when appropriate
J. Self-assess strengths, development gaps, and limitations as a coach
K. Maintain a referral network
L. Identify any personal barriers to coaching effectiveness
M. Assess individual effectiveness as a coach
N. Use coaching-related research
O. Maintain needed knowledge and skills with continuing education
P. Conduct post-coaching follow-up activities, including evaluation of services
Q. Clarify roles and responsibilities with any sponsor as appropriate
R. Prepare an estimated timeline for coaching services
S. Seek feedback from coachee regarding coaching process

BCCE SAMPLE QUESTIONS

Ethics and Regulatory Guidelines
1. When creating a written agreement for your coachee on the limitations of coaching, what should be included?
   a. that coaching is not considered therapy, counseling, or psychotherapy
   b. an understanding of the coach’s prior career credentials
   c. that as a credentialed coach you are not required to keep records or schedules
   d. descriptions of non-coaching services you might provide, e.g., massage therapy

Coaching Knowledge and Applications
2. A coach wants to inspire additional perspectives regarding the coachee’s viewpoints. How should the coach do this?
   a. by drawing a vision map for the coachee
   b. by asking thoughtful, reflective questions
   c. by offering the coachee a skills assessment
   d. by explaining the coaching process

Assessment
3. You have just completed training on a new assessment tool for coaching and are eager to try it on your current coachees. Before moving forward, you should first consider:
   a. if this tool is appropriate for your current coachees.
   b. any additional cost to your coachees.
   c. continuing your coaching engagements but experimenting with the new tool.
   d. amending the coaching contract.

Practice Management
4. Jack is a manager within a large corporation. Last year his department’s sales profits dropped. The company board decided to provide Jack with coaching to help him get the department back on track. Which statement would a coach make to clarify the degree of confidentiality with the coachee?
   a. “I will need to include your supervisor in the session when I discuss the coaching process.”
   b. “I’ll need to share our session notes with administration throughout our work together.”
   c. “Please feel comfortable to speak your mind. Everything we discuss is confidential as required by law.”
   d. “Our work on mental disorders that impede financial goals will remain confidential.”

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<th>Key</th>
<th>Domain</th>
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<td>1</td>
<td>A</td>
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<td>Assessment</td>
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<tr>
<td>4</td>
<td>A</td>
<td>Practice Management</td>
</tr>
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TAKING THE EXAMINATION

Your examination will be delivered by computer at a Pearson VUE testing center. Advanced computer experience or typing skills are not needed to take the examination. You will be required to select answer choices and, in some instances, scroll to the end of the current page using a mouse. On the day of the examination appointment, you should plan to arrive at the testing center early. You are required to read and sign the Pearson VUE Candidate Agreement before you are allowed into the testing center. The document outlines what test takers should do if they need help with the examination and other policies.

For your convenience, signs indicating Pearson VUE testing center check-in will be posted at the testing center.

A candidate who arrives more than 15 minutes after the scheduled testing time will not be admitted and will forfeit their registration fee.

IDENTIFICATION

To gain admission to the testing center, you must present two forms of identification. Both forms of ID must be original (no photocopies or digital IDs) and valid (unexpired); one form as a primary ID (government-issued with name, recent recognizable photo, and signature) and one form as a secondary ID (with at least a name and signature, or name and recent recognizable photo). The name on your registration and on your photo ID must be
identical. For Pearson VUE’s identification policy, please see home.pearsonvue.com/Policies/1S/English. You will also be required to sign a roster for verification of identity.

You must have proper identification to gain admission to the testing center. Failure to provide appropriate identification at the time of the examination is considered a missed appointment, and a refund of your examination fee will not be granted.

SECURITY AND SCREENING
CCE and Pearson VUE maintain the highest degree of administration and security standards. The testing center is continuously monitored by audio and video surveillance equipment for security purposes. For current guidance on security and screening procedures at Pearson VUE testing centers, please visit home.pearsonvue.com/Test-takers/Resources.aspx.

The following security procedures apply during the examination:

• No cameras, notes, tape recorders, personal digital assistants (PDAs), pagers, or cell phones are allowed in the testing room.
• No calculators are permitted.
• No guests, visitors, or family members are allowed in the testing room or reception areas.
• No personal items, valuables, or weapons should be brought to the testing center.
• A locker is provided for storing keys, wallets, and cell phones. Pearson VUE is not responsible for items left in the reception areas.

Prior to entering the testing center, Pearson VUE test administrators security screen you to make sure you do not have notes or cameras. You may be asked to:

• roll up your sleeves.
• pull up pant legs to show that no notes are taped to the legs.
• turn out your pockets.
• pull back your hair to examine ears for earphones or microphones.
• scan palms on a scanner.

EXAMINATION RESTRICTIONS

• Writing materials will be provided during check-in.
• All writing materials must be returned to the proctor at the completion of testing or a score report will not be given. 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.
• Breaks may be taken when needed, but no additional time will be given to test.
• Eating, drinking, or smoking is not permitted in the testing center.

MISCONDUCT
Candidates who engage in any of the following conduct may be dismissed from the examination and forfeit their scores and fees:

• Creating a disturbance or being abusive or otherwise uncooperative.
• Displaying and/or using electronic communications equipment such as pagers, cell phones, or PDAs.
• Giving or receiving help or being suspected of doing so.
• Attempting to record examination questions or make notes.
• Attempting to take the examination for someone else.
• Being observed with notes, books, or other aids.

COPYRIGHTED EXAMINATION QUESTIONS
All examination questions are the copyrighted property of CCE. It is forbidden under federal copyright law to copy, reproduce, record, distribute, display, or share these examination questions by any means, in whole or in part. Those who do so may be subject to severe civil and criminal penalties.

EXAMINATION PROCESS
After your identification has been confirmed, you will be directed to a testing carrel. You will be monitored via video throughout the examination session.

You will have two hours to complete this examination. The computer tracks the time you spend on the examination.

A nondisclosure agreement (NDA) will appear on the screen; you must agree to the terms of the agreement in order to proceed with the examination. You will have five minutes to agree to the NDA or the examination will terminate. After you agree to the terms of the NDA, you will click the “Next” button and arrive at the tutorial for the examination. You will have 10 minutes to review how to navigate and respond to the examination items.

The examination begins when “Start” is selected. The examination terminates if you exceed the time allowed. A digital clock indicates the time remaining for you to complete the examination.
FOLLOWING THE EXAMINATION

After completing the examination, you will be asked to complete a short evaluation of your examination experience. You will then be instructed to report to the examination proctor to receive your unofficial score report, which includes your photograph.

After verifying that you have abided by testing policies and procedures during the administration of your examination, CCE will report official scores to your licensing organization.

Passing the examination does not guarantee credentialing. CCE and Pearson VUE reserve the right to withdraw or void official scores if it is found that a candidate engaged in misconduct, wrongfully sat for the examination, or violated the regulations of the respective organizations. Scores are reported in written form only and not over the telephone, by email, or by fax.

SCORING AND EQUATING

Your total score on this examination will be the sum of correctly responded scored items on the test form. Each multiple-choice question on this form will comprise one score point. The passing score for the BCCE is calculated through standard setting, which requires subject matter experts of the BCCE Committee to review and evaluate each question on the examination in order to determine the passing score that would be expected from a Minimally Qualified Candidate (MQC). The passing score obtained through standard setting on one test form will be applied to other BCCE test forms through statistical equating. Statistical equating adjusts the passing score up or down by accounting for the overall difficulty of each test form. Therefore, statistical equating ensures fairness to all candidates by associating the cut score on a test form with the overall difficulty level of the items on it. With this standard procedure for determining the successful candidates on the BCCE, the passing scores may vary slightly for each BCCE test form.

PASS/FAIL SCORE DETERMINATION

Examination scores are only determined by an individual’s performance on the examination. Neither individual scores nor passing scores are compared to or influenced by the performance of other examinees.

SCORES CANCELED BY CCE OR PEARSON VUE

CCE and Pearson VUE are responsible for the validity and integrity of the scores they report. CCE and Pearson VUE reserve the right to void or withhold examination results if, upon investigation, violation of regulations is discovered.

IF YOU PASS THE EXAMINATION

Your official scores will be forwarded to CCE and an email will then be sent to you either certifying you or giving instructions for retesting.

IF YOU DO NOT PASS THE EXAMINATION

You may take the examination once every three months up to a total of three times over a period of three years. You can reregister by submitting a new examination registration with the appropriate fee.

Examinees may submit comments about the examination content, which will be shared with the BCCE Committee.

APPEALING EXAMINATION RESULTS

Examinees may appeal examination score results. There are three types of appeals: Administration, Content, and Accommodation (Disability) Appeals. To be considered, appeals must follow the guidelines delineated in the Examination Appeal Policy.

FAILING TO REPORT FOR AN EXAMINATION

A candidate who fails to report for an examination forfeits the registration and all fees paid to take the examination. A newly completed registration form and new examination fee are required to reregister for an examination.

CONFIDENTIALITY

Information about candidates for testing and their examination results are confidential. Studies and reports concerning candidates will not contain personally identifiable information unless authorized by the candidate.

SCORE VERIFICATION

Candidates may request score verification for themselves or a third party by submitting a completed Score Verification Request form and payment.