

STUDENT HANDBOOK
SUPPLEMENT

Competency-Based Education (CBE)

Revised:
June 2, 2021

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COMPETENCY-BASED EDUCATION

Introduction

Mohave Community College offers selected programs as competency-based programs. Competency-Based Education (CBE) programs enable students to earn college credit by demonstrating mastery of clearly-defined skills known as “competencies.” There are some unique features related to competency-based programs that students need to know. This supplement provides information that helps explain competency-based learning as well as special information that supplements the college catalog and student handbook.

Students work with the programs’ CBE Full-Time Faculty who ensure that students have obtained the knowledge and skills necessary to enter the industry. Throughout the program, students meet with the CBE Faculty member, who will guide their progress through their coursework and help to maintain the pace of their work. The CBE Faculty member will go over any minimum computer hardware, software, and Internet requirements for any online content.

For financial aid and/or other non-content issues, students should schedule a meeting with a Student Services Advisor or the program’s Academic Success Coach.

Degree programs will include a combination of traditional general education courses and a series of competency-based program courses. Competency-based courses provide students more engaging activities, a different scheduling model, and often the opportunity to progress through courses when students are highly motivated to complete.

Admission

For the 2020-21 academic year, MCC utilizes the competency-based format in the following programs:

- Automotive Collision Repair**
- Automotive Service Repair**
- Culinary Arts Management**
- Electrical Technology**
- Heating, Ventilation, Air Conditioning and Refrigeration**
- Substance Abuse Counseling**
- Welding**

Students who have not yet enrolled at MCC must first do so by following the standard college admissions process found in the [Student Handbook](#) or online.

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Upon completion of the admissions process, students must meet with the CBE Faculty for their respective program. Faculty for the respective programs are shown below:

Automotive Collision Repair (ACT)

Richie Mitten

Bullhead City Campus

928.704.4952 Extension: 4952

RMitten@mohave.edu

Automotive Service Repair (ASE)

Jim Morris

Bullhead City Campus

928.704.5091 Extension: 4425

JMorris@mohave.edu

Culinary Arts Management (CUL)

Alana Johnson

Bullhead City Campus

928.704.4167

AlJohnson@mohave.edu

Electrical Technology (ELC)

Michael McKenzie

Neal Campus-Kingman

866.664.2832 Extension: 1153

MMckenzie@mohave.edu

Heating, Ventilation, Air Conditioning, and Refrigeration (HVA)

David Brickey

Lake Havasu City Campus

928.505.3336 Extension: 3336

DBrickey@mohave.edu

Darrell Pohlman

Bullhead City Campus

866.664.2832 Extension: 4426

DPohlman@mohave.edu

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Substance Abuse Counseling (SAC)

Lori Howell

Lake Havasu City Campus
928.505.3373 Extension: 3373
LHowell@mohave.edu

Welding (WLD)

Tim Grive

Neal Campus-Kingman
928.757.0830 Extension: 1130
TGrive@mohave.edu

Eric Pope

Lake Havasu City Campus
928.302.5326 Extension: 3526
EPope2@mohave.edu

Zachary Drew

Bullhead City Campus
928.758.4184 Extension: 4913
ZDrew@mohave.edu

Advisement

The following personnel will have significant interactions with the students and assist in student success:

CBE Faculty

Students interested in CBE programs must meet with the CBE Faculty who will:

- Determine if CBE programming is the best fit for the student
- Establish educational goals
- Create an action plan
- Discuss technology expectations related to the program
- Assist with career planning and finding employment

Students will meet at minimum every two weeks with the CBE Faculty or Academic Success Coach to ensure that students are progressing through the program and to address any setbacks or issues. Students can schedule meetings with their CBE Faculty or Academic Success Coach more often if needed.

Academic Success Coach

The CBE Academic Success Coach acts as a one-stop source for students by assisting with all student affairs from the admission application to graduation and assisting students with

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academic or career plans. The CBE Academic Success Coach monitors students' academic progress and communicates weekly with students to discuss their course progression. Assists the CBE Faculty by responding to student inquiries on assignments and connecting students to specialized resources as needed, communicating closely with the CBE Faculty to ensure information is shared regarding students' progress and needs. The CBE Academic Success Coach may instruct courses, based on program needs.

CBE Academic Advisor

The CBE Academic Advisor's purpose is to communicate with students regarding what they need outside of the classroom in order to be successful. Maintaining communicative connections with students, academic advising, financial aid, business services, registrar, office of instruction, and institutional research, the CBE technician acts as the hub of information transfer to ensure that everyone is informed about a student's needs.

Student Services Advisors

Student Services Advisors provide additional information and resources for a successful academic experience at MCC:

- Admission requirements
- Registration processes
- Financial aid
- Unofficial transcript evaluation
- Changing majors
- Addressing transfer issues
- Assessment test scores

For additional information regarding the role of the Student Services Advisor, visit Academic Advising under the [Student Resources](#) section of MCC Catalog or the [Student Handbook](#).

Placement Tests and Prerequisites

Students are to meet with a CBE Faculty or CTE Associate Dean prior to enrollment in any CBE program courses to ensure students meet the prerequisites, if any, for the courses. Please visit the appropriate Program of Study web page for more information. Each campus at Mohave Community College has a testing center where students can take a placement test and/or any other assessments assigned by individual programs. Students are expected to meet the course prerequisites prior to their enrollment in any course.

Students can transfer courses from another college using the criteria found in the Student Handbook. For a transfer course to meet the criteria to be utilized as fulfilling a prerequisite into the program, a grade of B or better must have been achieved. This requirement applies to both program-specific and general education courses. For additional information, see *Transcript Evaluation Criteria* under [Transcript Information](#).

Competencies

The term “competency” pertains to a specific skill or knowledge set that is a part of a course. It also references an acceptable level of understanding necessary for a student to move forward within a course. Students will complete a series of **competencies** by completing a written test or quiz, an oral presentation, a hands-on demonstration, or some other method that demonstrates competency in the skill. Demonstrations to pass off competencies typically occur in-person. To help students complete these competencies, they are broken down into smaller parts called **objectives**. Students will know the competencies and the objectives that they are working on at all times through a document known as a **rubric**. The rubric explains how students can successfully complete the objective or competency that is being studied.

Measuring Competence (Assessments)

Two types of assessments (or tests) are used to determine a student’s progress toward mastering a competency:

Formative assessments: These assessments are like “practice tests” of the objectives. Both the instructor and the student can use the “formative assessment” to gauge how well the student is learning the objective. The assessments can be repeated until a level of mastery is achieved. The scores for formative assessments do not contribute to the student’s grade for the competency.

Summative assessment: This assessment occurs for each competency and is taken when a student and instructor determine that the student has the necessary skill level to be successful. When a student successfully completes the summative assessment, the student can progress to the next competency. If the student does not pass, the CBE Faculty will counsel with the student to determine what objectives should be practiced or relearned before retaking the assessment. Substance Abuse Counseling students complete assignments when ready to do so.

CBE Enrollment Terms

The “Semester Term” follows the traditional semester dates. The advantage of the CBE Semester Term is that the program courses can be completed at an accelerated rate if the student is highly motivated. Students receiving funding from the Veterans Administration (VA) are advised to stay in close contact with the faculty and the VA Coordinator when establishing the pace of course completion because of the potential effects of early completion. Program courses are occasionally offered entirely online. The assigned CBE program courses should be completed by the end of the semester.

Satisfactory Academic Progress (SAP)

In order to maintain eligibility for financial aid and VA benefits, students are expected to meet minimum progress standards in both CBE and traditional programs. There are both qualitative (GPA) and quantitative (credit completion) measures that students are expected to meet to maintain eligibility. SAP is measured at the end of each term. Students who do not meet the minimum standards are notified electronically after the end of each semester.

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Students must meet all of the minimum standards listed below:

- Minimum cumulative 2.0 GPA for all coursework
- 67% completion rate of all attempted coursework
- Ability to complete the program within 150% of the established standard time to completion

Minimum Cumulative 2.0 GPA – qualitative measure

Because academic performance is measured cumulatively, students who maintain a minimum 2.0 GPA each semester will also achieve the minimum cumulative 2.0 GPA.

CBE coursework and general education coursework often have different grading scales. Because of this, it is possible to have a GPA lower than or equal to a 2.0 each term and/or cumulatively while mastering all competencies.

67% Completion Rate of All Attempted Coursework – quantitative measure

Coursework is considered attempted if a class is begun or a competency lesson opened. Coursework and competencies are considered completed when a letter grade of A, B, C, or D is received. Grades other than A, B, C, or D indicate that the competency or course was not completed and credit was not received.

Example 1: A student enrolls in 18 credits for a semester. These credits may be for competency-based program or general education courses. The student completes 16 of the 18 credits during the semester. This is an 88.88% completion rate and meets the standards. ($16 \div 18 = 0.8888$, or 88.88%)

Example 2: A student enrolls in 18 credits for a semester. These credits may be for competency-based program or general education courses. The student completes 9 of the 18 credits during the semester. This is a 50% completion rate and does not meet the standards. ($9 \div 18 = 0.5$, or 50%)

Ability to Complete within 150% of Established Timeframe – quantitative measure

Students must remain on track to complete a program within 150% of the established time to completion. Established program lengths are published in the catalog. If a program's established time to completion is two semesters, a student may extend this to 3 semesters to complete and still maintain eligibility for financial aid. (2 semesters x 150% = 3 semesters) It should be noted that the minimum required enrollment of 12 credits per semester establishes full time status, but does not guarantee that a student will be able to complete the program within the established time to completion. Students are expected to work directly with their CBE faculty to determine the actual number of credits to be completed each semester.

If it becomes mathematically impossible for a student to complete the program within the 150% timeframe, they are no longer eligible for financial aid.

Failure to Meet Minimum Standards

Students who fail to meet the minimum SAP standards will lose eligibility for financial aid for upcoming semesters until the minimum standards are met.

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Appealing the SAP Decision

When SAP standards are not met and a student loses aid eligibility, it is possible to appeal the decision. Students choosing to appeal the decision must submit the following items:

- Appeal form – available from an advisor, the CBE Faculty and/or Academic Success Coach.
- Letter of appeal – the letter should include 3 parts: a description of what happened during the term to impede performance, a description of what action the student is already taking to improve, and what future actions the student will take to ensure minimum standards are met in the future
- Documentation of the situation that occurred – this will vary based on the situation
- Academic Success Plan – completed with CBE faculty

The CBE Faculty, Academic Success Coach and/or the advisor will assist the student in submitting the appeal to the SAP Committee. Incomplete appeals will not be reviewed.

Once submitted, the SAP Committee will review the appeal and determine whether financial aid eligibility can be extended. If the appeal is granted, the student will have eligibility for one semester. At the end of that semester, the student is expected to bring their performance up to minimum standards. Financial aid eligibility is continued if minimum standards are met or the student completes the Academic Success Plan, as it is written, until minimum standards are met.

If the appeal is denied, the student may choose to continue her/his education at her/his own expense. At such time that the student is meeting the minimum standards, financial aid eligibility will be restored. Students are not reimbursed for expenses incurred during periods of financial aid ineligibility.

The decision of the SAP Committee is final.

Continued Financial Aid Eligibility

Students have an expectation of being actively engaged in completing coursework each week. Failure to do so puts a student's financial aid eligibility in jeopardy. Students are expected to:

- 1) complete at least one academic-related activity each week (exceptions are instructor-approved only), **and**
- 2) achieve the 12 credit requirement by the end of the semester if attending full-time, **and**
- 3) continue their studies in a subsequent semester within 45 days of the end of the previous semester.

Students who do not meet these expectations will be subject to Return to Title IV/Financial Aid evaluation and may be required to return a portion of their financial aid dollars.

Residency

Residency for these programs follows the college requirements in determining a student's residency status (See [Residency Requirements](#)).

Tuition/Fees

The tuition is calculated the same as for all traditional MCC courses (See [Current Tuition Rates](#)).

General Education Courses

General Education courses, such as English and math, are not currently offered in a CBE format. Students pursuing a degree in a CBE program must balance the self-paced characteristics of the CBE classes with the traditional schedules associated with the General Education courses. Students will meet with their CBE Faculty or Academic Success Coach prior to each enrollment term to determine how to best schedule and accomplish the General Education courses required for the program.

Attendance

Students in CBE courses are subject to the same expectations as traditional students in relation to first-class-day attendance and other attendance policies established by the programs. Courses that have been dropped due to non-attendance/non-participation will affect a student's financial aid benefits. It is essential that students stay in close communication with the CBE Faculty to avoid being dropped from a course.

Transfer of Credits

If a student arrives with credits completed at a previous educational institution, only courses with a grade of C or higher will be accepted into the program. Any courses that do not achieve this level must be repeated. This includes both program and general education courses.

Grades

Each competency establishes the level of competence, which is available to students via the course rubric. A level of either "competence" or "mastery" must be achieved before a student can begin work on the next competency. "Competence" is defined as a grade of B. CBE programs use the following grading scale: A, B, C, D, F, and I.

Achieving competencies is not time-based. The amount of time required to achieve competency will vary from student to student. However, for the purposes of official transcripts and transferability to other institutions, MCC equates the successful completion of competencies in CBE programs with grades in traditional time-based credit hour courses.

Grade-related Grievances

Students who feel that a grade has been awarded unfairly must follow the College Grievance Policy and Procedures found in the Student Handbook.

Transcripts

Depending on when students view their transcripts, a number of designations may appear other than a letter grade. The following can occur:

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Audit (AU): Students wishing to audit a CBE course must arrange a meeting with a CBE Faculty from the program in which the course resides. See the Student Handbook for further information about auditing courses. Cost would be determined by the course being audited.

Incomplete (I): A temporary designation generally given only in an emergency situation, such as illness, which results in the student's inability to complete objectives due to excessive absence at the end of a semester. Incomplete grades for CBE follow the college policy and procedures. Refer to the College Catalog for further information.

Withdrawal (W): A course withdrawal is a student-initiated grade. A student who follows the withdrawal process will receive a "W" grade.

- The student will be advised that his or her participation in the CBE program is terminated.
- Withdrawals are non-refundable. Students who withdraw from a course are financially responsible for the course and must repay any financial obligation (i.e., financial aid).
- Satisfactory Academic Progress (SAP) for all courses enrolled in at MCC to date will be calculated for the student at the end of the semester.
- The student's SAP status is calculated at the end of the semester.
- No earned credits for the course will be awarded; however, attempted credits for the course will be recorded on the student's transcript. This will negatively impact SAP.
- Students may withdraw from a CBE Semester-Term course during the withdrawal dates published in the Academic Calendar.
- It is the student's responsibility to submit a withdrawal form for each course in which the student wishes to be withdrawn. Ceasing to attend does not constitute a withdrawal.
- A student who stops attending a course and does not complete the withdrawal process will receive the grade earned for all assignments and exams given during the course.
- Students should meet with the CBE Faculty or associate dean to initiate a withdrawal.

Academic Probation

Any student whose grade point average falls below 2.0 (a C average) will be placed on academic probation and must meet with CBE Faculty, Academic Success Coach and/or Student Services Advisor to determine a course of action. Probationary students are not allowed to enroll in more than 10 credits per semester. This condition jeopardizes the student's ability to remain in the CBE program and their financial aid eligibility.

Academic Dismissal

Academic Dismissal is defined as:

- The written notification from the registrar that the student has been dismissed from MCC for one semester (fall/spring) on the basis of their academic record.

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- Students meeting the criteria for academic probation for two consecutive terms will be subject to dismissal from MCC.

Students who have been dismissed and want to reapply can do so after one enrollment term of non-registration by following the [Readmission for Academically Dismissed Students](#) process.

Challenge Exams

A Challenge Exam is a test that a student may take in order to “test out” of some courses. For a complete list of courses that may be challenged, see the [Challenge Exams](#) table. In lieu of a Challenge Exam, CBE students may demonstrate mastery of a competency within a CBE program. Meet with your CBE Faculty to arrange your demonstration. Tuition costs still apply.

Repeating Courses

Specific MCC academic programs and financial aid limit the number of times a course may be repeated. Where the requirements of those programs are more stringent, they supersede this procedure. Exceptions to the following course repeat limits require the written approval of the Dean of Instruction.

A student may repeat the following courses up to one time after the initial attempt:

- Courses where the most current grade is a B, C, D, or F.
- Courses in music and theatre performance.

A student may repeat as necessary:

- Any course, except CBE courses, in which a “W” is received, unless the student has been academically reinstated to a CBE program.

Only the higher of the repeated course grade(s) will be used in computing the grade point average. All grades will be posted on the student’s permanent record and transcript.

Schoology

Students obtain their online content through the Schoology learning management software. The CBE Faculty will post course content and assignments on Schoology, use it to communicate with students on a weekly (or more frequent) basis, and to keep track of their course progress via the rubrics. The CBE Faculty will assist students with using the features in Schoology.

Textbooks and Materials

While much of the course material will be online, there are textbook costs related to the program. The fee costs do not cover the cost of textbooks. Further some materials are not covered by tuition and fees (welding helmets, safety glasses, etc.), and students will be responsible for obtaining textbooks and those items designated on the course syllabus.