

**Master of Health Science in Anesthesia Program
Bluefield University – Edward Via College of Osteopathic Medicine**

Policy Order No: ED_003_22
 Effective Date: October 25, 2022
 Revised: December 29, 2023 (*adopted*)

MHSA Grading, Satisfactory Academic Progress, and Graduation Requirements Policy and Procedures

1. PREAMBLE	2
2. PURPOSE	2
3. ACADEMIC GRADING, PROMOTION AND GRADUATION	3
4. FOUNDATION PHASE GRADING	3
4.1 Grading Scale	3
4.2 Grade Point Average (GPA)	4
4.3 Finalization and Changes to Course Grades	4
5. FOUNDATION PHASE SATISFACTORY ACADEMIC PROGRESS.....	4
5.1 Foundation Phase Course Remediation	5
5.2 F Course Grade	6
5.3 Repeated Course(s)	6
6. INTEGRATIVE PHASE GRADING.....	7
6.1 Grading Scale	7
6.2 Grade Point Average (GPA)	7
6.3 Finalization and Changes to Course Grades	7
7. INTEGRATIVE PHASE SATISFACTORY ACADEMIC PROGRESS.....	8
7.1 Comprehensive Competency Exam Remediation and/or Failure	8
7.2 Clinical Rotation Competency Evaluation Failure	8
7.3 Failure to Obtain a Clinical Rotation Performance Evaluation	9
7.4 Clinical Rotation Repeated Performance Issues	10
8. IN PROGRESS/INCOMPLETE GRADES.....	10

8.1 IP Course Grade 10

8.2 INC Course Grade..... 11

9. AUDITED COURSES 11

10. ACADEMIC PROBATION 11

11. ALTERED DEGREE PLAN OF STUDY 11

11.1 Failure to Make Academic Progress While on an Altered Degree Plan 11

12. STANDARDIZED PATIENT OPTIMIZATION TESTING..... 12

13. MAXIMUM LENGTH OF COMPLETION..... 12

14. GRADUATION REQUIREMENTS 12

15. DURATION OF PROCEDURE..... 13

1. PREAMBLE

The Master of Health Science in Anesthesia Program at VCOM-Bluefield is dedicated to fostering a culture of academic excellence, professional competence, ethical integrity, and lifelong learning within the dynamic and evolving field of anesthesia. Central to this commitment is the establishment of transparent, equitable, and rigorous policies that govern grading, satisfactory academic progress, and graduation requirements, ensuring that students are well-equipped to excel in their academic pursuits and future professional endeavors.

This preamble serves as a foundational framework that articulates the guiding principles, values, and objectives that underpin our Grading, Satisfactory Academic Progress, and Graduation Requirements Policy. Rooted in the principles of fairness, consistency, transparency, and accountability, this policy aims to provide students, faculty, and stakeholders with clear expectations, benchmarks, and mechanisms for evaluating, assessing, and recognizing academic achievement, professional growth, and ethical conduct.

Recognizing the multifaceted nature of graduate-level education in anesthesia, which encompasses rigorous intellectual inquiry, clinical proficiency, research excellence, and ethical discernment, our policy seeks to uphold the highest standards of academic rigor, integrity, and professionalism. By delineating clear criteria, benchmarks, and outcomes associated with grading, progression, and graduation, we aim to cultivate a structured, supportive, and responsive educational environment that facilitates student success, engagement, and fulfillment.

Furthermore, this policy reflects our institutional commitment to fostering a culture of continuous improvement, responsiveness, and excellence. By aligning grading practices, academic progress benchmarks, and graduation requirements with accreditation standards, best practices in graduate medical education, and the evolving landscape of anesthesia practice, we endeavor to prepare students for leadership, innovation, and advocacy roles within the profession.

In essence, this preamble reaffirms our program's commitment to upholding the highest standards of academic excellence, integrity, fairness, and accountability within the MHSA Program. As stakeholders in this esteemed educational community, we collectively embrace the principles, responsibilities, and values articulated in this policy, fostering a culture of trust, respect, collaboration, and shared commitment to excellence in anesthesia education, practice, and scholarship.

2. PURPOSE

The MHSA Grading, Satisfactory Academic Progress, and Graduation Requirements Policy and Procedures defines the grading scale and procedures, academic expectations for MHSA students, the procedures to

address lack of academic progress, and graduation requirements expected of all students.

3. ACADEMIC GRADING, PROMOTION AND GRADUATION

MHSA students are evaluated for promotion and graduation based on core competencies consistent with CAA professional core competencies required at the student level. The competencies include communication skills, problem solving skills, clinical skills in patient care, servant leadership philosophy, medical knowledge, and professionalism and ethics. During the Foundation Phase of the curriculum, examinations (written and performance) are used to test student's medical knowledge and standardized patient exams are used to test communication, clinical reasoning, differential diagnosis skills, and physical diagnosis skills. Students are also evaluated during early clinical experiences. Knowledge of servant leadership philosophy and professionalism is tested through both written examinations, practical exams, and reflective writings.

During the Integrative Phase these same competencies are measured in the application to patient care and medical knowledge exams. Through observation, clinical faculty complete the Clinical Rotation Evaluation Form. The student is evaluated on knowledge, clinical decision making and problem- solving skills, communication skills, professionalism and ethics, physical diagnosis, and problem- solving skills, and servant leadership philosophy. Additional MHSA values of altruism, skill, and empathy in caring for those from underserved populations are also evaluated. Medical knowledge is also assessed through Comprehensive Competency Examinations (CCEs). Students have end of year assessment following the Foundation Phase (1st year) to assess comprehensive medical knowledge and clinical performance. Grades are issued and become a part of the permanent record.

All students are assessed as to whether they are making academic progress on the basis of their performance of assignments, written and practical examinations, their evaluations in the clinical setting, their performance on CCEs, and performance on national board examinations. Students are evaluated for promotion at the end of each block and the end of each academic year based on meeting all requirements of the academic year. Students may be given an In Progress (IP) or Incomplete (INC) grade but require a passing grade for full promotion.

4. FOUNDATION PHASE GRADING

4.1 Grading Scale

During the Foundation Phase, most courses have a traditional letter grade (A, B+, B, C+, C, and F) and are calculated into the GPA. Other components of the curriculum are awarded a pass / fail grade.

Foundation Phase Grading Scale and GPAs		
A	90-100	4.0
B+	85-89	3.5
B	80-84	3.0
C+	75-79	2.5
C	70-74	2.0
F	< 70	0.0
Other Grades		
IP	In Progress	
INC	Incomplete	
R	Repeat	
RM	Remediated	
Au	Audit	
P	Pass	
F	Fail	

4.2 Grade Point Average (GPA)

The grade point average (GPA) is the sum of earned grade points divided by the sum of credit hours passed and failed.

4.3 Finalization and Changes to Course Grades

Foundation Phase students receive exam grades following each exam. Students also receive course grades at the end of each block or at the end of year for courses integrated throughout multiple blocks, through the student information system.

As course grades are entered into the student information system, the Medical Education Department, the Dean, and Office of the Registrar review these grades for accuracy.

Any grade change is to be submitted in writing from the Medical Education Department to the Registrar, providing the student's name and/or student number, the course name and/or course number, and the revised grade, initialed and dated by the Course Director, the Director of Medical Education, and the Dean.

Within thirty (30) days from the end of a block, student transcripts will be updated to reflect end of course grades.

5. FOUNDATION PHASE SATISFACTORY ACADEMIC PROGRESS

Students are required to pass all courses in each block to progress to the next block. On occasion, upon the recommendation of the Progress & Promotions Committee and approval of the Dean, a student may carry an "IP" grade forward into the end of the next block or carry an "INC" grade into the next semester. Students must pass each course with a "C" (70%) or better. In order for a student to be deemed as making satisfactory academic progress in the Foundation Phase, they must pass all courses in all blocks, successfully complete curricular requirements in the blocks, pass all components of the end-of-year testing, and meet all

requirements set forth by the Program. Students must also demonstrate appropriate professional and ethical behaviors in all environments, including but not limited to, the classroom, clinical setting, and community. In addition, students must take and pass the Comprehensive Competency Examinations (CCEs) the National Commission on Certification of Anesthesiologist Assistants (NCCAA) In-Training Examination (ITE) prior to the Integrative Phase.

Students who are not performing well are initially referred to the Bluefield University Academic Center of Excellence (ACE) and/or the VCOM Center for Institutional, Faculty, and Student Success. Once a student fails three exams in an academic year (<70% composite score), their GPA falls below 3.0, or they must remediate a course they are required to meet with the Director for Student Academic Success (DSAS). Students may also be required to participate in academic support services for other reasons in which lack of academic progress is determined. The DSAS meets with each student to identify academic strengths and weaknesses and develop an individualized academic plan. These students should also arrange a meeting with the Course Director. Those students who continue to be unable to make satisfactory progress in passing all courses and requirements are evaluated by the Progress & Promotions Committee (PPC). The Progress & Promotions Committee, in the process of determining eligibility for promotion or graduation, may consider the results of the student assessments, attendance, conduct and potential professional attributes in making final determinations.

5.1 Foundation Phase Course Remediation

Students are required to pass all courses in each block in order to progress to the next block. Students must pass each course with a C (70%) or better. A final course grade of less than 70% will require an appearance before the Progress & Promotion Committee. The Progress & Promotion Committee will make a recommendation of action per 4.3 of this policy.

If the course has multiple components (i.e., lecture and laboratory), the student must receive a grade of 70% or greater in the overall course and in each component. If the final course grade is collectively 70% or greater but includes a grade of less than 70% in any of the components, the failed component must be remediated to pass the course.

If a student is allowed to remediate, the student must follow the guidelines for remediation set forth by the Program Director, Dean, and/or Progress & Promotion Committee, including remediating on campus during the hours specified unless otherwise instructed. A single, comprehensive written or practical exam covering the material of the overall course or the entire component from the course will be administered during this week and must be completed prior to the first class of the next Block.

In the case of having to remediate the overall course, if the student successfully completes the remediation exam with a 70% or higher score, they will receive a 70% for the final course.

grade. The remediated grade will not be higher than 70%, regardless of the exam score achieved. If the student receives less than 70% on the remediation exam, they will maintain the “F” grade for the course and be referred to the PPC. The numeric remediation exam grade is not reported to the student, instead, students will be notified either of a Pass or Fail. In addition, remediation exams are not released or reviewed, and students do not have the ability to challenge questions.

In the case of having to remediate a component of the course, if the student successfully completes the remediation exam with a 70% or higher score, they will receive a 70% for that component to be averaged into the final course grade. The remediated grade for the component will not be higher than 70%, regardless of the exam score achieved. If the student receives less than 70% on the remediation exam for the component, they will receive a “F” grade (69% or less) for the course, regardless of their overall final course average, and be referred to the Progress & Promotions Committee.

Any student who is required to go before the Progress & Promotions Committee due to the need to remediate a course(s) may not remediate until and unless the remediation has been approved by the Progress & Promotions Committee and the Dean.

If the Progress & Promotions Committee does not recommend the student be allowed to remediate the course(s) and the student is in the appeal process, the student may proceed with remediation and sit for the remediation exam, while waiting on the results of the appeal; however, the exam will not be graded unless or until the Dean or Provost grants the appeal.

Should the appeal process extend into the next block, students on appeal may attend class and sit for exams; however, the exams of a student on appeal will not be graded or recorded until/unless the appeal is granted. The student is only allowed to sit for exams to allow a student, who may be successful in their appeal, to not fall behind in the curriculum and testing.

5.2 F Course Grade

A Foundation Phase student who receives an “F” course grade will be referred to the Progress & Promotions Committee, who will assess the student’s academic progress and provide a recommendation of action to the Dean. The Progress & Promotions Committee may then make any of the following recommendations to the Dean:

- A one-time remediation of the course that includes a study period and re-examination.
- A one-time remediation of the course that includes additional curriculum to address foundational knowledge deficits and re-examination.
- Repeat a portion or entire academic year as determined by the Dean (rare); or dismissal of the student.

If the student receiving the “F” course grade is recommended by the Progress & Promotions Committee to be allowed to repeat a failed course, the “F” course grade will remain on the transcript and will be GPA accountable until the failure is successfully remediated. If the “F” course grade is successfully remediated, the transcript will show the new course, which will have the letters “RM” at the end of the course number to reflect that it is a remediated course, and new course grade (the remediated course grade will not be higher than 70%, regardless of the exam score achieved). The initial course and grade will also appear on the transcript but will then become non-GPA accountable.

5.3 Repeated Course(s)

Foundation Phase students may be allowed to repeat a course(s) or an entire academic year, if recommended by the Progress & Promotion Committee and/or approved by the Dean or Provost upon appeal. The grade earned for a repeated course(s) will be the grade recorded on the transcript and will be GPA accountable, regardless of whether the initial or repeated course grade is higher.

Once repeated, the transcript will show the repeated course, which will have the letter “R” at the end of the course number to reflect that it is a repeated course. The initial course and grade will also appear on the transcript but will not be GPA accountable.

Exact stipulations as to repeated course requirements will be outlined, in writing, for the student prior to repeating a course.

6. INTEGRATIVE PHASE GRADING

6.1 Grading Scale

During the Integrative Phase, all clinical rotations receive an end of rotation/module exam grade (A, B+, B, C+, C, F). The Clinical Competency Examinations and the Capstone Project, clinical rotation assessments and scholarly activity traditional letter grades (A, B+, B, C+, C, D and F) are calculated into the GPA.

Integrative Phase Grading Scale and GPAs						
Clinical Rotation & CCE Grades			Clinical Rotation Grades		Other Grades	
A	90-100	4.0	H	Honors	IP	In Progress
B+	85-89	3.5	HP	High Pass	INC	Incomplete
B	80-84	3.0	P	Pass	R	Repeat
C+	75-79	2.5	F	Fail	Au	Audit
C	70-74	2.0				
F	<70	0.0				

Student competencies are judged by the clinical skill performance. A student's clinical skills are rated on the form as: unacceptable, below expectation, meets expectation, above expectation, or exceptional. These ratings are compiled and result in a numerical clinical rotation grade based on a Likert Scale and calculated into the clinical practicum grade for that Block. Additionally, the MHSA Program reports a relative performance scale that uses the Honors, High Pass, Pass, Fail system which are calculated based on standard deviation analysis against the cohort performance; these ratings are not calculated in the GPA.

6.2 Grade Point Average (GPA)

The grade point average (GPA) is the sum of earned grade points divided by the sum of credit hours passed and failed.

6.3 Finalization and Changes to Course Grades

As course grades are entered into the student information system, the Director of Medical Affairs, the Dean, and Office of the Registrar review these grades for accuracy.

Any grade change is to be submitted in writing from the Office of Medical Education to the Registrar, providing the student's name and/or student number, the course name and/or course number, and the revised grade, initialed and dated by the Assistant Program Director for Clinical Affairs, Director of Medical Education, and the Dean.

Within thirty (30) days from the end of a semester, student transcripts will be updated to reflect end of course grades.

7. INTEGRATIVE PHASE SATISFACTORY ACADEMIC PROGRESS

In order for a student to be deemed as making satisfactory academic progress in the Integrative Phase, they must successfully complete clinical rotations and clinical modules/exams and all other curricular requirements, pass the CCEs, and/or meet the requirements as set forth by the Progress & Promotions Committee.

Those students who continue to be unable to make satisfactory progress in passing all rotations and requirements are evaluated by the Progress & Promotions Committee. The Progress & Promotions Committee, in the process of determining eligibility for promotion or graduation, may consider the results of the student assessments, attendance, conduct and potential professional attributes in making final determinations.

7.1 Comprehensive Competency Exam Remediation and/or Failure

Students must pass each Comprehensive Competency Examination (CCE) with a C (70%) or better to receive a passing grade for the clinical medical knowledge module. Students who fail CCE but pass the clinical rotation evaluation component have a second opportunity to pass the exam within 28 days of notification. If the student passes the remediation exam, the remediated exam grade will be the grade recorded on the transcript and be GPA accountable. If the student fails the CCE a second time, the student will be brought before the Progress & Promotions Committee. If the student is allowed to repeat the rotation, all components of the rotation must be repeated, and the repeated rotation must be with a different preceptor than the one from the original rotation that the student failed.

Once repeated, the transcript will show both the initial clinical medical knowledge module course and the repeated clinical medical knowledge module course. The repeated clinical medical knowledge module course will have the letter “R” at the end of the course number to reflect that it is a repeated clinical medical knowledge module. Both the grade earned for the initial clinical medical knowledge module course and the repeated clinical medical knowledge module course will be recorded on the transcript, but only the repeated clinical medical knowledge module course will be GPA accountable, regardless of whether the initial or repeated clinical medical knowledge module course grade is higher.

Since all components of the rotation must be repeated, the transcript will also show both the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course. The repeated clinical rotation competency evaluation course will have the letter “R” at the end of the course number to reflect that it is a repeated clinical rotation competency evaluation. Both the grade earned for the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course will be recorded on the transcript.

If the Progress & Promotions Committee does not recommend the student be allowed to repeat the rotation and the student is in the appeal process when the next rotation begins, the student will be allowed to attend the rotation and sit for the end-of-rotation exam while waiting on the results of the appeal. However, the rotation nor the exam of a student on appeal will be graded or recorded until/unless the appeal is granted. The student is only allowed to sit for exams to allow a student, who may be successful in their appeal, to not fall behind in the curriculum and testing.

7.2 Clinical Rotation Competency Evaluation Failure

If a student fails the clinical rotation competency evaluation the student will be brought before the Progress & Promotions Committee. Prior to the Progress & Promotion Committee meeting, the Program Director, the Associate Dean for Academic Affairs, or the Medical Director will interview

the student and the appropriate preceptor. A written record of these interviews will be kept. The Associate Dean will review the student's failure based on overall performance and overall knowledge content that was gained or missed. The Associate Dean may enlist the Medical Director to assess the student's difficulties and the terms of the repeated rotation. If the student is allowed to repeat the rotation, all components of the rotation must be repeated, and the repeated rotation must be with a different preceptor than the one from the original rotation that the student failed.

Once repeated, the transcript will show both the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course. The repeated clinical rotation competency evaluation course will have the letter "R" at the end of the course number to reflect that it is a repeated clinical rotation competency evaluation. Both the grade earned for the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course will be recorded on the transcript.

If the Progress & Promotions Committee does not recommend the student be allowed to repeat the rotation and the student is in the appeal process when the next rotation begins, the student will be allowed to attend the rotation and sit for the next Comprehensive Competency Examination while waiting on the results of the appeal. However, the rotation nor the exam of a student on appeal will be graded or recorded until/unless the appeal is granted. The student is only allowed to sit for exams in order to allow a student, who may be successful in their appeal, to not fall behind in the curriculum and testing.

7.3 Failure to Obtain a Clinical Rotation Performance Evaluation

It is MHSA policy for the student not to leave the rotation site without the evaluation being performed, discussed, and signed by the preceptor. Students should check with the site coordinators monthly to assure there are no evaluation forms outstanding.

It is the student's responsibility to inform the Director of Clinical Rotations and/or the Assistant Program Director for Clinical Affairs of any difficulty in obtaining an evaluation by the preceptor on or by the final day of the rotation (not several months later). The Director of Clinical Rotations may assist the student in the process of obtaining an evaluation if a preceptor is negligent in his/her responsibility to complete the evaluation form or to turn the form in. The student may also contact the Medical Director if prior attempts do not resolve the issue. If an evaluation form is not completed and turned in to the Director of Clinical Rotations within 60 days of the conclusion of the rotation, the Assistant Program Director for Clinical Affairs or Medical Director will intervene with the preceptor to acquire the evaluation.

If an evaluation form is not completed and turned in to the site coordinator or Director of Clinical Rotations within 60 days of the conclusion of the rotation or by the end of the semester (whichever occurs first), the student will receive an "IP" (In-Progress) or "INC" (Incomplete) grade for the rotation. If the rotation evaluation is not turned in within 90 days of the conclusion of the rotation, the student may receive an "F" grade for the rotation and may be required to repeat the rotation. Further, students with "IP" or "INC" grades will not be promoted to the next academic year or graduate until the "IP" or "INC" grade is resolved. Once repeated, the transcript will show both the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course. The repeated clinical rotation competency evaluation course will have the letter "R" at the end of the course number to reflect that it is a repeated clinical rotation competency evaluation. Both the grade earned for the initial clinical rotation competency evaluation course and the repeated clinical rotation competency evaluation course will be recorded on the transcript.

7.4 Clinical Rotation Repeated Performance Issues

Repeated poor or failing performance in a specific competency area on the evaluation form across more than one rotation may also be a reason for a required remediation at the discretion of the Assistant Program Director for Clinical Affairs in consultation with the clinical preceptor, and the Progress & Promotions Committee. In general, rotations should show a progression of improvement in clinical performance. Those students who receive a mere “Pass” on multiple rotations will be counseled about overall performance and may be required to complete an additional rotation at the end of the year. Any additional curriculum or required remediation will be based on the performance measure. In general, rotations should show a progression of improvement in performance. Those students who continually score in the "unsatisfactory" category or repeated "performs some of the time but needs improvement" consistently and do not improve over time or who fail one or more rotations may be deemed as not making academic progress and, as a result, may be referred to the Progress & Promotions Committee and be required to complete additional curriculum. Multiple rotation failures may result in dismissal.

Poor ratings on the clinical rotation evaluation in the professional and ethical areas of the assessment are addressed by the Assistant Program Director for Clinical Affairs. The Associate Dean for Academic Affairs may design a remediation appropriate to correct the behavior or if needed may refer the student to the Progress & Promotions Committee. In the case of repeated concerns in a professional and/or ethical area, the Assistant Program Director for Clinical Affairs may refer the student to the Dean for a Progress & Promotion Committee hearing. The Dean will act upon this referral depending on the severity and the area of the performance measure. Poor ratings in this area will include comments as to the exact nature of the rating.

8. IN PROGRESS/INCOMPLETE GRADES

8.1 IP Course Grade

A grade of In Progress “IP” may be assigned when a student has completed the majority of the work required for a course but is unable to complete the remaining work prior to the end of the course for a good cause as determined by the Associate Dean for Academic Affairs, Assistant Program Director for Clinical Affairs, and Medical Director or when work is incomplete due to the need to remediate the course if eligible, but the remaining work is designated to be completed prior to the start of the next semester. Students will be given an opportunity to complete the outstanding course requirements. Once those requirements are successfully completed, the “IP” grade will be changed to the grade earned, will be recorded on the transcript, and be GPA accountable.

Students who do not successfully complete these courses are awarded an “F” course grade and will be referred to the Progress & Promotion Committee.

8.2 INC Course Grade

A grade of Incomplete “INC” may be assigned when a student has completed the majority of the work required for a course but is unable to complete the remaining work prior to the next block for a good cause as determined by the Associate Dean for Academic Affairs, Assistant Program Director for Clinical Affairs, and Medical Director. Students will be given an opportunity to complete the outstanding course requirements. Once those requirements are successfully completed, the “INC” grade will be changed to the grade earned, will be recorded on the transcript, and be GPA accountable. Students who do not successfully complete these courses are awarded an “F” course grade and will be referred to the Progress & Promotion Committee.

9. AUDITED COURSES

The Dean may require the repeat of an entire academic year and may require the student to audit a course(s) the student has already passed. In this case, the student may be required to attend the course(s) and pass all exams for the audited course; however, the initial course grade will remain on the transcript and be GPA accountable. Once audited, the student's academic record will show the audited course with a grade of "Au" but will not be GPA accountable. Tuition is not charged for audited courses.

Exact stipulations as to repeated course requirements will be outlined, in writing, for the student prior to repeating the academic year.

10. ACADEMIC PROBATION

Any student who is demonstrating failure to make academic progress will be placed on academic probation and will be so informed in writing by the Associate Dean for Academic Affairs, the Program Director, or the Dean.

The purpose of academic probation is to alert the student, faculty, and administration to the fact that the student has experienced academic difficulty and that special consideration might need to be given such as counseling, tutorial assistance, special scheduling, or other activities to help the student resolve academic deficiencies. The Progress & Promotions Committee will set the length of academic probation. Academic Probation is not reported on the transcript; however, academic probation is required to be reported as a component of the Comprehensive Anesthesia Student Performance Evaluation (CASPE), "Dean's Letter".

The Associate Dean, Program Director and the Dean will review the record of each student on academic probation each block/rotation to evaluate the student's academic progress. At the end of any block/rotation where a student on academic probation does not make academic progress (by earning additional grades below 70% or failing to pass the clinical rotation evaluation), the Progress & Promotions Committee will meet again regarding the student's future with the Program.

11. ALTERED DEGREE PLAN OF STUDY

The Dean may place students who are experiencing difficulty in successfully completing the MHSA curriculum after failing a CCE exam, failing a rotation, or by falling behind in the Foundation Phase of curriculum on an Altered Degree Plan of Study (ADPOS).

Students placed on an ADPOS must sign and agree to comply with the ADPOS that has been approved by the Dean. If the student is completing the ADPOS and making satisfactory progress they will maintain full-time status. Students who are not making academic progress in an ADPOS will be brought before Progress & Promotion Board and are at high risk for dismissal.

The ADPOS is designed by the Associate Dean for Academic Affairs and the Campus Program Director to provide the student with the best opportunity for successful academic progress.

11.1 Failure to Make Academic Progress While on an Altered Degree Plan

Students who do not follow the Altered Degree Plan of Study or who do not make academic progress while on an ADPOS will be referred to the Progress & Promotions Committee.

Students who do not comply with the ADPOS may be suspended at any time by the Dean for failure to follow the plan. If a student has difficulty in following the ADPOS, they are required to meet with the Dean to report this prior to failing to follow the plan. The student not following the plan may be referred to the Progress & Promotions Committee or this type of failure to make academic progress.

Students on Altered Degree Plan of Study should be aware that they must be on track to complete all requirements to graduate prior to July 1st in order to be allowed to file for graduation.

12. SPOT: STANDARDIZED PATIENT OPTIMIZATION TEST

The Standardized Patient Optimization Test (SPOT) serves as the Foundation Phase summative evaluation for cumulative competency in the areas of communication; physical examination; basic anesthesia practice; anesthetic planning; and treatment of patients in the perioperative setting. The SPOT is designed to assess the performance expected of a student near completion of the Foundation Phase of their education and is taken at the end of the first year.

Students who are delayed and who are following an Altered Degree Plan of Study are required to meet with the Associate Dean for Academic Affairs and the Director of Student Academic Success to determine the appropriate date of their exam and be approved to take the exam.

13. MAXIMUM LENGTH OF COMPLETION

The MSHA Program requires that that each single degree AA student completes the MHSA degree within 150% of the standard time to achieve the degree (42 months following matriculation).

14. GRADUATION REQUIREMENTS

The degree of Master of Health Science in Anesthesia is granted to and conferred upon candidates who:

- Satisfied all academic requirements including all courses, clinical rotations, and Clinical Competency Exams with composite GPA of at least 3.0 (on a 4.0 scale);
- Demonstrated all Anesthesiologist Assistant student competencies;
- Have completed all criteria for eligibility for certification by the National Commission for Certification of Anesthesiologist Assistants (NCCAA) in the appropriate timeframes;
- Completed all required exit paperwork and settled all financial obligations with Bluefield University, VCOM and all applicable affiliate and collaborative partners that has been incurred during or as a result of the academic program;
- Completed all conferring of degree graduation requirements (including the graduation program unless a special exception has been granted for those finishing off cycle); and
- Completed the exit process.

To become eligible for graduation, each MHSA student must have successfully completed all the above. To satisfy all academic requirements a student must pass all courses, pass all clinical rotations and clinical exams, demonstrate achievement of all professional core competencies (examined in courses, clinical rotations, patient simulations, and comprehensive testing), and must meet eligibility criteria for the NCCAA certification exam.

Professional and ethical competence is required for graduation. Students must demonstrate the ethical and professional qualities deemed necessary for success and continued study and practice as an Anesthesiologist

Assistant. Ethical and professional qualities demonstrate the student's suitability for the practice of medicine including honesty and integrity, acceptance of duty and responsibility in all patient care, and must demonstrate ethical and professional behaviors with college personnel, peers, and patients.

A MHSA student must complete all academic requirements to the satisfaction of faculty, as determined by the individual course directors, the Dean, and the Progress & Promotion Committee. The Assistant Program Director for Clinical Affairs will review all components for the clinical curriculum, which will include the required clinical rotations, comprehensive exams, ITE exams, and all other requirements for graduation to determine eligibility for graduation. A list of students who are found eligible for graduation will be presented to the Progress & Promotions Board who will then approve and recommend the potential graduates to the MHSA Program Oversight Board. The recommendations are then sent to the provost who will present the graduation list to the Bluefield University Board of Trustees for final approval.

Students must meet with the Director of Financial Aid and Registrar to complete all required exit forms and/or to receive a diploma. MHSA students must complete the exit process for graduation and the commencement program in order to receive a diploma. All requirements for graduation are to be satisfied by December 31 of a given year to have the degree conferred in that respective academic year.

All students are required to participate in the graduation commencement exercises in order to receive their diploma. Rare exceptions are made to this requirement, primarily for health reasons and must be granted through an appeal to the Dean.

Students who will not complete all clinical rotations prior to the graduation ceremony may appeal, in writing, to the Dean to walk in the graduation ceremony. Those students who wish to appeal must have passed all comprehensive exams and met all didactic requirements to that point. If the appeal to walk in the graduation ceremony is granted by the Dean, these students may be allowed to walk in the graduation ceremony; however, they will not receive a diploma or be considered a graduate until all requirements are met.

- The student's appeal to the Dean to walk in the graduation ceremony must be requested and granted by April 1 of their final year for the student to be listed in the graduation program.
- Students who are not granted permission to walk in the graduation ceremony but who complete all graduation requirements prior to the following year's graduation ceremony will be allowed to walk in that graduation ceremony.
- All requirements for graduation are to be satisfied by December 31 of a given year to have the degree conferred in that respective academic year.
- In situations where all requirements for graduation are met after the commencement date, the date of graduation and the date the diploma is issued is the date that all requirements for graduation are satisfied.

15. DURATION OF POLICY

This Policy on Satisfactory Academic Progress for the Master of Health Science in Anesthesia Program established by MHSA Program Administration and is effective as of the date above and shall remain effective until amended or terminated by the President and Provost.

A. Publication

This policy shall be widely published and distributed to the Program community to ensure publication and distribution thereof. The Office of the Dean of Anesthesiologist Assistant Programs will make every effort to:

- Communicate the policy in writing, electronic or otherwise, to the MHSA Program community within 14 days of approval by the Program Advisory Council
- Submit the policy for including in the online *MHSA Program Student Handbook* within 14 days of approval by the Program Advisory Council
- Post the policy on the appropriate audiences on the policy's content, as necessary; and
- Educate and train all stakeholders and appropriate audiences on the policy's content, as necessary.

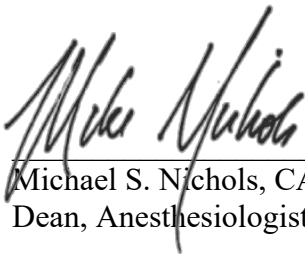
Failure to meet the publication requirements does not invalidate this policy.

B. Review Schedule

List the following:

Next Scheduled Review Date:	11/01/2025
Ratified by, Date:	Program Oversight Board, March 30, 2023
Revision History:	11/01/2022. 12/28/2023
Supersedes:	Not applicable

C. Related Documents



Michael S. Nichols, CAA, MBA
Dean, Anesthesiologist Assistant Programs