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ABSTRACT

This publication contains statewide standards for the medical assisting program in Georgia. The standards are divided into 12 categories; Foundations (philosophy, purpose, goals, program objectives, availability, evaluation); Admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); Program Structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); Program Evaluation and Planning (program evaluation, program planning, enrollment, graduation, and placement levels, attrition levels, student performance); Instructional Program (course content, course objectives, course instruction, occupation-based instruction, evaluation of students, grading system, laboratory management, equipment, supplies, and materials, physical facility); Academic Skills (academic requirements); Employability Skills (job acquisition, job retention and advancement); Staff (faculty qualifications and responsibilities); Advisory Committee (function, membership, meetings); Special Needs (commitment); Equity (commitment); and Health and Safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (YLB)

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# **MEDICAL ASSISTING PROGRAM STANDARDS**

**Developed and Produced  
Under Contractual Agreement with**

**Georgia Board of  
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1990**

# **MEDICAL ASSISTING PROGRAM STANDARDS**

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## ACKNOWLEDGEMENTS

The development of Medical Assisting program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Patt Stonehouse, Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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We extend sincere thanks to each member of the Board's Standards Committee below.

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Without the close cooperation of the medical assisting industry in Georgia, this program standard would not have been possible. We recognize and thank each member of the Medical Assisting program State Technical Committee for their invaluable contribution to the development of the program standards.

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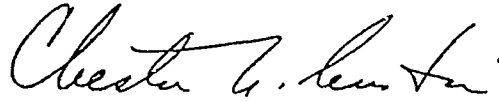
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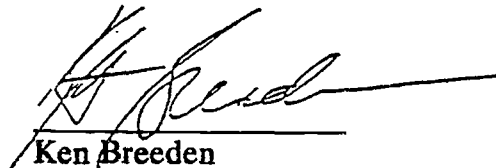
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Chairman, Georgia Board of Technical and Adult  
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# MEDICAL ASSISTING PROGRAM STANDARDS

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## HOW TO USE THIS MANUAL

- Tab Dividers** This document is divided into sections each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.
- Table of Contents** The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.
- Numbering System** Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets each set being divided by a dash.
- Example:** 03-04-05...
- 03** indicates standard document #3 (i.e., The Electronic Engineering Standards document).
- 04** indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
- 05** indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).
- Finding a Standard** Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.
- Amendments** Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.
- Document Transmittal** All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.
- Amendment Record** The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

## **MEDICAL ASSISTING**

### **FOUNDATIONS (Philosophy)**

#### **Standard Statement**

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Medical Assisting program.

#### **Explanatory Comment**

A statewide program philosophy statement is developed and provided for the Medical Assisting program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Medical Assisting program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

#### **Evaluative Criteria**

The Medical Assisting program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Medical Assisting program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Medical Assisting program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Medical Assisting program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Medical Assisting program reflects a desire to achieve educational excellence.

The philosophy of the Medical Assisting program reflects a commitment to meet the needs of business and industry.

MEDICAL ASSISTING

The philosophy of the Medical Assisting program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Medical Assisting program is approved by the administration of the institution.

## **MEDICAL ASSISTING**

### **PHILOSOPHY**

The basic beliefs, attitudes, and concepts that are the foundation of the Medical Assisting program are expressed in the following statements.

Medical Assisting is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Medical Assisting program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Medical Assisting program is founded on the value attributed to individual students, the medical assisting profession, and technical education.

The Medical Assisting program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as occupational fundamentals. Program graduates are well trained in the underlying fundamentals of medical assisting and are well prepared for employment and subsequent upward mobility.

The Medical Assisting program is a training program that provides the student with the knowledge and skills to become a qualified medical assistant. Important attributes for success of program graduates are critical thinking, problem solving, and the application of the training to the work requirement. This field has presently experienced rapid expansion and the trend is expected to continue for the foreseeable future.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Medical Assisting program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in the medical assisting field.

## **MEDICAL ASSISTING**

### **FOUNDATIONS (Purpose)**

#### **Standard Statement**

A purpose statement delineating the instructional services which the Medical Assisting program provides is developed and implemented.

#### **Explanatory Comment**

A statewide purpose statement is developed and provided for the Medical Assisting program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Medical Assisting program is to meet community and employment market needs for education in medical assisting.

#### **Evaluative Criteria**

The Medical Assisting program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Medical Assisting program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Medical Assisting program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Medical Assisting program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Medical Assisting program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Medical Assisting program is approved by the administration of the institution.

## MEDICAL ASSISTING

### PURPOSE

The purpose of the Medical Assisting program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of medical assisting.

The Medical Assisting program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Medical Assisting program is intended to produce graduates who are prepared for employment as medical assistants. Program graduates are to be competent in the general areas of communications, mathematics, and human relations.

Program graduates are to be competent in the technical areas of medical law and ethics, typing, medical terminology, pharmacology, medical administrative procedures, and medical assisting skills.



## MEDICAL ASSISTING

### FOUNDATIONS (Goals)

#### Standard Statement

A program goals statement focuses the efforts of the Medical Assisting program.

#### Explanatory Comment

A statewide goals statement is developed and provided for the Medical Assisting program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Medical Assisting program seeks to attain. Goals are stated in non-quantifiable terms.

#### Evaluative Criteria

The Medical Assisting program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Medical Assisting program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Medical Assisting program are in accordance with the philosophy and purpose of the program.

The goals of the Medical Assisting program reflect a desire to provide exemplary occupational/technical education.

The goals of the Medical Assisting program reflect a commitment to assisting students to achieve successful employment in the medical assisting field.

The goals of the Medical Assisting program are the basis for the development of program objectives.

The goals of the Medical Assisting program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

Standard Number:  
38-01-03

**MEDICAL ASSISTING**

The goals statement of the Medical Assisting program is approved by the administration of the institution.

**MEDICAL ASSISTING**

**GOALS  
(Process)**

The goals of the Medical Assisting program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.
2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.
3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.
4. Provide quality medical assisting education in an atmosphere that fosters interest in and enthusiasm for learning.
5. Prepare graduates to function as accountable and responsible members within their field of endeavor.
6. Prepare graduates to function as safe and competent employees in the field of medical assisting.
7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.
8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.
9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Medical Assisting program graduates.

## **MEDICAL ASSISTING**

### **FOUNDATIONS (Program Objectives)**

#### **Standard Statement**

An objectives statement based on established program goals is developed for the Medical Assisting program.

#### **Explanatory Comment**

A statewide objectives statement is developed and provided for the Medical Assisting program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

#### **Evaluative Criteria**

The Medical Assisting program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Medical Assisting program objectives statement is developed by the program faculty, administration, and the program advisory committee.

The objectives of the Medical Assisting program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Medical Assisting program is student achievement of identified exit point competencies.

The objectives of the Medical Assisting program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Medical Assisting program is approved by the administration of the institution.

## MEDICAL ASSISTING

### OBJECTIVES (Process)

The objectives of the Medical Assisting program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.
2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.
3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.
4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.
5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.
6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.
7. Provide education that fosters development of good safety habits.
8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.
9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.
10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.
11. Promote faculty and student rapport and communications to enhance student success in the program.

**MEDICAL ASSISTING**

**FOUNDATIONS  
(Availability)**

**Standard Statement**

Written philosophy, purpose, goals, and objectives statements for the Medical Assisting program are made available to the staff of the institution and the general public.

**Explanatory Comment**

Published Medical Assisting program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

**Evaluative Criteria**

The philosophy and purpose statements of the Medical Assisting program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Medical Assisting program.

Medical Assisting program philosophy, purpose, goals, and objectives statements are used by student services personnel to aid in recruiting and placing students.

## MEDICAL ASSISTING

### FOUNDATIONS (Evaluation)

#### Standard Statement

The philosophy, purpose, goals, and objectives of the Medical Assisting program are evaluated.

#### Explanatory Comment

The evaluation of the Medical Assisting program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

#### Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Medical Assisting program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Medical Assisting program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Medical Assisting program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Medical Assisting program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Medical Assisting program results in revision, as needed.

**MEDICAL ASSISTING**

**ADMISSIONS  
(Admission Requirements)**

**Standard Statement**

Statewide admission requirements are implemented for the Medical Assisting program.

**Explanatory Comment**

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

**Evaluative Criteria**

The requirements for admission to the Medical Assisting program are:

- a) attainment of 17 or more years of age;
- b) documentation of high school graduation or High School Equivalency Certificate requirements;
- c) achievement of the 7th grade level in math and the 10th grade level in reading and English as shown on a statistically validated test; and
- d) completion of application and related procedures.

Admission of transfer students to the Medical Assisting program is contingent upon their meeting the following requirements:

- a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
- b) proper completion of application and related procedures.



## MEDICAL ASSISTING

### ADMISSIONS (Provisional Admission Requirements)

#### Standard Statement

Statewide provisional admission requirements are implemented for the Medical Assisting program.

#### Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

#### Evaluative Criteria

Provisional admission to the Medical Assisting program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Medical Assisting program are:

- a) attainment of 17 or more years of age;
- b) achievement of the 6th grade level in math and the 9th grade level in reading and English as shown on a statistically validated test or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
- c) completion of application and related procedures.

All Medical Assisting program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

## **MEDICAL ASSISTING**

### **ADMISSIONS (Recruitment)**

#### **Standard Statement**

The Medical Assisting program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

#### **Explanatory Comment**

The recruitment effort makes potential students aware of the services provided by the Medical Assisting program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

#### **Evaluative Criteria**

The recruitment effort assists in maintaining and/or increasing the Medical Assisting program and institution enrollments.

The recruitment effort of the Medical Assisting program includes participation in or assistance with:

- a) development and dissemination of informational materials;
- b) recruitment activities with other programs within the institution;
- c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
- d) promotion of Medical Assisting program awareness among individuals and groups; and
- e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Medical Assisting program, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Medical Assisting program is made available to potential students.

**MEDICAL ASSISTING**

**ADMISSIONS  
(Evaluation and Planning)**

**Standard Statement**

An evaluation of the admission requirements of the Medical Assisting program is conducted.

**Explanatory Comment**

The admission requirements of the Medical Assisting program are compatible with the admissions policies and procedures of the institution.

**Evaluative Criteria**

Medical Assisting program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Medical Assisting program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Medical Assisting program admission changes to the Georgia Board of Technical and Adult Education, as needed.

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Curriculum Design)**

**Standard Statement**

The curriculum of the Medical Assisting program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

**Explanatory Comment**

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

**Evaluative Criteria**

The Medical Assisting program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Medical Assisting program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Medical Assisting program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Medical Assisting program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Program Numbering System)**

**Standard Statement**

A Classification of Instructional Programs (CIP) code is applied to the Medical Assisting program.

**Explanatory Comment**

Assignment of a statewide CIP code to every diploma program is the basis for consistent program identification.

**Evaluative Criteria**

The Medical Assisting program is assigned a (PGM) CIP code of (PGM) 17.0503 and is consistent with all other programs throughout the state which have the same (PGM) CIP code.

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Program Consistency)**

**Standard Statement**

The Medical Assisting program utilizes essential course components consistent with statewide program requirements.

**Explanatory Comment**

Programs assigned an identical (PGM) CIP code are consistent statewide.

**Evaluative Criteria**

The Medical Assisting program is assigned a (PGM) CIP code of (PGM) 17.0503 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) **Program Title**

Medical Assisting

b) **Program Description**

The Medical Assisting program prepares students for employment in a variety of positions in today's medical offices. The Medical Assisting program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to upgrade present knowledge and skills or to retrain in the area of medical assisting. Graduates of the program receive a Medical Assisting diploma.

c) **Essential Courses**

**Credits**

|   |           |
|---|-----------|
| 1) <b><u>Essential General Core Courses</u></b> | <b>13</b> |
| ENG 101   English                               | 5         |
| MAT 100   Basic Mathematics                     | 3         |
| PSY 101   Psychology                            | 5         |

**MEDICAL ASSISTING**

|    |   |    |
|----|---|----|
| 2) | <u>Essential Fundamental Occupational Courses</u>           | 22 |
|    | AHS 101 Anatomy and Physiology                              | 5  |
|    | AHS 109 Medical Terminology for Allied Health<br>Science    | 3  |
|    | BUS 101 Keyboarding/Typewriting                             | 5  |
|    | BUS 106 Office Procedures                                   | 3  |
|    | MAS 101 Medical Law and Ethics                              | 2  |
|    | MAS 103 Pharmacology  | 4  |
| 3) | <u>Essential Specific Occupational Courses</u>              | 42 |
|    | MAS 104 Medical Administrative Procedures I                 | 2  |
|    | MAS 105 Medical Administrative Procedures II                | 5  |
|    | MAS 108 Medical Assisting Skills I                          | 5  |
|    | MAS 109 Medical Assisting Skills II                         | 5  |
|    | MAS 112 Human Diseases                                      | 5  |
|    | MAS 113 Maternal and Child Care                             | 5  |
|    | MAS 117 Medical Assisting Externship                        | 6  |
|    | MAS 118 Medical Assisting Seminar                           | 4  |
|    | XXX XXX Occupational or Occupationally Related<br>Electives | 5  |
| d) | <u>Program Final Exit Point</u>                             |    |
|    | Medical assistant   |    |
| e) | <u>Credits Required for Graduation</u>                      |    |
|    | 77 minimum quarter hour credits required for graduation     |    |

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Exit Points)**

**Standard Statement**

The Medical Assisting program faculty documents student attainment of identified exit points.

**Explanatory Comment**

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

**Evaluative Criteria**

The faculty of the Medical Assisting program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Medical Assisting program exit point, documented by a diploma, is a medical assistant.

Potential exit points within the Medical Assisting program include, but are not limited to, phlebotomist, medical transcriptionist, EKG technician, physical therapy aide, medical office receptionist, medical records clerk, and medical assistant.

The institution documents completion of exit points with a transcript.

Graduation from the Medical Assisting program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.



**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Credentials)**

**Standard Statement**

The achievement of Medical Assisting program graduates and leavers is documented by the institution.

**Explanatory Comment**

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

**Evaluative Criteria**

The institution grants each Medical Assisting program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Medical Assisting program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Medical Assisting program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Medical Assisting program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Course Code)**

**Standard Statement**

A statewide course identification code is applied to each Medical Assisting course.

**Explanatory Comment**

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

**Evaluative Criteria**

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Medical Assisting program.

|     |     |   |
|-----|-----|---|
| AHS | 101 | Anatomy and Physiology                        |
| AHS | 109 | Medical Terminology for Allied Health Science |
| BUS | 101 | Keyboarding/Typewriting                       |
| BUS | 106 | Office Procedures                             |
| ENG | 101 | English                                       |
| MAS | 101 | Medical Law and Ethics                        |
| MAS | 103 | Pharmacology                                  |
| MAS | 104 | Medical Administrative Procedures I           |
| MAS | 105 | Medical Administrative Procedures II          |
| MAS | 108 | Medical Assisting Skills I                    |
| MAS | 109 | Medical Assisting Skills II                   |
| MAS | 112 | Human Diseases                                |
| MAS | 113 | Maternal and Child Care                       |
| MAS | 117 | Medical Assisting Externship                  |
| MAS | 118 | Medical Assisting Seminar                     |
| MAT | 100 | Basic Mathematics                             |
| PSY | 101 | Psychology                                    |

**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Course Consistency)**

**Standard Statement**

Courses assigned a given course identification code are consistent.

**Explanatory Comment**

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (1) quarter hour credit is defined as follows:

- a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.
- b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.
- c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.
- d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

**MEDICAL ASSISTING**

**Evaluative Criteria**

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

- a) course title;
- b) essential course description;
- c) essential competency areas taught; and
- d) number of quarter hour credits awarded for course completion.

## MEDICAL ASSISTING

Courses in the Medical Assisting program include:

### AHS 101 - ANATOMY AND PHYSIOLOGY

Focuses on basic normal structure and function of the human body. Topics include: an overview of each body system, how systems coordinate activities to maintain a balanced state, recognizing deviations from the normal, and medical terminology including basic word structure and terms related to body structure and function are taught as an integral part of the course.

#### Competency Areas

- Medical Terms Describing the Human Body
- Structure and Function of the Human Body

#### Hours

Class/Week - 5  
Lab/Week - 0  
Credit - 5

Prerequisite: Provisional admission

### AHS 109 - MEDICAL TERMINOLOGY FOR ALLIED HEALTH SCIENCE

Introduces the elements of medical terminology. Emphasis is placed on building familiarity with medical words through knowledge of roots, prefixes, and suffixes. Topics include: origins, word building, abbreviations and symbols, terminology related to the human anatomy, reading medical orders and reports, and terminology specific to the student's field of study.

#### Competency Areas

- Word Origins (Roots, Prefixes, and Suffixes)
- Word Building
- Abbreviations and Symbols
- Terminology Related to the Human Anatomy
- Reading Medical Orders and Reports
- Terminology Specific to the Student's Field of Study

#### Hours

Class/Week - 3  
Lab/Week - 0  
Credit - 3

Prerequisite: Provisional admission

**MEDICAL ASSISTING**

**BUS 101 - KEYBOARDING/TYPEWRITING**

Introduces the touch system of typewriting placing emphasis on correct techniques, mastery of the keyboard, and simple business correspondence. Students attain a minimum typing speed of 25 words per minute with a maximum of three errors on a three minute timed typewriting test. Topics include: alphabetic and numeric symbols, simple formatting, keyboarding speed and accuracy, care of equipment, and proofreading. Laboratory practice parallels class instruction.

**Competency Areas**

- Equipment Care
- Symbols
- Keyboarding Skills
- Formatting Correspondence
- Proofreading

**Hours**

Class/Week - 1  
D.Lab/Week - 9  
Credit - 5

**Prerequisite:** Provisional admission

**BUS 106 - OFFICE PROCEDURES**

Emphasizes essential skills required for the typical business office. Topics include: office protocol, prioritizing, time management, telephone techniques, office equipment, mail services, reference materials, filing, correspondence, and travel and meeting arrangements.

**Competency Areas**

- Office Protocol
- Time Management
- Telephone Techniques
- Office Equipment
- Mail Services
- References
- Filing
- Correspondence
- Travel and Meeting Arrangements

**Hours**

Class/Week - 1  
D.Lab/Week - 4  
Credit - 3

**Prerequisite:** Program admission

**MEDICAL ASSISTING**

**ENG 101 - ENGLISH**

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

**Competency Areas**

**Hours**

- Analysis of Writing Techniques  
Used in Selected Readings
- Writing Practice
- Editing and Proofreading
- Research Skills
- Oral Presentation Skills

Class/Week - 5  
Lab/Week - 0  
Credit - 5

**Prerequisite:** Program admission level English and reading competency

**MAS 101 - MEDICAL LAW AND ETHICS**

Introduces the basic concept of medical assisting and its relationship to the other health fields. Emphasizes medical ethics, legal aspects of medicine, and the medical assistant's role as an agent of the physician. Provides the student with knowledge of medical jurisprudence and the essentials of professional behavior. Topics include: introduction to medical assisting, introduction to medical law, the physician-patient-assistant relationship, the medical office in litigation, and ethics.

**Competency Areas**

**Hours**

- Introduction to Medical Assisting
- Introduction to Medical Law
- Physician-Patient-Assistant Relationship
- Medical Office in Litigation
- Ethics

Class/Week - 2  
Lab/Week - 0  
Credit - 2

**Prerequisite:** Provisional admission

## MEDICAL ASSISTING

### MAS 103 - PHARMACOLOGY

Introduces drug therapy with emphasis on safety, classification of drugs, their action, side effects, and/or adverse reactions. Also introduces the basic concept of mathematics used in the administration of drugs. Topics include: introduction to pharmacology, sources and forms of drugs, drug classification, commonly prescribed medications according to body systems, effects of drugs on the body systems, systems of measurement, and calculating adult and pediatric dosages.

#### Competency Areas

- Introduction to Pharmacology
- Calculation of Dosages
- Sources and Forms of Drugs
- Drug Classification
- Drug Effects on the Body Systems

#### Hours

Class/Week - 4  
Lab/Week - 0  
Credit - 4

Prerequisites: AHS 101, AHS 109, MAT 100

### MAS 104 - MEDICAL ADMINISTRATIVE PROCEDURES I

Emphasizes essential skills required for the typical medical office. Topics include: accounting procedures and insurance preparation and coding.

#### Competency Areas

- Accounting Procedures
- Insurance Preparation and Coding

#### Hours

Class/Week - 1  
D.Lab/Week - 1  
P.Lab/Week - 3  
Credit - 2

Prerequisites: Program admission, AHS 109, BUS 101



**MEDICAL ASSISTING**

**MAS 105 - MEDICAL ADMINISTRATIVE PROCEDURES II**

Emphasizes essential skills required for the typical medical office in the areas of computers and medical transcription. Topics include: introduction to the computer and medical transcription.

**Competency Areas**

- Introduction to the Computer
- Medical Transcription

**Hours**

Class/Week - 2  
D.Lab/Week - 2  
P.Lab/Week - 6  
Credit - 5

**Prerequisites:** MAS 103, MAS 104

**MAS 108 - MEDICAL ASSISTING SKILLS I**

Introduces the skills necessary for assisting the physician with a complete history and physical in all types of practices. The course includes skills necessary for sterilizing instruments and equipment and setting up sterile trays. The student also explores the theory and practice of electrocardiography. Topics include: infection control, prepare patients/assist physician with examinations and diagnostic procedures, vital signs/mensuration, minor office surgical procedures, and electrocardiograms.

**Competency Areas**

- Infection Control
- Prepare Patients/Assist Physician with Examinations and Diagnostic Procedures
- Vital Signs/Mensuration
- Minor Office Surgical Procedures
- Electrocardiograms

**Hours**

Class/Week - 2  
D.Lab/Week - 2  
P.Lab/Week - 6  
Credit - 5

**Prerequisites:** Program admission, AHS 101, AHS 109

## MEDICAL ASSISTING

### MAS 109 - MEDICAL ASSISTING SKILLS II

Furtheres the student's knowledge of the more complex activities in a physician's office. Topics include: collection/examination of specimens; venipuncture; urinalysis; administration of medications including oral, topical, subcutaneous, intramuscular, and intradermal medications; first aid and CPR; physical therapy procedures; and principles of radiology and safety.

#### Competency Areas

- Collection/Examination of Specimens
- Venipuncture
- Urinalysis
- Administration of Medications Including  
Oral, Topical, Subcutaneous, Intramuscular,  
and Intradermal Medications
- First Aid and CPR
- Physical Therapy Procedures
- Principles of Radiology and Safety

#### Hours

Class/Week - 2  
D.Lab/Week - 2  
P.Lab/Week - 6  
Credit - 5

Prerequisites: MAS 103, MAS 108

### MAS 112 - HUMAN DISEASES

Provides clear, succinct, and basic information about common medical conditions. Taking each body system, the disease condition is highlighted following a logical formation consisting of: description, etiology, signs and symptoms, diagnostic procedures, treatment, prognosis, and prevention. Topics include: introduction to disease and diseases of body systems including the nutritional and pharmacological implications.

#### Competency Areas

- Introduction to Disease
- Diseases of Body Systems

#### Hours

Class/Week - 5  
Lab/Week - 0  
Credit - 5

Prerequisites: AHS 101, AHS 109

**MEDICAL ASSISTING**

**MAS 113 - MATERNAL AND CHILD CARE**

Focuses on the reproductive system, care of the mother in all stages of pregnancy, the normal and emotional growth of the healthy child, and care of the sick child. Topics include: introduction to obstetrics, female and male reproductive systems, intrauterine development, prenatal care, labor and delivery, and stages of child development/newborn through adolescence.

**Competency Areas**

- Introduction to Obstetrics
- Female Reproductive System
- Male Reproductive System
- Intrauterine Development
- Prenatal Care
- Labor and Delivery
- Child Development: Newborn through Adolescence

**Hours**

Class/Week - 5  
Lab/Week - 0  
Credit - 5

**Prerequisites:** AHS 101, AHS 109, MAS 103

**MAS 117 - MEDICAL ASSISTING EXTERNSHIP**

Provides students with an opportunity for in-depth application and reinforcement of principles and techniques in a medical office job setting. This clinical practicum allows the student to become involved in a work situation at a professional level of technical application and requires concentration, practice, and follow through. Topics include: application of classroom knowledge and skills, functioning in the work environment, listening, and following directions.

**Competency Areas**

- Application of Classroom Knowledge and Skills
- Functioning in the Work Environment
- Listening
- Following Directions

**Hours**

Class/Week - 0  
O.B.I./Week - 20  
Credit - 6

**Prerequisite:** Completion of all required courses except MAS 118

**Corequisite:** MAS 118

## MEDICAL ASSISTING

### MAS 118 - MEDICAL ASSISTING SEMINAR

Seminar focuses on job preparation and maintenance skills and review for the certification examination. Topics include: letters of application, resumes, job interviews, letters of resignation, and review for the certification examination.

#### Competency Areas

- Letters of Application
- Resumes
- Job Interviews
- Letters of Resignation

#### Hours

Class/Week - 4  
Lab/Week - 0  
Credit - 4

Prerequisite: Completion of all required courses except MAS 117

Corequisite: MAS 117

### MAT 100 - BASIC MATHEMATICS

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio/proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

#### Competency Areas

- Mathematical Operations
- Fractions
- Decimals
- Percents
- Ratio and Proportion
- Measurement and Conversion

#### Hours

Class/Week - 3  
Lab/Week - 0  
Credit - 3

Prerequisite: Program admission level math competency

**MEDICAL ASSISTING**

**PSY 101 - PSYCHOLOGY**

Emphasizes the basics of human psychology and individual and group behavior. Topics include: social environments, career development, communications and group processes, case problems and typical relationships.

**Competency Areas**

- Career Development
- Social Environments
- Communications and Group Processes
- Personality
- Emotions/Motives
- Conflicts/Stress/Anxiety
- Perception and Learning

**Hours**

Class/Week - 5  
Lab/Week - 0  
Credit - 5

**Prerequisite: Provisional admission**

## MEDICAL ASSISTING

### PROGRAM STRUCTURE (Course Sequence)

#### Standard Statement

The Medical Assisting program requires students to progress through the four instructional course categories in a developmentally valid sequence.

#### Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

#### Evaluative Criteria

The Medical Assisting program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Medical Assisting program students to exempt courses in which they are competent.

The Medical Assisting program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Medical Assisting program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P]  
and corequisites are indicated by [C].)

| <u>Courses</u>   | <u>Sequence</u>           |
|--|---------------------------|
| AHS 101 Anatomy and Physiology                           | [P] Provisional admission |
| AHS 109 Medical Terminology for<br>Allied Health Science | [P] Provisional admission |
| BUS 101 Keyboarding/Typewriting                          | [P] Provisional admission |
| BUS 106 Office Procedures                                | [P] Program admission     |

**MEDICAL ASSISTING**

|         |                                      |  |
|---------|--------------------------------------|--|
| ENG 101 | English                              | [P] Program admission level English and reading competency           |
| MAS 101 | Medical Law and Ethics               | [P] Provisional admission  |
| MAS 103 | Pharmacology                         | [P] AHS 101, AHS 109, MAT 100  |
| MAS 104 | Medical Administrative Procedures I  | [P] Program admission, AHS 109, BUS 101                              |
| MAS 105 | Medical Administrative Procedures II | [P] MAS 103, MAS 104   |
| MAS 108 | Medical Assisting Skills I           | [P] Program admission, AHS 101, AHS 109                              |
| MAS 109 | Medical Assisting Skills II          | [P] MAS 103, MAS 108   |
| MAS 112 | Human Diseases                       | [P] AHS 101, AHS 109   |
| MAS 113 | Maternal and Child Care              | [P] AHS 101, AHS 109 MAS 103   |
| MAS 117 | Medical Assisting Externship         | [P] Completion of all required courses except MAS 118                |
| MAS 118 | Medical Assisting Seminar            | [C] MAS 118<br>[P] Completion of all required courses except MAS 117 |
| MAT100  | Basic Mathematics                    | [C] MAS 117<br>[P] Program admission level math competency           |
| PSY 101 | Psychology                           | [P] Provisional admission  |

## MEDICAL ASSISTING

### PROGRAM STRUCTURE (Electives)

#### Standard Statement

Electives are made available for the Medical Assisting program.

#### Explanatory Comment

Medical Assisting program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

#### Evaluative Criteria

Electives are established utilizing the following process:

- a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
- b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
- c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
- d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
- e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Medical Assisting program and elective course work is included in the requirements for program graduation.



**MEDICAL ASSISTING**

**PROGRAM STRUCTURE  
(Course Transferability)**

**Standard Statement**

Medical Assisting program courses are transferable on the basis of their course identification code.

**Explanatory Comment**

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

**Evaluative Criteria**

Medical Assisting program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Medical Assisting program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

## MEDICAL ASSISTING

### PROGRAM EVALUATION AND PLANNING (Program Evaluation)

#### Standard Statement

A written evaluation procedure is developed and implemented for the Medical Assisting program.

#### Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Medical Assisting program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

#### Evaluative Criteria

A procedure for continuous Medical Assisting program evaluation is developed and implemented by the administration of the institution, program faculty, and program advisory committee. Formal evaluation of the Medical Assisting program is conducted and documented annually.

The Medical Assisting program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Medical Assisting program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Medical Assisting program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Medical Assisting program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

**MEDICAL ASSISTING**

The Medical Assisting program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Medical Assisting program evaluation results are used to plan program improvements.

**MEDICAL ASSISTING**

**PROGRAM EVALUATION AND PLANNING  
(Program Planning)**

**Standard Statement**

A written planning procedure is developed and implemented for the Medical Assisting program.

**Explanatory Comment**

The Medical Assisting program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Medical Assisting program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

**Evaluative Criteria**

A Medical Assisting program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Medical Assisting program is conducted and documented annually.

The Medical Assisting program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Medical Assisting program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Medical Assisting program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Medical Assisting program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

MEDICAL ASSISTING

The Medical Assisting program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

**MEDICAL ASSISTING**

**PROGRAM EVALUATION AND PLANNING  
(Enrollment, Graduation, and Placement Levels)**

**Standard Statement**

An evaluation of the enrollment, graduation, and placement levels of the Medical Assisting program is conducted.

**Explanatory Comment**

Acceptable Medical Assisting program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

**Evaluative Criteria**

Annual evaluation of Medical Assisting program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Medical Assisting program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Medical Assisting program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

**MEDICAL ASSISTING**

**PROGRAM EVALUATION AND PLANNING  
(Attrition Levels)**

**Standard Statement**

An analysis of the attrition level of the Medical Assisting program is conducted and used in evaluating and improving the program.

**Explanatory Comment**

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Medical Assisting program is compared with relevant, available national norms and other data.

**Evaluative Criteria**

Annual evaluation of the attrition level of the Medical Assisting program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

**MEDICAL ASSISTING**

**PROGRAM EVALUATION AND PLANNING  
(Student Performance)**

**Standard Statement**

An evaluation of the Medical Assisting program is conducted based on student achievement levels.

**Explanatory Comment**

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Medical Assisting program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

**Evaluative Criteria**

Annual evaluation of Medical Assisting program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.



**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Course Content)**

**Standard Statement**

The essential content of each Medical Assisting course is consistent statewide for courses having the same course identification code.

**Explanatory Comment**

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

**Evaluative Criteria**

The content of each Medical Assisting course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Medical Assisting course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Medical Assisting course is consistent with established program goals and objectives.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Course Objectives)**

**Standard Statement**

Each Medical Assisting program course is constructed on the basis of course objectives.

**Explanatory Comment**

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Medical Assisting program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

**Evaluative Criteria**

The objectives of each Medical Assisting course are derived from established program objectives.

Medical Assisting course outlines and lesson plans are based on course objectives.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Course Instruction)**

**Standard Statement**

Suitable instructional techniques and resources facilitate the fulfillment of Medical Assisting course objectives.

**Explanatory Comment**

A wide variety of instructional techniques and resources are used to direct student learning experiences.

**Evaluative Criteria**

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Medical Assisting classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Medical Assisting program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Medical Assisting program faculty as part of the instructional process.

Desirable employability skills are integrated into Medical Assisting course instruction and are modeled by the instructor.

Academic skills are integrated into Medical Assisting course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Medical Assisting course.

**MEDICAL ASSISTING**

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Medical Assisting program faculty.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Occupation-Based Instruction)**

**Standard Statement**

The Medical Assisting program offers effective occupation-based instructional delivery where appropriate.

**Explanatory Comment**

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

**Evaluative Criteria**

Any internship, on-the-job training arrangement, or other educational work experience that is a Medical Assisting program requirement or elective is:

- a) listed as a course having a course identification code;
- b) assigned course credit and required tuition;
- c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
- d) controlled and supervised by the institution, Medical Assisting program faculty, and/or the person designated to coordinate work experience courses; and
- e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Evaluation of Students)**

**Standard Statement**

A system for evaluation of students is developed and implemented by the Medical Assisting program faculty.

**Explanatory Comment**

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

**Evaluative Criteria**

The Medical Assisting program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Medical Assisting program develops, implements, and disseminates a written system for evaluation of students.

The Medical Assisting program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Medical Assisting program system for evaluation of students requires use of competency-based measures of student performance.

The Medical Assisting program system for evaluation of students requires use of both formative and summative evaluation.

The Medical Assisting program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Medical Assisting program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Medical Assisting program system for evaluation of students is reviewed annually and revised, as necessary.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Grading System)**

**Standard Statement**

The Medical Assisting program implements statewide grading standards.

**Explanatory Comment**

Program grading systems vary in detail but are consistent regarding major principles.

**Evaluative Criteria**

The faculty of the Medical Assisting program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Medical Assisting program.

The grading system of the Medical Assisting program is used to promote student awareness of learning progress.

The grading system of the Medical Assisting program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Medical Assisting program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Medical Assisting program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Medical Assisting program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Medical Assisting program is evaluated annually by the program faculty and revised, as needed.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Laboratory Management)**

**Standard Statement**

A system for instructional laboratory management is developed and implemented by the faculty of the Medical Assisting program.

**Explanatory Comment**

An established laboratory management system facilitates productive instructional laboratory operation.

**Evaluative Criteria**

The faculty of the Medical Assisting program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Medical Assisting program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Medical Assisting program laboratory management procedure.

The Medical Assisting program laboratory management system is consistent with the goals and objectives of the program.

The Medical Assisting program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Medical Assisting program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Medical Assisting program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.



## **MEDICAL ASSISTING**

### **INSTRUCTIONAL PROGRAM (Equipment, Supplies, and Materials)**

#### **Standard Statement**

The furnishings, equipment, supplies, and materials for the Medical Assisting program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

#### **Explanatory Comment**

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

#### **Evaluative Criteria**

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Medical Assisting program.

Students in the Medical Assisting program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Medical Assisting program meet or exceed applicable local, state, and federal health and safety standards.

The Medical Assisting program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Medical Assisting program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Medical Assisting program are available throughout each program area.

Medical Assisting program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

**MEDICAL ASSISTING**

The Medical Assisting program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Medical Assisting program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

**MEDICAL ASSISTING**

**INSTRUCTIONAL PROGRAM  
(Physical Facility)**

**Standard Statement**

The Medical Assisting program is provided with adequate and appropriate facilities.

**Explanatory Comment**

The facilities for the Medical Assisting program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

**Evaluative Criteria**

Space allocations for the Medical Assisting program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Medical Assisting program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Medical Assisting program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Medical Assisting program on the basis of instructional needs.

The Medical Assisting program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Medical Assisting program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Medical Assisting program needs.

**MEDICAL ASSISTING**

The facilities for the Medical Assisting program are maintained regularly and operated effectively and cost efficiently.

The Medical Assisting program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

**MEDICAL ASSISTING**

**ACADEMIC SKILLS  
(Academic Requirements)**

**Standard Statement**

Academic achievement standards are established for the Medical Assisting program.

**Explanatory Comment**

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assists students to improve skills such as language usage, reading, and computation prior to regular program admission.

**Evaluative Criteria**

The Medical Assisting program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Medical Assisting program courses.

The Medical Assisting program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

**MEDICAL ASSISTING**

**EMPLOYABILITY SKILLS  
(Job Acquisition)**

**Standard Statement**

Job acquisition competency areas are integrated into the curriculum of the Medical Assisting program.

**Explanatory Comment**

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

**Evaluative Criteria**

The faculty of the Medical Assisting program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:

- a) job search;
- b) job application and resume preparation;
- c) interviewing; and
- d) job marketing.

The faculty of the Medical Assisting program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Medical Assisting program assists in providing student employment information to the job placement office.

The faculty of the Medical Assisting program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

Standard Number:  
38-07-01

**MEDICAL ASSISTING**

The media collection includes multi-media employability information appropriate for classroom and individual student use.

## MEDICAL ASSISTING

### EMPLOYABILITY SKILLS (Job Retention and Advancement)

#### Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Medical Assisting program.

#### Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

#### Evaluative Criteria

The faculty of the Medical Assisting program ensures that job retention and advancement competency areas are included in the curriculum.

The Medical Assisting program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

- a) knowledge of occupational and academic skills;
- b) quality work standards;
- c) productivity;
- d) communication skills;
- e) punctuality;
- f) problem solving skills;
- g) interpersonal skills;
- h) confidentiality; and
- i) knowledge of the career ladder.



**MEDICAL ASSISTING**

The Medical Assisting program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

- a) cooperativeness;
- b) pleasantness;
- c) responsibility;
- d) self-control;
- e) enthusiasm;
- f) flexibility;
- g) helpfulness;
- h) loyalty; and
- i) willingness to learn.

The Medical Assisting program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Medical Assisting program faculty assists in providing student employment information to the job placement office.

**MEDICAL ASSISTING**

**STAFF**  
**(Faculty Qualifications and Responsibilities)**

**Standard Statement**

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Medical Assisting program.

**Explanatory Comment**

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

**Evaluative Criteria**

The qualifications for each Medical Assisting program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Medical Assisting program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Education Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Medical Assisting program use annual staff development opportunities to assure achievement of occupational and instructional competency.

**MEDICAL ASSISTING**

**ADVISORY COMMITTEE  
(Function)**

**Standard Statement**

A program advisory committee provides expert support for the Medical Assisting program.

**Explanatory Comment**

A program advisory committee is established to promote interaction between the Medical Assisting program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

**Evaluative Criteria**

The Medical Assisting program advisory committee assists with developing short-range and long-range plans.

The Medical Assisting program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Medical Assisting program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Medical Assisting program advisory committee supports the program through public relations activities.

The Medical Assisting program advisory committee makes recommendations regarding the design and use of physical facilities.

The Medical Assisting program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Medical Assisting program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

**MEDICAL ASSISTING**

The Medical Assisting program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review or an annual basis.

The Medical Assisting program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

**MEDICAL ASSISTING**

**ADVISORY COMMITTEE  
(Membership)**

**Standard Statement**

The membership of the Medical Assisting program advisory committee is representative of the community and employment market served by the program.

**Explanatory Comment**

The Medical Assisting program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

**Evaluative Criteria**

The faculty of the Medical Assisting program, in cooperation with the administration of the institution, selects the advisory committee.

The Medical Assisting program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Medical Assisting program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Medical Assisting program advisory committee includes faculty as ex officio members.

The Medical Assisting program advisory committee is composed of a minimum of five members.

The Medical Assisting program advisory committee maintains a base of experienced members while acquiring new members.

The Medical Assisting program advisory committee members are recognized for their dedication and effort to improve the quality of education.

**MEDICAL ASSISTING**

**ADVISORY COMMITTEE  
(Meetings)**

**Standard Statement**

Medical Assisting program advisory committee meetings have a planned program of work.

**Explanatory Comment**

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Medical Assisting programs.

**Evaluative Criteria**

The Medical Assisting program advisory committee has an annual program of work on file.

The Medical Assisting program advisory committee meets a minimum of two times annually on a scheduled basis.

The Medical Assisting program advisory committee elects officers, including a chairperson and a secretary.

The Medical Assisting program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Medical Assisting program advisory committee assists program faculty in developing the agenda for each meeting.

The Medical Assisting program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Medical Assisting program advisory committee member prior to each meeting.

The Medical Assisting program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Medical Assisting program advisory committee members are invited to make periodic classroom visits to the institution.

MEDICAL ASSISTING

The Medical Assisting program advisory committee has a quorum present to conduct business.

## **MEDICAL ASSISTING**

### **SPECIAL NEEDS (Commitment)**

#### **Standard Statement**

The Medical Assisting program is committed to providing technical education to special needs students.

#### **Explanatory Comment**

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

#### **Evaluative Criteria**

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Medical Assisting program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Medical Assisting program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Medical Assisting program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Medical Assisting program.

Medical Assisting program faculty are prepared, through staff development education, to provide assistance for students with special needs.



**MEDICAL ASSISTING**

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

Course objectives within the Medical Assisting program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

**MEDICAL ASSISTING**

**EQUITY  
(Commitment)**

**Standard Statement**

The Medical Assisting program affords equal access and opportunities to all qualified students and staff.

**Explanatory Comment**

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

**Evaluative Criteria**

The nondiscrimination commitment of the Medical Assisting program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Medical Assisting program.

**MEDICAL ASSISTING**

**HEALTH AND SAFETY  
(Commitment)**

**Standard Statement**

The Medical Assisting program provides a safe and healthy environment for students and staff.

**Explanatory Comment**

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

**Evaluative Criteria**

The physical facility, furnishings, equipment, supplies, and practices of the Medical Assisting program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Medical Assisting program.

**The Georgia Board of Technical and Adult Education does not discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.**