

April 2008

**Survey Results for Proposed Changes to the Medical Assisting Career-Technical Assurance Guide and Its Associated Career-Technical Articulation Numbers (CTANs).**

The primary recommendations contained in the survey were:

1. Divide the two large CTANs into seven smaller more manageable CTANs that will be easier to match content to learning outcomes.
2. Increase the relative credit hours from 8 to 18 semester hours for the entire CTAG.
3. For several CTANs adopt an 85% match rule.

Subject Area	Description	Respondents	Results
Perform Basic Administrative Medical Assisting Functions	All outcomes are essential and must be taught. 1 Semester Credit	22 Career-Technical Institutions 18 Higher Education	98% of respondents recommended adoption.
Perform Bookkeeping Functions	85% of outcomes must be taught. 2 Semester Credits	23 Career-Technical Institutions 18 Higher Education	85% of respondents recommended adoption.
Process Insurance Claims	85% of outcomes must be taught. 3 Semester Credits	22 Career-Technical Institutions 18 Higher Education	88% of respondents recommended adoption.
Fundamental Procedures	85% of outcomes must be taught. 3 Semester Credits	23 Career-Technical Institutions 18 Higher Education	88% of respondents recommended adoption.
Specimen Collection	85% of outcomes must be taught. 2 Semester Credits	23 Career-Technical Institutions 18 Higher Education	93% of respondents recommended adoption.
Diagnostic Testing	All outcomes are essential and must be taught. 2 Semester Credits	23 Career-Technical Institutions 18 Higher Education	88% of respondents recommended adoption.
Patient Care	85% of outcomes must be taught. 5 Semester Credits	22 Career-Technical Institutions 18 Higher Education	88% of respondents recommended adoption.

The overall approval rate for restructuring the CTAG was 86%.

No objections were voiced over the increases in credit hours or the restructuring of the CTANs. A sector analysis revealed that a strong majority of respondents from higher education recommended adopting each of the proposed changes.

When disagreement was voiced, it was focused on adopting the 85% match rule. Due to the sequencing of content in medical assisting programs the 85% rule will facilitate matching of courses to the various CTANs. Without the 85% rule programs would be forced to match small portions of several courses to build their matches. That scenario would be unacceptable as students would receive credit for courses in which they did not possess the appropriate skills and knowledge.

Even though the 85% rule applies to medical assisting programs offered at secondary, adult, and higher education institutions alike, the rule primarily affects the matching of courses at two- and four-year colleges or universities. To transfer under CT<sup>2</sup> students must seek admission to CAAHEP accredited programs at two- and four-year institutions. As CAAHEP accredited programs it is assumed each listed learning outcome of every CTAN is taught by these programs regardless of the 85% rule. As noted, the rule was adopted to facilitate the matching of courses to the learning outcomes and is not intended to weaken accreditation standards.

MAT Summary of Results