



APPLICATION GUIDELINES APPENDIX A 2009 I-BEST

College:	Columbia Basin College		
Contact Person:	Jason Clizer		
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Brief Program Summary (including program length and number of college-level credits):	The I-BEST Medical Assistant program is four quarters in length and will prepare students to work within a medical office with skills in clinical and patient care skills as well as office administrative tasks. The one-year program includes 73-75 credits and provides a one-year certificate in Medical Assistant, with the option of continuing to the two year associate of applied science degree.		
Professional-Technical Program (P-T) Title:	Medical Assistant		
CIP Code:	51.0801		
EPC Code:	381		
I-BEST Instruction Start Date:	Spring 2009		

Number of students expected to be served	12-20
Minimum Entry Criteria including ABE & ESL Levels	Level 5/6 ESL, Level 4 ABE
Professional/Technical Entrance Requirements for the next level (GED, Asset/Compass scores, etc.)	COMPASS score (Writing:78-100, Reading:82-100 Math:59-100), GED, 78% score or higher in coursework, completion of all MA course with minimum 2.0
Job Title(s) for I-BEST program completers	Medical Assistant, Healthcare Assistant
Median salary for I-BEST program completers	\$13.90-14.96

Signature of Workforce Administrator

Signature of Adult Basic Education Administrator

FOR SBCTC USE ONLY:

Approved ☒

Denied ☐

Date Approved 4/06/09

Please complete column 2 with responses to criteria in column 1.

Criteria	College's response to essential elements.	Reviewers' Comments
<p>1. Program has an identified educational pathway(s) linked to a career pathway.</p>	<p><i>Essential elements to meet criteria.</i> Proposal provides evidence that the program is part of an educational pathway, linked to a career pathway, which begins with adult basic education ABE/ESL and continues to a one-year certificate and beyond. Proposal clearly articulates how each level of attainment in the educational pathway prepares students to readily engage in the next level. Proposal includes a pathway diagram (see attached example).</p> <p><i>College's response.</i> The four quarter I-BEST Medical Assistant one-year certificate program (leading to a one year Medical Assistant certificate or AAS degree) provides a solid start on the Health Care career pathway. All 73-75 transfer credits plus the special studies class count toward the one year Medical Assistant Certificate and towards the two year AAS degree in Medical Assisting for those students wanting to continue. The Medical Assistant program is part of a pathway, with marked entry and exit points and options for employment or continued education. Successful completers can use this as a starting point for Nursing and other Healthcare related career pathways. Professional Technical and I-BEST support classes will be held at the Richland Health Science Center where instructors and support staff are also located. The focus of this I-BEST Program is to offer continuing support for a cohort of ESL/ABE, WorkFirst, and <i>Out of School Youth</i> (OSY) participants through a four quarter Medical Assistant program designed to prepare students for employment in a variety of clinical settings and to test for the Certified Medical Assisting exam. This project will prepare students for the responsibility of patient care, both clinical and administrative, in a medical setting. The program plan includes an "I-BEST Studies" support class to give students additional assistance navigating the pathway. Participants in this I-BEST program are part of an integrated training program to prepare for employment in a variety of clinical settings or to continue on the pathway toward further degrees. CBC's Medical Assistant I-BEST program also includes an Externship component that gives students the opportunity to work in the field and demonstrate clinical, administrative, and work ethics while enrolled in the program. The most direct pathway for students completing the four quarter Medical Assistant program is to continue on towards the two year MA degree or to</p>	

	<p>the LPN/RN program.</p> <p>In the program orientation and advising sessions, Health Science and Basic Skills instructors and staff will present students with information about the Health Science Career Pathway and how to progress to other certificates and degrees.</p> <p>As part of the on-going program process, quarterly information and advising sessions will be held, detailing student individual progress toward I-BEST completion, transitioning from I-BEST to specific professional/technical programs, certificate or degree requirements and employment outlook.</p> <p>After completing the I-BEST program, students will participate in an exit interview wherein continuation on the pathway will be further encouraged and explained.</p> <p>Once students have graduated from the program and received their certificates, they will be invited back to share their experiences with the next group or cohort.</p>	
<p>2. Proposal demonstrates at the completion of the program, completers will have the opportunity to fill job openings and/or are provided with preferential status for next program level.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal (1) provides labor market data that shows evidence of available jobs for I-BEST program completers at a minimum of \$13 per hour (\$15/hr for King County) (with the exception of Early Childhood Education); <u>and/or</u> (2) provides a description of how preferential status will be given to I-BEST program completers for entry into the next program level of an educational pathway that ends in available jobs with earnings of \$13 per hour (\$15 for King County.)</p> <p><i>College's response.</i></p> <p>Workforce Explorer, WorkSource Columbia Basin, various employers (Kennewick Public Hospital District, Kadlec Physicians Clinic, and various other private clinics and physicians offices) all report that Medical Assistant is an “in demand” occupation in the Tri Cities area (Bilingual employees are especially needed). CBC’s Medical Assistant I-BEST training program is designed using industry skill sets and outcomes. The skills, abilities and experiences gained will prepare students for success in the workplace and other college courses and programs. The Workforce Explorer website projects that there will be a total of 170 medical assistants employed in Benton county the second quarter of 2009. The largest employers of these workers are physician’s offices and clinics.</p> <p>According to the Career One Stop website, medical assistants in Washington state will see a 26% increase in demand between 2006 and 2016 with an estimated 390 openings.</p> <p>Workforce Explorer lists medical assistants with a median wage of \$13.90/hour in the Benton/Franklin County area with a long term growth rate of 25.3 % and an estimated 12 annual openings. Current data from the two main local employers, Kadlec Medical Center and Kennewick Public Hospital District, support, and even</p>	

	<p>exceed this estimated annual number of openings in our local area. Additionally, efforts are being made to give MA program completers an extra point in the LPN/RN program admissions process.</p>	
<p>3. Proposal shows evidence that program graduates will fill high demand jobs.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal provides evidence of local and regional labor market demand for program graduates who will fill high demand jobs. Labor market data may include a variety of resources such as transitional labor market data, industry data, trade association data, and other transactional data. Labor market demand must demonstrate a gap between the number of program graduates/completers in the region versus the number of job openings locally and regionally (list the number of available positions locally and the number of programs graduates locally).</p> <p><i>College's response.</i></p> <p>Since 2005, the first year of CBC's MA program, 96% of successful completers have found employment in the medical field or continued their education. Also, we know that some area employers offer financial assistance or tuition reimbursement for employees continuing their education. Within this pathway, students have open access to continuing their education toward further certificates or degrees. Students choosing to exit to the workplace may return to enter the next pathway step at any time or continue part-time. Due to the high demand for qualified medical assistants in our region, response from local employers to training additional workers has been overwhelmingly positive. Medical Assistant is an in demand occupation with a 25.3% projected increase through 2016 in Benton/Franklin counties. Roxanne Snider, staff recruiter, at Kadlec Medical Center expects the need for medical assistants to continue to be strong in the coming years. She estimates her department will hire up to 30 new medical assistants in the next two-five years. She reports that the turnover rate for medical assistants is not high. She goes on to state that the average starting wage at Kadlec is \$13/hour, with a high wage of \$16.25 hourly. Regarding employment outlook for medical assistants, the Senior Leader for Employment and Recruitment, Mike Herber, at Kennewick Public Hospital District (the other main employer in our area) confirms that demand should remain high. He states, <i>"I anticipate that the need for medical assistants will be strong as the population continues to age and the demand increases."</i> Kennewick General Hospital District goes on to report an average pay of \$13.66 hourly, with a top pay of \$16.14 an hour. He goes on to indicate that the turnover</p>	

	rate is not high (“... <i>in line with the rest of our healthcare staff.</i> ”) and that Kennewick General will hire roughly 20-35 new medical assistants in the coming two to five year time frame. Finally, the instructor who teaches the medical assistant classes at CBC has reported that the above mentioned facilities are “ <i>constantly calling and asking for more medical assistants. The need for Medical Assistants in the Tri-City area has grown dramatically in past few years, and is expected to continue to grow with our community.</i> ”	
4. Proposal describes integrated professional-technical and adult basic education learning outcomes.	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal provides (1) targeted integrated learning outcomes that include WA Adult Learning Standards and relevant professional-technical skills standards; and (2) requirements for employment at the conclusion of the I-BEST; <u>and</u> (3) the next level of training specifying academic entry levels, tests and/or certifications, other skills or experience.</p>	
	<p><i>College’s response.</i></p> <p>(1) <u>Targeted Integrated Learning Outcomes</u></p> <p>Upon completion of the Medical Assistant I-BEST Program students should be able to:</p> <ol style="list-style-type: none"> 1. Read with understanding in order to perform competently as a Medical Assistant. <ul style="list-style-type: none"> • Recognize unfamiliar and specialized words, abbreviations, and medical terminology used in various settings. • Read and understand text material and understand terminology specific to medical assisting. • Translate prescriptions and other medical information to layman’s terms, and translate layman’s terms into appropriate medical terminology. • Be able to read independently in order to meet continuing education requirements. 2. Convey ideas in writing in order to perform competently as a Medical Assistant. <ul style="list-style-type: none"> • Determine the purpose and audience for communicating in writing in order to perform the required duties of a Medical Assistant in various environments. • Identify and practice written communication skills in order to be competitive and successful in the job market. • Correctly document in the medical records, medication records, and on prescriptions. 3. Speak so others can understand in order to perform competently as a Medical 	

	<p>Assistant.</p> <ul style="list-style-type: none"> • Provide appropriate patient education when designated by physician, provider, or protocol. • Call in orders to out patient facilities, hospital, and pharmacies. • Explain and give directions to patient to facilitate exams and in office procedures. <p>4. Listen actively in order to perform competently as a Medical Assistant.</p> <ul style="list-style-type: none"> • Apply listening and nonverbal communication skills. • Be able to listen to and understand directions, spoken words and sentences and requests for information from customers and colleagues. • Paraphrase information back to patient to verify information was heard correctly. • Be able to listen and understand patients on the telephone. <p>5. Use critical thinking to solve problems.</p> <ul style="list-style-type: none"> • Demonstrate competency performing entry level administrative and clinical skills in the ambulatory care setting. • Practice within the scope of education and abilities and follow state and national guidelines for practice. • Define and display professionalism. • Apply knowledge of human development and behavior to effectively communicate with clients, families, and members of the health care team. • Assist the physician with client teaching regarding wellness promotion and disease prevention. • Develop employment strategies necessary for a successful transition to employment as a Medical Assistant. <p>(2) <u>Requirements for Employment</u></p> <p>Successfully complete MA coursework with 2.0 or above, have GED or HS diploma, must pass criminal background check, be able to communicate effectively in English, both written and spoken.</p> <p>(3) <u>Next Level of Training, Academic Entry Levels, Tests, Certifications, or Skills Experience</u></p> <p>Upon successful completion of the one year program, students can sit for the National Certified Medical Assistant Exam through the AAMA.</p>	
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<p>5. Proposal describes integrated assessment development and/or use.</p>	<p><i>Essential elements to meet criteria.</i> Proposal describes specific tools that have been integrated to assess student learning in both basic education and professional-technical competencies. Proposal describes the development and use of the tools by both instructors.</p>	
	<p><i>College's response.</i> All I-BEST students must qualify for the federally supported levels of basic skills education. All ESL Basic Skills Students will be appraised and placed using the CASAS Appraisal Oral Screen, Listening Form 20, Reading Form 20, and a writing sample. ABE students will be appraised using the ECS Reading form 130 and Math Form 130. ESL and ABE students scoring a level 4 or higher in reading are eligible for admittance to the program. For all students, math is integrated throughout the classes in the program. Students who have scored at a basic skills level on the CASAS Math appraisal will be required to complete all optional math reviews. For example, the pharmacology text includes a basic math concepts review and includes four other chapters focused on math. Lessons include measurement systems and their equivalents and converting between measurement systems. Students successfully completing these and other integrated math concepts throughout the program will be prepared to improve their CASAS math scores, place higher on the COMPASS and will be better prepared to succeed on the GED Math test. All ABE students will be pretested using the CASAS Life and Work series for Reading and CASAS Life Skills series. All ABE students will be pretested using the CASAS Life and Work series for reading and the ECS series for math. All students will be pretested prior to beginning the program or within the first 12 hours of instruction and scores entered into WABERS. All Basic Skills students will be post-tested at the end of each quarter of the program using the above tests as determined by scores from pretest or previous post-tests. Reports from the CASAS TopsPro will be used by the Basic Skills and MA instructor to identify students' strengths and areas for improvement. In addition to the CASAS testing, student files will be maintained to track student progress on Washington State Basic Skills Competencies, goal setting, and career planning. Specified integrated class assignments and tests will be jointly assessed and point values will be based on a co-developed weighted scale. For example, in the Administrative Medical Assistant Office Procedures class, there are several letter writing assignment and the I-BEST instructor will be responsible for the structure and grammatical structure of the assignment. The professional technical instructor will focus on content. In addition, in the Pharmacology I (MA 111) class, each</p>	

	<p>student has a “Drug Project” that is a significant part of the grade for the class. The P/T and I-BEST instructor will work together to help students to complete the project. The I-BEST instructor will assist students with paraphrasing drug information content and writing grammatically correct instructions in layman’s terms that is provided to patients regarding medications. Instructors will grade the project together.</p> <p>I-BEST student files will be supervised by the Basic Skills Projects Director and maintained by Basic Skills instructors with support from office assistants.</p> <p>Professional technical program outcomes are integrated with Basic Skills outcomes and assessment processes.</p>	
6. Proposal describes integrated teaching strategies.	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal specifically describes the team teaching model that includes joint course planning and at least an instructional overlap of 50% of the class time.</p>	
	<p><i>College’s response.</i></p> <p>The MA instructor participated in the I-BEST Institute in Auburn, August 2008. Both instructors have worked as a team before with the targeted population with innovative health care programs, including the Hispanic Rural Health Initiative and WorkFirst. The pilot Healthcare Assistant Program was #2 in the state in 2003 for percentage of successful completers, job placement and community partnerships, which indicates past success with the identified teaching team. In order to include additional faculty in the POG process, two integrated planning times have already taken place this school year and more are planned for the coming quarter. Basic skills and professional technical faculty are dedicated to improving the integration of the classes and learning outcomes to ensure student success. Teaching team meetings and ongoing CBC I-BEST Institute planning and improvement sessions will regularly occur.</p> <p>Professors will team teach at least 50% of the P/T classes, meet regularly throughout the program to review progress, analyze CASAS results to determine skill priorities, and identify areas for improvement as a team at the end of the program. All instructors will collaborate to include lecturing, leading group discussion, managing student projects, such as the required drug project required in Pharmacology I. The P/T instructor will also participate in the additional I-BEST Studies class to assist with outcomes comprehension as needed. I-BEST students are required to attend the I-BEST Studies class and non-I-BEST students have the option to attend.</p>	
7. Proposal describes strategies for student success.	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal describes specific strategies that are effective with traditionally underserved and academically challenged populations. Strategies must address</p>	

	<p>innovative efforts for (1) recruitment/screening, (2) retention, and (3) program completion. Student support strategies (include college resources and systems navigation, financial aid assistance, career/educational planning, and barrier identification and mitigation).</p> <p><i>College's response.</i></p> <p>Columbia Basin College has been and will continue to use the following strategies to recruit I-BEST students to the MA program:</p> <p>Planners are working closely with Health Science and Administrative Office Technology instructors and staff, WorkSource Columbia Basin (CBC partners in the <i>Out of School Youth</i> project), WorkFirst, Worker Retraining and Opportunity Grant personnel to recruit students to the program (a waitlist has been established with some basic skills students already identified and started on the pathway by currently taking required classes, such as medical terminology). We will continue to recruit students from current and new ABE/GED/ESL classes. The ESL Orientation class has been promoting future I-BEST classes and referring potential students to the director for more information. The Medical Assistant Instructor will also continue to visit current Nursing Assistant and Phlebotomy classes to inform students of the planned I-BEST Medical Assistant program. We will market the program to partner agencies such as WorkSource, local employers and to the general public through the distribution of program fliers and information sessions. The application process is as follows:</p> <ol style="list-style-type: none"> 1. Attend an information session 2. Complete college and program application materials and prerequisites 3. Screening for meeting or exceeding one of the following: ESL Level 5 CASAS reading score, ABE Level 4 CASAS reading score or GED and high school diploma (for program completion and employability). <p>In addition, the Basic Skills Project Director continues to meet and collaborate with faculty from Basic Skills, Health Sciences and representatives from registration, financial aid and other relevant campus departments to explain the program, requirements for admittance and success and to ask for assistance in recruiting.</p> <p>An I-BEST website has been developed and will be updated regularly so that prospective students and employers can get information about integrated basic skills programs offered at Columbia Basin College. The Health Sciences website contains all Professional/Technical program and class information: http://www.columbiabasin.edu/home/index.asp?page=376</p> <p>This I-BEST program plans to continue and expand on the existing success of the previous health science/basic skills collaborations at Columbia Basin College.</p>	
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	<p>Team members are working to develop a solid cohort, encourage teamwork, group activities and team projects, regularly meeting with students to address challenges and issues, seek case management services to connect students with existing college and community resources such as WorkSource, counseling, tutoring, the Resource Center, and the Opportunity Grant. Faculty and staff will participate in the ongoing monitoring of student progress and to inform students of scheduling and program information. The Opportunity Grant continues to be instrumental in providing financial assistance to students beginning on various pathways at CBC. The Opportunity Grant director and Basic Skills instructional coordinator have already visited various classes/programs at CBC (including ABE/ESL) to share information about this resource and distribute applications. In order to obtain OG funding, students are required to complete the FAFSA to determine need. There are planned OG and Financial Aid workshops scheduled for basic skills students taking their first steps on a pathway. Additionally, WorkSource (OSY) WorkFirst and Worker Retraining will provide tuition and other assistance to I-BEST participants. Also, CBC Foundation scholarships may be available based on student need.</p> <p>Finally, the additional “I-BEST Studies” class is a valuable resource for students and CBC will continue to modify and improve this class in order to best meet the needs of those in the program.</p>	
<p>8. Proposal describes strategies to promote transition into and success within the next step of the pathway.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal describes specific strategies for student transition to the next program level including pathway planning, financial aid assistance and on-going academic support.</p>	
	<p><i>College’s response.</i></p> <p>There are many stop in and out points on this pathway, beginning with the Medical Assistant certificate, with the option of continuing to a degree, the new BAS degree in Applied Business Management (starting Fall 2009), as well as continuing on the LPN/RN pathway.</p> <p>Advisors and instructors will assist students in identifying future courses and certificate or degree goals. Students will be encouraged to access the math and writing tutor centers for assistance beyond what will be offered in the I-BEST program. Transitional ABE and ESL classes (including a math class focused on ESL students and other lab classes targeting higher level ESL and ABE students preparing to transition to college level courses) are available through the Basic Skills Division for students needing additional support. The MA program schedule will be arranged so that students needing to complete a GED or work on additional basic skills will have the opportunity to take these classes in the</p>	

	<p>morning, late afternoon or evening.</p> <p>Throughout the four quarter Medical Assistant program (depending on the students abilities and coursework requirements and schedule) participants will attend additional class sessions for approximately an hour daily (minimum of 4 hours weekly). Students will have ongoing academic, career, and goal setting support available that will provide them with plans and skills to ensure an opportunity to continue learning beyond the I-BEST program.</p> <p>The Externship component of the class gives students the opportunity to explore various medical career options, including administrative and clinical positions.</p> <p>In the I-BEST Studies class throughout the duration of the program, the instructor will offer lessons and activities that promote success at the college level. These activities include goal-setting, using the text as a learning tool, time management and study skills. During the intake process, and at regular intervals throughout the program, areas of student need will be assessed and monitored through ongoing program assessment (including CASAS testing). Academic advising is available and students will be directed to additional college resources to help overcome barriers. Due to the length and depth of this program, completers will be better prepared to continue on an academic pathway or to enter the workforce.</p>	
<p>9. Proposal describes partner involvement in the development program.</p>	<p><i>Essential elements to meet criteria.</i></p> <p>Proposal shows evidence that local and regional businesses, labor, WDC, and community based organizations are active in supporting the college’s effort to begin or expand this program (please list your partners here).</p>	
	<p><i>College’s response.</i></p> <p>Local employment partners such as WorkFirst, Worker Retraining, WorkSource and DSHS continue to be very interested in short-term training programs and in giving their clients a start on a career pathway. This proposed Medical Assistant I-BEST Program is another resource CBC can use to help students reach the “tipping point”. In addition, WorkSource will be recruiting for and encouraging their clients (including the OSY population) to enroll in CBC’s I-BEST programs as a method to gain college credits and to begin on a career pathway.</p> <p>Local employers and external partners are aware of the proposed program and are supportive of the plan as another tool they can use to employ quality and qualified workers. Partners include:</p> <ul style="list-style-type: none"> • WorkSource Columbia Basin • Local hospitals, clinics and offices • Internal College Programs, such as WorkFirst and Worker Retraining 	

<p>10. Optional: Is there any additional information that you choose to share, for instance connection to other initiatives, and support from other entities like the local workforce development council, economic development council, cultural and/or social service organizations, etc.</p>	<p><i>College's response.</i></p> <p>The local community is experiencing rapid growth in the medical field and highly trained medical assistants are in great demand. According to the Medical Assistant Advisory Committee, which includes local medical employer representatives, the Medical Assistant Program at CBC program has set the standard in training excellence and graduating quality and well-prepared employees. We plan to continue this tradition by offering an IBEST component to this already successful and needed training program with the intent to reach more underserved and underutilized student populations.</p> <p>The need for medical assistants in the Columbia Basin College service district has been transformed over the last five years. Previously, medical assistants were not commonly known throughout the medical community. Medical practices have required considerable orientation to the benefits and utilization of a medical assistant. This has been in part by a large and heavy utilization of nurses in the outpatient medical field. The nursing shortage and shifts in staffing patterns have promoted a significant increase in medical assistants throughout the community. Whereas our community had very little knowledge of what a medical assistant was five years ago, now employers commonly tell Columbia Basin College they will hire all of the graduates we can provide – leading to a job market competing heavily for graduates.</p>	
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Assurances	Check box that the college provides assurance for each of the following:	
1.	<input checked="" type="checkbox"/> The college provides assurance that local and regional labor market demand in the industry has been verified (<i>a variety of resources can be used including traditional labor market data, industry data, trade association data, and other transactional data</i>).	
2.	<input checked="" type="checkbox"/> The college provides assurance that there has been active involvement by employers and community partners in the development and in providing ongoing support for the I-BEST program.	
3.	<input checked="" type="checkbox"/> The college provides assurance I-BEST completers will have all the requisite education and skills (including required academic levels, skills and experience, and passage of tests or certifications, etc.) to move into employment and the next level of the pathway.	
4.	<input checked="" type="checkbox"/> The college provides assurance that there is no duplication in courses within the pathway.	
5.	<input checked="" type="checkbox"/> The college provides assurance that I-BEST students will have individualized education and career plans to aid in the continuation of their skill and wage progression.	

Please complete information for EACH of the I-BEST program's courses in the formats listed below.

Format 1—complete for integrated courses with at least a 50% overlap of instruction:

P-T course name: Pharmacology I	Credits: 5	Dept./Division: MA	Course Number: 111
P-T course quarterly hours: 55	credit equivalency (<i>total credits x 1.75</i>): 8.75	ABE/ESL quarterly hours: 27.5	Class size: 12-20
P-T course name: Human Body Structure, Function and Diseases I	Credits: 4	Dept./Division: MA	Course Number: 114
P-T course quarterly hours: 88	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 44	Class size: 12-20
P-T course name: Clinical Procedures Theory I	Credits: 4	Dept./Division: MA	Course Number: 115
P-T course quarterly hours: 44	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 22	Class size: 12-20
P-T course name: Clinical Procedures Lab I	Credits: 4	Dept./Division: MA	Course Number: 1151
P-T course quarterly hours: 88	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 44	Class size: 12-20
P-T course name: Administrative Medical Assistant Office Procedures I	Credits: 5	Dept./Division: MA	Course Number: 140
P-T course quarterly hours: 55	credit equivalency (<i>total credits x 1.75</i>): 8.75	ABE/ESL quarterly hours: 27.5	Class size: 12-20
P-T course name: MA 141 Career Development for Medical Assistants	Credits: 2	Dept./Division: MA	Course Number: 141

P-T course quarterly hours: 22	credit equivalency (<i>total credits x 1.75</i>): 3.5	ABE/ESL quarterly hours: 11	Class size: 12-20
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P-T course name: Pharmacology II	Credits: 5	Dept./Division: MA	Course Number: 211
P-T course quarterly hours: 55	credit equivalency (<i>total credits x 1.75</i>): 8.75	ABE/ESL quarterly hours: 27.5	Class size: 12-20

P-T course name: Human Body Structure, Function and Diseases II	Credits: 4	Dept./Division: MA	Course Number: 214
P-T course quarterly hours: 44	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 22	Class size: 12-20

P-T course name: Clinical Procedures Theory II	Credits: 4	Dept./Division: MA	Course Number: 215
P-T course quarterly hours: 88	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 44	Class size: 12-20

P-T course name: Clinical Procedures Lab II	Credits: 4	Dept./Division: MA	Course Number: 2151
P-T course quarterly hours: 88	credit equivalency (<i>total credits x 1.75</i>): 7	ABE/ESL quarterly hours: 44	Class size: 12-20

P-T course name: Administrative Medical Assistant Office Procedures II	Credits: 5	Dept./Division: MA	Course Number: 240
P-T course quarterly hours: 55	credit equivalency (<i>total credits x 1.75</i>): 8.75	ABE/ESL quarterly hours: 27.5	Class size: 12-20

P-T course name: Externship Seminar	Credits: 1	Dept./Division: MA	Course Number: 241
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P-T course quarterly hours: 11	credit equivalency (<i>total credits x 1.75</i>): 1.75	ABE/ESL quarterly hours: 5.5	Class size: 12-20
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P-T course name: Externship	Credits: 6	Dept./Division: MA	Course Number: 2413
P-T course quarterly hours: 198	credit equivalency (<i>total credits x 1.75</i>): 10.5	ABE/ESL quarterly hours: 99	Class size: 12-20

Format 2 —complete for non-integrated courses that directly support the I-BEST program (not eligible for enhanced FTE):

ABE/ESL course name: I-BEST Studies	Dept./Division: Basic Skills	Course Number: ESL/ABE 090
ABE/ESL quarterly hours: 44 (4 class hrs./week for entire quarter)	Class size: 12-20	

P-T course name: General Psychology	Credits: 5	Dept./Division: PSY	Course Number: 101
P-T course quarterly hours: 55			Class size: 12-20

P-T course name: English Composition	Credits: 5	Dept./Division: ENG	Course Number: 101
P-T course quarterly hours: 55			Class size: 12-20

P-T course name: Speech Essentials 101 OR 102	Credits: 3-5	Dept./Division: SPE	Course Number: 101-102
P-T course quarterly hours: 33-55			Class size: 12-20

P-T course name: Legal Aspects of the Medical Office	Credits: 2-3	Dept./Division: HIT	Course Number: 115/118
P-T course quarterly hours: 22-33			Class size: 12-20

P-T course name: Medical Terminology	Credits: 5	Dept./Division: HIT	Course Number: 147
P-T course quarterly hours: 55			Class size: 12-20

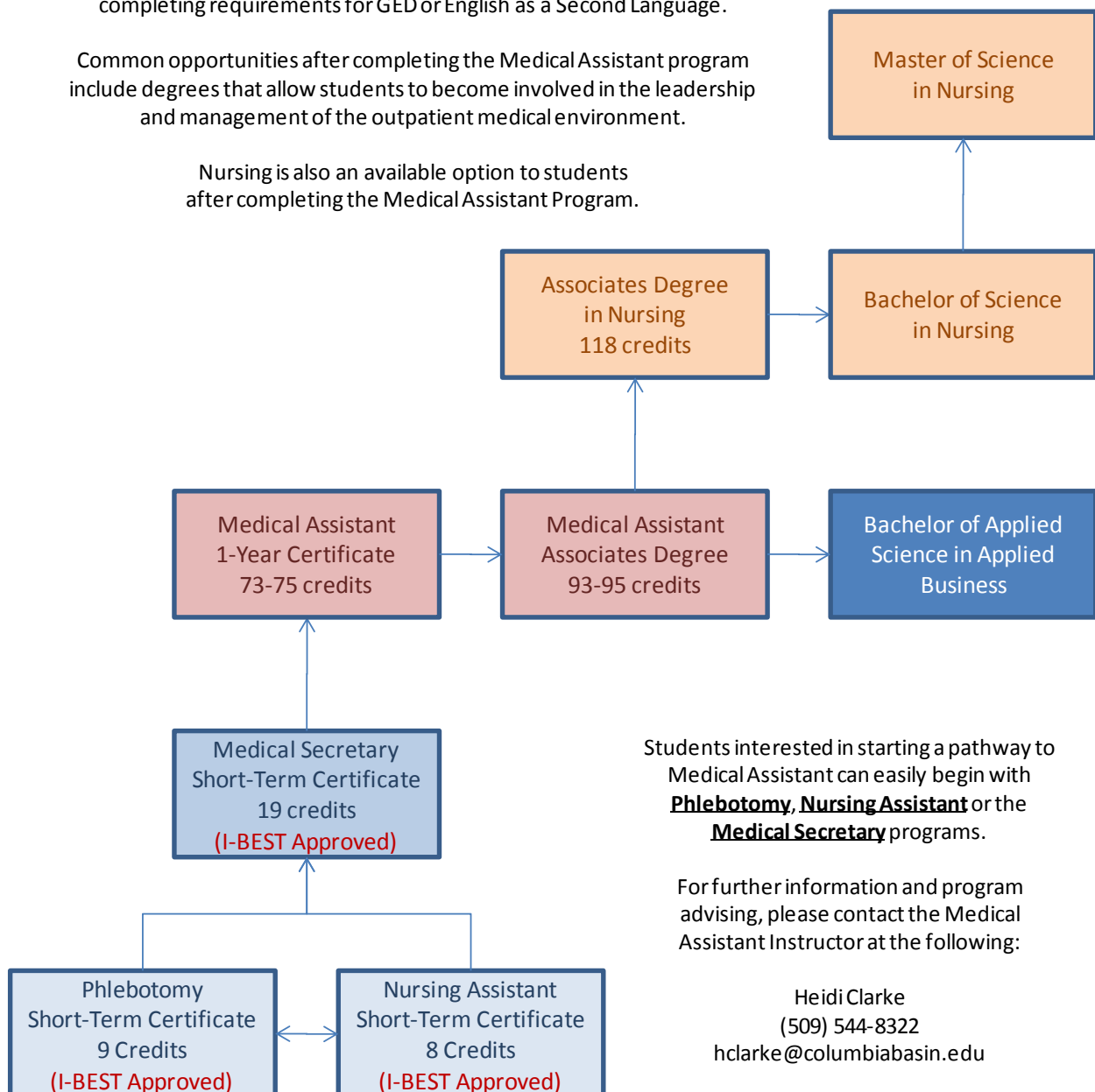
APPENDIX B

Columbia Basin College Medical Assistant Pathway

Medical Assistant students have multiple places they can start their education. CBC offers Phlebotomy, Nursing Assistant, and Medical Secretary programs, all of which are approved I-BEST programs. I-BEST programs allow students to enroll in the program while also completing requirements for GED or English as a Second Language.

Common opportunities after completing the Medical Assistant program include degrees that allow students to become involved in the leadership and management of the outpatient medical environment.

Nursing is also an available option to students after completing the Medical Assistant Program.



Students interested in starting a pathway to Medical Assistant can easily begin with **Phlebotomy, Nursing Assistant** or the **Medical Secretary** programs.

For further information and program advising, please contact the Medical Assistant Instructor at the following:

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