

WISCONSIN INDIANHEAD TECHNICAL COLLEGE
MEDICAL ASSISTANT
STUDENT HANDBOOK

Description of the Profession

Medical assistants are multiskilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession.

The WITC Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB). This means that the curriculum is carefully regulated to assure that it includes essential components and meets standards mandated by this organization. Accreditation allows the graduates of our medical assistant program to complete the national certification examination administered by the American Association of Medical Assistants. When graduates successfully complete this examination, they are known as Certified Medical Assistants and may use the title CMA (AAMA).

The WITC Medical Assistant Program began at New Richmond in 1972 and was accredited by CAAHEP in 1975. This program expanded to the Rice Lake campus in January, 2009. The program at the Superior campus began in 1999 and was accredited by CAAHEP in 2001. The program expanded to the Ashland campus in August, 2012. The WITC program has hundreds of graduates employed in the health care field and has a reputation for quality graduates in the industry.

WITC is also involved in the delivery of continuing education for Certified Medical Assistants to maintain currency of their CMA (AAMA) credential.

CAAHEP can be contacted at:
25400 U.S. Highway 19 North, Suite 158
Clearwater FL 33763
727-210-2350
www.caahep.org

Program Goal

Minimum Expectations

The goal of the Medical Assistant Program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Programs adopting educational goals beyond entry-level competence must clearly delineate this intent and provide evidence that all students have achieved the basic competencies prior to entry into the field.