|  |
| --- |
| **Accreditation Commission** **for Midwifery Education** **Criteria for Programmatic Preaccreditation of the Midwifery Practice Doctorate** **for Midwives who are Nationally Certified** **with Instructions for Elaboration and Documentation***Draft July 2017* |

****

Copyright © 2017 by the Accreditation Commission for Midwifery Education (ACME), except where noted. Except for use by a program or institution in preparing an SER or PAR, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the Accreditation Commission for Midwifery Education.

Draft

July 2017**PREFACE**

## Accreditation Commission for Midwifery Education (ACME)

Programmatic preaccreditation is a quality assurance process combining self-assessment and peer evaluation. Institutions offering a midwifery practice doctoral program for nationally certified midwives voluntarilyparticipate in the accreditation process with the Accreditation Commission for Midwifery Education (ACME) to assure that standards of midwifery education are maintained, competencies and skills are learned, and graduates are appropriately qualified.

The preaccreditation process is available to any education program that can meet the eligibility requirements as outlined in the [*ACME Policies and Procedures Manual*](http://www.midwife.org/ACME-Documents). An applicant program should conform to relevant aspects of all of the ACME and ACNM documents listed in Section I.C. of the manual. To be preaccredited, a program will be expected to meet and maintain compliance with all of the criteria in this document.

The criteria for preaccreditation will be periodically revised by the Board of Commissioners (BOC) of ACME, sent out for public comment, and finalized for conducting the preaccreditation process. The Commissioners seek input and comments from a variety of stakeholders, including midwifery educators, clinicians, and others.

###### Criteria for Programmatic Preaccreditation of

###### the Midwifery Practice Doctorate for Midwives who are Nationally Certified

### Introduction

The Accreditation Commission for Midwifery Education (ACME) establishes the Criteria for Programmatic Precaccreditation of the Midwifery Practice Doctorate for Midwives who are Nationally Certified. These criteria will be the basis for the programmatic preaccreditation process that will be a joint activity involving both the midwifery education program and ACME.

The purposes of the criteria are to:

A. provide structure for implementing peer evaluation in the assessment of the quality of midwifery education programs preparing nationally certified midwives beyond the basic level.

B. assure all aspects of midwifery education programs lead to appropriate student outcomes and promote competent midwives.

C. serve as a guide to faculty in developing and improving their program and as a framework for self-evaluation.

For ACME Board of Review (BOR) action on each programmatic preaccreditation report, all programmatic preaccreditation criteria will be considered and must be met. Actions that may be taken by the BOR are listed in the section titled “Board of Review” in the [*ACME* *Policies and Procedures Manual*](http://www.midwife.org/ACME-Documents). For more information and other accreditation documents, visit [www.midwife.org/acme](http://www.midwife.org/acme).

The [United States Department of Education](http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html) (USDE) recognizes ACME to conduct “the accreditation and pre-accreditation of basic certificate, basic graduate nurse-midwifery, direct entry midwifery, and pre-certification nurse-midwifery education programs, including those programs that offer distance education.” Visit the [USDE](http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html) website or address correspondence to Staff Assistant, Accreditation Office, USDE, 1990 K Street, NW, Washington, DC 20006. Tel (202) 219-7011 or (800) 872 5327.

ACME preaccredits midwifery doctoral programs for nationally certified midwives that culminate in a practice doctoral degree. ACME will be applying for USDE recognition of such preaccreditation. A practice doctorate in midwifery is education at the doctoral level for nationally certified midwives, leading to a midwifery practice doctoral degree that prepares students in leadership, knowledge, skills, and competencies necessary to assess and improve health care processes and outcomes and that conforms to the competencies of ACNM’s *The Practice Doctorate in Midwifery*, as distinguished from basic level midwifery. There may be multiple paths of entry into these programs.

**Glossary of Terms**

As used throughout this document, the following terms and abbreviations are defined as follows:

|  |  |
| --- | --- |
| Accreditation Commission for Midwifery Education (ACME) | Formerly known as the Division of Accreditation (DOA) of the American College of Nurse-Midwives (ACNM), an administratively and financially autonomous commission of the American College of Nurse-Midwives that is responsible for all aspects of programmatic accreditation in midwifery education.  |
| ACME Staff | ACME Executive Director and ACME Accreditation Coordinator.  |
| Academic Institution | Based on the definition by the US Department of Education, “an institution of higher education that is a public or private… institution… legally authorized to provide educational programs beyond secondary education….for which it awards a…degree… for credit…” and is “accredited or preaccredited” by an agency recognized by the US Department of Education.  [34 CFR Part 600 § 600.4] |
| Academic Unit | College/School, Institute, Department (e.g. nursing, public health, college of health related professions) within or affiliated with an academic institution.  |
| Accrediting Agency | As defined by the US Department of Education, “ A legal entity, or that part of a legal entity, that conducts accrediting activities through voluntary, non-federal peer review and makes decisions concerning the accreditation or pre-accreditation status of institutions, programs, or both.” [34 CFR §602.3 Definitions] |
| Accreditation | As defined by the US Department of Education, “…the status of public recognition that an accrediting agency grants to an educational institution or program that meets the agency's standards and requirements.” [34 CFR §602.3 Definitions] |
| Administrative Unit | The person, group or area responsible for the midwifery doctoral program budget.  |
| Adverse Accrediting Action or Adverse Action | As defined by the US Department of Education, “the denial, withdrawal, suspension, revocation, or termination of accreditation or preaccreditation, or any comparable accrediting action an agency may take against an institution or program.” [34 CFR § 602.3 Definitions]  |
| Affiliation | A written agreement between an organization, school, or midwifery program, and an institution to offer education cooperatively.  |
| All Faculty | Faculty who teach midwifery students in any setting. |

|  |  |
| --- | --- |
| American College of Nurse-Midwives (ACNM) | Professional association that represents Certified Nurse-Midwives and Certified Midwives in the United States. ACNM provides research, administers and promotes continuing education programs, and creates liaisons with state and federal agencies and members of Congress |
| American Midwifery Certification Board(AMCB) | Formerly known as ACNM Certification Council, Inc.; the national certifying body for certified nurse-midwives and certified midwives.  |
| Basic Midwifery Education  | Education at the graduate level, leading to a certificate, a master’s or doctoral degree, that prepares students in the fundamental competencies and skills of midwifery so that they are eligible to become nationally certified midwives, as distinguished from a practice doctorate in midwifery . |
| Board of Commissioners (BOC) | The ACME governing board members who plan, implement, and evaluate the accreditation process for programs offering midwifery education. |
| Board of Directors (BOD) | Board of Directors of the American College of Nurse-Midwives. |
| Board of Review (BOR) | Board of review of the Accreditation Commission for Midwifery Education; the body that reviews education programs in relation to ACME criteria and determines program preaccreditation or accreditation status |
| Certified Midwife (CM) | Individual who has met the requirements and passed the certification exam administered by the American Midwifery Certification Board.  |
| Certified Nurse-midwife (CNM)  | Individual who is a registered nurse, and has met the requirements and passed the certification exam administered by the American Midwifery Certification Board (AMCB) (formerly administered by the American College of Nurse-Midwives). |
| Companion Program | A program leading to a different credential than the one currently offered within an academic unit that is designed to augment the midwifery education options for students and mesh with the existing ACME accredited program. Some of the elements may be similar for the existing and companion programs, such as institutional administration, academic facilities, and the like. Students may share a number of the same classes. However, the companion program leading to its separate credential will have its own objectives, completion requirements and its own curricular path. Faculty, clinical sites, library resources, evaluation and other aspects of the companion program may be added or changed as needed from the existing ACME accredited program. |
| Core Faculty | Faculty, including midwives and others, as defined by the program, which are directly responsible for curriculum design, implementation, and evaluation of the midwifery program. |

|  |  |
| --- | --- |
| Correspondence Education | As defined by the US Department of Education, “Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. (3) Correspondence courses are typically self-paced. (4) Correspondence education is not distance education.”[34 CFR §602.3 Definitions]  |
| Distance Education | As defined by the Higher Education Opportunity Act (HEOA) of 2008, “Distance education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies include -- (1) The internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; (3) Audio conferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).” [34 CFR §602.3 Definitions] |
| Division of Accreditation (DOA) | Previous name of the Accreditation Commission for Midwifery Education (ACME). |
| Institution  | An academic degree-granting organization that 1) offers a midwifery education program, 2) holds legal authority from the appropriate government agency to operate a higher education institution, and 3) is accredited by an institutional accrediting agency recognized by the US Department of Education, or meets the ACME policy for international accreditation.  |
| Institutional Accrediting Agency | As defined by the US Department of Education, "an agency that accredits institutions of higher education." [34 CFR §602.3 Definitions] |
| Midwife/Midwifery | Throughout this document, the term “midwife” or “midwifery” pertains to all nationally certified midwives.  |
| Midwifery Core Curriculum | Those courses that contain content that fulfill the competencies for a practice doctorate for nationally certified midwives. |
| Midwifery Education Program or Midwifery Program | The administrative/academic unit that offers the education content and oversees completion of the midwifery curriculum in conjunction with the other requirements set by the institution and/or required by ACME for earning a certificate or a degree. |
| Midwifery Program Director | CNM or CM with faculty status, clearly identified by title and position to direct the midwifery education program.  |
| Midwifery Program Faculty | All nationally certified midwives and faculty of other disciplines who teach and evaluate midwifery students. This includes faculty members with primarily or exclusively clinical teaching responsibilities. |
| National Office | Administrative offices of the Accreditation Commission for Midwifery Education, located at 8403 Colesville Road, Suite 1550, Silver Spring, Maryland 20910, 240-485-1802 <http://www.midwife.org/ACME> |
| Practice | Midwifery practice includes clinical practice, education, administration, research, and public service, where the work of midwives promotes the health of women and newborns. [Source: *The Practice Doctorate in Midwifery*, ACNM, 2011] |
| Practice Doctorate in Midwifery | Education at the doctoral level for nationally certified midwives, leading to a midwifery practice doctorate that prepares students in leadership, knowledge, skills, and competencies necessary to assess and improve health care processes and outcomes and that conforms to the competencies of ACNM’s *The Practice Doctorate in Midwifery*, as distinguished from basic level midwifery. |
| Preaccreditation | As defined by the US Department of Education, “the status of public recognition that an accrediting agency grants to an educational institution or program for a limited period of time that signifies the agency has determined that the institution or program is progressing towards accreditation and is likely to attain accreditation before the expiration of that limited period of time.” [34 CFR §602.3 Definitions] |
| Preaccreditation Report (PAR) | Report submitted for programmatic preaccreditation by institutions wishing to start an education program that addresses the *Criteria for Programmatic Preaccreditation of Practice Doctorates for Nationally Certified Midwives with Instructions for Elaboration and Documentation.*  |
| Probation | Status applied by the BOR to a program that fails to meet expectations when officially warned or that fails to follow ACME criteria. |
| Program | As defined by the US Department of Education, “a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.” [34 CFR §602.3 Definitions] |
| Programmatic Accrediting Agency | As defined by the US Department of Education, "...an agency that accredits specific educational programs that prepare students for entry into a profession, occupation, or vocation." [34 CFR §602.3 Definitions] |

|  |  |
| --- | --- |
| Public Member  | “A person who is not 1) An employee, member of the governing board, owner, or shareholder of, or consultant to, an institution or program that either is accredited or preaccredited by ACME or has applied for accreditation or preaccreditation; 2) A member of any trade association or membership organization related to, affiliated with ,or associated with ACME, or 3) A spouse, parent, child, or sibling of an individual identified in paragraph 1) or 2) of this definition.” [34 CFR §602.3 Definitions] |
| Self-Evaluation Report (SER) | Report prepared by faculty of the education program seeking initial or continuing accreditation that addresses the *Criteria for Programmatic Accreditation of Practice Doctorates for Nationally Certified Midwives with Instructions for Elaboration and Documentation.*  |
| Site Visitor Panel | Group of volunteer midwives with expertise in education and/or clinical practice who are trained to conduct site visits to amplify, clarify, and verify information submitted in an applicant’s PAR or SER |
| Site Visitors Report (SVR)  | Report of the site visit prepared by the site visit team. |
| Teach-out Agreement | As defined by the US Department of Education, “a written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides one hundred percent of at least one program offered, ceases to operate before all enrolled students have completed their program of study.” [34 CFR §602.3 Definitions] |
| U.S Department of Education (USDE) | The federal government department that grants ACME the following scope of recognition: “the accreditation and pre-accreditation of basic certificate, basic graduate nurse-midwifery, direct entry midwifery, and pre-certification nurse-midwifery education programs, including those programs that offer distance education.” |
| Warning | Action taken by the BOR to inform a program that its pre/accreditation status is in jeopardy because the program has not complied with ACME criteria, policies or procedures. |
| Withdrawal of Pre/ Accreditation | Action taken by the BOR to notify a program that has not resolved the issues for which it was put on probation that ACME no longer grants pre/accreditation status to the program. |

**General Instructions for Documentation in the Preaccreditation Report (PAR)**

Unless otherwise directed at a specific criterion, documentation for the exhibits may be provided in either printed or electronic format. The terms “publicly available” and “publicized” mean the information must be posted and hyperlinked on the midwifery program webpages.

If printed material is used, page numbers should be provided or other mechanisms used to direct readers to the relevant passages. If electronic material is used, the specific URL or relevant directions should be given to readers to find the referenced material on a public website. If nonpublic or intranet documentation is cited, access should be provided both to the site visitors and to the BOR. Programs may provide additional information to document that a criterion has been met. All programs will be expected to address the criteria using the current ACNM and ACME documents. Any discrepancies should be explained.

# Additional information regarding preparation of the document can be found in the [*ACME* *Policies and Procedures* *Manual*](http://www.midwife.org/ACME-Documents).

Forms and sample tables are included in Appendix A of this document to facilitate completion.

**Instructions for Title Page and Program Overview**

The Preaccreditation Report (PAR) should begin with a title page as described in [ACME *Policies and Procedures Manual*](http://www.midwife.org/ACME-Documents)*.* Complete the PAR Title Page and Program(s) Table included in Appendix A of this document*.*

A one to two page overview describing the institution and the proposed midwifery program/s should follow the title page.

The overview will include a brief description in narrative form that details the following:

* Explains when program/s proposes to begin.
* Presents the institution’s corporate or organizational structure (e.g., part of a state system or for-profit corporation corporate structure)
* Describes the primary modalities proposed for the delivery of education (e.g., face to face, combination or all distance education)
* Describes the basis for credit proposed (e.g., semester hours or quarter credit hours)
* Lists the type/s of program/s to be offered

 *N.B*. If there is more than one clearly distinguishable midwifery program in the institution and if the way each meets a criterion is different, clearly explain both in the PAR. Example: a school that has a basic midwifery program and also proposes a practice doctorate for nationally certified midwives.

* Lists credential/s and degree level/s to be awarded
* Defines the PAR time frame, the one-year period represented in this self-study, including type of year (academic or calendar year)
* Lists URL or web address for the institution
* Provides a list of any abbreviations and acronyms essential for reading the PAR

**ACME Criteria for Programmatic Preaccreditation of the**

**Midwifery Practice Doctorate**

**Criterion I:**

**Organization & Administration**

| **Criterion I:****Organization & Administration** | **Instructions for Elaboration in the PAR** | **Instructions for Documentation in the Exhibits** |
| --- | --- | --- |
| A. This PAR will be an in-depth self-study written by institutional faculty and administrators. | A. Describe who wrote and reviewed the PAR. |  |
| B. The midwifery doctoral program will provide an opportunity to its relevant constituents for third party comment in relation to the preaccreditation criteria at least two months prior to the scheduled site visit. | B. List the constituencies the program plans to notify regarding opportunity for third party comments on the preaccreditation criteria. Third party comments should be sent directly to ACME. | B. Provide evidence of notification of constituencies. |
| C. The institution has legal authority to offer the proposed midwifery program and to award the degree/certificate to which it leads. | C. State the authority that provides this authorization. | C. Provide evidence of legal authority. |
| D. The midwifery doctoral program will reside within or will be affiliated with an institution that is currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME’s policy requirements for institutions based outside the United States (see Appendix B). | D. “Resides within” can be documented through evidence found in academic unit publications; “affiliated with” must be documented with a copy of the affiliation agreement. Describe the relationship of the proposed program to the accredited institution. Name the institutional accrediting body. If the midwifery doctoral program will reside within or will be affiliated with an institution based outside the United States, describe the relationship between the program and the international institution.  | D. Provide a copy of the letter or certificate of currentinstitutional accreditation. |
| D.1. There will be evidence of commitment to the proposed midwifery doctoral program from key administrators in the institution and academic unit. | 1. Describe the support of these key administrators with concrete examples for both the institution and the academic unit (if different). | 1. Provide documentation indicating support (e.g. meeting minutes, policies, and personal communications).  |
| D.2. The midwifery doctoral program will have sufficient fiscal resources to ensure that program objectives can be met. | 2. Describe program financial resources, including both internal and external funding (grants). Explain any financial problems facing the program in the PAR time frame that would prohibit the program from meeting its stated objectives and intended outcomes. If external grants will be a significant source of support of the program, explain how the midwifery doctoral program would meet its objectives/ outcomes if that funding were discontinued. | 2. Provide information that demonstrates that fiscal resources will be adequate to meet program objectives. This may include financial statements, grant award statements, program budgets and other financial records. |
| D.3. The midwifery doctoral program will have input into the budget process and/or financial planning to ensure ongoing adequate program resources. | 3. Describe how the program/ program director will provide input into the budget process and/or financial planning.  |  |
| D.4. The midwifery doctoral program will be in an institutional environment that promotes and facilitates scholarly and professional productivity. | 4. Provide the institution's policies, describe relevant resources and provide specific examples of faculty scholarly and professional productivity that will be supported by the institution’s policies and resources.  | 4. Provide evidence of completed scholarly and professional faculty products within the institution. |
| E. Each midwifery doctoral program will be a definable entity distinguishable from other education programs and services within the institution. | E. No narrative is required for E. | E. Provide draft documents that reference the program, e.g. catalogs, brochures, or websites. |
| E.1. The midwifery doctoral program will be directed by a midwife who will be clearly identified by title and position, is doctorally prepared, and will meet institutional qualifications for appointment to that position. | 1. Document who will have the responsibility for program direction and that the person is doctorally prepared, if identified. Describe the institution’s requirements for the position.  | 1. Provide evidence such as a letter of appointment, job description or a letter from the academic unit administrator detailing these requirements.  |
| E.2. Policies, requirements and public disclosure data for the midwifery doctoral program will be described in the institution's representations to the public about the proposed midwifery doctoral program in the following aspects: | 2. No narrative is required for E. 2. Each item in I.E.2. a. - d. should be addressed separately. | 2. For each item in I.E.2.a. - d., have the identified relevant drafts of printed or electronic documents available and marked where pertinent information will be found. |
| E.2.a. Preaccreditation status from the Accreditation Commission for Midwifery Education (ACME), including the address, telephone number and electronic address for ACME. | a. Identify specifically where the evidence will be found in printed and/or electronic documents. | a. Provide drafts of identified relevant printed or electronic documents marked where pertinent information will be inserted. |
| E.2.b. Degree that will be earned.  | b. State the exact wording of the credential as it will appear on the diploma. In cases in which more than one credential will be awarded, all must be addressed. Identify specifically where the evidence will be found in printed and/or electronic documents.  | b. Provide a draft of the proposed credential, such as a diploma or other document that clearly states the degree awarded.  |
| E.2.c. Academic policies, such as admission, continuation, graduation requirements, and possible patterns of progression though the program. | c. Identify specifically where the evidence will be found in printed and/or electronic documents. | c. Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found. |
| E.2.d. Tuition and fees, with their relevant refund policy, and other related costs, such as required textbooks, technology, and practice site expenses. | d. Identify specifically where the evidence will be found in printed and/or electronic documents.  | d. Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found. |
| E.2.e. Transfer of credit policy. | e. Identify specifically where the evidence may be found in printed and/or electronic documents. This policy must include the criteria by which the program makes a determination with regard to accepting credits from another program or institution. | e. Provide the identified relevant printed and/or electronic documents marked where pertinent information may be found.  |

**ACME Criteria for Programmatic Preaccreditation of the**

# Midwifery Practice Doctorate

# Criterion II:

# Faculty & Faculty Organization

| **Criterion II:****Faculty & Faculty Organization** | **Instructions for Elaboration in the PAR** | **Instructions for Documentation in the Exhibits** |
| --- | --- | --- |
| A. All faculty will be recruited, appointed and promoted according to the institution’s non-discrimination policy. | A. Identify the non-discrimination policy in the institution’s policies. Describe the number, frequency, type and resolution of complaints pertaining to discrimination. | A. Provide evidence how this policy will be implemented. |
| B. All faculty will be qualified to provide students with a level of instruction, supervision and evaluation that will be compatible with safe practice and student learning needs.  | B. Provide a table containing the following data:1. Name of proposed faculty member by category, either core or midwifery doctoral program faculty identified in the PAR
2. Specialty certification or specific expertise of other core faculty
3. Highest earned degree
4. Category of faculty appointment, such as Associate Professor, Clinical Instructor, Preceptor, or Clinical Assistant Professor
5. Proposed teaching responsibilities including specific courses to be taught

The table should begin with the core faculty followed by those who will provide practice setting or other supportive teaching and evaluation. Do not duplicate an individual’s information in the table. The information may be combined with the table requested in II. C 1. and/or II.C.2. In narrative form, explain any areas not fully met or that require clarification.  |  |
| B.1. Midwifery doctoral program faculty will be certified by the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for proposed faculty who are not CNMs or CMs.  |  | 1. Evidence of **one** of the following should be available: *For proposed faculty who are midwives provide evidence of appropriate credentials:** AMCB certification
* Other certification as appropriate
* Legal authorization if AMCB certification will be the only route for authorization in that legal jurisdiction
* Formal credentialing if the credentialing requires AMCB certification

Verification of AMCB certification will be acceptable and will be obtained from the AMCB website.If the jurisdiction’s license will be used to document certification, the exhibits must contain 1) website verification of license and 2) the portion of the licensing law that requires AMCB certification.  If evidence of credentialing will be used to document certification, the exhibits must contain 1) verification of the credential and 2) the portion of the credentialing policy/procedure manual that stipulates that the credentialed individual must be certified by the AMCB.  *For proposed faculty who are not CNMs or CMs* provideevidence of the appropriate credentials.If the jurisdiction’s authorization to practice will be used to document certification, the exhibits must contain evidence of 1) authorization or of the website verification and 2) portion of the authorizing law that requires the relevant certification.  |
| B.2. Have education credentials appropriate to the level at which they will teach, and meet the academic institution's requirements for faculty appointment. If a faculty member possesses less than these qualifications, that individual must be responsible to a qualified faculty member. | 2. Describe the academic institution’s requirements for faculty appointment. Describe the mechanism of supervision afforded to faculty who do not meet the institutional requirements. | 2. Provide copies of diplomas or official transcripts on file. Evidence of credentialing/licensure/privileges that require verification of the degree will be used as a satisfactory form of documentation.  |
| B.3. Have preparation for teaching commensurate with the teaching assignment, e.g. didactic classroom, mixed medium and distance delivery, and/or teaching in a practice setting.  | 3. Describe the proposed midwifery doctoral program’s criteria and process for determining that faculty has appropriate preparation. Elaborate on the preparation and supervision to be afforded to faculty who do not meet all the program’s requirements for teacher preparation. | 3. Provide evidence that each faculty member will be prepared for the teaching assignment. |
| B.4. Have competence commensurate with the teaching assignment.  | 4. Describe the proposed midwifery doctoral program’s criteria and process for determining that faculty has competence commensurate with the teaching assignment. | 4. Provide evidence that each faculty member will have competence commensurate with the teaching assignment. |
| C. Faculty participating in the proposed midwifery doctoral program will have the following responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and student learning needs: | C. No narrative is required for C. | C. Evidence to address C.1 – C.4. will be found in syllabi/draft syllabi, committee minutes or other types of communication.  |
| C.1. Instruction, supervision, and evaluation of students in didactic courses containing ACNM specified doctoral competencies shall be the responsibility primarily of midwifery doctoral program faculty of the proposed program.  | 1. Provide a table that lists the course names/numbers that will include ACNM specified doctoral competencies and who will teach them. The information may be combined with the table requested in II. B. and/or II.C.2. |  |
| C.2. Instruction, supervision, and evaluation of students related to the practice setting shall be the responsibility primarily, more than half, of certified midwives.  | 2. Describe the teaching responsibilities for each proposed midwifery doctoral program faculty during the PAR time frame related to the practice setting. Provide a table that includes the following categories of information related to the practice portion of the program. The information may be combined with the table requested in II. B. and/or II.C.1* Name and credential (e.g. CNM, CM, NP, MD)
* Practice Site
* Practice Content or Activity

In the table, include all faculty who provide instruction, supervision and evaluation of students related to the practice setting.  |  |
| C.3. Core faculty participate in the following responsibilities: | 3. No narrative is required for C. 3. | 3. Provide access to committee minutes or other documentation, with relevant sections clearly identified. |
| C.3.a. Development and/or implementation, and evaluation of the curriculum. | a. Describe the faculty’s involvement and cite the specific source/location of documentation.  | a. Provide the materials cited. |
| C.3.b. Selection, evaluation, advancement, and advisement of students. | b. Describe the faculty’s involvement and cite the specific source/location of documentation. | b. Provide the materials cited. |
| C.3.c. Recruitment, selection and promotion of faculty. | c. Describe the faculty’s involvement and cite the specific source/location of documentation. | c. Provide the materials cited. |
| C.3.d. Orientation of faculty to curriculum, documents, and didactic and practice expectations. | d. Describe the faculty’s involvement and cite the specific source/location of documentation. | d. Provide the materials cited. |
| C.3.e. Development and/or implementation of a mechanism for student evaluation of teachers, courses and midwifery doctoral program effectiveness. | e. Describe the faculty’s involvement and cite the specific source/location of documentation. | e. Provide the materials cited. |
| C.3.f. Ongoing development and annual evaluation of the proposed midwifery doctoral program's resources, facilities, and services. | f. Describe the faculty’s involvement and cite the specific source/location of documentation. | f. Provide the materials cited. |
| C.3.g. As appropriate to the academic unit: | g. No narrative is required for C.3.g. |  |
| C.3.g.1) Serve on or have input into councils and committees of the academic unit. | 1) Describe the academic unit’s expectation for participation in councils and committees of the academic unit and include any pertinent definitions. Describe how faculty could meet these expectations. | 1) Include examples of how faculty could meet these expectations, such as activities/ schedules/workload. |
| C.3.g.2) Continue professional advancement within the academic unit or institution. | 2) Describe the academic unit’s expectation for continued professional advancement and include any pertinent definitions. Describe how faculty could meet these expectations. | 2) Include examples of how faculty could meet these expectations, such as activities/ schedules/workload. |
| C.3.g.3) Maintain practice expertise. | 3) Describe the academic unit’s expectation for maintaining practice expertise and include any pertinent definitions. Describe how faculty could meet these expectations. | 3) Include examples of how faculty could meet these expectations, such as activities/ schedules/workload. |
| C.3.g.4) Participate in scholarly activities. | 4) Describe the academic unit’s expectation for scholarly activities and include any pertinent definitions, such as workload formula. Describe how faculty could meet these expectations. | 4) Include examples of how faculty could meet these expectations, such as activities/ schedules/workload. |
| C.3.g.5) Participate in community service. | 5) Describe the academic unit’s expectation for community service and include any pertinent definitions, such as workload formula. Describe how faculty could meet these expectations. | 5) Include examples of how faculty could meet these expectations, such as activities/ schedules/workload. |
| C.4. Faculty carry out their responsibilities with respect for individual variations. | 4. Provide examples in the institution of faculty addressing students’ individual variations, such as learning styles or levels of ability.  |  |
| D. Policies of the institution defining the rights and responsibilities of faculty will be made available and applied consistently to all faculty, as applicable. These policies include the following: | D. No narrative is required for D. |  |
| D.1. Academic freedom | 1. Describe the policy and its location. | 1. Provide printed or electronic access to source document. |
| D.2. Defined criteria for periodic evaluation. | 2. Describe the policy and its location. | 2. Provide printed or electronic access to source document. |
| D.3. Promotion, tenure, merit recognition and termination. | 3. Describe each of the policies and their locations. | 3. Provide printed or electronic access to source documents. |
| D.4. Channels for receipt and consideration of faculty views and grievances. | 4. Describe each of the policies and their locations. | 4. Provide printed or electronic access to source documents. |

**ACME Criteria for Programmatic Preaccreditation of the**

# Midwifery Practice Doctorate

# Criterion III:

# Students

| **Criterion III:****Students** | **Instructions for Elaboration****in the PAR** | **Instructions for Documentation in the Exhibits** |
| --- | --- | --- |
| A. The institution will have admission criteria and policies, including a non-discrimination policy, that will be publicly available. | A. State the criteria and policies, including a non-discrimination policy. Identify their locations available to the public. | A. Provide the document/s in which the criteria and policies appear. |
| B. Recruitment materials and processes will accurately represent the program practices and policies. | B. Document that the recruiting materials and processes will accurately represent program practices and policies.  | B. Provide samples of recruitment materials and descriptions of recruiting processes that accurately represent to the public the program practices and policies. |
| C. The institution will have student policies that will be publicly available and identified to students upon admission related to: student evaluation, progression, retention, dismissal and graduation; review of personal records and equitable tuition refund; evaluation of their education; access to university/college catalogs; and access to academic calendars. | C. Identify the location of each of these student policies. Describe how these policies will be identified to students upon admission. | C. Provide the document/s in which the policies appear. |
| D. Upon entering the program, students have access to and will be informed of support services designed to meet their needs in order to promote their retention in and progression through the program. | D. Identify services available to meet the needs of students to promote their retention in and progression through the program, and explain how students will be informed about them. Such services might include but will not be limited to counseling, health, learning assistance or intervention strategies. | D. Provide the current or proposed documents in electronic or printed form that describe these services. |
| E. Evaluation of students will be an ongoing process that assesses the student’s movement toward and ultimate achievement of the proposed midwifery doctoral program objectives/ outcomes. | E. Provide an overview of the evaluation processes that facilitate student success in meeting proposed midwifery doctoral program objectives/outcomes. |  |
| E.1. Students will be formally informed of course objectives/outcomes and methods of evaluation at the beginning of each course. | 1. Describe the process by which students will be informed. Identify the location of objectives/outcomes and methods of evaluation in policy manuals, module materials, and/or course syllabi. | 1. Provide drafts of the documents identified in electronic or printed form. |
| E.2. Students will be apprised of their progress on an ongoing basis. | 2. Describe the process by which students will be apprised of their progress. |  |
| F. Student rights and responsibilities consistent with institution policy will be available in written form, and students will be notified where the policies will be found.This includes: | F. No narrative is required for F. |  |
| F.1. Opportunities for student involvement in development and implementation of proposed midwifery doctoral program policies. | 1. Describe the relevant opportunities and how students will be informed. | 1. Provide documents or drafts of documents in electronic or printed form. |
| F.2. Opportunities to serve on or have input into the councils or committees of the institution or academic unit. | 2. Describe the relevant opportunities and how students will be informed. | 2. Provide documents or drafts of documents in electronic or printed form. |
| F.3. Clearly defined mechanisms for consideration of grievances, complaints or appeals. | 3. Describe the mechanism for addressing grievances, complaints or appeals and how students will be apprised of these mechanisms. Identify the location of each of these mechanisms and where the process will be described in formal documents. | 3. Provide documents or drafts of documents regarding the grievances, complaints or appeals in electronic or printed form. |
| F.4. Access to resources and opportunities will be equal regardless of student location and teaching modalities. | 4. Describe how access to resources and opportunities will be equal for all student locations (e.g., on campus or at a distance) and teaching modalities (e.g., online, webcast, traditional lectures, etc.) Describe how students are informed of such access. | 4. Provide documents or drafts of documents regarding student access regardless of location and teaching modalities in electronic or printed form. |
| G. Students who work directly with clients in a practice setting will hold current local state licensure or current AMCB certification as a CNM or CM or be equivalently prepared as determined by the program. | G. Identify the location of this prerequisite in student policies. Describe how the policy is identified to students upon admission. Describe how equivalent preparedness would be determined. | G. Document implementation of this prerequisite policy. |

**ACME Criteria for Programmatic Preaccreditation of the**

**Midwifery Practice Doctorate**

**Criterion IV:**

**Curriculum & Student Learning**

| **Criterion IV:****Curriculum & Student Learning** | **Instructions for Elaboration in the PAR** | **Instructions for****Documentation in the Exhibits** |
| --- | --- | --- |
| A. The curriculum is based on three distinct statements that provide the foundation for the development, implementation and evaluation of the curriculum. They are 1) a statement of philosophy 2) a statement of purpose/mission, and 3) a statement of objectives/outcomes. | A. In the PAR or in the appendices to the PAR, provide each of the three statements of the midwifery doctoral program: philosophy, purpose/mission, and outcomes/objectives. In the PAR, identify the key concepts of the program philosophy. |  |
| A.1. The proposed midwifery doctoral program philosophy will be consistent with: | 1. No narrative is required for A.1. |  |
| A.1.a. The philosophy of the ACNM. | a. Demonstrate congruence between the midwifery doctoral program philosophy and the philosophy of the ACNM. Address in the narrative any inconsistencies related to key concepts. |  |
| A.1.b. The philosophy of the institution within which the proposed midwifery doctoral program will reside or will be affiliated. | b. Demonstrate congruence between the midwifery doctoral program philosophy and the philosophy of the institution within which the midwifery doctoral program resides or is affiliated. Address in the narrative any inconsistencies related to key concepts. |  |
| A. 1.c. The philosophy of the academic unit within which the proposed midwifery doctoral program will reside, if applicable. | c. Demonstrate congruence between the midwifery doctoral program philosophy and compare the midwifery doctoral program philosophy with the philosophy of the academic unit within which the midwifery doctoral program resides, if applicable. Address in the narrative any inconsistencies related to key concepts. |  |
| A.2. The proposed midwifery doctoral program’s purpose/mission and objectives/outcomes will be clearly stated and will be consistent with the proposed midwifery doctoral program philosophy. | 2. Compare the proposed midwifery doctoral program philosophy with the program’s purpose/mission and objectives/outcomes. Address in the narrative any inconsistencies related to key concepts. |  |
| A.3. The curriculum will be designed to achieve the stated objectives/outcomes of the proposed midwifery doctoral program. | 3. Provide a curriculum map or table that shows how the curriculum addresses program objectives/outcomes. |  |
| B. Curriculum development will be a continuing process. | B. Describe the continuing process of curriculum development. |  |
| C. The proposed midwifery doctoral program will have standards for student preparation for or exemption from course work and experience in a practice setting. | C. No narrative is required for C. |  |
| C.1. The proposed midwifery doctoral program will have established criteria that students must meet prior to (prerequisite) or concomitantly with (corequisite) enrolling in, receiving transfer credit for, or being exempted from, midwifery course work and experience in a practice setting.  | 1. Describe the criteria and explain the rationale for the criteria.  | 1. Provide a copy or draft of the information about the criteria that will be given to potential and enrolled students. |
| C. 2. The proposed midwifery doctoral program ensures that students meet the program’s established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery course work and experience in a practice setting.  | 2. Describe the processes for ensuring that students meet the program’s established criteria. | 2. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.  |
| D. The proposed midwifery doctoral program will have standards for student preparation for or exemption from didactic course work. | D. No narrative is required for D. |  |
| D.1. The proposed midwifery doctoral program will have established criteria that students must meet prior to (prerequisite) or concomitantly with (corequisite) enrolling, receiving transfer credit for, or being exempted from midwifery didactic coursework. | 1. Describe the criteria and explain the rationale for the criteria. | 1. Provide a copy or draft of the information about criteria that will be given to potential and enrolled students. |
| D.2. The midwifery doctoral program ensures that students meet the program’s established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery didactic coursework. | 2. Describe the processes for ensuring that students meet the program’s established criteria. | 2. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.  |
| E. Components of the program and its curriculum include: | E. No narrative will be required for E. |  |
| E.1. The curriculum will be consistent with the ACNM competencies of [*The Practice Doctorate in Midwifery*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000260/Practice%20Doctorate%20in%20Midwifery%20Sept%202011.pdf) . | 1. Provide a table that shows the location in the curriculum of the competencies of [*The Practice Doctorate in Midwifery*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000260/Practice%20Doctorate%20in%20Midwifery%20Sept%202011.pdf). Describe the process for assuring that the ACNM competencies are being taught. Describe the process used to correct any deficiencies. | 1. The table should also appear in the exhibits with the referenced curriculum. Each competency should be addressed with examples (objectives/outcomes, seminars, classes, learning activities) that demonstrate how each is integrated throughout the curriculum.Provide evidence of the process to assure appropriate inclusion of competency content. |
| E.2 The curriculum will be founded on the most up-to-date evidence base for midwifery education and practice and will be congruent with [*ACNM Standards for the Practice of Midwifery*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000051/Standards_for_Practice_of_Midwifery_Sept_2011.pdf)and other practice documents. | 2. Provide a description of how the criterion will be met. | 2. Provide access to course materials.  |
| E.3. The didactic and practice components of the curriculum will be implemented by a variety of methods to achieve the program objectives/outcomes and promote student learning. | 3. Describe the various methods used to achieve the objectives/outcomes and ensure student learning. Methods may include teaching strategies, education technology, and simulation. | 3. Provide examples of various teaching methods.  |
| E.4. The program ensures that graduates will have achieved competence beyond basic level midwifery.  | 4. Explain how the program defines competence beyond basic level midwifery. Explain how the program will assess competence.  | 4. Provide access to instruments or drafts of instruments to be used to assess competence as described in the PAR.  |
| E.4.a. The program will provide students with the necessary didactic content to achieve the objectives/outcomes of the program. | a. Explain the breadth and depth of didactic content that will be used by the program to achieve program objectives/outcomes. |  |
| E.4.b. The program will provide students with the necessary experiences to achieve the objectives/outcomes of the program. | b. Explain the breadth and depth of experiences that will be used by the program to achieve program objectives/outcomes. If the program determines that the practice facilities will be inadequate in some aspect, describe plans to address this problem. |  |
| E.5. The program has set and implements policies and procedures to verify student identity for academic work, including that conducted by electronic or distance technologies.  | 5. Identify the policies and procedures, and describe how they are implemented to verify student identity for work, including that conducted by electronic or distance technologies. | 5. Provide access to policy or drafts of policy that provide evidence of the process. |
| F. Regular communication will occur among and between faculty and students during implementation of the curriculum. | F. Describe how regular communication will occur in both academic and practice settings. |  |
| G. The curriculum conforms to state or national law or requirements as relevant. | G. Identify the state law or national law or requirements as relevant, and provide the URL if available.  | G. If the relevant law or requirements are not available online, provide a copy or draft copy and identify where it is or will be available. |

**ACME Criteria for Programmatic Preaccreditation of the**

# Midwifery Practice Doctorate

# Criterion V:

# Resources

| **Criterion V:****Resources** | **Instructions for Elaboration in the PAR** | **Instructions for Documentation in the Exhibits** |
| --- | --- | --- |
| A. The number of faculty and staff for the proposed midwifery doctoral program will be sufficient to meet proposed midwifery doctoral program objectives/outcomes:Faculty and staff include:  | A. No narrative is required for A. |  |
| A.1. Adequate number of qualified faculty.  | 1. Describe how the program determines adequacy of faculty numbers. If the program determines that the number of faculty is lacking, describe plans to address this problem. |  |
| A.2. Adequate number of staff for administrative, technical and student support. | 2. Describe how the program determines adequacy for administrative, technical and student support. If the program determines that number of staff is inadequate, describe plans to address this problem. | 2. Provide a list of proposed staff and their titles/responsibilities. |
| B. Physical facilities will be adequate to meet program objectives/outcomes. | B. Describe how the program determines adequacy of facilities, including office space, classrooms, conference rooms and laboratories. If the program determines that the physical facilities are inadequate, describe plans to address this problem. | B. Provide the site visitors with a tour of proposed physical facilities. |
| C. Learning resources will be current, available, accessible and adequate. | C. Describe how the program determines currency, availability, accessibility and adequacy of learning resources, e.g., laboratory, clinical simulation, audiovisual, computer and library resources. Explain how all students and faculty, including those at a distance, can access learning resources. If the program determines that the learning resources will be deficient, describe plans to address this problem. | C. Provide the site visitors with a tour of proposed learning resources, either physically or virtually. |

**ACME Criteria for Programmatic Preaccreditation of the**

**Midwifery Practice Doctorate**

**Criterion VI:**

**Assessment & Outcomes**

| **Criterion VI:****Assessment & Outcomes** | **Instructions for Elaboration in the PAR** | **Instructions for Documentation in the Exhibits** |
| --- | --- | --- |
| A. Each program will have a comprehensive plan for ongoing assessment of the program philosophy, mission/purpose, and objectives/outcomes to achieve continuous quality improvement. | A. Explain the process for developing and implementing the plan, including who will be responsible and the timeframe for the review. Identify the procedures taken if the assessment shows that any program objectives will not be met. |  |
| A.1. The program assessment process will include ongoing data collection and analysis to achieve program improvement. These data will include, but will not be limited to:  | 1. Describe the proposed process for using evaluative and outcomes data for ongoing improvement.  |  |
| A.1.a. Evaluations of the midwifery doctoral program by students and graduates. | a. Describe the proposed process for using evaluative and outcomes data for ongoing improvement. State the midwifery doctoral program’s goals for the students’ and the midwifery graduates’ assessment of the program. | a. Provide a copy or draft of the form for student and graduate evaluation of the midwifery doctoral program.  |
| A.1.b. Evaluations from external constituents such as employers of graduates and public comment as available.  | b. Describe the proposed process for soliciting program evaluations from external constituents. State the program’s goals for external constituent’s assessment of the program.  |  |
| A.1.c. Enrollment, graduation, attrition and other relevant outcome data.  | c. 1) Describe the program’s goals for enrollment numbers, graduation and attrition rates. 2) Describe the classes/cohorts. 3) Explain the categorization of the students, e.g., part-time, full-time, leave of absence, etc.4) Explain how enrollment numbers, graduation and attrition rates will be calculated.  |  |
| A.2. The assessment plan will reflect state or national standards in its review and updating of the program philosophy, purpose/mission, objectives/outcomes. Standards will include at a minimum:  | 2. No narrative is required for A.3. | 2. Provide copies of current standards to be used in the evaluation process.  |
| A.2.a. Current ACNM philosophy and standards. | a. Describe the process for program assessment using current ACNM documents such as the ACNM [*Statement of Philosophy*](http://www.midwife.org/index.asp?bid=59&cat=2&button=Search&rec=49), [*Standards for the Practice for Midwifery*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000051/Standards_for_Practice_of_Midwifery_Sept_2011.pdf), [*The Practice Doctorate in Midwifery*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000260/Practice%20Doctorate%20in%20Midwifery%20Sept%202011.pdf), and [*Code of Ethics*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000048/code%20_of_ethics_2008.pdf)*.*  | a. Provide copies of relevant documents.  |
| A.2.b. Significant advances in higher education that is relevant to the program. | b. Describe how the program will identify and address significant changes in higher education that will be reflected in the program assessment process. These may include changes in the federal Higher Education Act, major shifts in teaching philosophy or educational technology.  |  |
| A.3. The assessment process will include periodic evaluation of instruction in practice sites, as applicable. Practice evaluation will include:  | 3. No narrative is required for A.4. | 3. Provide drafts of the instruments to be used for practice evaluation. |
| A.3.a. Initial and periodic evaluation of the ability and effectiveness of practice sites to meet student learning needs. | a. Describe the process the program will use to evaluate the ability and effectiveness of practice sites to meet student learning needs.  | a. Provide drafts of instruments for evaluation of practice sites. Faculty review of practice sites may be shared among ACME accredited/preaccredited education programs. In such cases, document who conducted the evaluation and the date of the most recent review.  |
| A.3.b. Evaluation of the programmatic experiences in relation to program objectives.  | b. Describe the proposed process for assessing whether the programmatic experiences achieve program objectives. Identify procedures to be taken if any experiences are found to be deficient. | b. Provide the plan for evaluation of student programmatic experiences in relation to program objectives. |
| A.3.c. Current contract for each practice site used. | c. Describe the process for ensuring that practice sites have current contracts. If no practice sites are used, explain.  |  |
| A.4. The assessment process includes a plan for evaluation of faculty teaching in the program.All faculty will be evaluated annually on the following basis: | 4. Describe the process for annual evaluation of faculty. Identify the action to be taken if a faculty member fails to meet evaluative standards. | 4. Provide a copy of the proposed plan for evaluation including the draft form/s. |
| A.4.a. Didactic teacher competence as applicable. | a. Describe the process of evaluating didactic teacher competence. | a. Provide a copy of the proposed plan for evaluation including the draft form/s. |
| A.4.b. Practice setting teacher competence as applicable. | b. Describe the process of evaluating teacher competence in the practice setting. | b. Provide a copy of the proposed plan for evaluation including the draft form/s.  |
| A.4.c. Currency of knowledge and practice competence in area(s) of practice related to proposed midwifery doctoral program responsibilities. | c. Describe the process of evaluating currency of knowledge and practice competence. | c. Provide a copy of the proposed plan for evaluation including the draft form/s.  |
| A.4.d. Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the [*ACNM Code of Ethics*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000048/Code-of-Ethics.pdf)*.* | d. Describe the process of evaluating faculty in regard to the *ACNM* [*Code of Ethics.*](http://www.midwife.org/ACNM/files/ACNMLibraryData/UPLOADFILENAME/000000000048/code%20_of_ethics_2008.pdf) | d. Provide a copy of the proposed plan for evaluation including the draft form/s.  |
| B. The program will maintain and publicize accurate, current data on student outcomes. This information must be posted and/or hyperlinked on the midwifery doctoral program web pages. Data to be measured and publicized will include: | B. Describe the proposed process for maintaining and publicizing outcomes data. |  |
| B.1. Retention data and graduation data, for both full-time and part-time students.  | State where these data will be publicly available.  |  |
| B.2. Program-specific data used for marketing or public disclosure purposes related to program philosophy, mission/purpose and objectives/outcomes. | Describe the additional data to be collected and publicized related to the program and student outcomes, such as but not limited to, demographic composition of the student body or student research.State where these data will be publicly available.  |  |

**Appendix A**

**PAR Title Page Doctoral Program**

**Name of Institution:**

**Specific Proposed Title or Name of Program/Programs:**

**Names, Credentials, Titles of Institutional Officers, and emails:**

**Officer 1:**

**Officer 2:**

**Officer 3:**

**Name, Credentials, Titles of Program Director and Contact Phone/Email:**

**Program(s) Table**

**Name of Midwifery Doctoral Program:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type** | **Yes/****No** | **If yes, type of degree** | **Anticipated Student Enrollment for First Class** | **Anticipated Total Student enrollment by time of graduation of first class** |
| The Midwifery Practice Doctorate for Midwives who are Nationally Certified  |  |  |  |  |
| Master’s degree in nursing entry\* |  |  |  |  |
| Non-nursing master’s degree entry\* |  |  |  |  |
|  Other, please describe\* |  |  |  |  |
| **OVERALL TOTAL** |  |

**\*Include estimated numbers if appropriate.**

**TABLE II B**

**Faculty as Detailed in Criterion II B**

| **Faculty Name****Surname, First Name** | **Category****Core or Midwifery Faculty** | **Type of Specialty Certification or Specific Expertise if Core Faculty** | **Highest Earned Degree** | **Faculty Appointment (e.g. Associate Professor)** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Name of Institution:**

**Specific Title or Name of Midwifery Program/Programs:**

**SAMPLE**

**TABLE II C 1**

**Courses to include ACNM Specified Doctoral Competencies as Detailed in Criterion II C 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Number** | **Course Name** | **Date/Semester Taught** | **Faculty by Name** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Name of Institution:**

**Specific Title or Name of Midwifery Program/Programs:**

**SAMPLE**

**TABLE II C 2**

**All Faculty who will Provide Supervision in the Practice Setting as Detailed in Criterion II C 2**

| **Faculty by Name and Credential (Surname first)** | **Practice Site in Which Faculty Teach** | **Type of Practice Content or Activity** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**APPENDIX B**

**ACME Policy on International Accreditation for Degree-Granting**

**Higher Education Institutions Based Abroad**

The Accreditation Commission for Midwifery Education (ACME) has set a criterion that requires all midwifery doctoral programs to reside within or be affiliated with an accredited degree-granting institution. While that will be clear for institutions based in the United States (US), this policy addresses compliance with that criterion for programs at higher education degree-granting institutions that will be based outside of the US and that do not participate in accreditation via an agency recognized by the US Department of Education. The decision on whether the program will meet this criterion will be determined by ACME via the program accreditation process.

ACME understands the accreditation process to include the implementation of periodic assessment for quality assurance (QA). Institutional participation in the quality assurance process should maintain minimum standards of quality for the higher education degree-granting institution as a whole and for its academic programs by periodic assessments. Therefore, for ACME to accept a degree-granting institution based outside the US as accredited, the higher education institution must:

1) Participate in the quality assurance process toward international recognition of quality (IRQ) in one or more of the following ways appropriate to its national law and geographic location:

a) Comply with the institution’s national regulations for quality assurance via the national government’s quality assurance process, or state or provincial government regulations and process if in a federalized system.

b) Conduct periodic assessment for quality assurance purposes in conformity with the broader regional quality assurance processes or with the non-governmental agencies within the region.

2) Use internationally recognized criteria for implementing QA. If the QA will be implemented by a non-governmental agency, the quality assurance agency overseeing the institution’s review process should be one that conforms to IRQ and implements a process based on the UNESCO *Guidelines for Quality Provision in Cross-Border Education*, the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) document *Principles of Good Practice*, the criteria established by the European Association for Quality Assurance for Higher Education (ENQA) or other similarly regarded international document. Governmental accreditation criteria should be similar in content to those identified in the above-referenced documents.

3) Undergo external assessment of quality on a periodic basis to maintain quality. Documentation of the quality assurance review and the relevant agency’s formal determination must be submitted to ACME. Documentation should be current for the time at which application will be made to ACME for accreditation. Explanation of the time frame for periodic review and the specific length of time of validity for the current assessment determination should be provided to ACME.

4) The international institution must include the midwifery doctoral program in its periodic assessment and ongoing QA. IRQ must be maintained by the institution while accredited by ACME.

5) If the institution will be dedicated to a special academic program, such as nursing, that houses the midwifery education, the program must also meet relevant professional field, licensing and regulatory requirements.

6) ACME will have the right of final determination on whether the quality assurance process practiced by the institution based abroad will meet the ACME criterion.