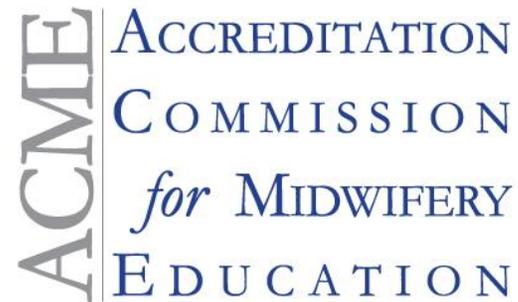


# **Accreditation Commission for Midwifery Education**

**Criteria for Programmatic Accreditation of  
The Midwifery Practice Doctorate for Midwives who are Nationally  
Certified with Instructions for Elaboration and Documentation**

*Draft February 2017*



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## PREFACE

### Accreditation Commission for Midwifery Education (ACME)

Programmatic accreditation is a quality assurance process combining self-assessment and peer evaluation. Institutions offering a midwifery practice doctoral for nationally certified midwives voluntarily participate 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 accreditation process is available to any education program or institution that meets the eligibility requirements as outlined in the [ACME Policies and Procedures Manual](#). 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 accredited, a program is expected to meet and maintain compliance with all of the criteria in this document.

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

# **Criteria for Programmatic Accreditation of the Midwifery Practice Doctorate for Midwives who are Nationally Certified with Instructions for Elaboration and Documentation**

## **Introduction**

The Accreditation Commission for Midwifery Education (ACME) establishes the Criteria for Programmatic Accreditation of The Midwifery Practice Doctorate for Midwives who are Nationally Certified with Instructions for Elaboration and Documentation. These criteria are the basis for the programmatic accreditation process that is 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 Board of Review (BOR) action on each programmatic accreditation report, all programmatic accreditation criteria are 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](#). For more information and other accreditation documents, visit [www.midwife.org/acme](http://www.midwife.org/acme).

The [United States Department of Education](#) (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](#) 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 is seeking USDE recognition for accreditation of practice doctorates for nationally certified midwives that provide education beyond the basic level in midwifery leadership, national or international policy, clinical research and expertise, midwifery education, and inter/professional administration and practice.

ACME will accredit midwifery programs for nationally certified midwives that culminate in a practice doctoral degree. There may be multiple paths of entry into these programs. Such programs may lead to a practice doctorate in midwifery, nursing, public health, or an allied health field.

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## 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 either a Master's or Doctoral degree, that prepares students in the fundamental competencies and skills of midwifery so that they are eligible to become Certified Midwives (CM) or Certified Nurse-Midwives (CNM).
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

Companion Program (cont'd)	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 certified nurse midwifery or certified midwifery.
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 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 <a href="http://www.midwife.org/ACME">http://www.midwife.org/ACME</a>
Practice Doctorate in Midwifery	Education at the doctoral level, 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.
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 <i>Criteria for Programmatic Preaccreditation of Practice Doctorates for Nationally Certified Midwives with Instructions for Elaboration and Documentation</i> .

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 <i>Criteria for Programmatic Accreditation of Practice Doctorates for Nationally Certified Midwives with Instructions for Elaboration and Documentation</i> .
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 Self-Evaluation Review (SER)

Unless otherwise directed at a specific criterion, documentation for the Exhibits may be provided in either printed or electronic format unless specified. 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 is found in the [ACME Policies and Procedures Manual](#).

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

## Instructions for Title Page and Program Overview

The Self-Evaluation Report (SER) should begin with a title page as described in [ACME Policies and Procedures Manual](#). Complete the SER Title Page and Program(s) Table form included in Appendix A of this document.

A one to two page overview describing the institution, its midwifery program/s and other programs as relevant should follow the title page.

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

- Explains when the institution and each program began and any significant changes or milestones
- 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 for the delivery of education (e.g., face to face, combination or all distance education)
- Describes the basis for credit (e.g., semester hours or quarter credit hours)
- Lists the type/s of program/s 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 SER. Example: a school that has a basic midwifery program and a practice doctorate for nationally certified midwives
- Lists credential/s and degree level/s awarded
- Lists URL or website address for the institution
- Defines the SER time frame, the one-year period represented in this self-study, including type of year (academic or calendar year)
- 
- Provides a list of any abbreviations and acronyms essential for reading the SER

**ACME Criteria for Programmatic Accreditation of the Midwifery Practice Doctorate**  
**Criterion I: Organization and Administration**

<b>Criterion I: Organization and Administration</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
A. This SER is an in-depth self-study written by a member/s of the midwifery doctoral program faculty with opportunity for input by students, faculty and administrators.	A. Describe who wrote and reviewed the SER.	
B. The midwifery doctoral program provides an opportunity to its relevant constituents for third party comment in relation to the accreditation criteria at least two months prior to the scheduled site visit.	B. List the constituencies the program notified regarding opportunity for third party comments on the accreditation criteria. Third party comments should be sent directly to ACME.	B. Provide evidence of notification of constituencies.
C. The midwifery doctoral program resides within or is affiliated with an institution that is currently accredited by an agency recognized by the United States Department of Education, or it meets ACME's policy requirements for institutions based outside the United States (see Appendix B).	C. "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 program to the accredited institution. Name the institutional accrediting body. If the midwifery doctoral program resides within or is affiliated with an institution based outside the United States, describe the relationship between the program and the international institution.	C. Provide a copy of the letter or certificate of current institutional accreditation.
C.1. There is evidence of commitment to the midwifery doctoral program from key	1. Describe the support of these key administrators with concrete examples for both	1. Provide documentation indicating support (e.g. meeting

Criterion I: Organization and Administration	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
administrators in the institution and academic unit.	the institution and the academic unit (if different).	minutes, policies, and personal communications).
C.2. The midwifery doctoral program has 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 SER time frame that would prohibit the program from meeting its stated objectives and intended outcomes. If external grants are 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 are adequate to meet program objectives. This may include financial statements, grant award statements, program budgets and other financial records.
C.3. The midwifery doctoral program has input into the budget process and/or financial planning to ensure ongoing adequate program resources.	3. Describe how the program/ program director provide input into the budget process and/or financial planning.	
C.4. The midwifery doctoral program is 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 have been supported by the institution's policies and resources.	4. Provide evidence of completed scholarly and professional faculty products.
D. Each midwifery doctoral program is a definable entity distinguishable from other education programs and services within the institution.  Each complies with:	D. No narrative is required for D.	D. Identify references to the program in documents, e.g. catalogs, brochures, or websites.
D.1. The midwifery doctoral program is directed by a midwife who is clearly identified by title and position, is doctorally prepared and meets	1. Document who has the responsibility for program direction and that the person is doctorally prepared. 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

Criterion I: Organization and Administration	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
institutional qualifications for appointment to that position.		detailing these requirements. Provide evidence of how the program director meets these requirements.
D.2. Policies, requirements, and public disclosure data for the midwifery doctoral program are accurately described in the institution's representations to the public about its education offerings in the following aspects:	2. No narrative is required for D. 2. Each item in I.D.2. a. - d. should be addressed separately.	2. For each item in I.D.2.a.-d., have the identified relevant printed or electronic documents available and marked where pertinent information may be found.
D.2.a. Current accreditation 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 may be found in printed and/or electronic documents.	a. Provide identified relevant printed or electronic documents marked where pertinent information may be found.
D.2.b. Degree that may be earned.	b. State the exact wording of the credential as it appears on the diploma. In cases in which more than one credential is awarded, all must be addressed. Identify specifically where the evidence may be found in printed and/or electronic documents. Provide evidence of legal authority to grant this degree.	b. Provide evidence of the credential, such as a copy of a diploma or other document that clearly states the degree awarded. Provide documentation of legal authority.
D.2.c. Academic policies, admission, continuation, and graduation requirements, and possible patterns of progression through the program.	c. Identify specifically where the evidence may be found in printed and/or electronic documents.	c. Provide the identified relevant printed and/or electronic documents marked where pertinent information may be found.
D.2.d. Tuition and fees, with their relevant refund policy, and other related	d. Identify specifically where the evidence may be found in printed and/or electronic documents.	d. Provide the identified relevant printed and/or electronic

Criterion I: Organization and Administration	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
costs, such as required text books and technology.		documents marked where pertinent information may be found.
D.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 Accreditation of the Midwifery Practice Doctorate  
Criterion II: Faculty and Faculty Organization**

<b>Criterion II: Faculty and Faculty Organization</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
A. All faculty are 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 that this policy has been implemented.
<p>B. All faculty are qualified to provide students with a level of instruction, supervision and evaluation that is compatible with safe practice and student learning needs.</p> <p>All faculty are qualified in that:</p>	<p>B. Provide a table containing the following data:</p> <ol style="list-style-type: none"> <li>1. Name of faculty member by category, either core or midwifery doctoral program faculty identified in the SER</li> <li>2. Specialty certification or specific expertise of other core faculty</li> <li>3. Highest earned degree</li> <li>4. Category of faculty appointment, such as Associate Professor Teaching responsibilities including specific courses taught</li> </ol> <p>The table should begin with the core faculty followed by those who provide 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.</p>	
B.1. Midwifery doctoral program faculty are certified by the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for faculty who are not CNMs or CMs.		<p>1. Evidence of <b>one</b> of the following should be available: <i>For faculty who are midwives:</i></p> <ul style="list-style-type: none"> <li>• AMCB certification</li> <li>• Other certification as appropriate</li> </ul>

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
		<ul style="list-style-type: none"> <li>• Legal authorization if or AMCB certification is the only route for authorization in that legal jurisdiction</li> <li>• Formal credentialing if the credentialing requires AMCB certification</li> </ul> <p>Verification of AMCB certification is acceptable and may be obtained from the AMCB website.</p> <p>If the jurisdiction's license is 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.</p> <p>If evidence of credentialing is 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.</p> <p><i>For faculty who are not midwives provide evidence of the credentials as appropriate.</i></p>

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
		If the jurisdiction's authorization to practice is 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 teach, with a minimum of a doctoral degree, and meet the academic institution's requirements for faculty. 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. Describe the mechanism of supervision afforded to faculty who do not meet the institutional requirements or who do not possess a doctoral degree.	2. Provide copies of diplomas or official transcripts on file. Evidence of credentialing/licensure /privileges that require verification of the degree may 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.	3. Describe the midwifery program's criteria and process for determining that faculty has appropriate preparation. Elaborate on the preparation and supervision afforded to faculty who do not meet all the program's requirements for teacher preparation.	3. Document that each faculty member is prepared for the teaching assignment.
B.4. Have competence commensurate with the teaching assignment.	4. Describe the midwifery program's criteria and process for determining that faculty has competence commensurate with the teaching assignment.	4. Provide evidence that each faculty member has competence commensurate with the teaching assignment.
C. Faculty participating in the midwifery doctoral program will have the following	C. No narrative is required for C.	C. Evidence to address C.1-C.4 may be found in syllabi, committee

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and student learning needs:		minutes or other types of communication.
C.1. Instruction, supervision, and evaluation of students in didactic courses containing ACNM specified competencies for the degree level taught shall be the responsibility primarily of midwifery doctoral program faculty.	1. Provide a table that lists the course names/numbers that include ACNM specified competencies for the degree level taught and who taught them during the SER time frame. 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 clinical setting shall be the responsibility of faculty with the appropriate education, expertise and credentials as required by midwifery faculty.	2. Describe the teaching responsibilities for each midwifery doctoral program faculty during the SER time frame related to the clinical setting. Provide a table that includes the following categories of information related to the clinical portion of the program. The information may be combined with the table requested in II. B. and/or II.C.1  <ul style="list-style-type: none"> <li>• Name and credential (e.g. CNM, CM, NP, MD)</li> <li>• Clinical Site</li> <li>• Clinical Content or Activity</li> </ul> In the table, include all faculty who provide instruction, supervision and evaluation of students related to the clinical 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	a. Describe the faculty's involvement and cite the specific source/location of documentation.	a. Provide the materials cited.

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
curriculum.		
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 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 midwifery 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) Participate 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 meets these expectations.	1) Include examples of how faculty meets these expectations, such as activities/ schedules/workload.
C.3.g.2) Continue professional advancement.	2) Describe the academic unit's expectation for continued professional advancement. Describe how faculty meets these expectations.	2) Include examples of how faculty meets these expectations, such as activities/ schedules/workload.
C.3.g.3) Maintain clinical expertise.	3) Describe the academic unit's expectation for maintaining clinical expertise and include any pertinent definitions. Describe how faculty meets these expectations.	3) Include examples of how faculty meets these expectations, such as activities/ schedules/workload.
C.3.g.4) Participate in scholarly activities.	4) Describe the academic unit's expectation for	4) Include examples of how faculty

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
	scholarly activities and include any pertinent definitions. Describe how faculty meets these expectations.	meets 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. Describe how faculty meets these expectations.	5) Include examples of how faculty meets these expectations, such as activities/ schedules/workload.
C.4. Faculty carry out their responsibilities with respect for individual variations.	4. Provide examples 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 are 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 Accreditation of the Midwifery Practice Doctorate**  
**Criterion III: Students**

<b>Criterion III: Students</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
A. The institution has admission criteria and policies, including a non-discrimination policy, which is 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 accurately represent the program practices and policies.	B. Document that the recruiting materials and processes accurately represent program practices and policies.	B. Provide samples of recruitment materials and descriptions of recruiting processes that accurately and publicly represent the program practices and policies.
C. The institution has student policies that are 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 are 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 are informed of support services designed to meet their needs in order to promote their retention 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 are informed about them. Such services might include but are not limited to counseling, health, learning assistance or intervention strategies.	D. As applicable, provide specific examples of how the needs of students were met.
E. Evaluation of students is an ongoing process that assesses the student's movement toward and ultimate achievement of the midwifery doctoral	E. Provide an overview of the evaluation processes that facilitate student success in meeting midwifery doctoral program objectives/outcomes.	E. Provide specific examples of the evaluation processes.

Criterion III: Students	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
program objectives/outcomes.		
E.1. Students are formally informed of course objectives/outcomes and methods of evaluation at the beginning of each course.	1. Describe the process by which students are informed. Identify the location of objectives/outcomes and methods of evaluation in policy manuals, module materials, and/or course syllabi.	1. Provide the documents identified in electronic or printed form.
E.2. Students are apprised of their progress on an ongoing basis.	2. Describe the process by which students are apprised of their progress.	2. Provide examples of this process.
F. Student rights and responsibilities consistent with institution policy are available in written form, and students are notified where the policies may be found.  This includes:	F. No narrative is required for F.	
F.1. Opportunities for student involvement in development and implementation of midwifery doctoral program policies.	1. Describe the relevant opportunities and how students are informed.	1. Provide evidence of student participation in developing or implementing program policies.
F.2. Opportunities to participate or have input into the representation on councils or committees of the institution or academic unit.	2. Describe the relevant opportunities and how students are informed.	2. Document the participation or input of students into representation on councils or committees 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 are apprised of these mechanisms. Identify the location of each of these mechanisms in formal documents.	3. Document student access to the mechanisms. As applicable, provide examples of grievances, complaints or appeals from the past three years.
F.4. Access to resources and opportunities is equal regardless of student location and teaching modalities.	4. Describe how access to resources and opportunities is equivalent 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. Document student access (e.g. policies, manuals or examples).

<b>Criterion III: Students</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
G. Students who work directly with clients in a clinical 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 Accreditation of the Midwifery Practice Doctorate  
Criterion IV: Curriculum and Student Learning**

<b>Criterion IV: Curriculum and Student Learning</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
A. The curriculum is based on three distinct statements which 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 SER or in the appendices to the SER, provide each of the three statements of midwifery doctoral program philosophy, purpose/mission, and outcomes/objectives. In the SER, identify the key concepts of the program philosophy.	
A.1. The midwifery doctoral program philosophy is 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 midwifery doctoral program resides or is 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 midwifery doctoral program resides, 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.	

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
A.2. The midwifery program's purpose/mission and objectives/outcomes are clearly stated and are consistent with the midwifery doctoral program philosophy.	2. Compare the 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 is designed to achieve the stated objectives/outcomes of the midwifery program.	3. Provide a curriculum map or table that shows how the curriculum addresses program objectives/outcomes.	
B. Curriculum development is a continuing process.	B. Describe the continuing process of curriculum development.	B. Document in faculty or curriculum committee minutes or other appropriate communications, the continuing process of curriculum development.
C. The midwifery doctoral program has standards for student preparation for or exemption from course work and experience in a clinical setting.	C. No narrative is required for C.	
C.1 The midwifery doctoral program has established criteria which 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 clinical setting.	1. Describe the criteria and explain the rationale for the criteria.	1. Provide a copy of the information about criteria given to potential and enrolled students.
C. 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 course work and experience in a clinical 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 has met the criteria.

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
D. The midwifery doctoral program has standards for student preparation for or exemption from didactic course work.	D. No narrative is required for D.	
D.1. The midwifery doctoral program has established criteria which 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 of the information about criteria 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 has met the criteria.
E. Components of the program and its curriculum include:	E. No narrative is required for E.	
E.2. The curriculum is founded on the most up-to-date evidence base for midwifery education and practice and is congruent with <i>ACNM Standards for the Practice of Midwifery</i> and other practice documents.	2. Provide a description of how the criterion is met.	2. Provide access to course materials.
E.3. The components of the curriculum are implemented by a variety of methods to achieve the program objectives/outcomes and ensure 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 the basic level of midwifery.	4. Explain how the program defines competence beyond the basic level. Explain how the program assesses competence and intervenes to help students who are having difficulty reaching	4. Provide access to instruments used to assess competence as described in the SER. Provide examples of interventions used to

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
	academic or clinical competence.	assist students who have had difficulty reaching academic or clinical competence.
E. 4.a. The program provides students with the necessary didactic content to achieve the objectives/outcomes of the program.	a. Explain the breadth and depth of didactic content used by the program to achieve program objectives/outcomes.	
E.4.b. The program provides students with the necessary clinical experiences to achieve the objectives/outcomes of the program.	b. Explain the breadth and depth of clinical experiences used by the program to achieve program objectives/outcomes. If the program determines that the clinical facilities are inadequate in some aspect, describe plans to address this problem.	
E.5. The program implements established 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 evidence of such process, such as photo ID.
F. Regular communication occurs among and between faculty and students during implementation of the curriculum.	F. Describe how regular communication occurs in both academic and clinical settings.	F. Provide examples of regular communications occurring throughout the program.
G. The curriculum conforms to state or national law or requirements as relevant.	G. Identify the state or national law or requirements, and provide the URL if available.	G. If the relevant law or requirements are not available online, provide a copy and identify where it is available.

**ACME Program Accreditation Criterion V:  
Resources**

<b>Criterion V: Resources</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
<p>A. Faculty and staff for the midwifery doctoral program are sufficient in number to meet midwifery doctoral program objectives/outcomes.</p> <p>They include:</p>	<p>A. No narrative is required for A.</p>	
<p>A.1. Adequate number of qualified faculty.</p>	<p>1. Describe how the program determines adequacy of faculty numbers. If the program determines that the number of faculty is inadequate, describe plans to address this problem.</p>	
<p>A.2. Adequate number of staff for secretarial, technical and student support.</p>	<p>2. Describe how the program determines adequacy for secretarial, technical and student support. If the program determines that number of staff is inadequate, describe plans to address this problem.</p>	<p>2. Provide a list of staff and their titles/responsibilities.</p>
<p>B. Physical facilities are adequate to meet program objectives/outcomes.</p>	<p>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.</p>	<p>B. Provide the site visitors with a tour of physical facilities.</p>

<b>Criterion V: Resources</b>	<b>Instructions for Elaboration in the SER</b>	<b>Instructions for Documentation in the Exhibits</b>
C. Learning resources are 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 are deficient, describe plans to address this problem.	C. Provide the site visitors with a tour of learning resources, either physically or virtually.

**ACME Criteria for Programmatic Accreditation of the Midwifery Practice Doctorate**  
**Criterion VI:**  
**Assessment and Outcomes**

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
A. Each program has 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 is responsible and the timeframe for the review. Identify the procedures taken if the assessment shows that any program objectives are not met.	
A.1. The program assessment process includes ongoing data collection and analysis to achieve program improvement. These data include, but are not limited to:	1. Describe the process for using evaluative and outcomes data for ongoing improvement. Give examples of actions taken as a result of the assessment.	1. Provide the assessment report for the SER year.
A.1.a. Evaluations of the midwifery doctoral program by midwifery students and by graduates.	a. Describe the process for using evaluative and outcomes data for ongoing improvement. (1) State the program's goals for the midwifery students' and the graduates' assessment of the program. (2) Describe actions taken and their results, or actions planned for the immediate future, to address student and/or graduate assessments that fall short of the program's goals during any time in the past three years.	a. Provide copies of the most recent continuing midwifery students' and graduates' evaluations of the program. Provide documentation of actions taken as a result of the assessment.
A.1 .b. Evaluations from external constituents such as employers of graduates and public comment as available.	Describe the process for soliciting program evaluations from external constituents. (1) State the program's goals for external constituent's assessment of the program. (2) Describe actions taken and their results, or actions planned for the immediate future, to address external constituent's assessments that fall short of the program's goals during any time in the past three years.	b. Provide copies of the most recent evaluations from external constituents.  Provide documentation of actions taken as a result of the assessment.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
A.1.c. Enrollment, graduation, attrition and other data relevant to the program for the past 3 years (or the SER year for programs seeking initial accreditation).	c.1) Describe the program's goals for enrollment numbers, graduation and attrition rates. 2) Provide a table reflecting enrollment, graduation, attrition and other data relevant to the program. 3) Describe the classes/cohorts. 4) Explain the categorization of the students, e.g., part-time, full-time, leave of absence, etc., and calculate the percentage of students in each category. 4) Provide enrollment numbers, graduation and attrition rates, and explain how the rates are calculated. 5) Explain actions taken, and their results, or actions planned for the immediate future, to address enrollment numbers, graduation and attrition rates, and other data relevant to the program that do not meet the program's goals	c. Provide a table reflecting enrollment, graduation, attrition and other data relevant to the program.  Provide documentation of actions taken as a result of the assessment.
A.2. The assessment plan reflects state or national standards in its review and updating of the program philosophy, purpose/mission, objectives/outcomes. Standards will include at a minimum:	3. No narrative is required for A.3.	3. Provide copies of current standards 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 <a href="#"><i>Statement of Philosophy</i></a> , <a href="#"><i>Standards for the Practice of Midwifery</i></a> , <a href="#"><i>The Practice Doctorate in Midwifery</i></a> , and <a href="#"><i>Code of Ethics</i></a> .	a. Provide copies of relevant documents.
A.2.b. Significant changes in higher education that is relevant to the program.	b. Describe how the program identifies and addresses 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.	b. Provide copies of relevant data.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
<p>A.3. The assessment process includes periodic evaluation of instruction in clinical sites.</p> <p>Clinical evaluation will include:</p>	<p>4. No narrative is required for A.4.</p>	<p>4. Provide copies of the instruments used for clinical evaluation.</p>
<p>A.3.a. Initial and periodic evaluation of the ability and effectiveness of clinical sites to meet student learning needs.</p>	<p>a. Describe the process the program uses to evaluate the ability and effectiveness of clinical sites to meet student learning needs.</p>	<p>a. Provide evidence of evaluation of all clinical sites used during the designated SER year. Faculty review of clinical sites may be shared among ACME accredited education programs. In such cases, document who conducted the evaluation and the date of the most recent review.</p>
<p>A.3.b. Evaluation of the clinical experiences in relation to program clinical objectives.</p>	<p>b. Describe the process for assessing whether the clinical experiences achieve program clinical objectives. Identify procedures to be taken if clinical experiences are found to be deficient.</p>	<p>b. Provide the plan for evaluation of student clinical experiences in relation to program clinical objectives.</p>
<p>A.3.c. Current contract for each clinical site used.</p>	<p>c. Describe the process for ensuring that clinical sites have current contracts. If no clinical sites are used, please explain.</p>	<p>c. Provide access to all contracts for the SER year.</p>
<p>A.4. The assessment process includes a plan for evaluation of faculty teaching in the program.</p> <p>All faculty are evaluated annually on the following basis:</p>	<p>5. Describe the process for annual evaluation of faculty. Identify the action taken if a faculty member fails to meet evaluative standards.</p>	<p>5. Provide a copy of the plan and evidence that the plan was carried out in the SER year.</p> <p>To preserve confidentiality, do not use any data that allow identification of a specific faculty member or evaluator.</p>
<p>A.4.a. Didactic teacher competence as applicable.</p>	<p>a. Describe the process of evaluating didactic teacher competence.</p>	<p>a. Provide access to completed evaluations.</p>
<p>A.4.b. Clinical setting teacher competence as applicable.</p>	<p>b. Describe the process of evaluating teacher competence in the clinical setting.</p>	<p>b. Provide access to completed evaluations.</p>
<p>A.4.c. Currency of knowledge and clinical</p>	<p>c. Describe the process of evaluating currency of</p>	<p>c. Provide access to completed</p>

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the SER	Instructions for Documentation in the Exhibits
competence in area(s) of practice related to midwifery doctoral program responsibilities.	knowledge and clinical competence.	evaluations.
A.4.d. Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the ACNM <i>Code of Ethics</i> .	d. Describe the process of evaluating faculty in regard to the ACNM <a href="#">Code of Ethics</a> .	d. Provide access to completed evaluations.
B. The program maintains and publicizes 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 process for maintaining and publicizing outcomes data.	B. Provide the URL where the data are publicized.
B.1. Retention data and graduation data for both full-time and part-time students.	1. State where these data are publicly available.	1. Provide the URL where the data are publicized.
B.2. Program-specific data related to program philosophy, mission/purpose and objectives/outcomes for marketing or public disclosure purposes.	3. Describe the additional data 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 are publicly available.	3. Provide the URL where the data are publicized.

# Appendix A

## SER Title Page

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	Current Student Enrollment per Class	Total Student Enrollment
The Midwifery Practice Doctorate for Midwives who are National Certified				
Masters degree in nursing entry*				
Non-nursing masters degree entry*				
Other, please describe*				
<b>OVERALL TOTAL</b>				

\*Include estimated numbers if appropriate







## 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 programs to reside within or be affiliated with an accredited degree-granting institution. While that may 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 are based outside of the US and that do not participate in accreditation via an agency recognized by the U.S. Department of Education. The decision on whether the program meets 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 U.S. 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

#### **ACME Policy on International Accreditation for Degree-Granting Higher Education Institutions Based Abroad (cont'd)**

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

5) If the institution is 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 has the right of final determination on whether the quality assurance process practiced by the institution based abroad

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 is 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.