



2018 Annual Report for USDE

The mission of the Accreditation Commission for Midwifery Education (ACME) is to advance excellence in midwifery education.

ACME Receives 5 Years of Continued Recognition from the US Department of Education

In 2018 ACME submitted its petition to the U.S. Department of Education (USED) for continued recognition. ACME is proud to announce that USED has granted recognition to ACME as a specialized accreditor for midwifery education for the maximum five years. On May 9, 2018, Diane Auer Jones, Senior Advisor, Office of Postsecondary Education, informed ACME of the change in their decision from granting our agency one year of recognition with a request to come into compliance with standard 34 C.F.R. § 602.20(b) to granting the highest level of recognition, five years, without requiring further compliance actions.

ACME has been recognized by the USED (under 'Health Care') as a programmatic accrediting agency for midwifery education programs since 1982. The accreditation process is a voluntary quality assurance activity conducted by both the midwifery education program and ACME that combines self-assessment and peer evaluation.

USED grants the following scope of recognition to ACME: "the accreditation and pre-accreditation of basic certificates, basic graduate nurse-midwifery, direct entry midwifery, and pre-certification nurse-midwifery education programs, including those programs that offer distance education."

ACME services are available to any education program that meets the eligibility requirements outlined in our Policies and Procedures Manual. ACME is administratively and financially autonomous from the American College of Nurse-Midwives.

Accreditation Decisions by the ACME Board of Review

The Accreditation Commission for Midwifery Education (ACME) Board of Review made the following accreditation decisions in 2018.

February 2018 Board of Review Actions

Preaccreditation

- None

Continued Programmatic Accreditation

- **Baystate Medical Center**, Nurse-Midwifery Program - Post Graduate Certificate program (Continued Programmatic Accreditation Granted February 2018- February 2028)
- **Stony Brook University**, Nurse- Midwifery Program - Doctor of Nursing Practice (DNP) and Post-graduate certificate programs (Continued Programmatic Accreditation Granted February 2018-May 2018)
- **Texas Tech Health Sciences University**, Nurse - Midwifery Program- Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) program and the Post Graduate Certificate program (Continued Programmatic Accreditation granted February 2018- February 2028)

Substantive Change

- **University of Colorado- Denver**, Nurse-Midwifery Program – The substantive change was to add a BS-DNP plan of study, increase of credit hour (semester hours) for MS and post-graduate certificate plans of study by 8 credits, and change from a campus-based program to a hybrid online within-campus intensive (Accreditation granted February 2018- February 2020)

Adverse Action

- None

Withdrawal of Accreditation

- None

May 2018 Board of Review Actions- Off Cycle Review

Preaccreditation

- None

Continued Programmatic Accreditation

- **Stony Brook University**, Nurse- Midwifery Program - Doctor of Nursing Practice (DNP) and Post-graduate certificate programs (Continued Programmatic Accreditation Granted February 2018-February 2028)

Substantive Change

- None

Adverse Action

- None

Withdrawal of Accreditation

- None

July 2018 Board of Review Actions

Preaccreditation

- None

Continued Programmatic Accreditation

- **University of Washington**, Nurse- Midwifery Program - Doctor of Nursing Practice (DNP) and Post-graduate certificate programs (Continued Programmatic Accreditation Granted July 2018-July 2028)
- **Seattle University**, Nurse- Midwifery Program - Doctor of Nursing Practice (DNP) and post-graduate certificate programs (Continued Programmatic Accreditation Granted July 2018- February 2019)
- **Substantive ChangeGeorgetown University**, Nurse-Midwifery Program – added Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN-DNP)

Adverse Action

- None

Withdrawal of Accreditation

- None

In the Summer of 2018 ACME Board of Commissioners Begins 5 Year Criteria Review Process

Applies Diversity and Racial Bias Lens to the Process

In the Summer of 2018, the ACME Board of Commissioners (BOC) began the process to review the criteria for pre/accreditation. Detailed below is an outlined the process, timeline, and the rubric which will be applied to all criteria sections including a new Diversity and Racial Equity Lens. In 2015, ACME committed to a three-year strategic plan. Established within this plan is a goal to expand diversity and inclusion in all ACME operations. One of the objectives tied to this goal is to review ACME accreditation criteria documents for evidence of diversity and inclusion.

The purpose of midwifery accreditation criteria is to:

- Promote excellence in education programs that prepare students to enter the midwifery profession
- Protect students and the public by recognizing midwifery education programs that meet or exceed accreditation standards
- Promote improvement of midwifery education programs' educational activities by means of self-study and evaluation

The primary goal of ACME's criteria review and revision process is to assure its accreditation criteria will continue to focus on academic quality and that student achievement is sufficient to successfully prepare graduates to enter professional practice. To ensure that the criteria are aligned with the needs and goals of ACME's stakeholders, ACME must consider the dynamic environment and ongoing discussions in higher education and the midwifery profession.”.

Definition of the Diversity and Racial Equity Lens:

The lens has been defined in the following manner.

- Fair and just distribution of resources and opportunities for individuals, culturally specific business and community-based organizations and economic and social systems that are sustainable and that sustain all people.
- Meaningful engagement of communities of color in planning, decision making and evaluation that support shifts in perception, paradigm, and demonstrated values.
- Authentically embodying and leading with racial equity and empowerment principles (including transformative and non-traumatizing practices) in planning, decision-making, implementation, and evaluation.
- Bold and courageous long-term commitment to unearthing racism's root causes and addressing barriers to racial equity in and between individuals, institutions and systems.

In applying a diversity and racial equity lens to the criteria review process, ACME aims to consider the effect, whether conscious or unconscious, of each criterion on:

- 1) the participation of minority or disadvantaged students and faculty in midwifery education programs,

2) the role of multicultural competence in the preparation of graduates for successful midwifery practice.

In addition, each criterion will be evaluated considering the following questions:

- Is there any inherent bias in this criterion?
- Does this criterion inhibit curricular and co-curricular activities that promote cultural competencies?
- Does this criterion hinder the recruitment or development of a diverse student body and faculty?
- Is the criterion diversity-sensitive, i.e., does this criterion affect disadvantaged populations differently?
- Is there evidence of equity in how the criterion is applied with disadvantaged populations?

Memberships & Associations:

ACME continues to maintain its membership with the Association of Specialized and Professional Accreditors (ASPA), an association of organizations that evaluate the quality of programs in higher education for more than 100 different professions and specialized disciplines from nursing to architecture, and physical therapy to engineering. ACME is also a participating member of LACE-APRN Consensus Process. In July 2008, the AACN Board of Directors endorsed the Consensus Model for APRN Regulation: *Licensure, Accreditation, Certification* and *Education*. AACN and the National Council of State Boards of Nursing (NCSBN) facilitated the consensus-building process used to develop this model.

ACME is also a member of the Health Professions Accreditors Collaborative (HPAC) was established in 2014 as a platform for discussion, proactive problem solving, and sharing among health professions accreditors. All members of HPAC are also members of the Association of Specialized and Professional Accreditors (ASPA). The Collaborative was formed to enhance accreditors' ability to ensure graduates of health profession education programs are prepared for interprofessional collaborative practice.