



ACCREDITATION COMMISSION FOR MIDWIFERY EDUCATION

CRITERIA FOR PROGRAMMATIC PREACCREDITATION

of Education Programs in Nurse-Midwifery and Midwifery
with Guidelines for Elaboration and Documentation
of Programmatic Preaccreditation Criteria

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American College Of Nurse-Midwives
Accreditation Commission for Midwifery Education
(formerly Division of Accreditation)

CRITERIA FOR PROGRAMMATIC PREACCREDITATION

of Education Programs In Nurse-Midwifery and Midwifery
with Guidelines For Elaboration And Documentation
of Programmatic Preaccreditation Criteria

The Accreditation Commission for Midwifery Education (ACME), formerly Division of Accreditation (DOA), of the American College of Nurse-Midwives (ACNM) establishes the Criteria for Programmatic Preaccreditation of Education Programs in Nurse-Midwifery and Midwifery. These criteria are the basis for the programmatic preaccreditation process which is a joint activity involving both the nurse-midwifery or midwifery program and the ACME. The purposes of the criteria are:

- A. To assist the program by serving as a guide to faculty in developing and improving their program and as a framework for self-evaluation.
- B. To assist the ACME in the appraisal of nurse-midwifery and midwifery education programs in regards to the philosophy, purposes, objectives, and other characteristics of the program.

For Board of Review action on each programmatic preaccreditation report, all programmatic preaccreditation criteria are considered and must be met.

Actions that may be taken by the Board of Review are listed in the section titled "Board of Review" in the ACME *Policies and Procedures Manual*.

Programs using distance education methodologies should adhere to the principles described in the ACME *Policies and Procedures Manual*, Appendix D, "Alliance for Nursing Accreditation Statement on Distance Education Policies, March 2002".

There are six (6) types of programs that prepare individuals to take the national examination of the American Midwifery Certification Board (AMCB).

For Registered Nurses:

1. Post-Baccalaureate Certificate (including post-masters) - A post baccalaureate program that:
 - a) provides all the essential components of the nurse-midwifery curriculum as defined by the ACNM *Core Competencies for Basic Midwifery Practice* and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.

- b) is incorporated into a program of professional studies that requires a baccalaureate degree upon entrance.
2. Graduate - A post-baccalaureate program that:
- a) provides all the essential components of the nurse-midwifery curriculum as defined by the *ACNM Core Competencies for Basic Midwifery Practice*, and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.
 - b) is incorporated into a program of professional studies that grants an academic degree at a master's or doctoral level.
3. Pre-Certification - A post-baccalaureate program, for Registered Nurses, who are professional midwives, that:
- a) provides selected components of the nurse-midwifery curriculum as defined by the *ACNM Core Competencies for Basic Midwifery Practice* to meet the assessed needs of students, and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.
 - b) is a program of professional studies that requires a baccalaureate degree upon entrance.

For the Non-Nurse:

4. Post-Baccalaureate Certificate (including post-masters) - A post-baccalaureate program that:
- a) provides all the essential components of the midwifery curriculum as defined by two documents: *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* and the *ACNM Core Competencies for Basic Midwifery Practice*, and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.
 - b) is incorporated into a program of professional studies that requires a baccalaureate degree upon entrance.

5. Graduate - A post-baccalaureate program that:
 - a) provides all the essential components of the midwifery curriculum as defined by two documents: *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* and the *ACNM Core Competencies for Basic Midwifery Practice*, and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.
 - b) is incorporated into a program of professional studies that grants an academic degree at a master's or doctoral level.

6. Pre-Certification - A post-baccalaureate program for professional midwives, that:
 - a) provides all the essential components of the midwifery curriculum as defined by two documents: *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* and the *ACNM Core Competencies for Basic Midwifery Practice*, and has the essential elements for program implementation as defined in the *Criteria for Accreditation* documents.
 - b) is a program of professional studies that requires a baccalaureate degree upon entrance.

NOTE: *Nurse-Midwifery and Midwifery as in the title and introduction of this document will hereafter be referred to as midwifery, as defined by the ACNM. Midwifery as used throughout this document refers to the education and practice of certified nurse-midwives (CNMs) and certified midwives (CMs) who have been certified by the American College of Nurse-Midwives (ACNM) or American Midwifery Certification Board (AMCB).*

GLOSSARY OF TERMS

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

Academic Institution:	A university or college accredited by an institutional accrediting agency recognized by the U.S. Department of Education.
Academic Unit:	May include College/School, Institute, or Department within or affiliated with a University (e.g. nursing, public health, college of health related professions).
Accreditation:	(as defined by the U.S. 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.
Accrediting Agency or Agency:	(as defined by the U.S. 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 preaccreditation status of institutions, programs or both.
Administrative Unit:	The person(s) responsible for the budget.
“Affiliated with”:	Having a detailed written agreement with an academic institution for those programs that do not reside within an institution of higher learning.
Core Faculty:	Individuals, as defined by the program, directly responsible for curriculum design, implementation, and evaluation of the midwifery program.
Direct-Entry Program:	An ACNM ACME accredited education program that prepares persons to meet ACNM Core Competencies for Basic Midwifery Practice without the prerequisite of nursing.
Institutional Accrediting Agency:	(as defined by the U.S. Department of Education): an agency that accredits institutions of higher education.
Midwifery:	Nurse-Midwifery and Midwifery as in the title and introduction of this document will hereafter be referred to as midwifery, as defined by the ACNM. Midwifery as used throughout this document refers to the education and practice of certified nurse-midwives (CNMs) and certified midwives (CMs) who

have been certified by the American College of Nurse-Midwives (ACNM) or American Midwifery Certification Board (AMCB).

Midwifery Core Curriculum:

Those courses that contain content that fulfill the ACNM Core Competencies for Basic Midwifery Practice.

Midwifery Faculty:

All CNM/CM individuals working within the midwifery program.

Midwifery Program:

The administrative/academic unit that grants recognition of completion of midwifery core.

Midwifery Program Director:

A CNM or CM who is responsible to direct the midwifery education program.

Programmatic Accrediting Agency:

(as defined by the U.S. Department of Education): an agency that accredits specific educational programs that prepare students for entry into a profession, occupation or vocation.

CRITERION I. INTRODUCTION

A. This Preaccreditation Report (PAR) will begin with a one-page overview describing the midwifery program.

B. This PAR is a document written by a member/members of the midwifery faculty and reviewed by the administration of the midwifery program.

ELABORATION AND DOCUMENTATION

A. In the PAR, provide a table that includes:

- type of program proposed
- length of program proposed
- credential to be awarded
- major teaching methods to be used (e.g. distance education)

Add definitions used for titles of faculty and any other definitions and abbreviations/acronyms essential for reading the PAR.

N.B. The PAR needs to be concise and directed only toward that particular criterion. A page limit of approximately 80 pages without the appendices is recommended.

Criterion I should be preceded by a title page as described in ACNM Accreditation Commission for Midwifery Education *Policies and Procedures Manual*.

B. In the PAR, describe who wrote and reviewed the PAR. The intent is to assure 1) that midwifery faculty have responsibility for the content of the PAR and 2) that all stakeholders are in agreement on the content of the PAR.

CRITERION II. ORGANIZATION AND ADMINISTRATION

- A. The midwifery program will reside within or be affiliated with an academic institution that is currently accredited by an accrediting agency recognized by the United States Department of Education.
1. The midwifery program will have an organizational relationship with the academic institution within which it resides or is affiliated.
 2. There is evidence of commitment to the midwifery program from key administrators in the academic institution and academic unit (if different) within which the program will reside or be affiliated.
 3. The midwifery program will have financial resources that enable it to meet program outcomes/objectives.
 4. The midwifery program will be in an environment that promotes and facilitates scholarly and professional productivity.
- B. The midwifery program is a definable entity distinguishable from other education programs and services within the academic institution.

ELABORATION AND DOCUMENTATION

- A. In the exhibits, provide a copy of the letter or certificate of institutional accreditation. "Resides within" can be documented through evidence found in academic unit publications; "affiliated with" must be documented with a copy of the affiliation agreement.
1. In the appendices of the PAR, provide the proposed organizational chart, letter of intent or budget.
 2. In the PAR, describe the support of these key administrators with concrete examples for both the academic institution and the academic unit (if different).
 3. In the PAR, describe financial resources, how they enable the midwifery program to meet its outcomes/objectives and plans for continuing the program if current funding (internal or external) were to be discontinued.
 4. In the PAR, describe the academic institution's policies and resources for promotion of scholarly and professional productivity. In the exhibits, provide a copy of the academic institution's criteria for appointment and promotion or the location in faculty handbook where this information is found.
- B. In the PAR, provide web address(es) for online documents.
- In the exhibits, identify references to the program planned in catalogs, brochures, titles and organizational charts (organizational charts should be

1. The midwifery program is directed by a midwife who is clearly identified by title and position.

2. The midwifery program will be accurately described in the institution's representations to the public about its education offerings. The following aspects of the midwifery program will be described and each component will be accurate:

- a. Current accreditation status from the ACNM Accreditation Commission for Midwifery Education (ACME) and the address and telephone number of the ACME.

in the appendices of the PAR).

1. Administrative title should be reflected in the organizational structure of the academic unit. In the PAR, document the responsibility for program direction. In the exhibits, provide evidence such as letter of appointment, job description, or organizational chart (organization charts should be in the appendices of the PAR). The intent of this criterion is to ensure that a designated member of the midwifery faculty directs the education of midwifery program students.

2. No narrative is required for this stem because each item in II.B.2.a.-d. needs to be addressed separately.

In the PAR, for each item in II.B.2.a.-d., identify specifically where the evidence may be found. This evidence may be found in catalogs, bulletins, or other materials or drafts.

In the exhibits, have identified documents available. When materials will exist in online sources, sample pages must be available in hard copy in the exhibits. (N.B. Each of these does not have to be found in the same source).

- a. Whenever the accreditation status of the midwifery program will be identified, the current ACME address and telephone number must be included for public verification. In the PAR, note where publication (in written form or electronic) of this information is planned. Provide evidence of same in the exhibits. N.B. The intent is that complete information accompanies all references to the accreditation

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- status; however, it does not require that the accreditation status be included in every document.
- b. Admission requirements.
 - c. Duration of midwifery program of study, costs and possible patterns of progression.
 - d. Credential, e.g. certificate or degree that may be earned.
- C. Contractual agreements for student clinical experiences will exist for all current clinical sites and will be developed in accord with institutional criteria and periodically reviewed.
- b. See 2. above.
 - c. See 2. above.
 - d. In the PAR, state exact wording of the credential as it will appear on the diploma/certificate. In programs where more than one credential is to be awarded, all must be addressed.
- C. In the PAR, briefly describe 1) the criteria that will govern selection of a clinical site, 2) the process by which contractual agreements will be developed and evaluated, and 3) the process by which the agreements will be periodically reviewed. For each clinical site to be used, a letter of intent should be appended to the PAR.

CRITERION III. FACULTY AND FACULTY ORGANIZATION

- A. All faculty will be recruited, appointed and promoted according to the institution's non-discrimination policy.
- B. All core and midwifery faculty will be qualified to provide students with a level of instruction, supervision and evaluation that is compatible with safe practice and student learning needs.

Core and midwifery faculty will be qualified in that they:

1. Midwifery faculty will be certified by ACNM or American Midwifery Certification Board (AMCB) and other faculty will be certified by other credentialing bodies when applicable.

ELABORATION AND DOCUMENTATION

- A. In the PAR, identify the non-discrimination policy in the institution's documents. Briefly describe how this policy will be implemented. The document(s) should be available for review in the exhibits.

- B. No narrative is required for this stem.

Refer to the definitions of core and midwifery faculty in the glossary.

In the PAR, provide a table containing the following data:

- Name of core or midwifery faculty
- ACNM or AMCB certification number for midwifery faculty
- Specialty certification or specific expertise of other core faculty
- Highest earned degree
- Teacher preparation: indicate yes or no.
- At least one year in clinical practice prior to faculty appointment: indicate yes or no.

In narrative form, explain any areas not fully met or that require clarification.

N.B. Suggest that the table begin with the core faculty followed by those individuals who only will provide clinical teaching and evaluation. Do not duplicate individuals' information in the table.

1. In the exhibits, copies of **one** of the following should be available:
For midwifery faculty:
 - ACNM or AMCB certification
 - ACNM membership card
 - ACNM CCA Participant Report or CCA enrollment card or documentation of CMP participation

- State license if ACNM or AMCB certification is the only route for licensure in that state.

Hard copy of web site verification of certification is acceptable and may be obtained from licensing boards and/or the AMCB website.

For other faculty, credentials as appropriate:

- State license if certification is the only route for licensure in that state.

2. Will have a minimum of a master's degree and will meet the academic institution's requirements for core and midwifery faculty. If a faculty possesses less than these qualifications, that individual must be responsible to a qualified faculty member.

2. In the exhibits, verify degrees of faculty by 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.

In the PAR, elaborate on the level and mechanism of supervision afforded to faculty who do not meet the academic institutional requirements for faculty appointment or who do not possess a master's or higher degree.

3. Will have preparation for teaching.

3. In the PAR, describe the midwifery program's criteria and process for determining that faculty will have appropriate preparation for didactic and/or clinical teaching. The program's criteria may include the following: concepts of adult learning, use of a variety of teaching methods, ability to work with a variety of learner styles and appropriate use of resources, e.g. audiovisuals.

In the PAR, elaborate on the preparation and supervision afforded to faculty who do not meet all the program's requirements for teacher preparation.

4. For clinicians, will have at least one year of experience as a clinician prior to teaching.
 4. Document that each member of the faculty that teaches clinically, will have at least one year in clinical practice prior to teaching in the midwifery program. Documentation in table III.B.
- C. Faculty participating in the midwifery 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.
1. Instruction, supervision and evaluation of students in didactic courses containing ACNM Core Competency content shall be the responsibility primarily of midwifery faculty.
 1. In the PAR, provide a table that lists the course names/numbers that include ACNM Core Competency content and who will teach them. For those courses not taught by a midwife, describe the process for assuring that the ACNM Core Competencies will be met.
 2. Instruction, supervision, and evaluation of students in clinical learning shall be the responsibility primarily of midwifery faculty.
 2. In the PAR, describe the clinical teaching responsibilities for each midwifery faculty. In the PAR, provide a table that includes the following categories of information related to the clinical portion of the program (may be combined with table in III.C.1.).
 - Name and credential (e.g. CNM, CM, NP, MD)
 - Clinical site
 - Clinical area (e.g. AP)

In the table, include non-midwifery faculty who will provide clinical supervision.
 3. Core faculty will participate in the following responsibilities:
 3. No narrative is required for this stem.

In the PAR, for III.C.3.a. - f., describe the faculty's involvement in

- each of the responsibilities. Cite the specific source/location of documentation. In the exhibits, committee minutes or other documentation will be to be available.
- a. Development and/or, implementation, and evaluation of the curriculum.
 - a. Refer to III.C.3. above.
 - b. Selection, evaluation, advancement, and advisement of students.
 - b. Refer to III.C.3. above.
 - c. Recruitment, selection and promotion of faculty.
 - c. In the PAR, describe planned faculty involvement.
 - d. Orientation of core and midwifery faculty to curriculum documents and expectations.
 - d. In the PAR, describe the process for orientation to the curriculum documents and expectations and how clinical teachers will be prepared for teaching and evaluating students in the program.
 - e. Development and/or implementation of a mechanism for student evaluation of teachers, courses and midwifery program effectiveness.
 - e. Refer to III.C.3. above.
 - f. Ongoing development and annual evaluation of the midwifery program's resources, facilities, and services.
 - f. In the PAR, describe the plan for the program director's input into the budget. Describe the plan for the faculty's involvement in evaluating program facilities, resources and services.
 - g. Meet the academic unit's expectations to:
 - g. No narrative is required for this stem. In the PAR, describe the academic unit's expectations for faculty activities for the following, including any pertinent definitions and demonstrating how faculty will comply. Address each item III.C.3.g.1)–5). separately.

- | | |
|---|--|
| <ul style="list-style-type: none"> 1) Participate or have input into councils and committees of the academic unit. 2) Continue professional advancement within the academic unit. 3) Maintain clinical expertise. 4) Participate in scholarly activities. 5) Participate in community service. | <ul style="list-style-type: none"> 1) Refers to academic unit's criteria. 2) Refers to academic unit's criteria. 3) Refers to academic unit's criteria. 4) Refers to academic unit's criteria. 5) Refers to academic unit's criteria. |
| <ul style="list-style-type: none"> 4. Faculty will carry out their responsibilities with respect for individual variations. | <ul style="list-style-type: none"> 4. In the PAR, identify specific activities that will develop the faculty's ability to work with diverse populations. |
| <p>D. All faculty will be evaluated annually and the outcomes/objectives will be used to improve faculty performance. The following will be evaluated:</p> <ul style="list-style-type: none"> 1. Didactic teacher effectiveness as appropriate. 2. Clinical teacher effectiveness as appropriate. 3. Clinical competence in area(s) of practice related to midwifery program responsibilities. 4. Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the ACNM <i>Code of Ethics</i>. | <p>D. In the PAR, describe the process of evaluation and how the results will be used. In the exhibits, include related policies and tools. Provide examples of annual evaluation outcomes/objectives and how they will be used to improve faculty performance. The evaluation must, at minimum, address the four criteria listed below.</p> <ul style="list-style-type: none"> 1. Examples may include planned self, peer and student evaluations. 2. Examples may include planned self, peer and student evaluations. 3. Examples may include planned participation in Continuous Quality Improvement (CQI), discussion with service directors, maintenance of clinical privileges, or peer review. 4. Use the current ACNM <i>Code of Ethics</i> as the framework for meeting this criterion. Examples of documentation should include plans to manage grievances and their resolution. |

E. Core faculty will be afforded the rights and responsibilities consistent with the policy of the academic institution. These include the following:

1. Freedom of discussion, inquiry and expression.
2. Criteria used for evaluation of faculty performance.
3. Policies and procedures for promotion, tenure, merit recognition and termination, including the use of faculty evaluations for decision-making.
4. Channels for receipt and consideration of faculty views and grievances.
5. Personnel policies that are comparable to those in effect throughout the institution.

E. No narrative is required for this stem.

The intent of this criterion is to assure that the core faculty who teach the basic academic midwifery courses will be an integral part of the institutional community.

In the PAR, for III.E.1.–5., describe the location of the faculty rights and responsibilities. Sources may include faculty handbook, meeting minutes, committee membership, etc.

In the exhibits, the sources should be available.

Address each item III.E.1.-5. separately.

1. Refer to III.E. above.
2. Refer to III.E. above.
3. Refer to III.E. above.
4. Refer to E. above.
5. Refer to E. above.

CRITERION IV. STUDENTS

- A. Qualified applicants will be admitted according to non-discrimination policies of the institution.
- B. Selection and admission of students will be based on:
1. Established criteria and policies of the academic institution; academic unit; program.
 2. Additional criteria established by the midwifery program
- C. Student policies related to evaluation, progression, retention, dismissal, and graduation will be written and made available to students upon admission.

ELABORATION AND DOCUMENTATION

- A. In the PAR, identify non-discrimination policy in academic institution documents. Provide these documents in the exhibits.
- B. No narrative is required for this stem.
- In the exhibits, include program publications that list admission requirements.
1. In the PAR, describe the plan for the admissions process in detail. Document whether the midwifery program will vary from other programs in its admissions procedure or requirements that will be published in catalogs describing the program. Provide these planned catalogs, documents, and other draft materials in the exhibits.
 2. Describe any additional criteria (e.g. RN licensure, clinical experience) to be required by the program.
- C. In the PAR, document where all student policies will be located in all pertinent student handbooks, or other materials. Provide web address(es) for online documents.

In the exhibits, materials must be available, including but not limited to the printed/hard copy forms.

In the PAR, document review of policies and complete information with the students upon entry to the program.

Consult the *ACME Policies and Procedures Manual* for other documents that must be submitted with the PAR.

- D. Mechanisms will be in place to assess students with special needs and provide services to meet those needs in order to promote their retention and progression through the program.
- E. Evaluation is an ongoing process that assesses the student's movement toward an ultimate achievement of midwifery program outcomes/objectives:
1. Students will be formally informed of course outcomes/objectives and methods of evaluation at the beginning of each course.
 2. Students will be apprised of their progress on an ongoing basis.
- F. Student rights and responsibilities consistent with academic institution policy will be available in written form. This includes:
1. Opportunities for student involvement in development and implementation of midwifery program policies.
 2. Opportunity to participate or have input into the representation on councils or committees of the
- D. In the PAR, identify specific mechanisms/processes that will be used to assess special needs of students (e.g. learning differences, test/performance anxiety, language/writing problems, economic/family circumstances) in order to promote student retention in and progression through the program. Provide examples of services that will be available to students with special needs.
- E. Provide an overview of the student evaluation process that will facilitate student success in meeting midwifery program outcomes/objectives.
1. In the PAR, document the planned location of outcomes/objectives and methods of evaluation in policy manuals and individual course or module materials and when these will be reviewed with students.

In the exhibits, provide the documents.
 2. In the PAR, provide written evidence that students will be apprised of their progress on an ongoing basis.
- F. No narrative is required for this stem.
1. In the PAR, provide evidence of student opportunity of participation in developing or implementing program policies.
 2. In the PAR, document opportunity for participation of input and any student involvement.

- academic institution or academic unit.
3. Clearly defined mechanisms for consideration of grievances/complaints.
 4. Mechanism to review personal records.
 5. Mechanism for equitable tuition refund.
 6. Access to resources and opportunities is equivalent regardless of student location and teaching methodologies.
3. In the PAR, state the planned location and describe the grievance/complaint mechanism. Describe planned student access to the grievance/complaint mechanism.
 4. In the PAR, state the planned location of the record review policy and verify availability to students.
 5. In the PAR, state the location of the tuition refund policy and verify availability to students.
 6. In the PAR, describe how resources and opportunities will be maintained in light of variations in student location (e.g. on campus, at a distance) and variations in teaching methodology (e.g. on-line, web cast, traditional lectures).

CRITERION V. CURRICULUM

- A. Each midwifery program seeking preaccreditation by the ACME, has clearly defined statements of philosophy, purpose/mission, and outcomes/objectives. The philosophy, purpose/mission, and outcomes/objectives provide the basis for the development and evaluation of the curriculum.
1. The midwifery program philosophy is consistent with:
 - a. The philosophy of the ACNM.
 - b. The philosophy of the academic institution within which the midwifery program resides or is affiliated.
 - c. The philosophy of the academic unit within which the midwifery program resides if applicable.
 2. The midwifery program's purpose/mission and outcomes/objectives are clearly stated and are consistent with the midwifery program philosophy.
 3. The curriculum, based on the philosophy, purpose and mission, is designed to achieve the stated outcomes/objectives of the midwifery program.

ELABORATION AND DOCUMENTATION

- A. In the PAR or in the appendices to the PAR, include statements of midwifery program philosophy, purpose/mission, and outcomes/objectives. Identify the key concepts of the program philosophy.

1. No narrative is required for this stem.

In the PAR, items V.A.1.a.-c. may be presented in a table. Any inconsistencies between the program philosophy and the philosophy of the ACNM, academic institution or unit should be addressed in the narrative.

- a. Describe how the key concepts of the program philosophy fit with the philosophy of the ACNM.
 - b. Describe how the key concepts of the program philosophy fit with the academic institution.
 - c. Describe how the key concepts of the program philosophy fit with the academic unit.
3. In the PAR, provide a table that shows the relationship between key concepts in the philosophy and the statement of purpose/mission and outcomes/objectives.
 3. In the PAR, provide a table that shows where the program outcomes/objectives will be addressed within the curriculum.

- B. Curriculum development will be a continuing process that is the responsibility of the core faculty of the midwifery program.
- C. The curriculum has a logical sequence that provides for the theoretical and clinical experiences needed to achieve midwifery competencies.
- D. The components of the curriculum demonstrate that:
1. Direct entry midwifery programs only:

The curriculum is consistent with the current document, *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework*.
 2. The curriculum is consistent with the current ACNM *Core Competencies for Basic Midwifery Practice*.
- B. In the PAR, describe how the core faculty will carry out regular review, revision, and updating of the curriculum.
- C. In the PAR, describe the curriculum sequence and provide the rationale for the sequence.
- D. No narrative is required for this stem.
1. In the PAR, describe how the curriculum ensures that direct entry students either a) have acquired the *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* prior to entering the program or b) acquire the *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* in courses taken within the midwifery curriculum

Describe transcript evaluation procedures or course challenge mechanisms for the courses that will be prerequisite to the program.
 2. Construct a table that shows location of the *Core Competencies for Basic Midwifery Practice* in the curriculum. This table should appear in the exhibits with the referenced curriculum:
 - For each "Hallmark of Midwifery", give examples (outcomes/objectives, seminars, classes, learning activities) that will demonstrate how each will be integrated throughout the curriculum.
 - For each competency listed under the four sections of "Components of Midwifery

- Care”, give examples of location in the curriculum with course number, specific outcome(s) (course objectives), and page number or other device for locating where each competency can be found.
3. The curricular content and instructional materials are current and in keeping with ACNM *Standards for the Practice of Midwifery* and other practice documents.
 4. The instructional methods will:
 - a. Vary as appropriate to outcomes/objectives and content of the curriculum.
 - b. Reinforce principles of adult learning.
 5. Students will have the necessary clinical experiences to achieve the outcomes/objectives of the program.
3. In the PAR, describe the plan for maintaining currency in curricular content and instructional materials. In the exhibits, provide samples of proposed course materials/modules that reflect current content and references.
 4. No narrative is required for this stem.
 - a. In the PAR, describe and provide examples.
 - b. In the PAR, describe and provide examples.
 5. In the PAR, provide a table that details the anticipated number of experiences for each student in each of the following clinical areas.
 - a. Preconception care visits
 - b. New antepartum visits
 - c. Return antepartum visits
 - d. Labor management experiences
 - e. Births
 - f. Newborn assessments
 - g. Breastfeeding support visits
 - h. Postpartum visits (0-7 days)
 - i. Postpartum visits (1-8 weeks)
 - j. Primary care visits:
 - 1) common health problems
 - 2) family planning visits
 - 3) gynecologic visits including perimenopausal and postmenopausal visits.

N.B. Some patient encounters may count in more than one category.

- E. There is a program evaluation plan for continuous improvement that includes:
1. Data from faculty and student evaluations.
 2. Program attrition rate and the percent of students to complete the program within the expected time.
 3. First time and overall AMCB pass rates for all graduates since the last accreditation review.
 4. Graduates' evaluation of the program.
 5. Graduates' employment in midwifery.
 6. Employer satisfaction if applicable.
- F. Allocation of academic credit for clinical hours will be consistent with institutional policy and enables students to advance academically.
- G. Communication between/among faculty
- E. In the PAR, describe the plan for evaluation of the midwifery program. Include timelines.
1. In the PAR, describe how the data obtained from faculty and student evaluations will be used in continuous improvement of the program.
 2. In the PAR, discuss how attrition rates and percent of students who complete the program within the expected time will be determined. Describe how this information will be used in the midwifery program evaluation.
 3. In the PAR, discuss how pass rates will be used in the midwifery program for evaluation and improvement.
 4. In the PAR, describe how this information will be obtained and used in program evaluation and improvement.
 5. In the PAR, describe how this information will be obtained and used in program evaluation and improvement.
 6. In the PAR, describe how this information will be obtained and used in program evaluation and improvement.
- F. In the PAR, explain institution policy regarding allocation of academic credit for clinical hours and any discrepancy.
- G. In the PAR, describe methods and

and students will occur on a regular basis.

systems planned for regular communication between/among faculty and students.

**CRITERION VI. RESOURCES,
FACILITIES AND SERVICES**

A. The facilities and staff of the institution will be adequate to meet midwifery program needs. They include:

1. Offices for faculty and staff.
2. Learning environment.
3. Staff support.
4. Technical and computer support.

B. The learning resources will provide the audiovisual, computer, and library materials needed by faculty and students, including classic and current reference material.

C. Clinical facilities will be sufficient, available, and appropriate for student educational experiences. This includes:

1. Space for instructional and non-instructional needs of faculty and students.

ELABORATION AND DOCUMENTATION

A. No narrative is required for this stem.

If faculty determines any item in VI.A.1.-4. is inadequate, describe plans to address the inadequacy.

1. In the PAR, describe office space for faculty and staff in relationship to need.
2. In the PAR, describe availability and adequacy of the learning environments in relationship to need, including but not limited to classrooms, conference rooms and laboratories.
3. In the PAR, describe how staff services will be allocated if they are adequate.
4. In the PAR, describe accessibility and availability of technical and computer support for teaching/learning activities including distance education.

B. In the PAR, describe learning resources available and accessible through the institution, including those to be used by midwifery faculty and students.

C. No narrative is required for this stem.

1. In the PAR, describe space for patient care, student conferences, and place for sleeping, if applicable. Describe how faculty and students may overcome the problem when private space is not available.

2. The clinical resources will be sufficient to assure that the outcomes/objectives are achievable.

2. In the PAR, provide a table that documents availability of sufficient clinical experience for each proposed student in the program. Include only volume that will be available to midwifery students during the time at the site. Include only clinical experience where the student can be actively involved in the delivery of care. A guideline for determining sufficiency is the following minimum numbers per student.

- a. 10 Preconception care visits
- b. 15 New antepartum visits
- c. 70 Return antepartum visits
- d. 20 Labor management experiences
- e. 20 Births
- f. 20 Newborn assessments
- g. 10 Breastfeeding support visits
- h. 20 Postpartum visits (0-7 days)
- i. 15 Postpartum visits (1-8 weeks)
- j. Primary care visits:
 - 1) 40 common health problems
 - 2) 20 family planning visits
 - 3) 40 gynecologic visits including perimenopausal and postmenopausal visits.

N.B. Individual students within each cohort will need different amounts and types of experiences to achieve competency. Therefore, these numbers are guidelines for overall needed program resources: This criterion addresses program resources as a whole, and does not establish numbers of experiences needed for an individual student to achieve competency.

For VI.C.2.a.–j., "visits" do not mean unduplicated patient care activities. For example, preconceptional care and counseling may be included as

- part of the annual gynecologic, family planning or primary care visits and may be tallied in more than one category. Postpartum visits may include family planning and preconceptional content. Common health problems may include primary care management of common health problems during preconception, antepartum, postpartum, family planning, and gynecological visits.
3. Direct entry midwifery programs only:

Patient population large and diverse enough in both in-hospital and out-of-hospital settings so students can acquire the elements contained within the *The Knowledge, Skills, and Behaviors Prerequisite to Midwifery Clinical Coursework* document (if not acquired prior to entry into the program).
 4. Current written policies and practice guidelines for midwifery practice that will be consistent with the *ACNM Standards for the Practice of Midwifery*.
 5. Initial and periodic evaluation site visits to clinical facilities will be conducted.
3. Identify the diverse in-hospital and out-of-hospital clinical settings that will allow for the acquisition of these skills and competencies.
 4. While a detailed comparison is not required among policies, practice guidelines and *Standards for the Practice of Midwifery*, students should be sent only to midwifery sites whose policies and practice guidelines reflect the *Standards for the Practice of Midwifery*.

In the exhibits: documentation may include 1) written evidence of peer review of the practice, or 2) faculty review of policies and practice guidelines during site visits or 3) clinical practice guidelines. Faculty review of clinical sites may be shared among ACNM ACME accredited education programs.
 5. In the PAR, document adequacy of clinical sites to facilitate student attainment of program outcomes/objectives. Evaluation of

the quality of the environment, availability of the preceptors and other educational experiences available must be included in this evaluation. Faculty review of clinical sites may be shared among ACNM ACME accredited education programs.

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