

Accreditation Commission for Midwifery Education

**CRITERIA FOR PROGRAMMATIC
PREACCREDITATION OF MIDWIFERY
EDUCATION PROGRAMS WITH
INSTRUCTIONS FOR ELABORATION AND
DOCUMENTATION**

December 2009 (Revised June 2013)

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PREFACE

Accreditation Commission for Midwifery Education

Formerly the Division of Accreditation (DOA) of the American College of Nurse-Midwives (ACNM)

Programmatic preaccreditation will be a quality assurance process combining self assessment and peer evaluation. Institutions offering midwifery education will be expected to meet the criteria in this document.

The preaccreditation process will be available to any education program or institution that will meet 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 preaccredited, a program will be 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 of ACME, sent out for public comment, and finalized for conducting the accreditation process. The ACME Commissioners revised the criteria between 2007 and 2010. The Commissioners sought input and received extensive comments from a variety of stakeholders, including midwifery educators, clinicians, and others.

CRITERIA FOR PROGRAMMATIC PREACCREDITATION of Midwifery Education Programs with Instructions for Elaboration and Documentation

Introduction

The Accreditation Commission for Midwifery Education (ACME) establishes the Criteria for Programmatic Preaccreditation of Midwifery Education Programs. These criteria will be the basis for the programmatic preaccreditation process that will be a joint activity involving both the midwifery education program and ACME.

The purposes of the criteria include to:

- A. provide structure for implementing peer evaluation in the assessment of the quality of midwifery education programs preparing midwives and nurse-midwives.
- B. assure all aspects of midwifery education programs lead to appropriate student outcomes and prepare 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 preaccreditation report, all programmatic preaccreditation criteria will be considered and must be met. Actions that will be taken by the BOR will be listed in the section titled “Board of Review” in the ACME *Policies and Procedures Manual*.

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 , (202) 219-7011 or (1 800) 872 5327.

Currently, ACME preaccredits programs that culminate in a certificate, master’s degree, doctoral degree or post-graduate certificate. ACME also preaccredits pre-certification programs. There will be multiple paths of entry into these programs. Such programs include, but will not be limited to, the following examples:

- Associate degree or baccalaureate degree to master’s degree program in nurse-midwifery or midwifery
- Post baccalaureate certificate
- A midwifery education program that leads to a master’s degree in midwifery, nursing, public health or an allied health field
- Post graduate certificate
- A midwifery education program that leads to a doctoral degree

GLOSSARY

As used throughout this document the following terms will be defined as:

Accreditation Commission for Midwifery Education (ACME)	Formerly known as the Division of Accreditation (DOA) of the American College of Nurse-Midwives, 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 Administrative Assistant
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 program budget
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
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
Certificate	<p>A graduate level credential awarded for successful completion of an ACME pre/accredited education program that includes all aspects of the ACNM 'Core Competencies for Basic Midwifery Practice'. An ACME pre/accredited program may award a certificate or a post graduate certificate. A post-graduate certificate may be awarded for those who already possess a graduate degree recognized by the program</p> <p>Note that in accordance with the ACNM Position Statement 'Mandatory Degree Requirements for Entry into Midwifery Practice', "completion of a graduate degree shall be required for entry into clinical practice."</p>
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 (formerly administered by the American College of Nurse-Midwives)
Companion Program	A program leading to a different credential than the one currently offered within an academic unit that is designed to augment the midwifery education options for students and mesh with the existing ACME accredited program. Some of the elements may be similar for the existing and companion programs, such as institutional administration, academic facilities, and the like. Students may share a number of the same classes. However, the companion program leading to its separate credential will have its own objectives, completion requirements and its own curricular path. Faculty, clinical sites, library resources, evaluation and other aspects of the companion program may be added or changed as needed from the existing ACME accredited program.
Core Faculty	Faculty, including midwives and others, as defined by the program, who 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
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 ACNM Core Competencies for Basic Midwifery Practice
Midwifery Education Program or Midwifery Program	The administrative/academic unit that offers the education content and oversees completion of the midwifery core 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 http://www.midwife.org/Accreditation
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 Midwifery Education Programs 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 Midwifery Education Programs 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]
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 PAR

Unless otherwise directed at a specific criterion, documentation for the Exhibits may be provided in either printed or electronic format. 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 Internet site. 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 Preaccreditation Report (PAR) should begin with a title page as described in Accreditation Commission for Midwifery Education *Policies and Procedures Manual*. Complete the Title Page form included in Appendix A of this document.

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

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

- explains when the program/s propose/s to begin
- describes the primary modalities for the delivery of education (e.g., distance education)
- lists the type/s of program/s to be offered

N.B. If there is more than one clearly distinguishable midwifery program in the institution and if the way each meets a criterion is different, clearly explain both of those in the PAR. Incorporate the responses into one PAR, not separate PARs for each program. Examples: a school that has a basic master's program and a basic DNP program or a school that has a basic nurse-midwifery and basic midwifery program.

- credential/s to be awarded
- URL or website address for the academic unit or institution
- provides a list of any abbreviations and acronyms essential for reading the PAR.

**ACME Program Preaccreditation Criterion I:
Organization and Administration**

Criterion I: Organization and Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. This PAR will be an in-depth self-study written by institutional faculty and administrators.	A. Describe who wrote and reviewed the PAR.	
B. The midwifery program will provide opportunity to its relevant constituents for third party comment in relation to the preaccreditation criteria at least two months prior to the scheduled site visit.	B. List the constituencies the program plans to notify regarding opportunity for third party comments on the preaccreditation criteria. Third party comments should be sent directly to ACME.	B. Provide evidence of notification of constituencies.
C. The institution has legal authority to offer the proposed midwifery program and to award the degree/certificate to which it leads.	C. State the authority that provides this authorization.	C. Provide evidence of legal authority.
D. The midwifery program will reside within or will be affiliated with an institution that will be currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME's policy requirements for institutions based outside the United States (see Appendix B).	D. "Resides within" can be documented through evidence found in academic unit publications; "affiliated with" must be documented with a copy of the affiliation agreement. Describe the relationship of the proposed program to the accredited institution. Name the institutional accrediting body. If the midwifery program will reside within or will be affiliated with an institution based outside the United States, describe the relationship between the program and the international institution.	D. Provide a copy of the letter or certificate of current institutional accreditation.

Criterion I: Organization and Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
D.1. There will be evidence of commitment to the proposed midwifery program from key administrators in the institution and academic unit.	1. Describe the support of these key administrators with concrete examples for both the institution and the academic unit (if different).	1. Provide documentation indicating support (e.g. meeting minutes, policies, and personal communications).
D.2. The midwifery program will have sufficient fiscal resources to ensure that program objectives can be met.	2. Describe program financial resources, including both internal and external funding (grants). Explain any financial problems facing the program in the PAR time frame that would prohibit the program from meeting its stated objectives and intended outcomes. If external grants will be a significant source of support of the program, explain how the midwifery program would meet its objectives/outcomes if that funding were discontinued.	2. Provide information that demonstrates that fiscal resources will be adequate to meet program objectives. This may include financial statements, grant award statements, program budgets and other financial records.
D.3. The midwifery program will have input into the budget process and/or financial planning to ensure ongoing adequate program resources.	3. Describe how the program/ program director will provide input into the budget process and/or financial planning.	
D.4. The midwifery program will be in an institutional environment that promotes and facilitates scholarly and professional productivity.	4. Provide the institution's policies, describe relevant resources and provide specific examples of faculty scholarly and professional productivity that will be supported by the institution's policies and resources.	4. Provide evidence of completed scholarly and professional faculty products within the institution.

Criterion I: Organization and Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>E. Each midwifery program will be a definable entity distinguishable from other education programs and services within the institution.</p> <p><u>Each complies with:</u></p>	<p>E. No narrative will be required for E.</p>	<p>E. Provide draft documents that reference the program, e.g. catalogs, brochures, or websites.</p>
<p>E.1. The midwifery program will be directed by a midwife who will be clearly identified by title and position, will meet institutional qualifications for appointment to that position, and will be responsible to insure all elements of the ACNM <i>Core Competencies for Basic Midwifery Practice</i> will be included in the curriculum.</p>	<p>1. Document who will have the responsibility for program direction, if identified. Describe the institution's requirements for the position.</p>	<p>1. Provide evidence such as letter of appointment, job description or a letter from the academic unit administrator detailing these requirements. Provide evidence of how the program director will meet these requirements.</p>
<p>E.2. Policies, requirements and public disclosure data for the midwifery program will be accurately described in the institution's representations to the public about the proposed midwifery program in the following aspects:</p>	<p>2. No narrative will be required for E. 2. Each item in I.E.2. a. - d. should be addressed separately.</p>	<p>2. For each item in I.E.2.a. - d., have the identified relevant drafts of printed or electronic documents available and marked where pertinent information will be found.</p>
<p>E.2.a. Preaccreditation status from the Accreditation Commission for Midwifery Education (ACME) (formerly the ACNM Division of Accreditation), including the address, telephone number and electronic address for ACME.</p>	<p>a. Identify specifically where the evidence will be found in printed and/or electronic documents.</p>	<p>a. Provide drafts of identified relevant printed or electronic documents marked where pertinent information will be inserted.</p>

Criterion I: Organization and Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
E.2.b. Certificate or degree that will be earned.	b. State the exact wording of the credential as it will appear on the certificate or diploma. In cases in which more than one credential will be awarded, all must be addressed. Identify specifically where the evidence will be found in printed and/or electronic documents.	b. Provide a draft of the proposed credential, such as a diploma/certificate or other document that clearly states the degree or certificate awarded.
E.2.c. Academic policies, such as admission, continuation, and graduation requirements, and possible patterns of progression through the program.	c. Identify specifically where the evidence will be found in printed and/or electronic documents.	c. Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found.
E.2.d. Tuition and fees, with their relevant refund policy, and related costs, such as required texts and technology, and clinical site expenses.	d. Identify specifically where the evidence will be found in printed and/or electronic documents.	d. Provide drafts of the identified relevant printed and/or electronic documents marked where pertinent information will be found.
E.2.e. Transfer of credit policy.	e. Identify specifically where the evidence may be found in printed and/or electronic documents. This policy must include the criteria by which the program makes a determination with regard to accepting credits from another program or institution.	e. Provide the identified relevant printed and/or electronic documents marked where pertinent information may be found.

**ACME Program Preaccreditation Criterion II:
Faculty and Faculty Organization**

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>A. All faculty will be recruited, appointed and promoted according to the institution's non-discrimination policy.</p>	<p>A. Identify the non-discrimination policy in the institution's policies. Describe the number, frequency, type and resolution of complaints pertaining to non-discrimination.</p>	<p>A. Provide evidence how this policy will be implemented.</p>
<p>B. All faculty will be qualified to provide students with a level of instruction, supervision and evaluation that will be compatible with safe practice and student learning needs.</p> <p>All faculty will be qualified in that:</p>	<p>B. Provide a table containing the following data:</p> <ol style="list-style-type: none"> 1. Name of proposed faculty member by category, either core or midwifery program faculty identified in the PAR 2. Specialty certification or specific expertise of other core faculty 3. Highest earned degree 4. Category of faculty appointment, such as Associate Professor Clinical Instructor, or Preceptor, Clinical Assistant Professor. 5. Proposed teaching responsibilities including specific courses to be taught <p>The table should begin with the core faculty followed by those who will provide clinical 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>	

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>B.1. Midwifery program faculty will be certified by ACNM, the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for proposed faculty who are not CNMs or CMs.</p>		<p>1. Evidence of one of the following should be available: <i>For proposed faculty who are midwives:</i></p> <ul style="list-style-type: none"> • AMCB or ACNM certification • Other certification as appropriate • Legal authorization if ACNM or AMCB certification will be the only route for authorization in that legal jurisdiction • Formal credentialing if the credentialing requires ACNM or AMCB certification <p>Verification of AMCB or ACNM certification will be acceptable and will be obtained from the AMCB website.</p> <p>If the jurisdiction's license will be used to document certification, the exhibits must contain 1) website verification of license and 2) the portion of the licensing law that requires AMCB certification.</p>

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		<p>If evidence of credentialing will be used to document certification, the exhibits must contain 1) verification of the credential and 2) the portion of the credentialing policy/procedure manual that stipulates that the credentialed individual must be certified by the ACNM or AMCB.</p> <p><i>For proposed faculty who are not midwives provide evidence of the credentials as appropriate.</i></p> <p>If the jurisdiction's authorization to practice will be used to document certification, the exhibits must contain evidence of 1) authorization or of the website verification and 2) portion of the authorizing law that requires the relevant certification.</p>
B.2. Have education credentials appropriate to the level at which they will teach, with a minimum of a	2. Describe the academic institution's requirements for faculty. Describe the mechanism of supervision afforded to	2. Provide copies of diplomas or official transcripts on file. Evidence of

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
master's 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.	proposed faculty who do not meet the institutional requirements or who do not possess a master's or higher degree.	credentialing/licensure /privileges that require verification of the degree will be used as a satisfactory form of documentation.
B.3. Have preparation for teaching commensurate with the teaching assignment, e.g. didactic classroom, mixed medium and distance delivery and/or clinical teaching.	3. Describe the proposed midwifery program's criteria and process for determining that faculty have appropriate preparation. Elaborate on the preparation and supervision to be afforded to faculty who do not meet all the program's requirements for teacher preparation.	3. Provide evidence that each faculty member will be prepared for the teaching assignment.
B.4. Have competence commensurate with the teaching assignment.	4. Describe the proposed midwifery program's criteria and process for determining that faculty have competence commensurate with the teaching assignment.	4. Provide evidence that each faculty member will have competence commensurate with the teaching assignment.
C. Faculty participating in the proposed midwifery program will have the following responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and student learning needs:	C. No narrative will be required for C.	C. Evidence to address C.1 – C.4. will be found in syllabi/draft syllabi, committee minutes or other types of communication.
C.1. Instruction, supervision, and evaluation of students in didactic courses containing ACNM Core	1. Provide a table that lists the course names/numbers that will include ACNM core competency content and who will teach	

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<i>Competencies for Basic Midwifery Practice</i> shall be the responsibility primarily of midwifery program faculty of the proposed program.	them. The information may be combined with the table requested in II. B. and/or II.C.2.	
C.2. Instruction, supervision, and evaluation of students in clinical learning shall be the responsibility primarily of certified midwives.	<p>2. Describe the clinical teaching responsibilities for each proposed midwifery program faculty during the PAR time frame. Provide a table that includes the following categories of information related to the clinical portion of the program. The information will be combined with the table requested in II. B. and/or II.C.1</p> <ul style="list-style-type: none"> • Name and credential (e.g. CNM, CM, NP, MD) • Clinical Site • Clinical Type (e.g. AP) <p>In the table, include all faculty who provide clinical supervision. For clinical courses/content taught by midwifery program faculty, describe the process for assuring the training of safe, competent midwives.</p>	
C.3. Core faculty participate in the following responsibilities:	3. No narrative will be required for C. 3.	3. Provide access to committee minutes or other documentation, with relevant sections clearly identified.
C.3.a. Development and/or implementation, and evaluation of the curriculum.	a. Describe the faculty's involvement and cite the specific source/location of documentation.	a. Provide the materials cited.
C.3.b. Selection, evaluation, advancement, and advisement of students.	b. Describe the faculty's involvement and cite the specific source/location of documentation.	b. Provide the materials cited.

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
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 program effectiveness.	e. Describe the faculty's involvement and cite the specific source/location of documentation.	e. Provide the materials cited.
C.3.f. Ongoing development and annual evaluation of the proposed midwifery 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 will be 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 faculty activities and include any pertinent definitions. Describe how faculty could meet these expectations.	1) Include examples of how faculty could meet these expectations, such as activities/schedules/workload.
C.3.g.2) Continue professional advancement within the academic unit.	2) Describe the academic unit's expectation for continued professional advancement.	2) Include examples of how faculty could meet these expectations, such as activities/

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		schedules/workload.
C.3.g.3) Maintain clinical expertise.	3) Describe the academic unit's expectation for faculty activities and include any pertinent definitions, such as workload formula. Describe how faculty meet these expectations.	3) Include examples of how faculty could meet these expectations, such as activities/schedules/workload.
C.3.g.4) Participate in scholarly activities.	4) Describe the academic unit's expectation for faculty activities and include any pertinent definitions, such as workload formula. Describe how faculty meet these expectations.	4) Include examples of how faculty could meet these expectations, such as activities/schedules/workload.
C.3.g.5) Participate in community service.	5) Describe the academic unit's expectation for faculty activities and include any pertinent definitions, such as workload formula. Describe how faculty meet these expectations.	5) Include examples of how faculty could meet these expectations, such as activities/schedules/workload.
C.4. Faculty carry out their responsibilities with respect for individual variations.	4. Provide examples in the institution of faculty addressing students' individual variations, such as learning styles or levels of ability.	
D. Policies of the institution defining the rights and responsibilities of faculty will be made available and	D. No narrative will be required for D.	

Criterion II: Faculty and Faculty Organization	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>applied consistently to all faculty, as applicable.</p> <p>These policies include the following:</p>		
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 Program Preaccreditation Criterion III:
Students**

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The institution will have admission criteria and policies, including a non-discrimination policy, which will be publicly available.	A. State the criteria and policies, including a non-discrimination policy. Identify their locations available to the public.	A. Provide the document/s in which the criteria and policies appear.
B. Recruitment materials and processes will accurately represent the program practices and policies.	B. Document that the recruiting materials and processes will accurately represent program practices and policies.	B. Provide samples of recruitment materials and descriptions of recruiting processes that accurately and publicly represent the program practices and policies.
C. The institution will have student policies that will be publicly available and identified to students upon admission related to: student evaluation, progression, retention, dismissal and graduation; review of personal records and equitable tuition refund; evaluation of their education; access to university/college catalogs; and access to academic calendars.	C. Identify the location of each of these student policies. Describe how these policies will be identified to students upon admission.	C. Provide the document/s in which the policies appear.
D. Upon entering the program, students have access to and will be informed of support services designed to meet their needs in order to promote their retention and	D. Identify services available to meet the needs of students to promote their retention in and progression through the program, and explain how students will be informed about them. Such services might include but will	D. Provide the current or proposed documents in electronic or printed form that describe these services.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
progression through the program.	not be limited to counseling, health, learning assistance or intervention strategies.	
E. Evaluation of students will be an ongoing process that assesses the student's movement toward and ultimate achievement of the proposed midwifery program objectives/ outcomes.	E. Provide an overview of the evaluation processes that facilitate student success in meeting proposed midwifery program objectives/outcomes.	
E.1. Students will be formally informed of course objectives/ outcomes and methods of evaluation at the beginning of each course.	1. Describe the process by which students will be informed. Identify the location of objectives/outcomes and methods of evaluation in policy manuals, module materials, and/or course syllabi.	1. Provide drafts of the documents identified in electronic or printed form.
E.2. Students will be apprised of their progress on an ongoing basis.	2. Describe the process by which students will be apprised of their progress.	
F. Student rights and responsibilities consistent with institution policy will be available in written form, and students will be notified where the policies will be found. This includes:	F. No narrative will be required for F.	
F.1. Opportunities for student involvement in development and implementation of proposed	1. Describe the relevant opportunities and how students will be informed.	1. Provide documents or drafts of documents in electronic or printed form.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
midwifery 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 will be informed.	2. Provide documents or drafts of documents in electronic or printed form.
F.3. Clearly defined mechanisms for consideration of grievances, complaints or appeals.	3. Describe the mechanism for addressing grievances, complaints or appeals and how students will be apprised of these mechanisms. Identify the location of each of these mechanisms the process in formal documents.	3. Provide documents or drafts of documents regarding the grievances, complaints or appeals in electronic or printed form.
F.4. Access to resources and opportunities will be equivalent regardless of student location and teaching modalities.	4. Describe how access to resources and opportunities will be 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. Provide documents or drafts of documents regarding student access regardless of location and teaching modalities in electronic or printed form.

**ACME Program Preaccreditation Criterion IV:
Curriculum and Student Learning**

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
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 PAR or in the appendices to the PAR, provide each of the three statements of midwifery program philosophy, purpose/mission, and outcomes/objectives. In the PAR, identify the key concepts of the program philosophy.	
A.1. The proposed midwifery program philosophy will be consistent with:	1. No narrative will be required for A.1.	
A.1.a. The philosophy of the ACNM.	a. Demonstrate congruence between the midwifery program philosophy and the philosophy of the ACNM. Address in the narrative any inconsistencies related to key concepts.	
A.1.b. The philosophy of the institution within which the proposed midwifery program will reside or will be affiliated.	b. Demonstrate congruence between the midwifery program philosophy and the philosophy of the institution within which the midwifery 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	c. Demonstrate congruence between the midwifery program philosophy and compare	

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
proposed midwifery program will reside, if applicable.	the midwifery program philosophy with the philosophy of the academic unit within which the midwifery program resides, if applicable. Address in the narrative any inconsistencies related to key concepts.	
A.2. The proposed midwifery program's purpose/mission and objectives/outcomes will be clearly stated and will be consistent with the proposed midwifery program philosophy.	2. Compare the proposed midwifery program philosophy with the program's purpose/mission and objectives/outcomes. Address in the narrative any inconsistencies related to key concepts.	
A.3. The curriculum will be designed to achieve the stated objectives/outcomes of the proposed midwifery program.	3. Provide a curriculum map or table that shows how the curriculum addresses program objectives/outcomes.	
B. Curriculum development will be a continuing process.	B. Describe the continuing process of curriculum development.	
C. The proposed midwifery program will have standards for student preparation for or exemption from clinical course work and clinical experience.	C. No narrative will be required for C.	
C.1. The proposed midwifery program will have established criteria which	1. Describe the criteria and explain the rationale for the criteria.	1. Provide a copy or draft of the information about the

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
students must meet prior to (prerequisite) or concomitantly with (corequisite) enrolling in, receiving transfer credit for, or being exempted from, midwifery clinical coursework and clinical experience.		criteria that will be given to potential and enrolled students.
C. 2. The proposed midwifery 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 clinical coursework and clinical experience.	2. Describe the processes for ensuring that students meet the program's established criteria.	2. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.
D. The proposed midwifery program will have standards for student preparation for or exemption from didactic course work.	D. No narrative is required for D.	
D.1. The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with	1. Describe the criteria and explain the rationale for the criteria.	1. Provide a copy or draft of the information about criteria that will be given to potential and enrolled students.

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
(corequisite) enrolling, receiving transfer credit for, or being exempted from midwifery didactic coursework.		
D.2. The midwifery program ensures that students meet the program's established prerequisite or corequisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery didactic coursework.	2. Describe the processes for ensuring that students meet the program's established criteria.	2. Provide examples of course challenge mechanisms, transcript assessments, or other procedures used to assess whether a student will have met the criteria.
E. Components of the program and its curriculum include:	E. No narrative will be required for E.	
E.1. The curriculum will be consistent with the <i>ACNM Core Competencies for Basic Midwifery Practice</i> .	1. Provide a table that shows the location of the <u>Core Competencies for Basic Midwifery Practice</u> in the curriculum. Describe the process for assuring that the <i>ACNM Core Competencies</i> are being taught. Describe the process planned to correct any deficiencies.	1. The table should also appear in the exhibits with the referenced curriculum. Each "Hallmark of Midwifery" should be addressed with examples (objectives/outcomes, seminars, classes, learning activities) that demonstrate how each will be integrated throughout the curriculum. For each competency listed under "Components of Midwifery Care", give examples of its location in the curriculum with course number, specific

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		outcome(s) (course objectives), and page number or other device for locating where each competency can be found. Provide evidence of a process to assure appropriate inclusion of core competency content.
E.2. The curricular content includes the most up-to-date evidence base for midwifery practice and will be congruent with ACNM <i>Standards for the Practice of Midwifery</i> and other practice documents.	2. Provide a description of how the criterion will be met.	2. Provide access to course materials.
E.3. The didactic and clinical components of the curriculum will be 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.	4. Explain how the program defines competence. Explain how the program will assess competence.	4. Provide access to instruments or drafts of instruments to be used to assess competence as described in the PAR.
E. 4.a. The program will provide students with the necessary clinical	a. Explain the breadth and depth of clinical experiences that will be used by the program	

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
experiences to achieve the objectives/outcomes of the program.	to achieve program objectives/outcomes. Clinical experiences must be primarily direct patient contacts which will be supplemented by such strategies as simulation, role play, pelvic models, and emerging technologies. If the program determines that the clinical facilities will be inadequate in some aspect, describe plans to address this problem.	
<p>E.4. b. Each student will have access to at least this minimum number of clinical experiences:</p> <ol style="list-style-type: none"> 1. 10 Preconception care visits 2. 15 New antepartum visits 3. 70 Return antepartum visits 4. 20 Labor management experiences 5. 20 Births 6. 20 Newborn assessments 7. 10 Breastfeeding support visits 8. 20 Postpartum visits (0-7 days) 9. 15 Postpartum visits (1-8 weeks) 10. Primary care visits: <ol style="list-style-type: none"> a) 40 common health problems b) 20 family planning visits c) 40 gynecologic visits including perimenopausal and postmenopausal visits. 	b. Provide a table that details the numbers of experiences in each clinical site for each of the categories. In the narrative, explain how the program will assure that students will have access to the numbers outlined in the criterion. (e.g. if a clinical area is only available for a specific number of months per year, calculate experiences based on accessibility during that time frame)	b. Provide evidence of relationships with clinical sites to demonstrate sufficient access for students.
E.5. The program has set and implements policies and procedures to verify student identity for academic	6. Identify the policies and procedures, and describe how they are implemented to verify student identity for work, including that	6. Provide access to policy or drafts of policy that provide evidence of the process.

Criterion IV: Curriculum and Student Learning	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
work, including that conducted by electronic or distance technologies.	conducted by electronic or distance technologies.	
F. Regular communication will occur among and between faculty and students during implementation of the curriculum.	F. Describe how regular communication will occur in both academic and clinical settings.	
G. The curriculum conforms to state or nationally recognized guidelines for the program/s educational level/s: certificate, master's degree, and/or doctoral degree.	G. Identify the guidelines used, such as established by state law or a professional organization, and provide the URL if available. Explain how the curriculum conforms to guidelines for the program/s educational level/s. If the program culminates in a practice doctorate such as, but not limited to, a DNP or a practice doctorate in midwifery, describe how the program conforms to the competencies identified in the ACNM document The Practice Doctorate in Midwifery .	G. Provide a copy or draft copy and identify where this will be available.

**ACME Program Preaccreditation Criterion V:
Resources**

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>A. Faculty and staff for the proposed midwifery program will be sufficient in number to meet proposed midwifery program objectives/outcomes.</p> <p>They include:</p>	<p>A. No narrative will be required for A.</p>	
<p>A.1. Adequate number of qualified faculty.</p>	<p>1. Describe how the program determines adequacy of faculty number. If the program determines that the number of faculty is lacking, 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 proposed staff and their titles/responsibilities.</p>
<p>B. Physical facilities will be 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</p>	<p>B. Provide the site visitors with a tour of proposed physical facilities.</p>

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	the physical facilities are inadequate, describe plans to address this problem.	
C. Learning resources will be current, available, accessible and adequate.	C. Describe how the program determines currency, availability, accessibility and adequacy of learning resources, e.g., laboratory, clinical simulation, audiovisual, computer and library resources. Explain how all students and faculty, including those at a distance, can access learning resources. If the program determines that the learning resources will be deficient, describe plans to address this problem.	C. Provide the site visitors with a tour of proposed learning resources, either physically or virtually.

**ACME Program Preaccreditation Criterion VI:
Assessment and Outcomes**

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. Each program will have a comprehensive plan for ongoing assessment of the program philosophy, mission/purpose, and objectives/outcomes to achieve continuous quality improvement.	A. Explain the process for developing and implementing the plan, including who will be responsible and the timeframe for the review. Identify the procedures taken if the assessment shows that any program objectives will not be met.	
A.1. The program assessment process will include ongoing data collection and analysis to achieve program improvement. These data include, but will not be limited to:	1. Describe the proposed process for using evaluative and outcomes data for ongoing improvement.	
A.1.a. Evaluations of the program by students and graduates.	a. Describe the proposed process for using evaluative and outcomes data for ongoing improvement. State the program's goals for the students' and the graduates' assessment of the program.	a. Provide a copy or draft of the form for student and graduate evaluation of the program.
A.1.b. Evaluations from external constituents such as employers of graduates and public comment as available.	b. Describe the proposed process for soliciting program evaluations from external constituents. State the program's goals for external constituent's assessment of the program.	

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A.1.c. Enrollment, graduation, attrition, certification, and other relevant outcome data.	c. 1) Describe the program's goals for enrollment numbers, graduation and attrition rates. 2) Describe the classes/cohorts. 3) Explain the categorization of the students, e.g., part-time, full-time, leave of absence, etc. 4) Explain how enrollment numbers, graduation and attrition rates will be calculated.	
A.2 The passing rate for first takers of the national certification examination is at least 85%. Programs develop effective plans to bring the pass rate to 85% if it drops below that point.	2. No narrative is required for A.2.	
A.3. The assessment plan will reflect state or national standards in its review and updating of the program philosophy, purpose/mission, objectives/outcomes. Standards will include at a minimum:	3. No narrative will be required for A.3.	3. Provide copies of current standards to be used in the evaluation process.
A.3.a. Current ACNM philosophy and standards.	a. Describe the process for program assessment using current ACNM documents such as the ACNM <u>Statement of Philosophy</u> , <u>Standards for the Practice for Midwifery</u> , <u>Core Competencies for Basic Midwifery Practice</u> , <u>The Practice Doctorate in Midwifery</u> , and <u>Code of Ethics</u> .	a. Provide copies of relevant documents.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A.3.b. Significant changes in higher education that are relevant to the program.	b. Describe how the program will identify and address significant changes in higher education that will be reflected in the program assessment process. These may include changes in the federal Higher Education Act, major shifts in teaching philosophy or educational technology.	
A.4. The assessment process will include periodic evaluation of clinical education. Clinical evaluation will include:	3. No narrative will be required for A.4.	4. Provide drafts of the instruments to be used for clinical evaluation.
A.4.a. Initial and periodic evaluation of the ability and effectiveness of clinical sites to meet student learning needs.	a. Describe the process the program will use to evaluate the ability and effectiveness of clinical sites to meet student learning needs.	a. Provide drafts of instruments for evaluation of clinical sites. Faculty review of clinical sites may be shared among ACME accredited/preaccredited education programs. In such cases, document who conducted the evaluation and the date of the most recent review.
A.4.b. Evaluation of the clinical experiences in relation to enabling students to achieve clinical competence.	b. Describe the proposed process for assessing whether the clinical experiences enable students to achieve clinical competence. Identify procedures to be taken if clinical experiences are found to be deficient in that they do not enable students	b. Provide the plan for evaluation of student clinical experiences.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	to achieve competence.	
A.4.c. Current contract for each clinical site.	c. Describe the process for ensuring that students will be assigned to clinical sites with current contracts.	
A.5. The assessment process includes a plan for evaluation of faculty teaching in the program. All faculty will be evaluated annually on the following basis:	5. Describe the process for annual evaluation of faculty. Identify the action to be taken if a faculty member fails to meet evaluative standards.	5. Provide a copy of the proposed plan for evaluation including the draft form/s.
A.5.a. Didactic teacher competence as applicable.	a. Describe the process of evaluating didactic teacher competence.	a. Provide a copy of the proposed plan for evaluation including the draft form/s.
A.5.b. Clinical teacher competence as applicable.	b. Describe the process of evaluating clinical teacher competence.	b. Provide a copy of the proposed plan for evaluation including the draft form/s.
A.5.c. Currency of knowledge and clinical competence in area(s) of practice related to proposed midwifery program responsibilities.	c. Describe the process of evaluating currency of knowledge and clinical competence.	c. Provide a copy of the proposed plan for evaluation including the draft form/s.
A.5.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 <u>Code of Ethics</u> .	d. Provide a copy of the proposed plan for evaluation including the draft form/s.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
<p>B. The program will maintain and publicize current data on student outcomes.</p> <p>Data to be measured and publicized will include:</p>	<p>B. Describe the proposed process for maintaining and publicizing outcomes data.</p>	
<p>B.1. Graduation data, for both full-time and part-time students.</p>	<p>1. State where these data will be publicly available.</p>	
<p>B.2. Certification pass rates.</p>	<p>2. State where these data will be publicly available.</p>	
<p>B.3. Program-specific data related to program philosophy, mission/purpose and objectives/outcomes for marketing or public disclosure purposes.</p>	<p>3. Describe the additional data to be collected and publicized related to the program and student outcomes, such as but not limited to, demographic composition of the student body or student research. State where these data will be publicly available.</p>	

APPENDIX A

Forms and Sample Tables

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 Director _____

Program or Programs Planned

Type	Yes/ No	If yes, type of degree or certificate	Anticipated Student Enrollment for first class	Anticipated Total Student enrollment by time of graduation of first class
Midwifery education program that leads to a master's degree in midwifery, nursing, public health or an allied health field				
Associate degree in nursing entry*				
Bachelor of Science in nursing entry*				
Non-nursing baccalaureate degree entry*				
Other, please describe*				
Midwifery education program that leads to a doctoral degree in midwifery, nursing, public health or an allied health field				
Associate degree in nursing entry*				
Bachelor of Science in nursing entry*				
Non-nursing baccalaureate degree entry*				
Other, please describe*				
Post baccalaureate certificate				
Post graduate certificate				
OVERALL TOTAL				

*Include estimated numbers if appropriate.

Contact Person for Notification _____

Address _____

Phone and Email _____

Name of Program _____

Specific Title or Name of Program/Programs

**TABLE II B
FACULTY AS DETAILED IN CRITERION II B**

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

APPENDIX B

ACME Policy on International Accreditation for Degree-Granting Higher Education Institutions Based Abroad

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

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

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

- a) Comply with the institution's national regulations for quality assurance via the national government's quality assurance process, or state or provincial government regulations and process if in a federalized system.
- b) Conduct periodic assessment for quality assurance purposes in conformity with the broader regional quality assurance processes or with the non-governmental agencies within the region.

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

- 3) Undergo external assessment of quality on a periodic basis to maintain quality. Documentation of the quality assurance review and the relevant agency's formal determination must be submitted to ACME. Documentation should be current for the time at which application will be made to ACME for accreditation. Explanation of the time frame for periodic review and the specific length of time of validity for the current assessment determination should be provided to ACME.
- 4) The international institution must include the midwifery program in its periodic assessment and ongoing QA. IRQ must be maintained by the institution while accredited by ACME.
- 5) If the institution will be dedicated to a special academic program, such as nursing, that houses the midwifery education, the program must also meet relevant professional field, licensing and regulatory requirements.
- 6) ACME will have the right of final determination on whether the quality assurance process practiced by the institution based abroad will meet the ACME criterion.

COMMISSIONERS WHO PARTICIPATED IN REVISING THE CRITERIA

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