ACME | ACCREDITATION COMMISSION *for* MIDWIFERY EDUCATION

PREACCREDITATION CRITERIA

Revised 2025

ACCREDITATION COMMISSION FOR MIDWIFERY EDUCATION

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What's Included?

- ACME Accreditation Criteria
- Submission Instructions
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Preface

The Accreditation Commission for Midwifery Education (ACME) is established to advance and promote excellence in midwifery education. The aim of ACME is to ensure that programs are performing at the highest level of quality and provide learning experiences that will lead to optimal outcomes for students. ACME is a reliable authority regarding midwifery education. Since 1982, ACME has been recognized by the U.S. Department of Education as a nationally recognized programmatic accrediting agency for nurse-midwifery and midwifery education programs.

What is Accreditation?
Accreditation is a voluntary quality assurance activity conducted by both a program and an accrediting agency or body. Accreditation combines self-assessment and peer review— where programs are evaluated against standards established in collaboration with its community of interests.

What is ACME Accreditation?
ACME accreditation is designed to ensure that midwifery education programs provide high quality educational experiences, embody effective administrative policies and procedures; and are committed to continuous improvement. ACME is recognized by the U.S. Department of Education to grant preaccreditation and accreditation for basic certificate, basic graduate nurse-midwifery, direct-entry midwifery, and pre-certification nurse-midwifery education programs, including those programs that offer distance education. To earn the "ACME Accredited" distinction, a program must demonstrated compliance with the ACME criteria and are performing at the highest level of quality.

What is a Preaccreditation Report (PAR)?
A self-evaluation report is a key element in the ACME accreditation process. The PAR embodies a self-evaluation by the program where each criterion is examined, and compliance is demonstrated. It is used by ACME to better understand if a program is complying and how.

For more information about the standards for programmatic accreditation agencies, visit the U.S. Department of Education website or address correspondence to Staff Assistant, Accreditation Office, USDE, 1990 K Street, NW, Washington, DC 20006, 202.219.7011 or (800) 872.5327. **To learn more about ACME accreditation visit www.theacme.org, call (703) 835-4565 or send an email to support@theacme.org.**

Introduction

The Accreditation Commission for Midwifery Education (ACME) establishes the Criteria for Programmatic Accreditation of Midwifery Education Programs. These criteria are the basis for the programmatic accreditation process. The process is a joint activity involving both the midwifery education program and ACME. **The criteria in this document are used by programs seeking preaccreditation.** The criteria are divided into six categories: Organization & Administration, Faculty, Students, Curriculum, Resources, and Assessment & Outcomes. Together, they enable ACME to understand the proposed program's operations and outcomes.

The criteria are essential in that they:

- Provide structure for implementing peer evaluation in the assessment of the quality of midwifery education programs preparing midwives and nurse-midwives
- Assure all aspects of midwifery education programs lead to appropriate student outcomes and prepare competent midwives
- Serve as a guide to faculty in developing and improving their program and as a framework for self-evaluation

Currently, ACME accredits programs that culminate in a certificate, master's degree, doctoral degree or post-graduate certificate. ACME also accredits pre-certification programs. There may be multiple paths of entry into these programs. Such programs include, but are not 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

Instructions

PAR Due Date

The PAR must be submitted no later than **eight weeks** prior to the first day of the proposed midwifery program's scheduled site visit.

PAR Formatting & Submission

The PAR must be clearly typed and have one-and-a-half spaced, 1-inch margins all around and typed in 12 fonts. Completed submissions must be in a PDF format. **A completed submission includes: 1 PDF copy of the PAR and PDF copies of each applicable handbook.** The completed submission should be emailed to **support@theacme.org.** Do not include exhibits. No postal mail copies will be accepted.

PAR Contents

The PAR must include:

1. Title page and midwifery program/s table: See example in Appendix A.

2. Table of contents: Includes all sections and all appendices with page numbers.

3. The overview will include a narrative that is no longer than 2 pages that:
    - Explains when the institution was founded
    - Provides the institution's corporate or organizational structure. (e.g., part of a state system, independent not-for-profit, or for-profit corporation).
    - Describes the primary modalities for delivery of midwifery curriculum. (e.g., face-to-face, hybrid or all distance education).
    - Describes the basis for credit proposed. (e.g., semester hours or quarter credit hours)
    - Lists the type/s of midwifery program/s offered.
    - If there is more than one clearly distinguishable midwifery program in the institution and if the way each meets a criterion is different, clearly explain both in the PAR. Incorporate the responses into one PAR, not separate PARs for each midwifery program. Examples: a school that has a master's midwifery program and a DNP midwifery program or a school that has a nurse-midwifery and midwifery program.
    - Lists credential/s and degree level/s to be awarded.

4. URLS: List of the URLs for the institution, the midwifery program, midwifery program catalogs, faculty and student handbooks available online, in addition, include the URL links within the text of the PAR stating which criterion. **All URLs must be active hyperlinks and lead to the exact location of the documented or referenced item.**

5. Abbreviations Page**:** Provide a list of any abbreviations and acronyms essential for reading the PAR.

6. Numbered pages: Entire report is consecutively paginated, including all appendices.

7. Narrative section: Used to address each of the ACME criteria. Maximum number of pages for the narrative is 80, not including appendices**.** Note: Title Page, Overview, Abbreviations Page, and URL Page are not a part of the narrative and are not included in the 80-page limit. PAR narrative that exceeds the 80-page limitation will be returned. Each criterion is addressed separately, in order by criterion, and typically in narrative form; responses do not address more than one criterion at a time.

8. **All tables must be in the appendix.**

9. Referencing sources: The various sources of documentation referenced in the report include: • name/title of the document or source • date or version of the document or source

Exhibits

- Exhibits provide evidence to support the statements made in the PAR.
- Exhibits <u>are not</u> to be included with the PAR.
- They must be submitted virtually at least 3 weeks prior to the first day of the site visit.
- Read the column in this document titled " Instructions for Documentation in the Exhibits" that will satisfy the criterion. Please read these carefully and seek assistance from ACME for any questions.
- Exhibits must be organized. The documents for each exhibit must be placed in a folder and must be labeled with the number of the criterion to which it pertains, e.g., Criterion I.G., Criterion II.H. Identify relevant sections of the documents, e.g., by highlighting or bookmarking.

ACME Criteria Categories (6)

Organization & Administration	Faculty	Students
Curriculum	Resources	Assessment & Outcomes

Criterion I: Organization & Administration

Purpose: Criterion I is designed to examine the organizational and administrative context of the midwifery program.

Criterion I: Organization & Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The PAR is an in-depth self-study written by a member/s of the core faculty. Students, faculty, and administrators are provided with an opportunity to provide input.	A. Describe who wrote the PAR. Describe the opportunity for input provided to: • students • faculty • administrators	A. Provide evidence of how the students, faculty, and administrators had an opportunity for input into writing the PAR, e.g., emails, memoranda, meeting minutes, etc.
B. The midwifery program provides an opportunity for its relevant constituents to provide third party comment(s) at least two months prior to the first day of the scheduled site visit.	B. Describe the midwifery program's relevant constituents and the method(s) used to solicit third party comments. Provide the date(s) the notification(s) was/were provided and or sent.	B. Provide evidence of notification of constituencies, e.g., emails, URLs, ACNM, publications, etc.
C. The midwifery program will reside within or will be affiliated with an institution that is currently accredited by an agency recognized by the United States Department of Education, or it meets ACME's policy requirements for institutions based outside the United States (see Appendix B: *ACME Policy on International Accreditation for Degree-Granting Higher Education Institutions Based Abroad*).	C. Describe the relationship of the midwifery program to the accredited institution. Name the institutional accrediting body and provide the date of the most recent accreditation. If the midwifery program will reside within or is affiliated with an institution based outside the United States, describe the relationship between the midwifery program and the international institution.	C. "Resides within" can be documented through evidence found in academic unit publications; "affiliated with" must be documented with a copy of the affiliation agreement. Provide an organizational chart or map that shows the program, academic unit and institution. Provide a copy of the recognition letter or certificate of current institutional accreditation.
D. There is evidence of commitment to the midwifery program from key administrators in the institution and academic unit.	D. Identify key administrators and their titles. Describe their support with concrete examples for both the institution and the academic unit (if different).	D. Provide documentation indicating support, e.g., meeting minutes, policies, and personal communications.

Criterion I: Organization & Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
E. The midwifery program will have sufficient fiscal resources to ensure that program objectives can be met**.**	E. Describe the financial resources for the program, including internal and external funding, such as grants. Explain any financial problems the midwifery program could face that would prohibit the program from meeting its stated objectives and intended outcomes. If external grants are a significant source of support for the program, explain how the midwifery program would meet its goals and objectives if the funding sources were discontinued.	E. Provide information that demonstrates that fiscal resources will be adequate to meet program objectives. This should include financial statements, budgets, or other financial records that provide revenue and expenses. Support records such as grant award statements may be included in addition.
F. The midwifery program will have input into the budget process and/or financial planning to ensure ongoing adequate program resources.	F. Describe how the midwifery program and program director will provide input into the budget process and/or financial planning.	F. Provide documentation indicating input into the budgetary process, e.g., meeting minutes, email, sample budget.
G. The midwifery program will be in an institutional environment that promotes and facilitates faculty scholarship and professional activities.	G. Provide the institution's and/or academic unit’s policies. Describe relevant resources.	G. Provide evidence of institutional support/policies for faculty scholarship and professional activities, e.g., support for professional travel, set-aside time in the workload calculations for scholarship and/or professional activities, sabbatical leaves.
H. The midwifery program will reside within or will be affiliated with an institution whose policies and/or initiatives support non-discrimination of faculty, staff, and students.	H. Describe institutional policies and/or initiatives that support non-discrimination as they relate to the student body, faculty, and staff.	H. Provide evidence of institutional initiatives, policies, email communications, or strategic planning that demonstrate support of non-discrimination for each group: student, faculty, and staff.

Criterion I: Organization & Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
I. The midwifery program will be a definable entity distinguishable from other education programs and services within the institution.	I. Describe where the midwifery program will be identified specifically.	I. Provide drafts of text for printed and online documents, e.g. catalogs, brochures/recruitment materials, or websites.
J. The midwifery program will be directed by a midwife who will be clearly identified by title and position, meets institutional qualifications for appointment to that position, and has both management and administration capacity.	J. Identify who will have the responsibility for midwifery program's direction. Describe the institution's requirements for the position and how the program director meets these qualifications. Describe both the management and administration capacity of the midwifery program director.	J. Provide evidence such as letter of appointment, job description or a letter from the academic unit administrator detailing these requirements. Provide the program director's current curriculum vitae (CV).
K. The midwifery program director will have sufficient authority to ensure that the midwifery program meets all administrative and curricular requirements for accreditation by ACME.	K. Describe institutional policies that reflect the authority of the midwifery program director to ensure compliance with ACME criteria. Provide examples of administrative and curricular decisions that will reflect that authority.	K. Provide copies of any policies that document the authority of the midwifery program director.
L. The midwifery program will display its current ACME accreditation status and ACME's contact information accurately on the program's website.	L. Identify specifically what will be displayed and where this information will be located.	L. Provide a draft. Sample language of accreditation status: The (name of midwifery program) is (status of accreditation) by the Accreditation Commission for Midwifery Education 2000 Duke Street, Suite 300 Alexandria, VA 22314 www.theacme.org (703) 835-4565

Criterion I: Organization & Administration	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
M. The midwifery program will identify and describe the certificate and/or degree(s) that can be earned.	M. Provide the exact wording of the credential as it will appear on the certificate or diploma.	M. Provide a draft of the credential, such as a copy of a diploma/certificate or other document that clearly states the degree or certificate that will be awarded. Provide evidence of legal authority to grant the credential/s. State where this information will be publicized. Provide the URL(s) where this information will be publicized.
N. The midwifery program will have academic policies, admission, continuation, and graduation requirements, and possible patterns of progression through the program.	N. Identify specifically where the evidence for each item will be located in printed and/or electronic documents.	N. Provide drafts of the materials cited.
O. The midwifery program will provide to the public information about the midwifery program's tuition and fees, including the relevant refund policy, and related costs, such as required texts and technology, and clinical site expenses.	O. Identify specifically where the evidence will be located in printed and/or electronic documents.	O. Provide drafts of the materials cited.
P. The midwifery program will have a transfer of credit policy that includes the criteria by which the midwifery program determines whether to accept credits from another program or institution.	P. Briefly describe. Identify specifically where the evidence will be located in printed and/or electronic documents.	P. Provide drafts of the materials cited. .

Criterion II: Faculty

Purpose: Criterion II is designed to ensure that midwifery program faculty are academically prepared and qualified to teach, are fully responsible for the instruction and management of the midwifery program and have equity with other faculty in the institution.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. All faculty will be recruited, appointed and promoted according to the institution's non-discrimination policy.	A. Address: • Describe the process for recruitment of faculty. • Describe the process for appointment, promotion, and tenure of faculty. • Describe efforts to achieve non-discrimination within the faculty and the intended outcomes of these efforts. • Provide the URLs for each policy.	A. Provide evidence of how the policy and process will be implemented. Possible sources of evidence could include: ● Job advertising placements ● Search committee orientation materials ● Instructions to search committee ● Provide documents/examples that can illustrate that each policy was used in promotion and tenure process.
B. The program will have a policy that addresses discrimination complaints related to recruitment, appointment, promotion and tenure.	B. Describe the policy currently used by the institution and the number, frequency, type, and resolution of complaints pertaining to discrimination in the past five years.	B. Provide documentation that illustrates that the policy was applied, if applicable. Provide a link to the policy.
C. Faculty will carry out their responsibilities with respect for variations among students and colleagues.	C. Provide examples of how faculty will address students' or colleagues' individual variations, such as: ● Previous professional experience ● Ability ● Family needs	C. Include any examples of how this is currently addressed by the institution and how it will be addressed by the midwifery program. De-identified personal communications may be a source of documentation.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	• Study or test-taking needs • Religious or cultural observances • Military activity • Appropriate accommodation Provide the related policies, and provide active URLs in the PAR to the location of the policy.	
D. Core faculty will be certified, as applicable, by the American Midwifery Certification Board (AMCB), or another appropriate certifying body for faculty who are not CNMs or CMs.	D. Provide a Core Faculty Table II-1 in the PAR appendix that describes the core faculty (*see glossary: core faculty*) who will teach midwifery students. A template and instructions for Table II-1 are in Appendix C*: Core Faculty Table*, of this document. List the CNMs/CMs on the core faculty first in this table, followed by the remainder of the faculty, in alphabetical order by last name. If there are core faculty who will also provide clinical instruction, summarize their clinical teaching responsibilities in this table.	D. Provide a folder for each core faculty member who will teach midwifery students, organized by faculty's last name. These folders must include: • A current CV or resume • Evidence of certification, as applicable For core faculty who are midwives, include evidence of AMCB certification. This can be a copy of the certificate or of the individual's AMCB certification information from the AMCB website. Include other certification if appropriate to the individual's teaching role, e.g. WHNP or FNP. For core faculty who are not midwives, provide evidence of specialty

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		certification as applicable. Some core faculty roles may not require certification. Evidence of current licensure is acceptable as evidence of certification *if AMCB or specialty certification is the only route to licensure in that legal jurisdiction*. If the individual's licensure is used to document certification, place a copy of the license or website verification of licensure for each licensee in their folder. In addition, place one copy of the portion of the licensing law that requires AMCB or specialty certification for licensure in a location easily accessible to the site visitors. 100% of these faculty folders must be present and complete in the exhibits for site visitors to review.
E. Core faculty will have education credentials appropriate to the level at which they teach and meet the academic institution's requirements for faculty.	E. Describe the academic institution's requirements for faculty. Ensure that core faculty education credentials are included in Table II-1.	E. For all core faculty, include evidence of completion of the highest earned academic degree, as listed in the table, in each faculty folder. This may be a transcript or a copy of a diploma.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
F. Core faculty will have preparation for teaching commensurate with the teaching assignment, e.g. face-to-face, hybrid, and distance delivery.	F. Describe the midwifery program's process for determining that core faculty will have appropriate preparation. Appropriate preparation may differ for different teaching assignments. Describe how new core faculty members will be mentored into their teaching roles. Elaborate on the preparation and supervision afforded to core faculty who do not meet all the program's requirements for teacher preparation. Ensure that core faculty teaching preparation is summarized in Table II-1.	F. For all core faculty, include evidence of teacher preparation in each faculty folder. Possible sources of evidence for teaching preparation: ● Transcript showing education course/s ● Copy of certificate from continuing education course or workshop ● Experiential, from CVs
G. Instruction, supervision, and evaluation of students in didactic courses containing *ACNM Core Competencies for Basic Midwifery Practice* will be the responsibility primarily of core faculty.	G. Describe core faculty responsibility for instruction, supervision, and evaluation of students. **Ensure that Table II-1 describing core faculty includes faculty responsibilities for courses containing ACNM Core Competency content, with course <u>names</u> and <u>numbers</u>.**	G. Possible sources of evidence for this criterion: ● Syllabi ● Committee minutes ● Emails or other communication ● Faculty calendars **Special Instructions: This criterion is about didactic learning. Include in narrative and exhibits those who will teach the classroom/online portions of all courses with Core Competency content. They may be CNMs/CMs or nurse practitioners, or other school faculty.**

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
H. Core faculty will be responsible for development and/or implementation and evaluation of the curriculum.	H. Describe the core faculty's involvement in the development, implementation, and evaluation of the curriculum. Include CNM/CM faculty. Do not present the entire curriculum evaluation plan here, just state how faculty will participate. Cite the specific source/location of documentation.	H. Provide the materials cited. Some possible sources that confirm faculty responsibility: ● Position descriptions ● Faculty handbook ● Curriculum committee minutes ● Midwifery faculty meeting minutes ● Graduate faculty meeting minutes
I. Core faculty will participate in selection, advisement or mentoring, evaluation, and advancement of students.	I. Describe how the core faculty will be involved in selection, advisement or mentoring, evaluation, and advancement of students. Include CNM/CM faculty. Cite specific source/location of documentation.	I. Provide the materials cited. Possible sources of evidence: ● Admissions committee meeting minutes ● Graded exams and feedback on papers/presentations ● Notes from student advisory or mentoring sessions All applicant/student materials must be de-identified.
J. Core faculty will participate in the process of recruitment, selection, and promotion of faculty.	J. Describe the core faculty's involvement in recruitment, selection, and promotion of faculty. Include CNM/CM faculty. Cite the specific source/location of documentation.	J. Provide the materials cited. Sources may include items like: • Search committee meeting

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		minutes (candidate de-identified) ● Promotion & tenure committee minutes (candidate/s de- identified) ● De-identified interview rating forms
K. Core faculty will participate in orientation of core and clinical faculty.	K. Describe the core faculty's involvement in orientation of core and clinical faculty. Describe the method(s) that will be used to orient new core faculty and clinical faculty.	K. Provide the materials cited. Possible sources of evidence: ● Agenda or schedule for new core faculty orientation ● Reports of clinical site visits ● Preceptor orientation agenda handouts ● Letters/emails to clinical faculty regarding student expectations and curriculum details
L. Core faculty will participate in development and/or implementation of a mechanism used by students to evaluate faculty, courses, and the midwifery program's effectiveness.	L. Describe the core faculty's involvement in the development and/or implementation of a mechanism for student evaluation of faculty, courses, and midwifery program effectiveness. If core faculty will not be directly involved in development of the mechanism, indicate who will develop and how core faculty will implement these evaluations.	L. Provide the materials cited. Sources for exhibits may include: ● Minutes of faculty retreats ● Minutes from mechanism development meetings Do not include sample core faculty's evaluations by students, or evidence of the entire process for student evaluation.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	Cite the specific source/location of documentation.	
M. Core faculty will participate in ongoing development and annual evaluation of the midwifery program's resources, facilities, and services.	M. Describe the faculty's involvement in each of these activities. Address each component: resources, facilities, and services. There is no need to describe the resources, facilities, and services in this criterion; simply show how core faculty are involved in developing or evaluating them. Examples of resources and facilities are faculty and staff, clinical sites, library holdings, classroom and other learning spaces, computing facilities, office space, break spaces for students and faculty, bookstore. Examples of services are a writing center, test-taking help, counseling, grants office, faculty research center, database searching. Cite the specific source/location of documentation.	M. Provide the materials cited. Possible examples for exhibits: ● Clinical site visit reports ● Meeting minutes from the evaluation planning meetings ● Tools used in the evaluation process ● Minutes of faculty retreats ● Faculty notes from formal or informal interviews with stakeholders.
N. Core faculty will participate on or have input into councils and committees of the academic unit. Clinical faculty will participate or have input as appropriate.	N. Describe the academic unit's expectation for core faculty participation in councils and committees. Describe the academic unit's expectation for clinical faculty participation in councils and	N. Include examples of how faculty meet these expectations, such as activities/ schedules/workload. Provide committee meeting minutes that

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	committees. Provide an active URL to the relevant portion of the faculty handbook. Include any pertinent definitions. Show how faculty will meet these expectations by describing core faculty, in particular CNM/CM faculty, committee participation examples.	document the presence of the faculty member/s cited in the PAR elaboration.
O. Core faculty will continue professional development and participate in scholarly activities.	O. Describe the academic unit's expectation for continued professional development and scholarly activities. Provide an active link to the relevant portions of the faculty handbook. Include any pertinent definitions. Show how faculty will meet these expectations by describing some of the examples of possible professional development and scholarly activities of core faculty, including CNM/CM faculty. Indicate how faculty workload will be managed to allow time for these activities. If relevant, include expectations and achievements for both tenured/tenure track and non- tenure track faculty.	O. Include examples of how other faculty have met these expectations, such as activities/schedules/workload. Examples of professional development could include: ● Completion of degrees, certificates, or courses ● Academic promotion ● Teaching or other awards ● Grant proposals Examples of faculty scholarly activities could include: ● Publications – articles & textbooks ● Conference abstracts ● Posters ● Software ● Blogs

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
P. Core faculty will maintain clinical expertise as required.	P. Describe the academic unit's expectation for maintenance of clinical expertise. Provide an active link to the relevant portion of the faculty handbook. Include any pertinent definitions. Show how faculty will meet these expectations by describing their clinical practice activities, including those of CNM/CM faculty. Indicate how faculty workload will be managed to allow time for these activities.	P. Include examples of how faculty will meet these expectations, such as activities/schedules/workload. Examples of ways to document faculty clinical practice activities: ● Letter confirming clinical privileges from facility/practice ● Peer evaluations from practice ● URL for practice website listing faculty name
Q. Core faculty will participate in professional service.	Q. Describe the academic unit's requirement for professional service. Provide an active link to the relevant portion of the faculty handbook. Include any pertinent definitions. Show how faculty will meet these expectations by describing their possible professional service activities, including those of CNM/CM faculty.	Q. Include examples of how faculty can meet these expectations, such as activities/schedules/workload. Examples of ways to document professional service: ● Letters of thanks ● Programs or agendas for events ● Photos or social media posts
R. Academic freedom is a faculty right clearly defined, made available in policy, and applied consistently to all core faculty.	R. Describe the policy and its location. Provide an active link to this location.	R. Provide access to source document/s. Possible sources of documentation may include: faculty handbooks; union contracts.
S. The academic unit will publish and employ defined criteria for periodic evaluation that are applied consistently	S. Describe the criteria and state where they will be located. Provide an active link to this location.	S. Provide access to source document/s.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
to all core faculty.		
T. The academic unit will publish and employ processes for promotion, tenure, termination, and merit recognition that will be applied consistently to all core faculty.	T. Describe each of these four policies: promotion, tenure, merit recognition and termination and state where they will be located. If there will be no practice of merit recognition, please state. Provide an active link to this location.	T. Provide access to source document/s.
U. Core faculty will have channels within the institution for receipt and consideration of grievances related to their employment.	U. Describe the grievance policies and state where they will be located. Provide an active link to this location.	U. Provide access to source document/s.
V. Clinical faculty will have qualifications that meet the academic institution's requirements for clinical faculty. They will be selected, oriented, mentored, and evaluated by core faculty. Clinical faculty who serve as preceptors are qualified to do so according to the *ACME Guidelines for Interprofessional Clinical Supervision of Midwifery Students,* Appendix E of this document.	V. Describe the institution's requirements for clinical faculty. Describe the process for selection, orientation, mentoring, and evaluation of clinical faculty. Provide a Clinical Faculty Table II-2 in the PAR appendix that describes the clinical faculty who will teach. A template and instructions for Table II-2 are in Appendix D: *Clinical Faculty Table* of this document. If there are core faculty who will also provide clinical instruction, include their information in Table II-1, the Core Faculty Table, and do not repeat it here.	V. Provide an electronic folder for each clinical faculty who will precept students. These folders must contain: • A current CV or resume • Evidence of certification, as applicable For clinical faculty who are midwives, provide evidence of AMCB or NARM certification. This can be a copy of the certificate or of the individual's certification information from the relevant website. Include other certification if appropriate to the individual's teaching role, e.g. WHNP or FNP.

Criterion II: Faculty	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		For clinical faculty who are not midwives, provide evidence of specialty certification as applicable. Evidence of current licensure is acceptable as evidence of certification if AMCB or specialty certification is the only route to licensure in that legal jurisdiction. If the individual's licensure is used to document certification, place a copy of the license or website verification of licensure for each licensee in their folder. In addition, place one copy of the portion of the licensing law that requires AMCB or specialty certification for licensure in a location easily accessible to the site visitors. 100% of these faculty folders must be complete and included in the exhibits for site visitors to review.
W. Clinical faculty will be responsible for the instruction, supervision, and evaluation of students in clinical learning.	W. Describe the clinical faculty's expected responsibilities for instruction, supervision, and evaluation of students' clinical experiences.	W. Possible sources of evidence for this criterion: ● Examples of student clinical schedules ● Draft student evaluation forms

Criterion III: Students

Purpose: Criterion III is designed to ensure that programs have well-designed, equitable, transparent, and consistently applied student-related policies.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The institution will have admission criteria and policies that meet federal guidelines for non-discrimination (www.eeoc.gov).	A. State the criteria and policies, including a non-discrimination policy.	A. Provide the document/s in which the criteria and policies appear.
B. The institution's and program's admission criteria and policies will be publicly available.	B. Address: • Provide where the criteria and policies will be available to the public. • Provide active URL/s where the criteria and policies will appear publicly.	B. No exhibit required.
C. Student recruitment materials and processes will accurately communicate the program practices and policies.	C. Describe student recruitment materials and processes. In addition, describe information that will be given to applicants about clinical sites.	C. Provide samples/drafts of student recruitment materials.
D. Student recruitment materials and processes will demonstrate a commitment to non-discrimination.	D. Describe how student recruitment materials and processes will demonstrate a commitment to non-discrimination.	D. Provide samples/drafts of student recruitment materials that demonstrate a commitment to non-discrimination.
E. The institution will have student policies that are publicly available and identified to students at or before orientation related to: student evaluation, progression, retention, dismissal, and graduation; review of personal records and equitable tuition	E. Address: • Describe each of these student policies and where it will be located	E. No exhibit required.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
refund; evaluation of their education; access to university/college catalogs; access to academic calendars; and adequate grading.	• Describe how these policies will be identified to students at or before orientation. • Describe how students will be notified of changes in these policies. • Provide active URLs to the policies and to university/college catalogs and academic calendars.	
F. Student academic support services will be available and will be designed to promote student success.	F. Identify academic support services that will be available to meet the needs of students to promote their retention in and progression through the program.	F. No exhibit required.
G. All students will have access to ongoing and equitable support services.	G. Describe how students will access support services regardless of modality, location, or clinical placement.	G. No exhibit required.
H. Students will be informed of support services at or before orientation.	H. Identify how students will be informed of support services.	H. No exhibit required.
I. Students will be formally informed of course objectives/outcomes and methods of evaluation at the beginning of each course.	I. Address: • Describe the process by which students will be informed. • Identify the location, including active URL/s, of objectives/outcomes and methods of evaluation in policy	I. Provide the materials/drafts cited, in electronic or printed form.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	manuals, module materials and/or course syllabi.	
J. Students will be apprised of their progress on an ongoing basis.	J. Describe the process by which students will be apprised of their progress.	J. No exhibit required.
K. Students will be evaluated formatively and summatively.	K. Provide an overview of formative and summative evaluation processes in didactic and clinical portions of the program.	K. Provide drafts of formative and summative forms.
L. Students will be informed of remediation policies and processes.	L. Describe remediation policies and processes for students who do not meet course or program requirements.	L. No exhibit required.
M. Students will have opportunities for involvement in development and implementation of midwifery program policies.	M. Address: • Describe the relevant opportunities that students will be provided to contribute to the development and implementation of midwifery program policies . • Describe how students will be recruited and supported in their involvement.	M. Provide example(s) or draft of a notification that will be provided to students informing them about these opportunities.
N. Students will have opportunities to participate or have input into the representation on councils or committees of the institution or academic unit.	N. Describe the relevant opportunities that will be available and describe how students will be informed about the opportunities.	N. Provide a sample notification that will be provided to students.
O. The midwifery program will have clearly defined and transparent	O. Address:	O. As applicable, provide a de-identified summary of a grievance, complaint or

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
mechanisms for consideration of grievances, complaints or appeals.	• Describe the mechanism for addressing grievances, complaints or appeals and how students will be apprised of these mechanisms. • Provide active URL/s for each of these mechanisms in formal documents.	appeal that occurred at the institution or academic unit and demonstrate what and how polices were applied.
P. Access to resources, events, and other opportunities that support learning and development will be available regardless of student location.	P. Address: • Describe how access to resources, events, and these other opportunities will be available for all students regardless of their location, e.g., on campus or at a distance. • Describe how students will be informed of such access.	P. No exhibit required.
Q. The midwifery program will have a policy that attends to students' well-being through the mitigation of fatigue related to clinical learning.	Q. Address: • Describe the mechanism and/or policy that will ensure that students' clinical learning schedules are safe and optimize students' well-being. • Describe the mechanism by which clinical faculty will be educated/trained to recognize the signs of learner fatigue and	Q. Provide examples of these mechanisms and/or policies.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	about the negative effects of provider fatigue on patient care and learning. • Provide URL for each related policy.	
R. Services will be available to support student health and well-being.	R. Address: • Describe the process and or policy the program will use or services the program will provide to promote student health and well-being. This could include, but is not limited to, referrals to student health services, safety training, training or procedures to address building supportive communication, reducing implicit bias, supporting study groups, recognizing and resisting bullying, and building mutual support groups. • Provide the relevant URLs.	R. Provide examples/documentation of any such processes or services.
S. The midwifery program will have a policy or process to address substance use, suicide prevention, and other crisis situations.	S. Address: • Describe the policy the program will carry out or services the program will provide to address substance use, suicide, and other crisis situations.	S. Provide a sample of materials or resources that will be available to students.

Criterion III: Students	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	• Provide the relevant URLs.	

Criterion IV: Curriculum

Purpose: Criterion IV is designed to ensure that the program implements a curriculum that is congruent with the midwifery program's mission and goals, is evidence-based, is consistent with the ACNM's Core Competencies for Basic Midwifery Practice and has a process to assure midwifery students meet the stated midwifery program objectives/outcomes.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The program has a philosophy, purpose/mission, and objectives/ outcomes that embody midwifery by which the curriculum is based.	A. Provide a statement of program philosophy, purpose/mission, and objectives/outcomes	A. No exhibit required.
B. The midwifery program philosophy is in alignment with the philosophy of the ACNM.	B. In the form of a table, provide the philosophy for both entities and show the consistency across each philosophy. Include table in the appendices.	B. No exhibit required.
C. The midwifery program's purpose or mission is in alignment with: • ACNM • Institution • Academic unit	C. In the form of a table, provide the purpose or mission of each entity and show the consistency across each purpose or mission. Include table in the appendices.	C. No exhibit required.
D. The midwifery program's purpose or mission and objectives are consistent with the midwifery program's philosophy.	D. In the form of a table, provide the purpose or mission, objectives, and philosophy and show how they are consistent. Include table in the appendices.	D. No exhibit required.
E. The curriculum is designed to achieve the stated objectives of the midwifery program.	E. In the form of a table, provide specific courses and map the alignment between the program objectives and specific courses that meet program objectives. See Appendix F: Program Objectives or Outcomes	E. No exhibit required.
F. Curriculum development will be a continuing process.	F. Describe the plan for continuous curriculum development.	F. Provide evidence from faculty or curriculum committee meeting minutes or other documents that

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
		demonstrate how the curriculum was developed and the plan for continuous development.
G. The midwifery program will have established criteria and a process for **awarding transfer credit** for didactic coursework.	G. Identify the criteria and explain the process.	G. Provide a draft of the criteria that will be given to applicants and students.
H. The midwifery program will have established criteria and a process for **awarding transfer credit** for clinical coursework and clinical experience.	H. Identify the criteria and explain the process.	H. Provide examples of course challenge mechanisms, transcript assessments, or other procedures that will be used to assess whether a student has met the criteria.
I. The midwifery program will have established criteria and a process for granting **exemption** from didactic coursework.	I. Identify the criteria and explain the process.	I. Provide a draft of the criteria that will be given to applicants and students.
J. The midwifery program will have established criteria and a process for granting **exemption** from clinical coursework and clinical experience.	J. Identify the criteria and explain the process.	J. Provide examples of course challenge mechanisms, transcript assessments, or other procedures that will be used to assess whether a student has met the criteria.
K. The curriculum is consistent with the *ACNM Core Competencies for Basic Midwifery Practice*. ***Use the most current Core Competencies.***	K. Describe the process for ensuring that the ACNM *Core Competencies* will be taught. Describe the process that will be used to correct any deficiencies. In the PAR appendix, provide a table that shows the location of the ACNM *Core Competencies for Basic Midwifery Practice* in the curriculum. Provide one to three	K. Include the table in the exhibits with the referenced curriculum. Address each "Hallmark of Midwifery" with examples (objectives or outcomes, seminars, classes, learning activities) that demonstrate how each is integrated throughout the curriculum.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	examples of each hallmark and competency. See Appendix G: *Courses with Core Competencies* in this document for a sample table.	For each competency listed under "Components of Midwifery Care," give examples of its 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. Provide evidence of a process to ensure appropriate inclusion of core competency content.
L. The curriculum includes 3 separate courses in advanced pharmacology/pharmacotherapeutics, advanced physical assessment, and advanced physiology/pathophysiology and occur prior to or concurrent with first clinical practicum.	L. Provide the course names and formal descriptions for these 3 courses and identify where courses are taught in the program's curriculum.	L. Provide access to the syllabi for these courses. Include course content information provided to students.
M. The curricular content will be regularly updated to include current evidence for midwifery practice and will be congruent with ACNM Position Statements.	M. Describe how the ACNM Position Statements that were released in the past 5 years were incorporated during the curricular content development process. Identify each position statement that was used.	M. Provide access to course materials, e.g., syllabi or URL/s.
N. The midwifery program provides content throughout the curriculum about implicit bias and health disparities related	N. Describe how the midwifery program will include content throughout the curriculum about implicit bias and health disparities related to race, gender, age, sexual	N. Provide access to course materials.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
to race, gender, age, sexual orientation, disability, nationality, and religion.	orientation, disability, nationality, and religion.	
O. The midwifery program will incorporate interprofessional education (IPE) to prepare students for team-based collaborative practice that includes outcomes of student learning.	O. Briefly describe how the midwifery program will incorporate interprofessional education. The definition of IPE used nationally and internationally is as follows: *"*When students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes." *Interprofessional Education (World Health Organization, Interprofessional Education Collaborative.)* ACME is a member of The Health Professions Accreditors Collaborative (HPAC). The following guideline was created jointly by HPAC and the National Center for Interprofessional Practice and Education (NCIPE) and is provided as a resource. https://healthprofessionsaccreditors.org/wp-content/uploads/2019/02/HPACGuidance02-01-19.pdf. The document seeks to encourage increased communication and collaboration and to provide guidance on expectations related to quality IPE.	O. Provide access to supporting materials or drafts, e.g. class schedules, pertinent emails or other communications, students' assignments

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
P. The curriculum will have a logical sequence of progression.	P. Describe the foundation on which the midwifery curriculum is built. If there are multiple pathways to midwifery education, describe the foundation for each pathway. Describe the rationale for the sequence of the midwifery curriculum as the student progresses throughout the program. In the PAR appendix, provide tables showing the course sequence for full-time and, if applicable, part-time students. (See Appendix H) If there will be more than one pathway, provide a table for each pathway including full-time and, if applicable, part-time students. The midwifery curriculum should be consistent between pathways; students complete the same midwifery coursework. Explain differences between the sequencing, if applicable.	P. No exhibit required.
Q. The didactic and clinical components of the curriculum will be implemented by a variety of evidence-based methods to achieve the program objectives/ outcomes and ensure student learning.	Q. Describe the various methods that will be used to achieve the objectives or outcomes and ensure student learning, such as teaching strategies, education technology, and simulation.	Q. Provide examples of various teaching methods that will be used to support student learning.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
R. The midwifery program will ensure that graduates achieve competence in clinical midwifery practice.	R. Address: • Explain how the midwifery program will assess competence. • Explain how the midwifery program will intervene to help students who are having difficulty reaching academic or clinical competence. • Explain how competence will be assured if student experience numbers fall below those listed in this criterion. Some clinical encounters may count in more than one category. While an absolute number of clinical experiences is not required for program accreditation, these recommendations guide programs in selecting clinical sites and assuring adequate experience for competence across the full scope of midwifery practice. ***<u>Clinical Experiences:</u>*** **Primary care 40** Includes common acute and stable chronic health conditions.	R. Provide access to instruments/drafts that will be used to assess competence. Provide examples of interventions that will be used to assist students who have difficulty reaching academic or clinical competence.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	Gynecologic care 80 Includes preconception, contraception, adolescent, perimenopausal, and postmenopausal. **Antepartum care 100** Includes new and return prenatal care across gestational ages. **Intrapartum care 60*** Includes labor assessment, labor management, and births.***Includes access to or opportunity to attend at least 35 births.** **Postpartum care 50** Includes postpartum visits (0-7 days), up to 8 weeks postpartum, and breastfeeding support. **Newborn Care 30** Includes newborn assessment and anticipatory guidance.	
S. The midwifery program will provide students with the necessary clinical experiences to achieve the objectives/outcomes of the program.	S. Address: • Explain the breadth and depth of clinical experiences that will be used by the midwifery program to achieve program objectives/outcomes. • Clinical experiences are direct patient contacts. These may be supplemented by such strategies as	S. No exhibit required.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	simulation, role play, standardized patients, and emerging technologies. • If the program determines that the clinical facilities are inadequate to provide the necessary experiences, describe plans that will be used to address this problem.	
T. The midwifery program will maintain final responsibility for assessing and approving clinical sites.	T. Describe the process that will be used for identification, selection, and approval of clinical sites.	T. No exhibit required.
U. The midwifery program will implement policies and procedures for academic integrity and verification of student identity for academic work, including authorship of work and work done through electronic technologies.	U. Identify the policies and procedures; and describe how they will be implemented to verify student identity for work, including that conducted by electronic technologies.	U. Provide drafts or evidence of the processes.
V. Regular communication will occur among and between faculty and students during implementation of the curriculum.	V. Describe how regular communication will occur across all settings and phases of the program.	V. No exhibit required.
W. The curriculum conforms to state or nationally recognized guidelines for the	W. Address: • Identify the guidelines used, such as those established by state law or a	W. No exhibit required.

Criterion IV: Curriculum	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
educational level/s offered by the program: certificate, master's, or doctoral degree.	professional organization and provide the URL if available. • Explain how the curriculum conforms to guidelines for the midwifery program's educational level/s. This may be done in the form of a table. • If the midwifery program will culminate in a professional or practice focused doctoral degree for midwives, describe how it conforms to the competencies identified in the ACNM document *The Practice Doctorate in Midwifery*. If the midwifery program culminates in a professional or practice focused master's degree for midwives, describe how it conforms to the competencies identified in the ACNM document Master's Education in Midwifery.	

Criterion V: Resources

Purpose: Criterion V is designed to ensure that there are adequate resources to promote student and faculty success in meeting midwifery program objectives.

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The midwifery program will have an adequate number of qualified core faculty to meet the program objectives/outcomes.	A . Address: • Describe how the midwifery program will determine adequacy of the number of qualified faculty. • Describe the plan that will be used to provide an adequate number of faculty if the number of core faculty is determined to be inadequate <u>or</u> describe the plan that was used to provide an adequate number of faculty when the number of core faculty was determined to be inadequate.	A. No exhibit required.
B. The midwifery program will have adequate staff for administrative, technical, and student support to meet the program objectives/outcomes.	B. Address: • Describe how the midwifery program will determine adequacy for administrative, technical, and student support. • Describe the plan that will be used to provide an adequate number of staff if the number of staff is determined to be inadequate <u>or</u> describe the plan that was used to provide an adequate number of	B. Provide a list of staff and their titles and indicate if their responsibilities are administrative, technical, or student support.

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	staff when the number of staff was determined to be inadequate.	
C. The midwifery program's physical facilities on campus and at clinical sites will be adequate to meet student needs and program objectives/outcomes.	C. Address: • Describe how the midwifery program will determine adequacy of physical facilities on campus and at clinical sites to meet student needs. These may include office space, classrooms, conference rooms, library, lactation room, gender-neutral facilities, internet access, rest space, and laboratories. • Describe the plan that will be used if the physical facilities are determined to be inadequate <u>or</u> describe the plan, to the extent possible, that was used to address the deficiencies when the physical facilities were determined to be inadequate.	C. No exhibit required.
D. The midwifery program's learning resources will be accessible and adequate to meet student needs and midwifery program objectives/outcomes.	D. Address: • Describe how the midwifery program will determine resources are adequate and accessible to all students, e.g., laboratory, clinical simulation, instructional technology, and library resources.	D. No exhibit required.

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	• Explain how all students and faculty, including those at a distance, and individuals with disabilities and special learning needs will be able to access learning resources. • Describe plan that will be used if the midwifery program determines that learning resources are (1) not adequate (2) not accessible <u>or</u> describe the plan that was used when it was determined that learning resources were (1) not adequate (2) not accessible.	
E. The midwifery program will have resources for students, faculty, and staff to support individual variations and non-discrimination.	E. Address: • Describe how the midwifery program will provide dedicated resources for support and training for students, faculty, and staff. • Describe how the program will disseminate this information to students, faculty and staff. Examples of these dedicated resources: a specific department/program or person,	E. No exhibit required.

Criterion V: Resources	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	trainings, workshops, lectures, or online educational platforms. • Provide URL/s to these resources. • Describe the plan that will be used to address the deficiencies if the midwifery program determines inadequacies in these resources or describe the plan that was used to address the deficiencies when inadequacies were determined in these resources.	
F. The midwifery program will secure clinical sites for students.	F. Address: • Describe how clinical sites will be obtained and assigned. • Describe how difficult placement issues will be resolved. • Describe how student clinical sites will be monitored and evaluated.	F. No exhibit required.

Criterion VI: Assessment & Outcomes

Purpose: Criterion VI is designed to ensure that each program has a comprehensive assessment plan and publicly-available outcomes data to show program quality, including evaluation of clinical education and teaching faculty.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
A. The midwifery program will have a comprehensive plan for ongoing assessment to achieve continuous quality improvement.	A. Address: • Explain the process for developing and implementing the plan, including who is responsible and the time frame for the review. • Identify key components of plans and evaluation goals. • Identify action that will be taken when the assessment shows there are areas for improvement.	A. Provide a draft copy of the program's assessment plan.
B. The midwifery program's assessment process will include a program evaluation for use by students and recent graduates.	B. Address: • State the midwifery program's evaluation goals and variables that will be used by students and graduates to evaluate the program. • Describe how the data will be used for continuous quality improvement. • Provide examples of actions that will be taken if goals are not met.	B. Provide a draft copy of the evaluation instrument that will be used by students and graduates to evaluate the program.
C. The midwifery program assessment process will include an overall evaluation of enrollment, graduation, and attrition goals.	C. Explain the categorization of the students, e.g., part- time, full-time, leave of absence, etc., and how the	C. Provide URL to where this data will be located.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	program will calculate the percentage of students in each category. Explain how the midwifery program will define *on time* graduation. If goals are not met, explain action that will be taken to achieve goals.	
D. The midwifery program will have an annual AMCB first-time candidates pass rate of eighty percent or higher. .	D. Address: Identify the first-time candidate pass rate goal set for the program. Describe the rationale for the goal.	D. No exhibit is required.
E. The midwifery program will review and update its philosophy, purpose/mission, and objectives/outcomes to align with current ACNM documents	E. Describe the process the program will use to assess its philosophy, purpose/mission, and objectives/outcomes using current ACNM documents. Identify the ACNM documents that will be considered in this process.	E. No exhibit required.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
F. The midwifery program will review and update its philosophy, purpose/mission, and objectives/outcomes to include national (and state as applicable) standards and educational requirements.	F. Identify the national or state requirements and standards that are applicable to the program and how the program will use them in its reviews and updates. Describe the process for determining currency of national and state standards and educational requirements.	F. Provide links to the requirements as applicable.
G. The midwifery program will review and update its philosophy, purpose/mission, and objectives/outcomes to include significant changes within the program's institution and academic unit that are relevant to the program.	G. Describe how the program will identify and address significant changes in its institution and academic unit as reflected in the program's assessment process.	G. No exhibit is required.
H. The midwifery program's assessment process will include an evaluation of the effectiveness of clinical sites to meet student learning needs; and monitor and promote their achievement of clinical competence.	H. Describe the process the program will use to evaluate the effectiveness of clinical sites in terms of meeting student learning needs; and monitor and promote their achievement of clinical competence.	H. Provide a draft of the instrument that will be used to conduct these evaluations.
I. The midwifery program's assessment process will ensure the presence of current contracts for each clinical site.	I. Describe the process that will be used to ensure that students are assigned to clinical sites with current contracts.	I. Provide a table listing the name of each clinical site that will be used. Provide access to the signed contracts for each site listed in the table.
J. The midwifery program's assessment process will include a plan for annual evaluation of core faculty.	J. Describe the process for annual evaluation of core faculty including variables that will be measured. Identify the action(s) that will be taken if a core	J. No exhibit required.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	faculty member fails to meet evaluative standards.	
K. The midwifery program's assessment process will include a plan for annual evaluation of clinical faculty.	K. Describe the process for annual evaluation of clinical faculty including variables that will be measured. Identify the action that will be taken if a clinical faculty member fails to meet evaluative standards.	K. No exhibit required.
L. The midwifery program's assessment process will include a plan to assess the non- discriminatory, equitable, and respectful interaction of core faculty with students, colleagues, staff, and patients.	L. Provide examples of non-discriminatory, equitable, and respectful interaction using current ACNM documents, such as the *ACNM Code of Ethics*. Describe the process that will be used for annual evaluation of core faculty interaction with students, colleagues, staff, and patients. Identify the action(s) that will be taken if a core faculty member fails to meet evaluative standards.	L. No exhibit required.
M. The midwifery program's assessment process will include a plan to assess the non- discriminatory, equitable, and respectful interaction of clinical faculty with students, colleagues, staff, and patients.	M. Provide examples of non-discriminatory, equitable, and respectful interaction using current ACNM documents, such as the *ACNM Code of Ethics*. Describe the process that will be used for annual evaluation of clinical faculty	M. No exhibit required.

Criterion VI: Assessment and Outcomes	Instructions for Elaboration in the PAR	Instructions for Documentation in the Exhibits
	interaction with students, colleagues, staff, and patients. Identify the action(s) that will be taken if a clinical faculty member fails to meet evaluative standards.	

Appendix A: PAR Title Page

Name of Institution:

Midwifery Program(s):

Names, Credentials, Titles of Institutional Officers, and Email Addresses:

Name, Credentials, Title of Midwifery Program Director, Contact Phone and Email Addresses

(Appendix A continues next page)

Appendix A (cont'd) Table of Midwifery Program/s

Type	Yes/No	If yes, type of degree or certificate awarded	*Total Anticipated Student Enrollment PER Cohort
Midwifery education midwifery 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 midwifery 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-graduate certificate			
Totals			

***Includes estimated numbers..**

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

The Accreditation Commission for Midwifery Education (ACME) has set a criterion that requires all midwifery programs to reside within or be affiliated with an accredited degree-granting institution. While that may be clear for institutions based in the United States (US), this policy addresses compliance with that criterion for midwifery programs at higher education degree-granting institutions that are based outside of the US and that do not participate in accreditation via an agency recognized by the U.S. Department of Education. The decision on whether the midwifery program meets this criterion will be determined by the ACME Board of Review via the midwifery 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 and for its academic midwifery programs by periodic assessments. Therefore, for ACME to accept a degree-granting institution based outside the U.S. as accredited, the higher education institution must:

1) Participate in an accreditation or quality assurance process that complies with the institution's national regulations for accreditation or quality assurance. a) Comply with the institution's national regulations for institutional accreditation or quality assurance. b) Conduct periodic assessment for accreditation or quality assurance purposes in conformity with the broader regional quality assurance processes or with the non-governmental agencies within the region. **2)** The national regulations should be consistent with internationally recognized criteria for implementing QA, i.e., 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. **3)** Undergo external assessment of quality on a periodic basis to maintain quality. Documentation of the quality assurance review and the relevant agency's formal determination must be submitted to ACME. Documentation should be current for the time at which application is made to ACME for accreditation. Explanation of the time frame for periodic review and the specific length of time of validity for the current assessment determination should be provided to ACME. **4)** The international institution must include the midwifery program in its periodic assessment and ongoing QA. National accreditation must be maintained by the institution while accredited by ACME. **5)** If the institution that houses the midwifery education is dedicated to a special academic midwifery program, such as nursing, the midwifery program must also meet relevant

professional field, licensing and regulatory requirements. **6)** ACME has the right of final determination whether the quality assurance process practiced by the institution based abroad meets ACME criteria.

Appendix C: Core Faculty Table II-1 (Template for Criterion II.D - II.F)

The core faculty table should contain the following:

1. Name of faculty member. Please ensure that names in the table are consistent with individuals' credentialing documents.
2. Specialty certification with certification number, or specific expertise if the individual is not specialty certified
3. License number if applicable
4. Highest degree earned
5. Category/rank of faculty appointment
6. Type of preparation for teaching (Include only a brief description here, e.g. "Faculty mentoring", "Graduate course".)
7. Teaching role in courses with Core Competency content, with course name and number

Core faculty table template: Table II-1. List core faculty in alphabetical order by last name. Please list the CNM/CM core faculty first.

Last name, First name	Type of specialty certification or specific expertise	Certificate # License #	Highest degree earned	Faculty rank	Preparation for teaching	Course(s) taught in PAR year

Appendix D: Clinical Faculty Table II-2 (Template for Criterion II.V)

The clinical faculty table should contain the following:

1. Name and credential (e.g. CNM, CM, CPM, NP, PA, MD). Please ensure that the names as listed in the Table and on the faculty, folder correspond to the names on the faculty's credential documents.
2. Certification number
3. License number if applicable
4. Highest earned degree
5. Clinical/practice site. Please ensure that names of clinical sites in this table are consistent with the names on the contracts for those sites.
6. Clinical area(s) (e.g. AP, IP, primary care)

Clinical faculty table template: Table II-2. List clinical faculty in alphabetical order by last name.

Last name, First name	Credential (CM, CNM, MD, NP etc.) Certificate # License #	Highest degree earned	Clinical site	Clinical areas in which students were precepted at this site

Appendix E: ACME Guidelines for Interprofessional Clinical Supervision of Midwifery Students

ACME values and recognizes the need to encourage interprofessional practice and collaboration. In response to questions from Program Directors and to ensure the quality of nurse-midwifery/midwifery students' education, the Accreditation Commission for Midwifery Education (ACME) has created guidelines to clarify the requirements for a variety of clinicians who may serve on a program's clinical faculty as preceptors for students preparing to become Certified Nurse-Midwives (CNM)/Certified Midwives (CM). These individuals include, but are not limited to, Nurse Practitioners (NP), Certified Professional Midwives (CPM), Medical Doctors (MD or DO), and Physician Assistants (PA).

This document provides a description of qualifications for preceptors to teach and supervise CNM/CM students in clinical experiences. Note that students enrolled in ACME accredited programs must be supervised 50% or more of the time by a CNM/CM prepared clinician.

In order to serve as a preceptor for a CNM/CM student in an ACME accredited education program, a preceptor must meet all of the following criteria:

- Attended and graduated from a program/institution that is accredited by an accrediting agency that is recognized by the U.S. Department of Education (USDE);
- Passed a national certification exam offered to that profession; e.g. certification examinations offered by the American Nurses Credentialing Center, Accreditation Board for Specialty Nursing Certification, North American Registry of Midwives, or The American Board of Obstetrics and Gynecology;
- Possess current professional certification;
- Possess a current license in the state where practicing;
- Possess education credentials appropriate to the level at which they teach and meet the academic institution's requirements for clinical faculty; and
- Have preparation for teaching and have competence commensurate with the teaching assignment.

The ACME accredited program must be able to demonstrate:

- Evidence the preceptor meets the academic institution's requirements for clinical faculty;
- Evidence the preceptor has passed the appropriate professional national certification exam;

- Evidence of current state licensure;
- Evidence of current professional certification;
- Evidence the preceptor has preparation for teaching and competence commensurate with the teaching assignment; and
- Evidence that 50% or greater of the clinical experiences of each student are supervised by CNMs/CMs.

For additional information see *ACME's Policies and Procedures Manual* and *Criteria for Programmatic Accreditation of Midwifery Education Programs* on the ACME web page, www.theacme.org.

Appendix F: Program Objectives or Outcomes (Template for Criterion IV.E)

Sample/Template that shows where program objectives or outcomes are met in specific courses.

Program Objectives	Course Number	Course Number	Course Number	Course Number	Course Number	Course Number	Course Number	Course Number	Course Number
Objective #1		x		x					
Objective #2	x								
Objective #3		x	x	x					
Objective #4				x	x				
Objective #5						x	x		
Objective #6								x	x
Objective #7							X	x	

Appendix G: Courses with Core Competency Content Table (Template for Criterion IV.K)

List each Hallmark, followed by each Component of Midwifery Care. Ensure that you have included all Hallmarks and Components of Midwifery Care. Refer to the ACNM document, *Core Competencies for Basic Midwifery Practice*.

Hallmark **Competency**	**Course number**	**Course name, objective, subobjective, class/seminar topic, or activity, or URL link to same, that satisfies the hallmark/competency**

Appendix H: Prerequisite Coursework for Each Midwifery Education Plan (Template for Criterion IV.P)

Education Plan	Required Prerequisites (e.g., education, experience)
Masters	
Certificate	
Doctorate	

Glossary

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.
Administration	Administering the program to include but not limited ensuring that policies and procedures are in developed and followed and developing goals and objectives.
Administrative Unit	The person, group or area responsible for the midwifery program budget.
Adverse Accrediting Action or Adverse Action	As defined by the US Department of Education, "the denial, withdrawal, suspension, revocation, or termination of accreditation or preaccreditation, or any comparable accrediting action an agency may take against an institution or program." [34 CFR § 602.3 Definitions]
Affiliation	A written agreement between an organization, school, or midwifery program, and an institution to offer education cooperatively.
All Faculty	Faculty who teach midwifery students in any setting.
American Midwifery Certification Board (AMCB)	Formerly known as ACNM Certification Council, Inc.; the national certifying body for certified nurse-midwives and certified 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	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. 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."
Certified Midwife (CM)	Individual who has met the requirements and passed the certification exam administered by the American Midwifery Certification Board.
Certified Nurse-Midwife (CNM)	Individual who is a registered nurse and has met the requirements and passed the certification exam administered by the American Midwifery Certification Board (AMCB) (formerly administered by the American College of Nurse-Midwives).
Clinical Faculty	Midwives and others who provide direct care and precept or conduct clinical teaching of students at their clinical sites, who are employed by the clinical site, who generally do not hold academic appointments, and who may participate in evaluation of students for whom they have served as preceptors.

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	Midwives and others who are employed directly by the institution offering the program, hold academic appointments in the institution, who participate in didactic instruction, and/or whose position descriptions include the responsibility to regularly develop, implement, evaluate, and revise the program's curriculum.

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."
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

Distance Education (con't.)	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)."
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."

Management	Includes but not limited to planning, organizing, leading, motivating, controlling, and or coordinating program resources and operations, management of staff, and implementing the goals and objectives.
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	One person who is a 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.
Pathway	A pathway for midwifery education represents nurse-midwifery or midwifery and is not specific to any one academic degree or qualification. All graduates of either pathway meet the ACNM Core Competencies for Basic Midwifery Practice and meet the education requirements to take the American Midwifery Certification Board examination.

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."
Preaccreditation Report (PAR)	Report submitted for programmatic preaccreditation by institutions wishing to start an education program that addresses the *Criteria for Programmatic Preaccreditation of Midwifery Education Programs with Instructions for Elaboration and Documentation.*
Probation	Status applied by the BOR to a program that fails to meet expectations when officially warned or that fails to follow ACME criteria.
Program	As defined by the US Department of Education, "a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential."

Self-Evaluation Report (SER)	Report prepared by faculty of the education program seeking initial or continuing accreditation that addresses the *Criteria for Programmatic Accreditation of Midwifery Education Programs with Instructions for Elaboration and Documentation.*

PAR Questions & ACME Contact Information

Should you have any questions, send an email to **support@theacme.org**.

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