
2010 Accreditation Handbook

Section E: Part II

The Self Evaluation Report Workbook for Institutional Accreditation

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Table of Contents: Section E

Instructions for Preparing the Self Evaluation Report

How to write the SER..... E-5

Sample format for the SER..... E-7

MEAC Standards: Benchmarks and Documentation Required for the SER

Standard 1—Student Success with Respect to Mission..... E-8

Standard 2—Curricula..... E-9

Standard 3—Faculty E-13

Standard 4—Facilities, Equipment, Supplies and Other Resources E-17

Standard 5—Fiscal and Administrative Capacity E-20

Standard 6—Student Services E-24

Standard 7—Student Affairs..... E-24

Standard 8—Measures of Program Length..... E-28

Standard 9— Complaints and Grievances E-30

Standard 10—Compliance with the Institution’s Responsibilities under
Title IV of the Higher Education Act..... E-32

Forms for the SER

Student Enrollment Report.....E-34

Student Enrollment Information E-35

Graduate Placement Report.....E-36

Summary of Graduate Reports.....E-37

MEAC’s Abbreviated NARM Verification Form E-38

MANA Core Competencies 1994 Checklist..... E-54

Course Instructors Table.....E-72

Clinical Instructors Table E-72

Clinical Site Table..... E-74

Assets to Liability Ratio Worksheet..... E-75

Administrative Staff Table E-77

Administrative Functions Table E-78

Catalog Checklist..... E-79

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Instructions for Preparing the Self-Evaluation Report

The Self-Evaluation Report (SER) is a comprehensive, detailed report prepared by the institution/program addressing each of the standards and associated benchmarks. The SER follows the structure of the MEAC Standards. Each standard is measured by a series of benchmarks. You will be asked to demonstrate how your institution meets the benchmark by responding to specific instructions such as provide a description, report the results, describe the process, etc. Text boxes throughout this Workbook indicate how the site visitors will verify that the information provided in your SER is accurate and complete.

Note regarding distance or correspondence education: Institutions/programs that offer any instruction via distance or correspondence education must provide evidence that they are in compliance with MEAC Standards by meeting the same benchmarks that apply to all institutions/programs. Where specific evaluation criteria or methods will be applied by your Accreditation Review Committee, they are described in the Workbook in boxes titled “For Institutions with a Distance or Correspondence Education Component.” (see definition for distance and correspondence education in the Glossary)

This section of the handbook, “Section E: Self Evaluation Report Workbook,” guides you through the process and serves as a reference so you can be sure your report is complete and correctly formatted. We encourage you to prepare your SER by using the electronic version of the “Self Evaluation Report Workbook” (available as Microsoft Word 2000 document), filling in the information as requested and/or attaching documents in an appendix to each standard. Refer to the Glossary in Section H of this handbook for definitions of terms. Refer to the end of Section E, the SER Workbook, for the necessary forms which are *italicized and in bold*.

1. The Self-Evaluation Report (SER) should begin with a letter stating who participated in the development of the report.

The letter should include

- Name of institution or program
 - Address of institution or program
 - Phone number of institution or program
 - List of those members who participated in the development of the report
 - Certification of Accuracy: “The data submitted herewith are certified correct to the best of my knowledge and belief.”
 - Signature of Program Director or CEO (this person must sign the introductory letter of each copy of the report sent)
 - Name and title of Program Director or CEO
 - Date report is prepared
2. The second page should be a table of contents that lists each standard section, with each appendix behind it.
 3. The third page should be a map and driving instructions from the nearest airport to the institution. Include the name, address, phone number, and written directions to the school.
 4. The fourth page should begin with your responses to Standard 1, with all of the rest of the standards to follow. Address each standard and the associated benchmarks by responding to the instructions in each demonstration section. Type your response below each request. If your

response includes material provided in an appendix, refer the reader to that appendix. When you come to the end of one standard section, start the next one on a new page.

5. Where the SER Workbook asks for supporting documents, include them *in an appendix behind each standard section, and tell us where the documents can be found*. These documents might include instructor resumes, financial charts, and evaluation tools. *Note: All requested documents must be found in the appendices in order for the SER to be complete.*
6. The SER Workbook asks for descriptions and responses to many specific requests for information. Give descriptions as requested, even if they seem redundant. This facilitates the evaluation of your SER by making it easier for the reader to find and understand the information you are providing.
7. There are boxes in each standard that highlight what site visitors will be doing to verify the information you are providing in your SER. You do not need to respond to these boxes in your SER but you should be aware that you will need to provide access to this information during the site visit.
8. The report and exhibits should be securely bound, fastened, or inserted into a binder to prevent loss or mixing of pages, but should allow the reader the ability to remove or add a page or document. Use 8.5 x 11 white paper.
9. Pages should be numbered consecutively with the institution's/program's name and date of report at the top or bottom of each page of the report.
10. All copies of written policies should include the date the policy was last reviewed.
11. Each section of the SER should be tabbed and labeled. For example, Standard 1, Appendix to Standard 1, Standard 2, Appendix to Standard 2.
12. Every document in the appendices should be properly numbered, labeled and referenced. For example, all exhibits related to Standard I, Success with respect to mission, will be placed in Appendix I and should be labeled, tabbed, or paginated. You should also label large documents, such as Student Handbook or Faculty Handbook.
13. Four copies of the Self-Evaluation Report, including all exhibits, and Part II Fee must be received in the MEAC office by the due date established when your preliminary application was accepted.

Sample Format for SER**Standard I: Student Success with Respect to Mission****Benchmark**

The institution has a mission statement.

Demonstration

Provide a copy of your mission statement.

The mission of Jane Doe Midwifery School is to provide midwifery students with the training necessary to become certified professional midwives, and to promote and protect a woman's choice in midwifery care.

See Appendix 1, Xerox copy of page 6 from catalog.

Institutional Accreditation is for free standing schools or colleges of midwifery offering certificate and/or degree programs.

Standard I: Student Success with Respect to Mission

Benchmark

A. The institution has a mission statement.

Demonstration

Provide a copy of your mission statement.

Benchmark

B. The institution measures student success in relation to midwifery educational program objectives that are consistent with its mission and appropriate in light of the degrees and/or certificates awarded.

Demonstration

1. Provide a copy of your midwifery educational program objectives.
2. Explain how these objectives are consistent with your mission.
3. Explain how these objectives are appropriate in light of the credentials awarded.
4. Describe the process and specific criteria used to evaluate the institution's success in achieving the stated objectives.
5. Report the results of your evaluation for the last three years or most recent period if less than three years.

Benchmark

C. The institution meets the criteria established by MEAC to demonstrate student success:

1. The majority of matriculating students complete the program, including the required clinical experiences, within the timeframe stated in the institution's materials.
2. More than fifty percent of graduates in the past three years have been certified by the North American Registry of Midwives or are state licensed or licensed in another jurisdiction or are working as midwives or in related fields.
3. At least seventy percent of graduates who sat for the NARM examination in the past three years have been successful.

Demonstration

1. State the timeframe for program completion.
2. Provide a copy of the relevant pages from all documents and websites that describe the timeframe for program completion.
3. Complete the *Student Enrollment Report* and the *Graduate Placement Report*.

1-C-3 Site Visitors will audit student and graduate files to verify data provided in the Student Enrollment Report and Graduate Placement Report. They will look for documented evidence such as copies of NARM certification, state/provincial licensure or records of website or phone confirmation with certifying or licensing authorities. Site Visitors may also contact certifying or licensing authorities to verify the institution's reports.

If less than fifty percent of graduates have been certified by NARM or licensed in a state or other jurisdiction, Site Visitors will look for evidence (e.g. midwife's business website, brochure or yellow pages listing or confirmation from an employer or colleague) that the graduate is working as a midwife or in related fields or is continuing her education in related fields.

4. Calculate the percentage of matriculating students within the last seven years who completed the program within the timeframe stated above.
5. If your results do not meet the benchmark for this time period, provide an explanation.

Standard 2: Curricula

Benchmark

- A. The institution has a curriculum composed of courses of discrete units of instruction.

Demonstration

Provide a copy of the relevant pages from all documents and websites that list the modules, courses, or other discrete units of instruction.

Benchmark

- B. The institution provides a description to students of how they progress through the curriculum.

Demonstration

Provide a copy of the relevant pages from all documents and websites that describe how students progress through the curriculum.

For Institutions with a Distance or Correspondence Education Component:
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<p><i>2-B Site Visitors will also audit student files and/or other sources to verify that students in distance or correspondence education courses progress through the curriculum as described in the SER.</i></p>

Benchmark

C. The curriculum fulfills the minimum requirements established by the North American Registry of Midwives, (NARM).

Demonstration

1. Describe how you keep up-to-date on the most current NARM requirements.
2. Describe how you make the most current information concerning NARM certification available to your students.
3. Complete *MEAC's Abbreviated NARM Verification Form* that specifies where in your curriculum the essential knowledge and skills identified by NARM are taught and evaluated.

2-C-3 Site Visitors will audit curriculum files to verify information provided on the Abbreviated NARM Verification Form.

4. Describe how your students obtain the minimum of one year of clinical experience required by NARM and how that is documented.

2-C-4 Site Visitors will audit graduate files or other documentation to verify that students obtain the minimum of one year of clinical experience required by NARM.

5. State how you document student completion of the following NARM requirements and where documentation is kept:
 - a. 20 births as active participant
 - b. 20 births as primary midwife under supervision, including 10 primary births under supervision in out-of-hospital settings
 - c. 75 prenatal exams as a primary midwife under supervision, including 20 initial exams
 - d. 20 newborn exams as a primary midwife under supervision.
 - e. 40 postpartum exams as a primary midwife under supervision.
 - f. 3 continuity-of-care births as primary midwife under supervision (4 prenatals, birth, newborn exam, and one postpartum visit on the same client)

2-C-5 Site Visitors will audit graduate files or other documentation to verify that students complete the NARM requirements listed above.

6. State how you document student completion of required NARM skill requirements and where documentation is kept. You may use *MEAC's Abbreviated NARM Verification Form, NARM Verification Form 201*, or the equivalent in documenting student skill acquisition.

2-C-6 Site Visitors will audit student and graduate files or other documentation to verify that students complete the NARM skills requirements.

7. State how you document a second signature of supervision required by NARM for the following skills and where documentation is kept:
 - a. Basic maternal physical exam
 - b. Routine prenatal exam
 - c. Newborn exam

d. A 4-6 week postpartum check-up

2-C-7 Site Visitors will audit graduate files or other documentation to verify that a second signature of supervision is recorded as required by NARM.

Benchmark

D. The curriculum incorporates the core competencies established by the Midwives Alliance of North America (MANA).

Demonstration

Complete the current *MANA Core Competencies Checklist* that specifies where in your curriculum each of the core competencies established by the Midwives Alliance of North America is taught and evaluated.

2-D Site Visitors will audit curriculum files to verify information provided on the MANA Core Competencies Checklist.

Benchmark

E. The Midwives Model of Care™ is integrated into the curriculum.

Demonstration

Provide the name of the course(s) in which students are introduced to the Midwives Model of Care™ and provide a copy of the relevant learning objective(s) for each of these course(s).

Benchmark

F. All courses have learning objectives, learning activities, learning resources, and evaluation methods.

Demonstration

Provide the course materials distributed to students for two required courses in your curriculum (from different course instructors if possible) that specify the following:

1. Learning objectives
2. Learning activities
3. Specific learning materials and resources
4. Evaluation tools/methods

2-F Site Visitors will audit curriculum files to verify that course materials clearly specify learning objectives, learning activities, learning resources and evaluation tools/methods. Site Visitors will also interview students and faculty to verify that course materials distributed to students contain the information required.

For Institutions with a Distance or Correspondence Education Component:

2-F and 2-G Site Visitors will also audit curriculum files for distance or correspondence education courses to verify that learning activities and learning resources are appropriate and evaluation tools/methods support student achievement of the

learning objectives. Site Visitors will also interview students to verify that learning activities and learning resources are appropriate for distance or correspondence education courses.

Benchmark

- G. The institution has evaluation and planning mechanisms that insure that new developments in midwifery care are addressed in the curriculum; learning resources are current; and evaluation tools/methods support student achievement of the learning objectives.

Demonstration

1. Describe your mechanisms for insuring that:
 - a. New developments in midwifery care are addressed in the curriculum
 - b. Learning resources are current
 - c. Evaluation tools/methods support student achievement of the learning objectives.
2. Provide supporting documentation that illustrates how one of these mechanisms has been used to improve your curriculum.

Standard 2: Curricula - Additional Requirements for Degree-granting Institutions

Benchmark

- H. The curriculum incorporates general education components appropriate to the degree(s) offered.

Demonstration

1. List and describe the general education courses offered by the institution.
2. Describe how students obtain any required general education courses not offered by the institution.
3. If general education components are required by a state post-secondary education authority:
 - a. List the relevant state post-secondary education authority.
 - b. List the specific general education components required by the authority for the degrees offered by the institution.
4. If the general education components are not required by the state post-secondary education authority, describe how you have determined that your general education components meet the generally accepted standards in higher education.

2-H Site Visitors will audit curriculum files, admissions records, transcripts or other permanent student records or other documentation to verify that students obtain the general education components described by the institution.

Benchmark

- I. The level of study and quality of work required are appropriate to the degree(s) offered.

Demonstration

List the criteria used for assessing that the level of study and quality of work required are appropriate to the degree(s) offered.

2-I Site Visitors will audit course files or other evidence to determine if these criteria were applied when assessing the level of study and quality of work required for the degree(s) offered.

Benchmark

J. Masters and doctoral degree programs must include successful completion and defense of a major independent project, thesis or dissertation involving research and application of knowledge.

Demonstration

1. List the curriculum components that prepare students to meet this benchmark.
2. List the criteria used for assessing that the independent project, thesis, or dissertation requirements meet generally accepted standards in higher education.

2-J-2 Site Visitors will review recent projects, theses or dissertations to determine if these criteria were applied when assessing student work.

Standard 3: Faculty

Benchmark

- A. All faculty, including midwifery instructors in the core curriculum, other course instructors, and clinical instructors (including preceptors), meet the qualifications established by MEAC:
1. All midwifery instructors in the core curriculum must be qualified as follows:
 - a. Nationally certified midwife (CPM, CM, CNM) or
 - b. Legally recognized in a jurisdiction, province or state as a practitioner who provides women's health or maternity care or
 - c. A midwife who has been the primary attendant without supervision for at least 50 births and a minimum of three years.
 2. The majority of midwifery program faculty who are teaching core midwifery curriculum must be CPMs or demonstrate equivalent experience.
 3. All other course instructors must hold certificates or degrees appropriate to their area of instruction or, when neither certificates nor degrees are available in this subject area, have a minimum of three years experience in the relevant field.
 4. All clinical instructors (including preceptors) must be qualified as follows:
 - a. Nationally certified midwife (CPM, CM, CNM) or
 - b. Legally recognized in a jurisdiction, province or state as a practitioner who provides women's health or maternity care or
 - c. A midwife who has been the primary attendant without supervision for at least 50 births and a minimum of three years.

Demonstration

1. Complete the *Course Instructors Table*, which lists all midwifery instructors in the core curriculum and all other course instructors.
2. Complete the *Clinical Instructors Table*, for all clinical instructors including preceptors.
3. If your curriculum includes courses that the student completes independently, provide evidence that qualified individuals designed the course and student performance evaluation methods for each of these courses.

3-A Site visitors will audit faculty files to verify that course instructors and clinical instructors meet minimum qualifications. They will look for documentation that includes current relevant certification, licensure, and/or degrees. If the instructor is a midwife without formal credentials, the Site Visitors will look for documentation that the necessary experience has been verified. Site Visitors will also audit curriculum files to verify that qualified individuals designed courses that students may complete independently.

For Institutions with a Distance or Correspondence Education Component:

3-A Site Visitors will also audit faculty files of those course instructors who teach distance or correspondence education courses to determine whether the instructor has received any specific training in distance or correspondence education teaching.

Benchmark

- B. Faculty- including midwifery instructors in the core curriculum, other course instructors, and clinical instructors (including preceptors)—are recruited, appointed, and promoted without discrimination in regard to gender, race, marital status, ethnic origin, creed, age, sexual orientation, or disability.

Demonstration

1. Provide a copy of your policies and procedures that clearly state that faculty are recruited, appointed, and promoted without discrimination in regard to gender, race, marital status, ethnic origin, creed, age, sexual orientation, or disability.
2. Explain how this policy is made known to faculty and prospective faculty.

Benchmark

- C. Rights and responsibilities of faculty—midwifery instructors in the core curriculum, other course instructors, and clinical instructors (including preceptors)—are clearly established and include:

1. The right to opportunities to participate in the following:
 - a. Development, implementation, and evaluation of the curriculum
 - b. Evaluation and advancement of students
 - c. Periodic evaluation of student admissions criteria
 - d. Periodic evaluation of program resources, facilities, and services.
2. The right to opportunities for professional growth and training.
3. When applicable, faculty members are responsible for the supervision and evaluation of students, including any specific duties established by NARM.

Demonstration

1. Provide copies of job descriptions and terms of employment or other agreements that specify the instructors' rights and responsibilities for your course instructors and clinical instructors

(including preceptors). When applicable, these documents must address any specific responsibilities linked to NARM requirements for student supervision and evaluation.

3-C-1 Site Visitors will audit faculty files (course instructors and clinical instructors) to verify that job descriptions, terms of employment or other agreements are current and, when applicable, address any specific responsibilities linked to NARM requirements for student supervision and evaluation.

For Institutions with a Distance or Correspondence Education Component:

3-C-1 Site Visitors will also audit faculty files to verify that job descriptions, terms of employment or other agreements address any specific responsibilities linked to distance or correspondence education teaching.

2. Provide a copy of your policies and procedures that address how faculty have opportunities to participate in the following:
 - a. Development, implementation, and evaluation of the curriculum
 - b. Evaluation and advancement of students
 - c. Periodic evaluation of student admissions criteria
 - d. Periodic evaluation of program resources, facilities, and services.
3. Provide a copy of meeting notes, agendas, or other documentation that illustrates how these policies and procedures have been implemented.
4. Provide evidence that your faculty have opportunities for professional growth and training.

Benchmark

- D. Faculty performance, including that of midwifery instructors in the core curriculum, other course instructors, and clinical instructors (including preceptors), and overall faculty resources are evaluated at least annually to ensure that program objectives are met.

Demonstration

Provide a copy of your policy and procedures for evaluating faculty performance - including midwifery instructors in the core curriculum, other course instructors, and clinical instructors (including preceptors)—at least annually, including how individual faculty weaknesses discovered through the evaluation process are addressed.

3-D Site Visitors will audit faculty files to verify that performance evaluations have been completed and that any weaknesses have been addressed.

For Institutions with a Distance or Correspondence Education Component:

3-D Site Visitors will also audit faculty files to verify that performance evaluations have been completed and that any weaknesses have been addressed related to distance or correspondence education teaching.

Benchmark

- E. The institution has evaluation and planning mechanisms that ensure that the faculty is adequate to meet the learning needs of students.

Demonstration

What criteria do you use to determine that your faculty is adequate to:

- a. Provide students with necessary academic and clinical instructions;
- b. Meet individual learning needs; and
- c. Provide responsible supervision of skills in the classroom and clinical settings.

Note that measures commonly used to assess the adequacy of faculty include student-to-teacher ratios, diversity of faculty, number of faculty, advanced degrees, peer reviews and in-service training.

3-E Site Visitors will interview students, graduates and faculty to verify that faculty is adequate to provide instruction, meet individual learning needs and provide responsible supervision.

For Institutions with a Distance or Correspondence Education Component:

3-E Site Visitors will also interview students, graduates and faculty to verify that faculty is adequate to provide instruction and meet individual learning needs in distance or correspondence education courses.

Standard 3: Faculty - Additional Requirements for Degree-granting Institutions

Benchmark

- F. At least 75% of all course instructors must hold degrees at the level to which they are teaching or higher.

Demonstration:

Report degrees held by course instructors on the *Course Instructors Table*.

3-F Site Visitors will examine course instructor files to verify that 75% of all course instructors hold the necessary degrees.

Benchmark

- G. Appropriately qualified faculty must supervise course instructors who do not hold degrees at the degree level to which they are teaching or higher.

Demonstration

1. Explain how a qualified faculty member supervises each of those course instructors who do not hold a degree at the appropriate level.
2. Provide a copy of the forms, tracking tools, or other documentation used in supervising instructors who do not hold a degree at the appropriate level.

3-G *Site Visitors will examine faculty files to verify that qualified faculty supervise course instructors who do not hold the degrees described.*

Standard 4: Facilities, Equipment, Supplies and Other Resources

Benchmark

- A. Classroom facilities, equipment, and supplies meet the needs of students and faculty and meet safety standards.

Demonstration:

1. Describe your classroom facilities including lighting, seating, furniture, air quality, and temperature maintenance.
2. Describe the teaching aids, equipment, and supplies that are utilized in teaching your curriculum, including MANA Core Competencies and NARM skills.

4-A-1 and 2 *Site Visitors will tour facilities to observe classrooms, teaching aids, equipment and supplies as described in the SER.*

For Institutions with a Distance or Correspondence Education Component:

4-A-1 and 2 *Site Visitors will also observe examples of methods used for course instruction and technical support available to students and faculty.*

3. Explain how you determine that facilities, teaching aids, equipment, and supplies are adequate to meet the needs of all currently enrolled students.
4. Provide a copy of your policies and procedures for maintaining educational equipment, including regular inspection, maintenance, and/or replacement.

4-A-3 and 4 *Site Visitors will interview students and faculty to verify that facilities, teaching aids, equipment and supplies are adequate to meet students' needs and properly maintained.*

For Institutions with a Distance or Correspondence Education Component:

4-A-3 and 4 Site Visitors will also interview students and faculty to verify that the methods, technology and support available is adequate to meet student needs.

- 5.a. For classroom facilities that are located in public or commercial buildings, provide evidence of inspection by local authorities for building and fire safety.
- 5.b. For classroom facilities located in facilities other than public or commercial buildings, provide evidence of a safety plan.
- 6. Provide a copy of your policies and procedures for infection control precautions, hazardous materials management (e.g., bleach, chemicals) and hazardous waste management (e.g., proper storage and disposal of bodily secretions and sharps) in classroom facilities.

Benchmark

B. Clinical site facilities, equipment, and supplies are sufficient in number to meet the needs of students.

Demonstration:

- 1. Complete the *Clinical Site Table*.
- 2. Describe your plan for assuring sufficient clinical sites for those students who are ready for clinical training.

4-B Site Visitors will audit clinical site files to verify the information provided on the clinical site table. Site Visitors will interview students, graduates, faculty and administrative staff to verify that the institution follows through on the stated plan for assuring sufficient clinical sites to meet the needs of students who are ready for clinical training.

Benchmark

C. Clinical site facilities, equipment, and supplies meet safety standards.

Demonstration:

Provide a copy of your clinical site agreement or other documentation which verifies that the clinical site has policies and procedures that meet federal and state standards for infection control precautions, hazardous materials management (e.g. bleach, chemicals) and hazardous waste management (e.g. proper storage and disposal of bodily secretions and sharps).

4-C Site Visitors will audit clinical site files to verify that agreements or other documentation used by the institution verify that clinical site facilities, equipment and supplies meet the safety standards as described in the agreements.

Benchmark

D. Library resources meet the needs of students and faculty.

Demonstration:

Describe the library resources available to your students and faculty which must include core references used by NARM, and may include:

1. Access to current research literature and databases
2. Interlibrary loan
3. Internet access
4. Access to Health Sciences libraries
5. Multimedia materials
6. Number of volumes on site
7. Journal subscriptions maintained

4-D Site Visitors will tour the library to verify that core references include, at a minimum, those used by NARM. Site visitors will interview students, graduates and faculty to verify that the library resources are adequate to meet their needs and that the core references used by NARM are available to them.

For Institutions with a Distance or Correspondence Education Component:

4-D Site Visitors will also verify how students have access to the library when students and/or faculty are not regularly on-site. Site Visitors will also interview students, graduates and faculty to verify that they have access to the library.

Benchmark

E. Administrative office facilities, equipment, and supplies meet the institution's needs.

Demonstration:

1. Describe administrative office space and equipment.
2. Explain how you have determined that administrative office space and equipment are adequate to meet the institution's needs.

4-E Site Visitors will interview administrative staff to verify that administrative office facilities, equipment and supplies meet the institution's needs.

**Standard 4: Facilities, Equipment, Supplies and Other Resources -
Additional Requirements for Degree-granting Institutions**

Benchmark

F. Library resources for students and faculty support advanced scholarship and research.

Demonstration:

1. Describe how you have determined that the library resources are sufficient to provide for advanced scholarship and research.

4-F Site Visitors will interview students, graduates and faculty to verify that library resources are sufficient to provide for advanced scholarship and research.

Standard 5: Fiscal and Administrative Capacity

Benchmark:

A. The institution has a two-year Business Plan that includes:

1. A description of its operations
2. Financial planning and documentation
3. A recruitment and development plan
4. Risk assessment

Demonstration:

Provide a copy of your two-year Business Plan that includes:

1. An overview description of the business organization and operations, including documentation of legal form of ownership and governance structure.
2. Financial documentation including:
 - a. An operations budget with justifications for two years
 - b. Quarterly or monthly cash flow figures for one year
 - c. Profit and loss statements and balance sheets for two years, providing the school has been in operation for that long
 - d. A recruitment and development plan, including your target markets, your plan for promotion, advertising, publicity, and community relations, as well as an estimated budget and timeline.
3. A list of all likely external events and internal problems that might hamper your success. Select those risks that are most likely to occur, and provide your contingency plan for each.

Benchmark

B. The institution has written policies and procedures that ensure financial accountability, including the following:

1. Separation of duties for receiving money, depositing money, and reconciling bank statements;
2. How student ledgers are maintained to record student tuition payments and other financial transactions;
3. How students are provided with access to their ledgers on a timely basis;
4. The manner in which receipts are provided to students;
5. How the institution's financial records, including student ledgers, are protected from damage or loss, and are stored and made accessible;
6. The process and schedule by which management compares the projected operations budget to actual income and expenses;
7. How management determines when discrepancies between projected and actual income and/or expenses require plan revisions; and
8. How decisions are made and priorities established for meeting obligations to currently enrolled students.

Demonstration:

Provide copies of the written policies and procedures listed above.

5-B *Site visitors will examine financial records, meeting minutes and other documentation to verify that policies and procedures are followed in each of the areas listed. Site Visitors will interview students to verify that students are provided with receipts and have access to their ledgers on a timely basis.*

For Institutions with a Distance or Correspondence Education Component:

5-B *Site Visitors will also interview students enrolled in distance or correspondence education courses to verify that they are provided with receipts and have access to their ledgers.*

Benchmark

C. Financial reports are compiled and reviewed annually.

Demonstration:

Provide a copy of your completed Audits or External Financial Reviews, including management letters, for the previous two years.

MEAC requires that institutions/programs with annual gross tuition revenues of \$150,000 or more complete external audits and those with annual gross tuition revenues less than \$150,000 complete external financial reviews. Note: If you are planning to establish eligibility for participation in Title IV programs, you will have to complete two years of GAGAS audits, regardless of the level of tuition revenues.

Benchmark

D. The institution maintains an asset to liability ratio of 1:1.

Demonstration:

Complete the *Assets to Liabilities Ratio Worksheet* that calculates this ratio.

Benchmark

E. Qualifications are established for the institution's management staff, the management structure is clearly defined, and management performs the following administrative functions:

1. Academic and curriculum oversight
2. Distance learning oversight, if applicable
3. Student progress
4. Student clinical experience oversight
5. Academic faculty and clinical instructor supervision
6. Learning resources oversight
7. Recruitment and marketing
8. Student admissions
9. Student services
10. Student financial aid
11. Personnel/human resource management

12. Financial management
13. Regulatory compliance oversight
14. Facilities and equipment oversight
15. Records management and retention review

Demonstration:

1. Provide an organizational chart.
2. Provide job descriptions and employment contracts for all administrative staff.
3. Complete the *Administrative Staff Table* that lists all administrative staff by title, qualifications, and number of hours worked each week. job
4. Complete the *Administrative Functions Table*.

5-E-3 and 4 Site Visitors will audit administrative staff files to verify that job descriptions and employment contracts are current and that staff meets the qualifications established by the institution. Site Visitors will interview administrative staff to verify administrative functions are performed as described in the SER.

For Institutions with a Distance or Correspondence Education Component:

5-E-3 and 4 Site Visitors will also audit administrative staff files to verify that job descriptions and employment contracts contain references to any specific responsibilities relevant to distance or correspondence education. Site Visitors will also interview administrative staff to verify administrative functions specific to distance or correspondence education are performed as described in the SER.

Benchmark

- F. The institution has written Policies and Procedures for the periodic evaluation of administrative functions and staff performance.

Demonstration:

1. Provide a copy of your policies and procedures for evaluating each of the administrative functions listed above and management staff performance.
2. Provide at least two examples of recent evaluations.
3. Provide at least one example of how evaluation results have been used to make improvements.

Benchmark

- G. The institution is legally authorized under applicable state law and in good standing with other accrediting agencies.

Demonstration:

Provide the names and addresses of all regulatory agencies that govern midwifery education programs, post-secondary education, vocational education, and/or Degree-granting institutions in your state or local jurisdiction.

1. Explain your current status with each of the regulatory agencies by which you are governed.
2. Provide copies of current approval letters, certificates, or other supporting documentation from the agencies by which you are governed.

3. List each of the dates when your program was approved by a state regulatory agency during the past seven years.
4. Provide the names and addresses of any other accrediting agencies by which you are currently accredited or were accredited within the last three years.
5. Provide a description of any adverse actions or other outstanding disciplinary actions currently enforced against this institution.

Benchmark

H. The institution demonstrates compliance with applicable federal regulations, including, but not limited to:

1. Family Educational Rights and Privacy Act (FERPA)
2. Health Insurance Portability and Accountability Act (HIPAA)
3. Americans with Disabilities Act (ADA)
4. Student and Exchange Visitor Program (SEVP)

Demonstration:

1. Describe how student and other files are made accessible and secured for confidentiality in compliance with FERPA and HIPAA.
2. Describe how the institution ensures that student transcripts are protected from damage or loss, securely stored, and made permanently accessible in compliance with FERPA.

<i>5-H-2 Site Visitors will verify that student transcripts are protected from damage or loss, securely stored, and made permanently accessible in compliance with FERPA.</i>

3. Provide a copy of your policies and procedures for making reasonable accommodations in facilities, equipment, supplies, services and other resources for students, faculty, staff, and others with disabilities in accordance with the federal Americans with Disabilities Act.
4. Provide evidence that the institution is in compliance with SEVP.
5. If the institution offers distance education or correspondence courses or programs, provide evidence that you have processes in place through which you establish that the student who registers in a distance education or correspondence course or program is the same student who participates in and completes the program and receives the academic credit. You meet this requirement if
 - (a) You verify the identity of a student who participates in class or coursework by using, at your option, methods such as:
 - (i) A secure login and pass code;
 - (ii) Proctored examinations; and
 - (iii) New or other technologies and practices that are effective in verifying the student identity; and
 - (b) You make clear in writing that you use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

Standard 6: Student Services

Benchmark

A. The institution provides student services, including:

1. Learning materials and resources
2. Advising, counseling, and tutoring
3. New student orientation
4. Financial aid advisement
5. Clinical placement support
6. Career placement services, including information about credentials, practice and/or employment opportunities.

Demonstration:

1. Explain how the institution makes provision for each of the services 1-6 listed above.
2. Provide evidence of how the institution informs students about each of the services 1-6 listed above.
3. If the institution has a distance learning component, provide evidence of how each of the services 1-6 listed above is provided for students.

6-A <i>Site Visitors will interview students and graduates to verify that the student services listed are provided as described by the institution.</i>

For Institutions with a Distance or Correspondence Education Component:
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6-A <i>Site Visitors will also interview students and graduates of the distance or correspondence education component to verify that student services listed are provided as described.</i>

Standard 7: Student Affairs**Benchmark**

A. Advertising, information and promotional materials make only accurate, justifiable and provable claims about the institution.

Demonstration:

Provide all website addresses and copies of all advertising, information and promotional materials published or distributed in the previous 12 months that contained information regarding any of the following:

1. The nature of the courses and their location(s)
2. The length of the program
3. The instruction and instructional personnel
4. The cost of the program
5. Grading policies
6. Graduation requirements
7. Credentials upon completion.

For Institutions with a Distance or Correspondence Education Component:
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7-A <i>Site Visitors will also review advertising, information and promotional materials to</i>

verify that the institution makes only accurate and justifiable claims about the distance or correspondence education component.

Benchmark

B. Selection and admission of students are based on established criteria which:

1. Identify potential students capable of success.
2. Do not discriminate in regard to gender, race, marital status, ethnic origin, creed, age, sexual orientation or disability.

Demonstration:

1. Provide a copy of your criteria, and policies and procedures for the selection and admission of students.
2. Describe any qualitative and/or quantitative measures you use to identify potential students who are capable of success in the program.
3. Provide a copy of your non-discrimination policy regarding student recruitment and admission and list the specific documents and page numbers where this information is made available to potential students.

7-B Site Visitors will audit student files and/or admissions files to verify that policies and procedures for the selection and admission of students are followed.

For Institutions with a Distance or Correspondence Education Component:

7-B Site Visitors will also audit student files and/or admissions files to verify that policies and procedures for the selection and admission of students who plan to enroll in distance or correspondence education courses are followed.

Benchmark

C. Policies and procedures are established which address the following:

1. Attendance requirements
2. Definition, monitoring and reporting of satisfactory academic progress
3. Graduation requirements
4. Criteria for transfer of credit, prior experience and/or advanced placement
5. Minimum and maximum time parameters for completing the program
6. Criteria for student evaluation and grading
7. Criteria for dismissal
8. Tuition payment and refund.

Demonstration:

Provide a copy of your policies and procedures which address each of 1-8 listed above.

7-C Site visitors will audit student files, graduate files, and/or transcripts to verify that the policies and procedures for attendance, monitoring satisfactory academic progress, graduation requirements, transfer of credit/prior experience/advanced placement, minimum/maximum time for completing the program, criteria for student evaluation and grading, criteria for dismissal, and tuition payment/refund are followed.

For Institutions with a Distance or Correspondence Education Component:

7-C Site Visitors will also audit student files, graduate files, and/or transcripts of students enrolled in distance or correspondence education courses to verify that the policies and procedures for attendance, monitoring satisfactory academic progress, graduation requirements, transfer of credit/prior experience/advanced placement, minimum/maximum time for completing the program, criteria for student evaluation and grading, criteria for dismissal, and tuition payment/refund are followed.

Benchmark

- D. A catalog, catalog addendum, program handbook, websites and/or other documents are provided that clearly inform students prior to enrolling about the following:
1. The mission of the institution
 2. The program objectives
 3. The curriculum
 4. A list of faculty and faculty qualifications
 5. An overview of facilities, equipment and supplies
 6. Student services
 7. Admissions criteria, policies and procedures
 8. Criteria for transfer of credit, prior experience and/or advanced placement
 9. Attendance requirements
 10. Criteria for student evaluation and grading
 11. Satisfactory academic progress requirements
 12. Criteria for dismissal
 13. Academic calendar with the schedule for academic terms, school years, and student completion timelines
 14. The cost and location of clinical training opportunities
 15. Length of program
 16. Minimum and maximum time parameters for completing the program
 17. Requirements for graduation
 18. Tuition, fees, and all other related expenses
 19. The payment and refund schedule
 20. Requirements for NARM certification
 21. If participating in Title IV programs, information on Federal Student Aid programs.

Demonstration:

1. Provide a copy of your current catalog, catalog addendums, program handbook, websites and/or other documents where this information is provided to students prior to enrollment.
2. Complete the *Catalog Checklist* form.

Benchmark

- E. Enrollment procedures, cancellation and refund policies are clearly stated and in compliance with state and federal laws.

Demonstration:

1. Provide a copy of your enrollment policies and procedures, including cancellation and refund policies.
2. Provide a sample copy of pages in publications and documents containing your enrollment policies and procedures, including cancellation and refund policies.
3. Provide a copy of your state post-secondary education regulations regarding student refunds of tuition or, if a written policy does not exist, provide a letter from an official at the state's office for post-secondary education with jurisdiction over your institution explaining that there is no required policy from the state.

Benchmark

- F. Enrollment agreements, signed and dated by the student and a school official at the onset of the program, clearly specify:
1. The nature and scope of the program
 2. The terms of enrollment
 3. The services and obligations to which the program is committed, including full disclosure about:
 - a. Clinical training
 - b. Administrative fees and tuition
 - c. The payment and refund schedule
 4. The student's obligations, financial and otherwise
 5. The catalog, addendum, and/or student handbook publication date, volume number, or unique identifier that applies to the terms of enrollment.

Demonstration:

Provide a sample copy of your enrollment agreement.

7-F Site Visitors will audit student files to verify that individual student enrollment agreements are current and complete.

For Institutions with a Distance or Correspondence Education Component:

7-F Site Visitors will also audit files of students enrolled in distance or correspondence education courses to verify that individual student enrollment agreements are current and complete, including reference to the nature and scope of the distance or correspondence education program.

Benchmark

- G. Students are provided with opportunities to participate in program planning and evaluation, policy-making, faculty evaluation, and student services evaluation.

Demonstration:

Provide evidence that students have are provided with opportunities to participate in program planning and evaluation, policy-making, faculty evaluation, and student services evaluation. Documentation could include relevant policies and procedures, meeting minutes, evaluation forms or other tools used to collect student input, and/or other evidence of student participation.

7-G Site Visitors will examine survey forms, meeting minutes, and other evidence provided by the institution to verify that students participate in program planning and evaluation, faculty evaluation, student services evaluation, and policy-making activities. Site Visitors will interview students to verify their participation.

For Institutions with a Distance or Correspondence Education Component:

7-G Site Visitors will also examine survey forms, meeting minutes, and other evidence provided by the institution to verify that students enrolled in distance or correspondence education courses participate in program planning and evaluation, faculty evaluation, student services evaluation, and policy-making activities. Site Visitors will also interview students enrolled in distance or correspondence education courses to verify their participation in program planning and evaluation, faculty evaluation, student services evaluation, and policy-making activities.

Standard 8: Measures of Program Length**Benchmark**

- A. Institutions preparing students for entry-level midwifery practice, in either certificate or degree programs, must include didactic and clinical experience. The clinical component must be at least one calendar year in duration and should include a minimum of 1350 clinical contact hours under supervision and a minimum of 450 didactic instruction contact hours.

Demonstration:

Demonstrate that your program meets the minimum requirements listed above.

8-A Site Visitors will audit curriculum files, graduate files and/or transcripts to verify that the graduates complete clinical components that are at least one calendar year in duration, a minimum of 1350 clinical contact hours under supervision, and a minimum of 450 didactic instruction contact hours.

For Institutions with a Distance or Correspondence Education Component:
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8-A <i>Site Visitors will also audit curriculum files, graduate files and/or transcripts to verify that the institution or program has appropriately determined that graduates have completed a minimum of 450 didactic instruction contact hours or the equivalent if completing distance or correspondence education courses.</i>

Benchmark

B. If the institution awards credits, the institution must use a formula for awarding credits. The generally accepted method used in post-secondary education, which must be used by degree-granting programs, is:

1. Courses with structured classroom time:

- 15 hours of classroom instruction with 30 hours of additional student equivalent to one semester credit hour.
- 10 hours of classroom instruction with 20 hours of additional student effort are equivalent to one quarter credit hour.

2. Courses with unstructured didactic time, such as distance learning:

- 45 hours of time, including study, discussion groups, relevant presentations, other assignments or projects, and other student effort required to meet course objectives are equivalent to one semester credit hour
- 30 hours of time, including study, discussion groups, relevant presentations, other assignments or projects, and other student effort required to meet course objectives are equivalent to one quarter credit hour.

3. Clinical hours:

- 30 clinical contact hours are equivalent to one semester credit hour
- 20 clinical contact hours are equivalent to one quarter credit hour

Since clinical experiences in midwifery generally do not follow standard time frames (e.g., participation in a birth may involve 3 hours or 30 hours), the institution must create a reasonable mechanism for converting clinical experiences to credit hours.

Demonstration:

1. Explain how credits are awarded in your program, specifically addressing the mechanism you use for converting clinical experiences and unstructured course activities into credit hours.
2. If your formula for awarding credits is different than the generally accepted method listed above, explain your rationale and cite applicable references.

8-B <i>Site Visitors will audit curriculum, student files, and/or graduate files to verify that credits are awarded based on the formula described the institution and that the mechanism used for converting clinical experiences to credit hours is reasonable based on actual student clinical experiences.</i>
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Standard 8: Measures of Program Length –
Additional Requirements for Degree-granting Institutions

Benchmark

C. The degree requirements meet the following minimum semester/quarter credits:

1. Associate degree programs must be at least 60/90 credits.
2. Baccalaureate programs must be at least 120/180 credits.
3. Masters degree programs require completion of 30/45 credits in addition to a baccalaureate degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or the equivalent.
4. Doctoral degree programs must incorporate studies totaling at least 90/135 credits, in addition to a baccalaureate degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or the equivalent.

Demonstration

1. Describe the credit requirements for each of the degrees offered by the institution.
2. Provide a sample copy of pages in publications and documents containing the credit requirements for each degree offered by the institution.

<p><i>8-C Site Visitors will audit curriculum files and graduate transcripts or other permanent student records to verify that degree programs meet the minimum total semester/quarter credits.</i></p>

Standard 9: Complaints and Grievance

Benchmark

A. The institution has a complaint and/or grievance policy in writing and made available to students, faculty and staff, which includes the provision that individuals will not be discriminated against as a consequence of making a complaint.

Demonstration:

1. Provide a copy of your complaint and/or grievance policy that includes a provision that individuals will not be discriminated against as a consequence of making a complaint.
2. Describe how students, faculty, and staff are informed about your complaint and/or grievance policy.

Benchmark

B. The institution has a procedure for receiving and responding to written complaints and grievances from students, faculty, and staff in a timely manner that ensures the fair and consistent application of all policies, and addresses confidentiality concerns.

Demonstration:

1. Describe your procedures for receiving and responding to written complaints and grievances in a timely manner, not to exceed 60 days.
2. Explain how you ensure that policies and procedures regarding written complaints and grievances are applied fairly and consistently.
3. Explain how your policies and procedures regarding written complaints and grievances include safeguards of confidentiality.
4. Provide an example of a complaint or grievance with resolution, if available.

<i>9-B Site Visitors will audit complaint and grievance records to verify that policies and procedures are followed, applied fairly and consistently, and protect confidentiality.</i>
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For Institutions with a Distance or Correspondence Education Component:
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<i>9-B Site Visitors will also audit complaint and grievance records to verify that policies and procedures apply consistently when students are enrolled in distance or correspondence education courses.</i>
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Benchmark

- C. Records of complaints and grievances are maintained for at least seven years and are accessible to MEAC officials.

Demonstration:

Provide a copy of your policies and procedures for maintaining records of complaints and grievances, along with their resolutions, for a minimum of seven years.

Benchmark

- D. The institution or program materials inform students about the grievance policies of MEAC and any relevant state regulatory bodies and provide contact information for each.

Demonstration:

Provide evidence that students are informed about the grievance policies of MEAC and any other relevant state regulatory bodies and contact information for each is provided.

<i>9-D Site Visitors will interview students to verify that they have been informed about the grievance policies and contact information for MEAC and any relevant state regulatory bodies.</i>

Standard 10: Compliance with the Institution's Responsibilities under Title IV of the Higher Education Act

This standard applies only to institutions participating in Title IV programs. Institutions must establish their eligibility to participate through a certification process administered by the U.S. Department of Education. Once approved by the Department of Education, institutions must then provide MEAC with evidence of compliance with those responsibilities before they can implement Title IV financial aid programs.

Note: Institutions preparing to participate in Title IV must develop policies and procedures specific to this standard and should refer to the instructions and definitions provided by the U.S. Department of Education.

Benchmark

- A. The institution demonstrates compliance with its program responsibilities under current U.S. Department of Education regulations. In reviewing the institution's compliance with these program responsibilities, MEAC relies on documentation provided by the U.S. Secretary of Education.

Demonstration:

Provide a copy of the institution's most recent:

1. Program Participation Agreement (PPA).
2. Eligibility and Certification Approval Report (ECAR).

Benchmark

- B. At least one individual who is an employee of the institution and who is designated as having responsibility for student financial aid programs shall be available to students on-site to answer questions and to administer the program.

Demonstration:

Provide a copy of the job description for the individual described above.

<i>10-B Site Visitors will interview students to verify that they have access to the designated employee(s) responsible for student financial aid programs.</i>

Benchmark

C. Individuals designated as having responsibility for the student financial aid program maintain current knowledge of financial aid rules and regulations.

Demonstration:

Provide documentation of initial and on-going training on financial aid rules and regulations. Such training could include membership and participation in state, regional, and/or national financial aid associations; attendance at financial aid workshops, seminars, and conferences; and/or reading professional journals, publications, and websites that are designed to keep the financial aid officer up-to-date on changes in financial aid requirements.

<p><i>10-C Site Visitors will interview the designated individual(s) responsible for the student financial aid program to verify that they have been trained and there are plans for on-going training.</i></p>

Benchmark

D. The institution has policies and procedures for implementation and maintenance of the financial aid program.

Demonstration:

Provide a copy of the institution's policies and procedures for implementing and maintaining the financial aid program.

