



meac

midwifery education  
accreditation council

## Continuing Education Reviewer Policies & Procedures

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## Introduction

The Midwifery Education Accreditation Council (MEAC) is an independent agency dedicated to professional direct-entry midwifery education in the United States. One of its key responsibilities is evaluating continuing education (CE) programs for midwives and other women's healthcare providers. MEAC reviews and approves CE programs offered by individual sponsors and national or state midwifery organizations to ensure they meet appropriate standards.

Organizations seeking to offer CE programs must obtain MEAC approval before awarding participants contact hours or continuing education units (CEUs). However, MEAC does not issue contact hour certificates, proof of attendance, or formally accredit CE programs. Instead, it approves learning opportunities organizations provide, distributing contact hours to participants after meeting MEAC's review criteria.

## MEAC CEU Review Process

1. MEAC reviews all documents for completeness and processes the payment.
2. The CEU Coordinator will email the applicant if documents or payments are missing.
3. Once all documents are complete, the CEU Coordinator generates a MEAC ID# and enters pertinent information into the CEU database.
4. The CEU Coordinator forwards the reviewer request to two reviewers.
5. Once the peer reviewers send their evaluations back, the CEU Coordinator assesses the comments and generates an approval, approval upon completion, partial approval, or denial letter sent to the applicant.
6. If there are discrepancies between the reviewers, the CEU Coordinator will discuss and help facilitate a resolution.
7. If reviewers disagree, the CEU Coordinator is consulted for final input and resolution.
8. CEU classes are posted on the MEAC website as the applicant desires.

## MEAC's Responsibilities

1. MEAC has 60 days to complete the review.
2. The CEU coordinator will review the application to ensure completeness.
3. When the package is complete, the CEU coordinator will create a form for reviewers and assign an MEAC # to the app.
  - a. Single session review form example (attachment) M2425-1125
  - b. Multiple session review form example (attachment) M2425-1125DE
4. All documents will be placed in a Dropbox folder shared with the reviewers. Reviewers can access all materials, including application documents, reviewer forms, uploaded web URLs, etc.
5. Reviewers will return review forms (including reviewer name) to [ceu@meacschools.org](mailto:ceu@meacschools.org). The CEU coordinator will compose an approval or denial letter and send it to the applicant.

## Criteria for Defining Continuing Education

Continuing education is a structured, planned, and measurable learning experience designed to support ongoing professional development and training. Unlike academic coursework, it does not award academic credit. Instead, it enhances and expands the knowledge and skills acquired during basic professional midwifery education.

To receive MEAC approval, continuing education programs must meet the following criteria:

- Go beyond basic (entry-level) midwifery education
- Update existing knowledge or skills
- Introduce new knowledge or skills
- Offer historical, philosophical, social, professional, or experiential enrichment

## MEAC Criteria for Contact Hours

1. Each activity addresses specific educational needs identified for a target audience.
2. Clear and concise written statements define the intended learning outcomes for each activity.
3. Qualified instructors are involved in both the planning and delivery of the activity.
4. Content and teaching methods align with the intended learning outcomes.
5. Sponsors of distance education, independent study programs, or activities without a live instructor (e.g., homework) must assess participants' achievement of learning objectives.
6. Participants evaluate each learning activity upon completion.
7. The sponsor designates a specific unit, group, or individual responsible for developing and managing learning activities.
8. The sponsor has a review process to ensure CEU criteria are met.
9. The sponsor maintains a complete record of each attendee's participation and must provide a copy for at least seven (7) years upon request.
10. The sponsor ensures an appropriate learning environment and support services for participants.

## Activities Appropriate for Continuing Education

- Live presentations or programs with an instructor or discussion leader.
- Independent study or distance learning courses and programs, including online webinars, computer-assisted instruction, interactive videos, planned projects, and correspondence courses. These must consist of learner assessment and feedback.
- Field trips, homework, and lab assignments are part of a structured program, including learner assessment and program evaluation.

## Activities not Eligible for Continuing Education

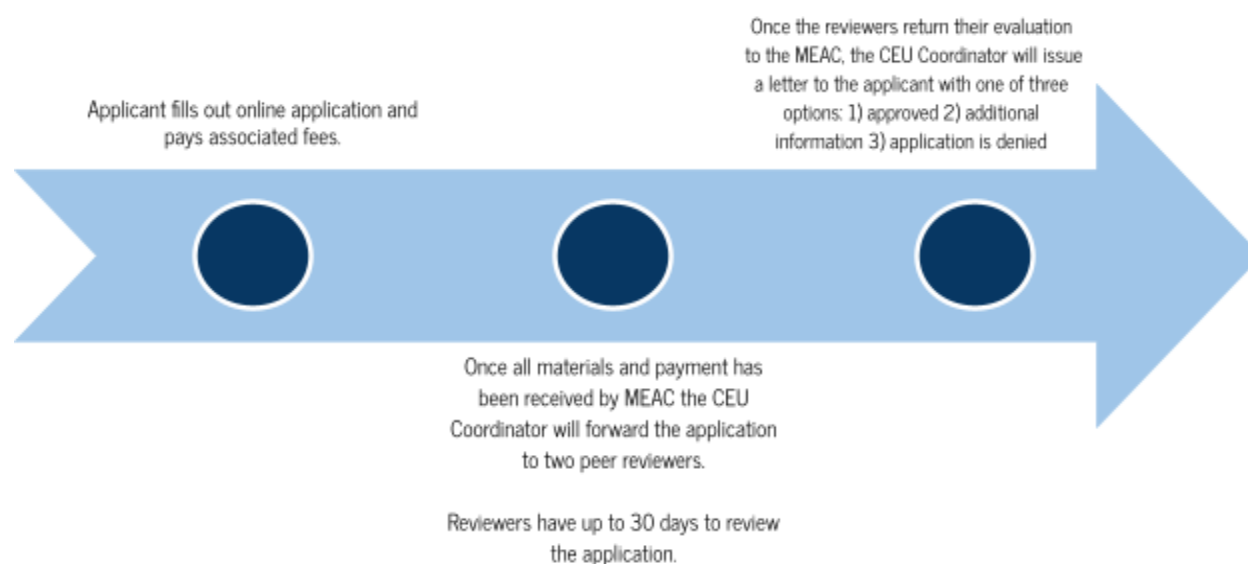
The following activities do not qualify for continuing education credit:

- Courses taken for academic credit
- Association meetings, including membership meetings, committee meetings, and luncheons
- Entertainment or recreational activities

- Travel not directly tied to an approved learning experience
- Work-study programs or individual scholarships
- Unmonitored study or work experience
- Self-study activities, such as assigned reading, study time, or travel, unless they are monitored, assessed, and include learner feedback and evaluation
- Recertification programs offered by other organizations with their authorized instructors (e.g., CPR or Neonatal Resuscitation courses)

## MEAC Approval Process

MEAC has formed a volunteer committee of experts in midwifery education. Each application is reviewed by two evaluators using MEAC standards. To ensure a smooth review process, applications must be complete, well-organized, and clearly defined, with all sections fully completed.



The CE chairperson will decide if the volunteer committee cannot reach a consensus on the final evaluation. Applicants have the right to appeal a denial but may need to wait for a response from the MEAC Board of Directors at their next regularly scheduled meeting. MEAC will provide written notification of its determination.

### Determination Categories:

- **Approved:** The program fully meets all MEAC guidelines
- **Approved Upon Completion:** The program meets guidelines, but additional information is needed for final approval. The application will be returned with requests for corrections or clarifications. Sponsors have 30 days to submit the requested updates; otherwise, contact hour approval will be denied.
- **Denied:** The application is complete, but the program content does not meet MEAC's approval guidelines for contact hours. A written explanation for the denial will be provided. (Refer to Activities Appropriate for Continuing Education and MEAC Criteria for Contact Hours on page 4.
- **Partial Program Approval:** Some sessions within the program meet MEAC criteria, while others do not. Contact hours will be granted for approved sessions, with an explanation for those denied approval.

## Roles & Responsibilities of a Reviewer

### Timeline for Review



### Review the Application

#### Program & Session Information

1. Reference the overall program title
2. Session Title: Provide the title of the session
3. Speaker Name(s) & Credentials: List all presenters and their qualifications. Their credentials should demonstrate their expertise in the session topic.
4. Session Length: Provide the total session duration in minutes, including discussion time but excluding breaks and meals. (See page 9 for independent study session calculations.)
5. Teaching/Delivery Methods: Specify the instructional format, such as:
  - a. Live sessions: Lecture, discussion, case study review, demonstration, role-play, brainstorming
  - b. Independent study/distance learning: Video, webinar, workbook module, etc.

#### Measurable Learning Objectives

1. State clear, observable, and measurable behavioral objectives. Participants should demonstrate specific skills or knowledge upon completion.
2. Examples of measurable objectives:
  - ✓ Participants will be able to list 10 steps in the management of...
  - ✓ Participants will be able to summarize in writing...
  - ✓ Participants will be able to demonstrate through role-play or return demonstration...

#### Recommended action verbs:

- Basic recall: List, describe, recite, write
- Understanding & analysis: Compute, discuss, explain, predict, analyze
- Application & demonstration: Apply, demonstrate, prepare, use
- Advanced skills & critical thinking: Design, select, compile, create, plan, revise, assess, compare, critique

#### ⊘ Avoid vague or unmeasurable terms, such as:

- ✗ Participants will share an understanding of...
- ✗ Participants will develop an appreciation for...
- ✗ Learners will learn how to deal with...(Do not use words like know, understand, learn, appreciate, become aware of, or become familiar with.)

## Session Content Outline

1. Provide a detailed outline of session content.
2. Include the time allotted for each section.
3. Content should align with learning objectives and be appropriate for the target audience.

## Assessment of Learning Outcomes (For Independent Study/Distance Learning Sessions Only)

1. An assessment method is required to verify participant learning when a live instructor is absent.  
Acceptable methods include:
  - ✓ Written test questions (multiple choice, true/false)
  - ✓ Written exercises or reports
  - ✓ Return demonstration with instructor review
  - ✓ Case studies, simulations, or practical applications
2. State the criteria for passing (e.g., participants must score at least 80% on assessments).
  - ◆ For programs lasting over six months: A new post-test must be created every six months. Submit all planned post-tests with the application.

## References & Bibliography

- Provide a complete citation for each reference (author, date, publisher, etc.).
  - Internet sources must include the URL and access date.
  - Ensure sources are credible, current, and relevant to the session content.
    - ◆ For clinical or social science research updates:
      - Include at least three references from peer-reviewed journals published within the past 10 years.
      - If citing systematic reviews, use the most recent version (e.g., Cochrane Database).
      - If no recent research is available, submit an annotated list of key studies explaining their relevance.
- 📌 Non-traditional sources (e.g., presenter's books, articles, or experience) may be used if the presenter's credentials establish their expertise.

## Presenter Qualifications

- Attach a full-length résumé or curriculum vitae (CV) for each presenter.
  - A brief biography is NOT sufficient.
  - Documentation should include:
    - ✓ Relevant educational degrees
    - ✓ CE workshops, certifications, or professional credentials
    - ✓ Work experience related to the session topic
    - ✓ Publications or previous presentations on the subject
- 📌 If a presenter is teaching multiple sessions, submit the résumé with the first session application and reference it in subsequent session applications. (Example: "Qualifications listed in Session Application for Baby Blues: An Epidemic?")

## **Payment Confirmation**

- Applications must be accompanied by proof of payment.
- Forward the payment email confirmation with your application.
- Incomplete applications or those missing required documentation may be rejected.

## **Review for Cultural Competency**

Check the MEAC website for updates due to the 2025 DEI restrictions imposed by the federal government.

In recent years, MEAC has addressed structural oppression in midwifery education. As part of this commitment, we have updated our Continuing Education (CE) Application Guidelines to align with our focus on equity, justice, diversity, and inclusion.

As a nationally accredited agency setting standards for direct-entry midwifery education, MEAC recognizes its responsibility to address disparities in maternal and infant health outcomes. Our goal is to ensure that all midwives earning MEAC Continuing Education Units (CEUs) develop and maintain the necessary competencies, knowledge, and skills to serve all communities, regardless of:

- Race or ethnicity
- Gender identity
- Physical or cognitive ability
- Employment or socioeconomic status
- Immigration status

## **Commitment to Equity in CEU Programs**

Biases and inequities can unintentionally shape educational presentations. MEAC strongly believes that justice, equity, diversity, and inclusion are essential components of all midwifery education. As an equity-focused accreditation agency, MEAC is committed to:

- Providing guidelines to help CEU organizers and instructors support diverse learners with multiple intersecting identities.
- Fostering educational environments where historically marginalized groups can achieve success and access opportunities in direct-entry midwifery education.
- Encouraging CEU organizers to develop innovative models that eliminate structural barriers to midwifery continuing education.

## **Acknowledgment of Structural Inequities**

MEAC recognizes that:

- Equity work is an ongoing process requiring continuous commitment to dismantling structural oppression.
- Structural oppression in education and healthcare disproportionately affects:
  - Black, Indigenous, and People of Color (BIPOC)
  - LGBTQIA+ communities
  - Immigrants



- Individuals with disabilities
- Other historically marginalized population
- As an accrediting agency, MEAC has the power and responsibility to apply an equity lens to its work and influence midwifery education toward justice, diversity, and inclusion.

### **MEAC's Vision as a Justice-Oriented Agency**

MEAC is dedicated to challenging systems of oppression—both within our organization and in the broader fields of education and healthcare. We have added new questions to the CE application to support this goal. These questions help applicants evaluate how their presentation content and structure incorporate social justice principles.

### **Equity & Inclusion Self-Assessment**

Before submitting your application, we ask you to reflect on the following:

1. Planning Committee Representation
  - a. List the individuals involved in planning the presentation(s).
  - b. If the course addresses disparities and equity, include BIPOC committee members (required).
2. Bias and Stereotypes
  - a. Does the program content reinforce stereotypes, stigmas, or general biases?
  - b. If so, how can these be addressed or reframed?
3. Centering Impacted Voices
  - a. How are you ensuring that those most affected by the session topic are represented?
  - b. For example, are the voices of those experiencing these disparities meaningfully included in discussing health disparities?
4. Equity & Justice Considerations
  - a. How does the presentation address issues of equity and justice, including race, ethnicity, religion, sexual orientation, gender, and ability?
5. Evaluation of Sources & References
  - a. How do you assess the credibility and authenticity of the sources and authors in your bibliography?
  - b. Do the materials accurately explore issues related to disparities and equity?

➔ Important note: Answering “no” to these questions does not necessarily result in application denial. However, MEAC encourages applicants to reflect on their answers and consider the steps they can take to broaden inclusivity in continuing midwifery education. Our goal is to support the development of CEU programs that promote equity, inclusion, and justice in midwifery education.

**Applicants must review the following:**

Integrating Important Concepts			
Does your course include or consider at least one of the following? Check Y for any of the following concepts you address in this course.			
Health Equity	<input checked="" type="checkbox"/>	Critical Conscious	<input checked="" type="checkbox"/>
Social Justice	<input checked="" type="checkbox"/>	Disparities/Resilience	<input checked="" type="checkbox"/>
Unconscious/Implicit Bias	<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>
Historical Trauma/Cultural Healing	<input checked="" type="checkbox"/>	Structural Violence	<input checked="" type="checkbox"/>
Reproductive/Birth Justice	<input checked="" type="checkbox"/>	Social Determinants of Health	<input checked="" type="checkbox"/>
Structural Competency	<input checked="" type="checkbox"/>	Power and Privilege	<input checked="" type="checkbox"/>
Structural Humility	<input checked="" type="checkbox"/>	Life Course Perspectives	<input checked="" type="checkbox"/>
Weathering Theory	<input checked="" type="checkbox"/>	Why people have a hard time talking about race	<input checked="" type="checkbox"/>
Racial Anxiety	<input checked="" type="checkbox"/>	Stereotype and Identity Threat	<input checked="" type="checkbox"/>
Ally/Accomplice	<input checked="" type="checkbox"/>	Microaggressions and Microinvalidations	<input checked="" type="checkbox"/>
Framework for Quality Apologies	<input checked="" type="checkbox"/>	Multicultural Competency VS Cultural Humility	<input checked="" type="checkbox"/>
Strengths-Based Approaches	<input checked="" type="checkbox"/>	Intersectionality	<input checked="" type="checkbox"/>
Overcoming Stereotype Threat/Wise Feedback	<input checked="" type="checkbox"/>	Positive Racial Climate	<input checked="" type="checkbox"/>
Growth Mindset	<input checked="" type="checkbox"/>	Multicultural Sources of Wealth	<input checked="" type="checkbox"/>

Who is Given Expert Status?		
I have considered the status of the teachers and experts on the presentation's subject matter. (Are they all white, able-bodied, cis-gendered, heterosexual, etc? Are there any guest speakers who can represent and balance diverse perspectives?)	<input checked="" type="checkbox"/>	Acknowledge and explain if there are no other options:

<b>Focusing on Strength and Resilience, not Just Disparities/Inequities</b>	
I have worked to convey the concept of inequities rather than disparities. (Tone and language should regularly emphasize the strength & resilience of communities and individuals, especially when examining inequities.)	Yes ▾
I have considered the tone and focus when discussing sensitive topics, e.g., GDM risk in native populations displaced from traditional foods vs genetic, and focus on strengths-based interventions.	Yes ▾
I have considered activities that increase motivation and hope by fostering a growth mindset.	Yes ▾

<b>Reconsider Content and Highlight Diverse Resources</b>	
I have acknowledged the historical realities that impact experience, e.g., the Legacy of enslaved persons being forced to breastfeed white babies and the legacy of underprivileged persons being forced to breastfeed babies of elite classes.	Yes ▾
I have considered that the Lived Experience of pregnant people and families who are from marginalized groups is different from white, able-bodied, cis-gendered, heterosexual norms.	Yes ▾

<b>Helping Students See Themselves Reflected in The Course Content And Fostering a Sense of Belonging and Connection</b>	
Are there any communities invisible in your course content? (e.g., racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas, or persons who are hungry, homeless, mentally ill, incarcerated, low income, LGBTQIA+, differently abled, etc.)	Yes ▾
I have evaluated how my course contributes to my students' sense of belonging, especially for first-generation and non-majority students.	Yes ▾

<b>Emphasizing Community Connections</b>	
I have highlighted national, regional, and local organizations run by and working with/for diverse populations. e.g., Black-owned/run, BIPOC-owned/run, and LGBTQIA+ owned/run organizations.	Yes ▾

<b>Considering Implications for Vulnerable/ Resilient Populations or Those on the Margins</b>	
I have assessed whether my course content considers implications/impacts for vulnerable/resilient populations (of pregnant/PP families) or those on the margins, such as racial/ethnic/religious minorities, refugees, immigrants, those living in medically underserved rural or urban areas or persons who are hungry, homeless, mentally ill, incarcerated, low-income, LGBTQIA+, differently abled, etc.	Yes ▾

<b>Assessing Terminology/Language</b>	
I have used person-first language. For example, a person with diabetes (not a diabetic person), a person with obesity (not an obese person), a person experiencing homelessness (not a homeless person), or a person born with Down Syndrome (not a Down's person).	Yes ▾
I have removed/avoided co-opting language, e.g., "pow-wow," "tribe," and "elder/granny midwife."	Yes ▾
I have used gender-inclusive language throughout my handouts, presentation, syllabus, etc. ("people" or "folx" instead of "men and women," "pregnant person" or "birthing person" instead of "woman" or "mama," except where referring to a person whose gender preference is known).	Yes ▾

<b>Reconsidering the Content of Questions Posed and Case Study Examples</b>	
I have avoided stereotyping and considered who is given visibility in my case, such as examples, pictures, etc.	Yes ▾
I have considered the impacts on some of the most vulnerable (and yet resilient) pregnant/birthing/postpartum persons.	Yes ▾

<b>Assessing Methods of Evaluation</b>	
My course evaluation specifically asks about whether students perceive racism or other different isms and if the content seems relevant to the diverse communities they hope to serve, etc.	Yes ▾

<b>Allowing for Diversity of Expression and Reactions</b>	
I have considered the type and diversity of learning activities I include to support diverse learning styles, e.g., journaling, etc	Yes ▾

Mapping Student Demographics	
I have acknowledged the US/Canadian territories, states, and/or provinces everywhere that are referenced.	Yes ▾
I have included articles/information relevant to the demographics and/or interests of the students I will be teaching, e.g., postpartum support related to race/ethnicity, country (or parents) of origin, religious minorities, LGBTQIA+, deaf persons, incarcerated persons, etc.	Yes ▾

Addressing All Learning Styles	
I have taken into account various learning styles (e.g., gamification, small group coursework, diverse media including relevant poetry, art, and song, use of audiovisual resources where appropriate, activities that require movement, strategies that enable students to build self-efficacy - such as seeing a peer succeed at a task, using verbal persuasion and affirmations, reducing stress and anxiety, using collaborative, conceptual, and creative pedagogies, etc).	Yes ▾

Reviewing Content for Cultural Appropriateness	
I have examined my course content for cultural appropriation, e.g., smudging, etc	Yes ▾

Crafting a Syllabus Statement	
I have considered/consider making a statement about my course/content/teaching philosophy that sets a tone for learning.	Yes ▾
Highlight what you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued.	Yes ▾

Committing to Lifelong Learning	
I have considered what commitments I want to make with this course to expand my foundation of knowledge regarding social justice, antiracism, equity in education, etc.	Yes ▾
I have considered how I can equip myself to feel better prepared to address and confront racism and other forms of oppression that happen in my course.	Yes ▾