

Continuing Education Program Guidelines 2026

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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 offered by organizations, which then distribute contact hours to participants after the organizations meet MEAC's review criteria.

Advantages of MEAC Approval for Continuing Education Programs/Courses

MEAC's mission is to promote excellence in midwifery education. Most licensed or professional midwives are required to complete continuing education (CE) for recertification or license renewal. Approval by an agency that upholds nationally recognized standards ensures the educational quality of these programs, providing confidence to employers, government officials, and the public.

MEAC offers the option to advertise approved CE programs on our website. To request a posting, email a brief program description—as you would like it to appear—to ceu@meacschools.org. MEAC reserves the right to edit submissions as needed, but will consider revision requests.

Approval for program content remains valid for two years from the date of the program's first offering. The full program must be delivered within this timeframe to retain its original CEU approval. Individual sessions from an approved program, if offered separately at a later date, do not qualify under the prior approval. These sessions must be submitted as a new application for CEU approval.

Applications approved in previous years are not guaranteed approval upon renewal. The renewal process is submitting the application again, just as you did in previous years.

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 is designed to address 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 in place to ensure CEU criteria are met.
9. The sponsor maintains a complete record of each attendee's participation and must provide a copy of that record upon request for at least seven (7) years.
10. The sponsor ensures an appropriate learning environment and support services for participants.

MEAC retains records of all applications for four (4) years.

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 include learner assessment and feedback.
- Field trips, homework, and lab assignments that are part of a structured program and include both learner assessment and program evaluation.

Ineligible Activities

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 own authorized instructors (e.g., CPR or Neonatal Resuscitation courses)

Application Deadlines

Recommended Deadline: Submit applications at least 90 days before the planned advertisement date. This ensures sufficient time for review, approval, and any necessary revisions before the program takes place. Important: MEAC does not review applications submitted after an event has already occurred. If an application is submitted too late for proper review, the program may only be advertised as "CE credit applied for", with no guarantee of approval. The review process takes a minimum of 60 days, after which MEAC will notify applicants of approval status, the number of contact hours granted, or denial of contact hours.

Duration of Continuing Education Approval

Program content approval is valid for two years from the date of MEAC's approval notification letter. To maintain the originally approved contact hours, the program must be delivered in its entirety as approved within that two-year period. Program sponsors may award CE credits only for individual sessions within the full approved program, not as standalone offerings. If a sponsor wishes to offer individual sessions separately (e.g., a session from a larger conference), they must submit a separate application for contact hour approval. Individual sessions presented independently require a new application for approval.

Contact Hour Application Fees

Include the required payment amount as specified in the application. The appropriate application fee can be paid at the end of the Program Application or via PayPal to info@meacschools.org. For additional help in determining contact hour fees, email ceu@meacschools.org.

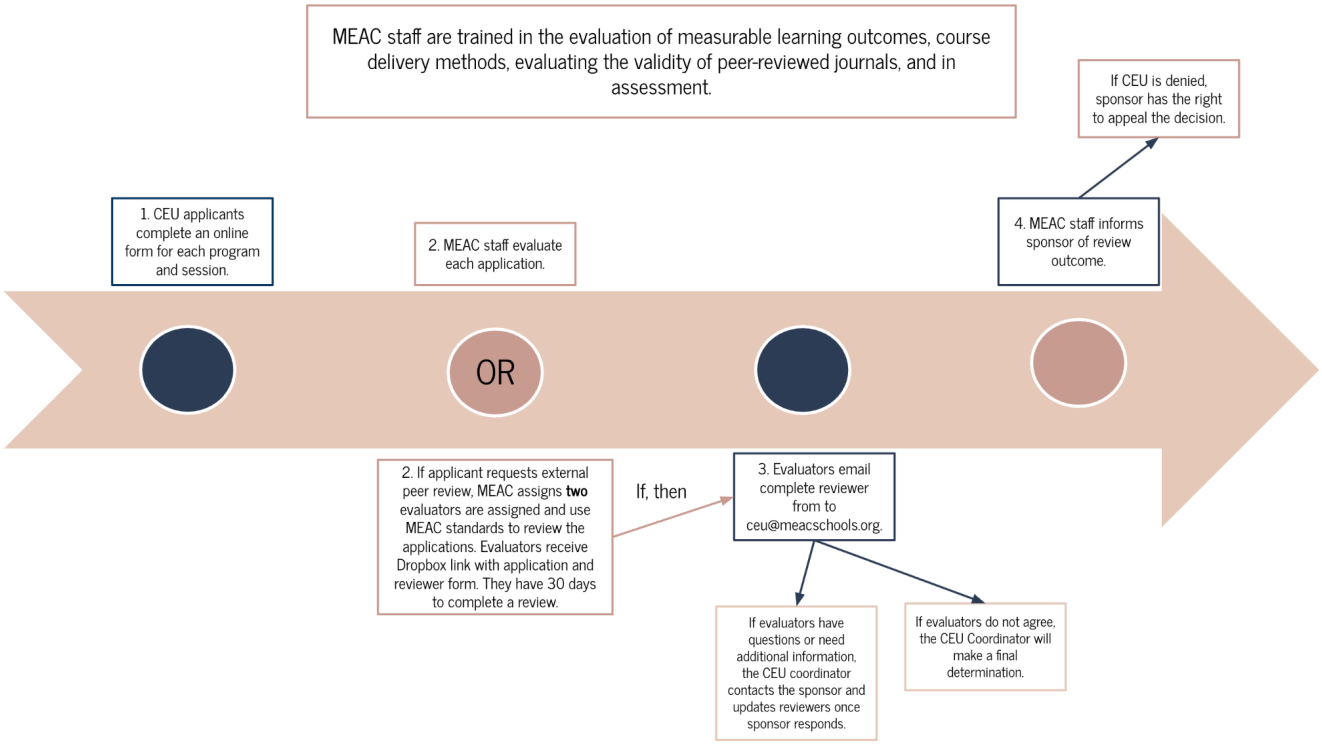
Contact Hour Fee Schedule

	Corporation	Not-for-profit and Individual Midwives	MEAC Member Schools and NARM
5 hours or less	$200	$150	$100
6-10 hours	$400	$300	$200
Each hour over 10 hours	$10 per hour +	$10 per hour +	$10 per hour +

MEAC Approval Process

Applications may be reviewed by MEAC staff or external volunteer reviewers (experts in midwifery education). Applicants who strongly prefer that their applications be reviewed by external volunteer reviewers rather than MEAC staff should indicate this preference on their applications. MEAC will make every effort to accommodate such requests.

To ensure a smooth review process, applications must be complete, well-organized, and clearly defined, with all sections fully filled out. If the volunteer committee cannot reach a consensus on the final evaluation, the Continuing Education Coordinator will make the final decision. 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 appears to meet 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's content does not meet MEAC's contact-hour approval guidelines. 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, and an explanation will be provided for those denied approval.

Determining How Contact Hours are Awarded

MEAC calculates contact hours and continuing education units (CEUs) as follows:

- 60 minutes = 1 contact hour = 0.1 CEU
- 600 minutes = 10 contact hours = 1 CEU

This means 10 contact hours are required to equal 1 CEU. For example, if a certifying body requires 3 CEUs per recertification period, the learner must complete 30 contact hours of continuing education. When planning CE presentations, it is important to distinguish between contact hours and CEUs. Learners are responsible for determining whether their recertification or re-licensure requires contact hours or CEUs. All certificates issued by program organizers or presenters must clearly state both the approved number of contact hours and the equivalent CEUs as authorized by MEAC. Use the following guidelines to calculate contact hours:

- 50 minutes or more → Round up to a full hour.
- 30 to 49 minutes → Count as 30 minutes (0.5 contact hours).
- Less than 30 minutes → Do not count.
- Breaks do not count, but time spent on videos, discussions, and feedback does.

NARM CE requirements are in Contact Hours, not CEUs.

Example Schedule & Calculation

Time	Activity	Minutes Counted
8:00-8:30	Registration	Not counted
8:30-9:30	Prenatal Lab Work Update & Overview	60 minutes
9:40-10:30	Changes, Additions, and Rationale	50 minutes (round to 60)
10:30-10:45	Break	Not counted
10:45-12:15	Community Standards & CDC Recommendations	90 minutes
12:15-1:30	Lunch & Presentations	Not counted
1:30-3:00	Specialized Tests in Pregnancy	90 minutes
3:00-3:15	Break	Not counted
3:15-4:45	Abnormal Lab Values & MD Consultation	90 minutes

Total Contact Hours Calculation

- Total counted minutes: 390 minutes (6 hours 30 minutes)
- Converted to contact hours: 6.5 contact hours
- CEU calculation: 6.5 contact hours ÷ 10 = 0.65 CEUs

Calculating Contact Hours for Activities With No Preset Time Limit

A continuing education (CE) program may include independent study (also known as distance learning), hands-on practical experiences, or homework assignments that do not have a fixed duration. If the activity meets MEAC CE criteria, contact hours can be calculated based on the average time it takes multiple learners to complete the task.

Example 1: Supervised Suturing Practice

Five learners each perform 10 supervised second-degree laceration repairs in a real birth setting or during a lab session using simulated tissue (e.g., sponges or meat).

Time Spent per Repair by Three Learners

Repair #	Learner #1	Learner #2	Learner #3
1	20 min	40 min	20 min
2	30 min	30 min	20 min
3	25 min	45 min	15 min
4	15 min	30 min	10 min
5	30 min	35 min	15 min
6	20 min	25 min	25 min
7	35 min	25 min	10 min
8	20 min	20 min	15 min
9	25 min	20 min	10 min
10	40 min	15 min	20 min
Total Min	260 min	285 min	162 min
Ave Repair	26 min	29 min	16 min

The overall average time per repair across all learners is 24 minutes. Since each learner completes 10 laceration repairs, the total time spent is 24 minutes × 10 repairs = 240 minutes (or 4 contact hours). Thus, learners would be awarded 4 contact hours of CE credit for completing the suturing practice. Documentation of the calculation should be submitted with the application.

Example 2: Case Study Reading

Three learners are assigned to read a 10-page case study.

Their reading times are recorded as follows:

Learner	Minutes Spent
Learner #1	60 minutes
Learner #2	85 minutes
Learner #3	62 minutes
Total Average	69 minutes

The average reading time for the three learners is 69 minutes, which is rounded to 60 minutes (1 contact hour). Therefore, participants would receive 1 contact hour of CE credit.

Speaker Changes

A speaker change may be requested after a program has been approved, provided the new speaker has comparable education and experience in the specific content area and follows the same behavioral objectives and course outline.

To request a change, MEAC must be notified in writing, and the new speaker's full résumé or CV must accompany the request.

Record Maintenance and Contact Hour Awards

The sponsoring organization issues the Certificate of Attendance to participants upon completion of the program. A template or sample certificate must be submitted to MEAC for approval as part of the application process. A sample certificate can be found at the end of this document.

The certificate should serve as verification of attendance and must include the following details:

- Participant's name
- The last four digits of the participant's Social Security number
- Program/course name
- MEAC approval ID number (this will be provided upon approval)
- Date of activity (or indicate if it is a recurring event)
- Number of contact hours awarded and the equivalent CEUs
- Name and address of the sponsoring organization
- Name of the speaker/instructor

Record-Keeping Requirements

- The sponsor must maintain a secure and accessible attendance record for at least seven (7) years, including all information listed on the certificate.
- For online programs, independent study, or distance-learning courses, the sponsor must retain assessment documentation or post-test results to demonstrate successful completion of the program.

MEAC's Role in Record-Keeping

- MEAC does not keep attendance records for approved programs.
- The sponsor must maintain attendance records and inform MEAC of its record-keeping method.
- MEAC retains all program applications for four (4) years.

Submission Instructions and Application Checklist

All applications must be submitted electronically via the MEAC website form (link) or directly by clicking here.

Definitions:

- Program: A class, course, workshop, online webinar, or conference consisting of one or multiple sessions.
- Session: A single presentation on a specific topic or subject within a program.

Examples:

- A one-hour webinar on a single topic → Program with one session
- A conference covering multiple topics/subjects (e.g., MANA Conference) → Program with multiple sessions
- An 8-hour workshop focused on one topic → Program with one session
- An 8-hour workshop covering two distinct topics → Program with two sessions

Required Uploads for Application Submission

Applicants must upload the following items when completing the form:

1. Program Brochure, Flyer, or Website URL (*Note: Some details may not apply to independent study or distance learning programs)*
    a. A physical or digital advertisement (e.g., a draft brochure, flyer, or online link) must be submitted. This should include:
        i. Program name
        ii. Sponsoring organization
        iii. Date and schedule, with session time allocations
        iv. Cost of attendance (if available)
        v. Presenter names and credentials
        vi. Topics covered
        vii. Target audience (e.g., midwives, doulas, childbirth educators, nurses)
        viii. Number of CE contact hours applied for
        ix. Organization(s) that have approved the program for CE credit or to which CE credit applications have been submitted
2. Evaluation Forms. One (1) for the entire program and one (1) for each session when individual sessions are presented; an example is provided at the end of this document.
3. Attendance Verification and Contact Hour Certificate sample; an example is provided at the end of this document.
4. Posttest(s) (if applicable). Because attendance cannot always be verified in asynchronous online classes or independent study/distance learning programs, assessment of learning outcomes is required. If the assessment is via a posttest, attach a copy; an example is provided at the end of this document.
5. Full CV or resume for each presenter (PLEASE NOTE - short bios will not be accepted).

6. **Session Summary Table** if you apply for more than one session; a fillable PDF is provided at the end of this document. (You can simply extract the summary session form and fill it in).

Incomplete applications will not be forwarded to the reviewers. Please read the Guidelines thoroughly to ensure that your application is complete. Applications received by MEAC without the application fee will not be forwarded to the reviewers.

Refresher Course Applications

Refresher courses such as Neonatal Resuscitation Program (NRP), Advanced Life Support in Obstetrics (ALSO), suturing, and similar subjects may be submitted to MEAC for CE approval. However, these courses cannot be used to fulfill the certification requirements needed for license renewal. By definition, a refresher course is intended to reinforce existing knowledge, and participants can earn CEUs upon completion.

For all courses, including refresher courses, MEAC requires:

- The latest and most up-to-date references
- The most recent scientific findings

All applications for refresher courses, resubmissions, or initial submissions must go through the standard MEAC application process.

Program Application Instructions

1. Program Title
    a. Provide the name of the program. This serves as the initial introduction to the topic being presented.
2. Target Audience
    a. Identify the intended audience for the program.
    b. Ensure that the goals and objectives align with the audience's continuing education (CE) needs.
    c. Note: Needs differ from interests—needs are identified gaps or opportunities for improvement, while interests are personal preferences that may change over time.
3. Sponsor Organization/Agency/Program Providers
    a. List all organizations or agencies involved in sponsoring the program.
4. Contact Person
    a. Provide the name and contact details of the primary organizer, including:
        i. Mailing address (city, state, zip code)
        ii. Phone number
        iii. Email address
5. Location of Presentation
    a. List the venue name and address where the program will be held.
    b. Note: This does not apply to online webinars, independent study/distance learning programs, or programs repeated within the two-year approval period.
6. Program Date(s)
    a. List the planned date(s) for the program.
    b. For independent study/distance learning programs, specify the timeframe during which the program's available.
    c. If the program will be repeated, provide the currently scheduled dates.
    d. Approval remains valid for two years from the date of the MEAC's approval letter.
7. Number of Program Sessions
    a. Indicate the total number of sessions eligible for contact hour approval in the Session Summary Table.
8. Total Number of Contact Hours Applied For
    a. Refer to pages 8 and 9 for instructions on calculating contact hours.
    b. Ensure that the estimated class duration realistically reflects the time required to cover each topic.

Planning Committee

- List the individuals who planned the program.
- At least one member should be a Certified Professional Midwife (CPM), Licensed Midwife (LM), Certified Nurse-Midwife (CNM), or Certified Midwife (CM).
- Experienced midwives must be involved in planning programs that enhance midwifery expertise or represent midwifery standards within the community.

Program Details

1. How and why was this program topic chosen?
    a. Explain how your organization selected the CE topic (e.g., new skill requirements, updated protocols, survey feedback from midwives, or past program participants).
2. For independent study/distance learning programs:
    a. Describe how learning will be assessed.
3. Record-Keeping Requirements
    a. Where, how, and with whom will attendance records be stored for seven years?
    b. Provide the name, address, phone number, and email of the person responsible or organization.
    c. If the sponsor's contact information differs from the record keeper's, provide details specifying which entity physically maintains the records.
4. Is this program co-sponsored with another agency?
    a. If applicable, provide details about any co-sponsoring organization(s).

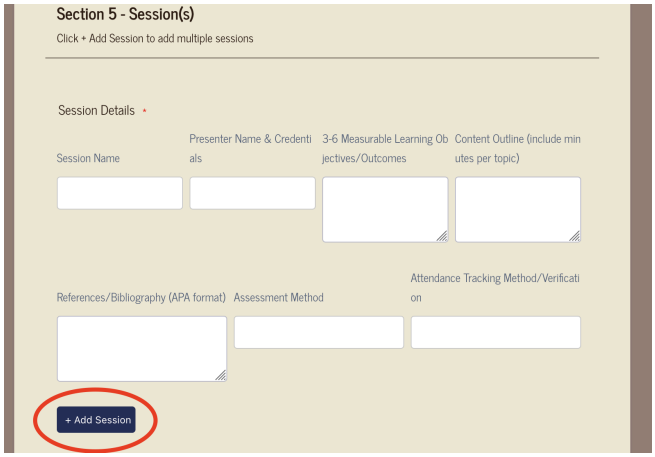
Application Fee: Pay via PayPal or at the end of the Program Application.

Session/Speaker Application Instructions

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.

Complete a separate session details table in the online application form for each session.



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, and 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 (post-test) 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.). APA format preferred.

- Internet sources must include the URL and access date.
- Ensure sources are credible, up to date, 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 (preferably 5-7 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.

Cultural Competency Application Guidelines

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 populations
- 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 any of these questions does not necessarily result in application denial. However, MEAC encourages applicants to reflect on their answers and consider what steps they can take to broaden inclusivity in midwifery continuing education. Our goal is to support the development of CEU programs that promote equity, inclusion, and justice in midwifery education.

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. (This is for your use only)			
Health Equity	Yes	Critical Conscious	Yes
Social Justice	Yes	Disparities/Resilience	Yes
Unconscious/Implicit Bias	Yes	Health Literacy	Yes
Historical Trauma/Cultural Healing	Yes	Structural Violence	Yes
Reproductive/Birth Justice	Yes	Social Determinants of Health	Yes
Structural Competency	Yes	Power and Privilege	Yes
Structural Humility	Yes	Life Course Perspectives	Yes
Weathering Theory	Yes	Why do people have a hard time talking about race?	Yes
Racial Anxiety	Yes	Stereotypes and Identity Threat	Yes
Ally/Accomplice	Yes	Microaggressions and Microinvalidations	Yes
Framework for Quality Apologies	Yes	Multicultural Competency VS Cultural Humility	Yes
Strengths-Based Approaches	Yes	Intersectionality	Yes
Overcoming Stereotype Threat/Wise Feedback	Yes	Positive Racial Climate	Yes
Growth Mindset	Yes	Multicultural Sources of Wealth	Yes

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, cisgender, heterosexual, etc.? Are there any guest speakers who can represent and balance diverse perspectives?)	Yes	Acknowledge and explain if there are no other options:

Focusing on Strength and Resilience, not Just Disparities/Inequities	
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 factors, and a focus on strengths-based interventions.	Yes
I have considered activities that increase motivation and hope by fostering a growth mindset.	Yes

Reconsider Content and Highlight Diverse Resources	
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 the 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, cisgender, heterosexual norms.	Yes

Helping Students See Themselves Reflected in The Course Content And Fostering a Sense of Belonging and Connection	
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

Emphasizing Community Connections	
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

Considering Implications for Vulnerable/ Resilient Populations or Those on the Margins	
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

Assessing Terminology/Language	
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

Reconsidering the Content of Questions Posed and Case Study Examples	
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

Assessing Methods of Evaluation	
My course evaluation specifically asks whether students perceive racism or other forms of discrimination, and whether the content seems relevant to the diverse communities they hope to serve, etc.	Yes

Allowing for Diversity of Expression and Reactions	
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 referenced everywhere.	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 which commitments I want to make in this course to expand my foundation of knowledge in social justice, antiracism, and equity in education.	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