Newlife International
SCHOOL OF MIDWIFERY

ACADEMIC CATALOG

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Newlife International School of Midwifery

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Table of Contents

GENERAL INFORMATION **4**

Our Mission 4
Our Vision 4
Our Goals 4
Our Core Values 5
Our Statement of Faith 5
Program Overview 7
Program Credit Requirements 7
Accreditation 9
Program Learning Outcomes 10
Catalog Updates And Policy Changes 12
California Bureau For Private Postsecondary Education 12
Staff And Faculty 12

CHAPTER ONE **14**

CURRICULUM **14**

The US Based Distance Program Format 14
The Overseas Program Hybrid Format 14
Program Length & Course Schedule 15
Courses at NISM 19
Course Sequence (Full-Time Students- Taking More Than 10 Credits Per Quarter) 27
Suggested Course Sequence (Part-Time Students- 10 Credits Or Less Per Quarter) 28
Program Progression 30
Credit Hours 32

CHAPTER TWO **33**

ACADEMIC POLICIES AND CONDUCT **33**

Student Conduct Policy for Online Courses 33
Grading Policy 34
California Students 35
Doctrine of Fair Use (Copyright) 39
Plagiarism 40
Competency-Based Education and Assessment 44
Textbooks 44
Competency 44
Integration of Academics and Clinical Training: 45
Learning Resources and Support: 46
Library and Research Support 46
Student Responsibility and Accountability: 47
Performance Review 47
Competency For Graduation 48
Graduation Requirements 48
The NARM Examination 49
Minimum and Maximum Timeframe 49
Satisfactory Progress 50
Incomplete Policy for Midwifery Courses 51

Policy on Student Withdrawal from Newlife 51
Policy on Course Withdrawals, Incompletes, and Failures 52
Remediation 53
Academic Probation Policy 53
Attendance 55
Policy for Live Sessions 56
Leave Of Absence 59
Calendar And Breaks 63
CHAPTER THREE 64
ONLINE KNOWLEDGE ACQUISITION AND EVALUATION 64
Approach to Online Knowledge Acquisition 64
Evaluating the Validity and Credibility of Sources 64
CHAPTER FOUR 70
MIDWIFERY (CPM) CERTIFICATION AND LICENSING 70
National Certification for Midwives: 70
Licensing in Other States and Countries 70
CHAPTER FIVE 73
ADMISSIONS 73
Admissions Policy for the Newlife International School of Midwifery (NISM) 73
Admissions Criteria 74
Admissions Procedure 75
Non-US Students 78
Transfer of Credits Policy 80
Non-discrimination Policy 82
CHAPTER SIX 84
PRIOR LEARNING EXPERIENCE 84
CHAPTER SEVEN 87
THE CLINICAL PROGRAM 87
Preceptor and Clinical Requirements 87
Clinical Credit Hours: 88
Incomplete Policy for Clinical Competency Courses 90
CHAPTER EIGHT 92
ADDITIONAL INFORMATION AND RESOURCES 92
Transcript Request Policy 92
Student Records And Record Retention 92
Support Services 93
Student Achievement Information 94
School Performance Fact Sheet 94
CHAPTER NINE 96
TECHNICAL SUPPORT 96
Social Media 96
Cultural Humility, Anti-Racism, and Inclusivity 97
Family Educational Rights and Privacy Act (FERPA) 97
Health Insurance Portability and Accountability Act (HIPAA) 98
Sexual Harassment 98

Race and Other Forms of Privilege, Inequities, and Implicit Bias 99
Housing 99
Emergency Preparedness 100
CHAPTER TEN 102
STUDENT CONDUCT 102
Student Life 102
Student Conduct Expectations at NISM 103
Disciplinary Procedure 104
CHAPTER ELEVEN 107
GRIEVANCE POLICY 107
CHAPTER TWELVE 109
FEES AND FINANCES 109
Tuition and School Expenses 109
US Cohort Tuition and Fees* 109
Housing 110
Overseas Cohort Tuition* and Fees: 111
Late Fee Policy 112
Estimated Total Program Cost 112
Financial Aid 114
General Refund Policy 114
Student Tuition Recovery Fund 115
Specific Midwifery Fees 117
A NOTE ABOUT LANGUAGE USE 118





GENERAL INFORMATION

Our Mission

At Newlife International School of Midwifery, we train compassionate, skilled midwives who are grounded in Christian values and committed to providing holistic, culturally responsive maternity care across the globe. Rooted in a spirit of faith, compassion, and service, we empower students with the knowledge, skills, and cultural awareness needed to address maternal health inequities worldwide. We cultivate a nurturing, inclusive community that honors diversity, equality, and dignity, with the aim of creating a ripple effect of compassionate, respectful care that enhances the well-being of mothers and infants, one birth at a time.

Our Vision

Our vision is to empower midwives who are grounded in Christian values to drive transformative change across cultures, offering skilled and compassionate care that respects the dignity of every individual. We aim to prepare graduates who are equipped to serve in diverse global settings, overcoming barriers and addressing both the physical and spiritual needs of the communities they serve. With a deep commitment to faith, we seek students who are actively engaged with their local church communities and who are dedicated to using their gifts to create lasting, positive change for people around the world.

Our Goals

- Equip students with the theoretical knowledge and practical skills needed to provide evidence-based, holistic midwifery care.
- Foster a spirit of service rooted in Christian faith and values.
- Address global maternal health disparities through culturally sensitive and inclusive education.
- Promote professional excellence and lifelong learning in midwifery practice.
- Empower graduates to serve in diverse global settings, including underserved communities, with compassion and competence.

Our Core Values

Faith: Grounded in Christian principles, we seek God's wisdom and compassion as we guide our students in their journey to become midwives who serve with integrity and grace.

Love: We are committed to demonstrating love through empathetic, respectful care for all individuals, honoring their unique backgrounds, experiences, and needs, regardless of their circumstances.

Service: With a heart of service, we equip our students to meet the needs of diverse communities, fostering an approach to care that is selfless, inclusive, and driven by a deep desire to make a positive impact.

Dignity: We believe in upholding the inherent value of every person, ensuring that all individuals receive care that is fair, respectful, and just, regardless of their race, gender, or socio-economic status.

Excellence: We are dedicated to fostering an environment where high standards of education and midwifery practice are coupled with a commitment to social justice, equity, and continuous learning for the betterment of our communities and the world.

Our Statement of Faith

Newlife International School of Midwifery — Statement of Faith

Newlife International School of Midwifery is a Christian institution within the evangelical Protestant tradition. We believe the Bible, consisting of the sixty-six books of the Old and New Testaments, is the inspired, trustworthy, and authoritative Word of God and the final authority for faith and practice. We believe in one God, eternally existing as Father, Son, and Holy Spirit. We believe Jesus Christ is fully God and fully human, conceived by the Holy Spirit and born of a virgin; that He lived a sinless life, died on the cross as the atoning sacrifice for sin, rose bodily from the dead, ascended into heaven, and will personally return in glory. We believe the Holy Spirit is God, who convicts, regenerates, indwells, and empowers believers and gives spiritual gifts for service. We believe God created humanity in His image, that humanity fell into sin and is separated from God apart from His grace, and that salvation is provided solely through God's grace because of the atoning death and resurrection of Jesus Christ and is received through personal faith in Him. We believe the Church is the body of Christ and is called to worship God, proclaim the Gospel, make disciples, pursue holiness, serve others, and demonstrate the love of Christ in the world. We believe in the resurrection of the dead, the personal return of Jesus Christ, the final judgment, and the eternal kingdom of God.

As a Christian institution serving students and faculty from diverse denominational backgrounds, NISM seeks to remain faithful to the essential truths of Scripture while respecting appropriate differences in denominational traditions and practices.

Biblical Foundations:
2 Timothy 3:16–17; Matthew 28:19; John 1:1–14; Matthew 1:18–25; 1 Corinthians 15:3–8; Acts 1:9–11; Romans 3:21–26; Ephesians 2:8–9; John 3:3–8; Acts 2:42–47; Matthew 28:18–20; Revelation 20–22.

Our Educational Philosophy

NISM believes in the transformative power of education to create change in maternal health outcomes. Our philosophy integrates Christian values with evidence-based practice, emphasizing culturally sensitive care and inclusivity. Students are prepared to become competent, reflective practitioners through a combination of theoretical learning and hands-on clinical experience. Our program is designed to meet students where they are, enabling accessible learning through online platforms while maintaining the rigor of traditional midwifery education. We emphasize accountability, ethical practice, and the importance of community in shaping skilled, compassionate midwives.

Catalog Period and Availability

This Academic Catalog Period: October 5, 2026– October 4, 2027 and applies to students enrolling during the catalog period identified above.

NISM publishes its current Academic Catalog electronically through its website and provides prospective and enrolled students access to the catalog through the NISM website, admissions materials, student portal, or other electronic means.

Students are responsible for reviewing the catalog applicable to their enrollment period and any subsequent institutional notices regarding material changes to academic requirements, tuition, fees, policies, or program requirements.

The current catalog is available at:
www.midwifeschool.org

A student may request a copy of the current catalog from NISM by contacting:

Newlife International School of Midwifery
707 Kasota Avenue
Jordan, Minnesota 55352
Email: director@midwifeschool.org
Telephone: 360-773-4513

Annual Catalog Update

NISM updates and publishes its Academic Catalog annually. Any material changes to educational programs, educational services, procedures, or policies required to be included in the catalog will be reflected in the catalog or an accompanying supplement or insert when implemented.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Program Overview

Newlife International School of Midwifery (NISM) offers different educational pathways to an Associate of Science in Midwifery. Upon successful completion of the NISM program, students receive the Associate of Science in Midwifery degree from NISM and become eligible to apply for the North American Registry of Midwives (NARM) examination, subject to NARM's eligibility requirements. Students who satisfy NARM's requirements and successfully complete the examination may earn the Certified Professional Midwife (CPM) credential.

Associate of Science in Midwifery
125 quarter credits – US-Based Cohort
California pathway**:** 125 NISM quarter credits plus 2 additional external quarter credits;
approximately 3 years to complete the combined educational pathway.
133 quarter credits – Overseas Cohort

NISM has developed a comprehensive online training program designed to make midwifery education more accessible to aspiring students worldwide. This flexible program allows students to study from home, or travel overseas. Those desiring to enroll in the online US based cohort eliminate the need for relocation which is a barrier many face in pursuing midwifery training.

NISM aims to equip qualified midwives to respond to the global maternal health crisis. This program reflects our commitment to empowering individuals with the knowledge and skills needed to provide compassionate, culturally sensitive care—no matter their location.

US-Based cohort

Clinical training for students enrolled in the US-Based Cohort will take place in the US. Students choosing this pathway to program completion will work with local midwifery preceptors at a location of their choosing in the US. Additionally, students will have the option to participate in a 3–12-month clinical internship at our birthing center overseas if they are interested in a cross-cultural experience. MEAC allows clinical experience to count towards the CPM certification until August 2028.

Overseas cohort

Students enrolled in the Overseas Cohort will spend approximately 2.5-3 years in full immersion at our birthing center located overseas. Students will receive hands-on training while serving in underserved communities. The majority of all clinical training will take place overseas.

Program Credit Requirements

The Associate of Science in Midwifery program is offered through two cohort pathways. The total number of quarter credits required for graduation varies by cohort because of differences in General Education requirements.

Credit Requirement: The Associate of Science in Midwifery requires 125 quarter credits for the US-Based Cohort (USC) and 133 quarter credits for the Overseas Cohort (OSC)**.** Both pathways include 47 quarter credits of Midwifery Education and 33 quarter credits of Clinical Education. The remaining credits are General Education requirements specific to each cohort.

US-Based Cohort (USC)

Curriculum Area	Quarter Credits
General Education	45
Midwifery Education	47
Clinical Education	33
Total Program Credits	**125**

Overseas Cohort (OSC)

Curriculum Area	Quarter Credits
General Education	53
Midwifery Education	47
Clinical Education	33
Total Program Credits	**133**

All credits listed above are quarter credits. Students must successfully complete all required courses, clinical requirements, competencies, and other graduation requirements applicable to their cohort.

The specific courses comprising each curriculum area are identified in the curriculum and course descriptions sections of this catalog.

DISTANCE EDUCATION DISCLOSURE

NISM provides academic instruction primarily through distance education.

Students access course materials, assignments, assessments, instructional activities, and other educational resources through NISM's learning-management system and approved online technologies.

Students are expected to monitor their NISM communications, participate in required online activities, submit assignments by established deadlines, and maintain regular communication with faculty and the institution.

Distance Education Response Time

NISM generally provides faculty feedback or an evaluation of submitted lessons, assignments, projects, and other graded work within **two business days of receipt**, excluding weekends and institutional holidays. Certain assignments or assessments requiring additional review may require additional time.

INSTRUCTIONAL LOCATION

NISM's administrative address is:

Newlife International School of Midwifery
707 Kasota Avenue
Jordan, Minnesota 55352

Academic instruction for the US-Based Cohort is delivered online.

Clinical instruction is provided through approved clinical sites and preceptors in locations appropriate to the student's approved clinical plan. The clinical location may vary by student.

Students are responsible for complying with applicable laws and professional requirements governing clinical education and practice in the jurisdiction where clinical activities occur.

Accreditation

Newlife International School of Midwifery (NISM) is fully accredited by the Midwifery Education Accreditation Council (MEAC)**.** NISM received full institutional accreditation on August 12, 2026**.**

MEAC accreditation signifies that NISM has demonstrated compliance with MEAC standards for midwifery education. These standards address areas including institutional governance, educational programs, faculty, student services, clinical education, assessment, and institutional effectiveness.

NISM's Associate of Science in Midwifery is designed to prepare graduates for professional practice as direct-entry midwives and for the professional certification pathway administered by the North American Registry of Midwives (NARM)**.** Accreditation does not constitute professional licensure or certification. Eligibility for certification, licensure, or registration is determined by the applicable certification organization, licensing authority, or other governmental agency.

Students are responsible for reviewing the certification and licensure requirements applicable to the state or jurisdiction in which they intend to practice, as requirements may vary by jurisdiction and may change over time.

NISM is committed to maintaining the quality of its educational programs through ongoing assessment, continuous improvement, and continued compliance with applicable accreditation standards.

Accrediting Agency:
Midwifery Education Accreditation Council (MEAC)
MEAC Website

ACCREDITATION AND CALIFORNIA LICENSURE

Newlife International School of Midwifery (NISM) is fully accredited by the Midwifery Education Accreditation Council (MEAC). NISM received full institutional accreditation from MEAC on August 12, 2026.

California law provides that, for purposes of California statutes, a national or regional accrediting agency recognized by the United States Department of Education as of January 1, 2025, retains that recognition through July 1, 2029, provided the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. California Business and Professions Code section 144.7.

MEAC was recognized by the U.S. Department of Education on January 1, 2025. Under California's current statutory framework, MEAC accreditation therefore continues to be recognized for purposes of applicable California law through July 1, 2029, subject to the requirements of section 144.7.

NISM students who intend to pursue California licensure should understand that graduation from an NISM MEAC-accredited program does not, by itself, guarantee California licensure. California licensure requirements include completion of the applicable educational and clinical requirements and successful completion of the NARM examination, as well as any other requirements established by the Medical Board of California.

Students should review current California licensure requirements directly with the Medical Board of California before enrolling and before applying for licensure.

INSTITUTIONAL APPROVAL AND ACCREDITATION DISCLOSURE

Newlife International School of Midwifery is a Minnesota institution authorized to operate and offer its Associate of Science in Midwifery program in accordance with applicable Minnesota requirements.

NISM is fully accredited by the Midwifery Education Accreditation Council (MEAC). NISM received full institutional accreditation on August 12, 2026.

Accreditation does not constitute a guarantee that a graduate will obtain professional licensure, certification, employment, or admission to another educational institution.

Students should review the professional licensure requirements of the state or jurisdiction in which they intend to practice.

BANKRUPTCY DISCLOSURE

Newlife International School of Midwifery does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition for bankruptcy within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Program Learning Outcomes

Graduates of the Newlife International School of Midwifery (NISM) training programs will:

Demonstrate Proficiency in Clinical Skills

Provide safe, effective care in prenatal, labor and delivery, postpartum, and newborn care, following the Midwives Model of Care©* and MotherBaby-Family Friendly** maternity care principles.

Master Reproductive Health Knowledge

Exhibit a comprehensive understanding of anatomy, physiology, and reproductive health related to pregnancy, childbirth, and postpartum care.

Communicate Effectively

Engage with clients, families, and healthcare professionals using empathetic, culturally sensitive communication and counseling techniques.

Display Cultural Competence

Respect diverse cultural practices, tailoring care plans to provide inclusive and equitable midwifery services.

Adhere to Ethical and Legal Standards

Uphold ethical principles and legal standards, protecting the rights, autonomy, and confidentiality of clients.

Collaborate Within Healthcare Teams

Work effectively with interdisciplinary teams to deliver holistic, client-centered care.

Implement Evidence-Based Practice

Integrate current research and best practices into midwifery care to ensure informed clinical decision-making.

Advocate for Maternal Health

Promote women›s health and rights, contributing to community efforts to improve maternal and infant well-being.

Exhibit Critical Thinking

Analyze complex situations and respond to challenges in maternity care with sound judgment and adaptability.

Achieve Certification

Fulfill the requirements to become a Certified Professional Midwife (CPM) through the North American Registry of Midwives (NARM)***.

*© 1996-2018 Midwifery Task Force
**MotherBaby-Family Friendly Maternity Care https://icichildbirth.org/about/
***https://narm.org/

Students With Disabilities

Newlife International School of Midwifery (NISM) is committed to supporting students with disabilities and will make every reasonable effort to provide appropriate accommodations to ensure equal access to education. While the practice of midwifery requires certain physical and cognitive abilities, NISM is dedicated to working with each student to assess individual needs and explore possible supports that align with the essential functions of midwifery. We strive to foster an inclusive and supportive learning environment for all students.

Catalog Updates And Policy Changes

NISM periodically updates this catalog to reflect changes in curriculum, accreditation requirements, professional standards, institutional policies, tuition and fees, state requirements, and applicable law.

NISM will make reasonable efforts to notify students of material changes that affect their enrollment.

Nothing in this catalog is intended to waive or limit rights provided to students by applicable law.

California Bureau For Private Postsecondary Education

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, California 95834

Telephone: (916) 574-8900 or (888) 370-7589

Website: www.bppe.ca.gov

The Bureau's website provides information regarding student complaints, institutional oversight, and applicable California postsecondary education requirements.

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CHAPTER ONE
CURRICULUM

The curriculum at Newlife International School of Midwifery (NISM) was developed to provide high-quality midwifery education and has undergone regular updates to maintain alignment with current best practices in the field. Designed with flexibility and accessibility in mind, the curriculum is aligned with the educational standards of the Midwifery Education Accreditation Council (MEAC) and is subject to ongoing review and continuous improvement in accordance with applicable accreditation standards. The curriculum is closely aligned with and meets all requirements of the North American Registry of Midwives (NARM), and the International Confederation of Midwives (ICM).

NISM incorporates a holistic approach to maternity care, drawing from globally recognized initiatives and models such as the Midwives Model of Care ©, the World Health Organization's Safe Motherhood Initiative, and the UNICEF Baby-Friendly Initiative. These frameworks reflect our commitment to improving maternal and newborn outcomes worldwide and promoting equity in midwifery care.

The US Based Distance Program Format

Students begin their journey with an online orientation, establishing a foundation for distance learning. Academic coursework is completed remotely, allowing students to stay in their home communities while engaging in regular virtual meetings with faculty and peers.

Clinical training typically begins in the second quarter of the program, with students apprenticing under an experienced midwife preceptor. This flexible model allows students to complete their clinical requirements either locally or in a location of their choosing. For those seeking unique opportunities or specific clinical experiences, relocation for clinical placements is an option, as all academic coursework can be accessed from anywhere in the United States. (For additional information, contact NISM's clinical director.)

The Overseas Program Hybrid Format

Students participating in the overseas program will have the unique opportunity to complete their clinical training at a birth center operated by NISM graduates. This hands-on experience allows

students to apply their skills in a real-world setting while benefiting from the guidance and expertise of seasoned midwives trained in the NISM approach.

Students will engage in online courses as part of their academic curriculum, complemented by in-person enhancements at the birth center. These include skills sessions, simulations, and interactive activities designed to reinforce and expand upon their online learning. This blended approach ensures a comprehensive and immersive educational experience.

Students begin their journey with an in-person orientation to establish a strong foundation for hybrid learning. Academic coursework is completed remotely, providing flexibility and allowing students to stay connected to their studies while engaging in meaningful clinical experiences abroad. Regular virtual and in-person meetings with faculty, preceptor, mentors, and peers ensure ongoing support and collaboration.

Clinical training in the overseas program integrates seamlessly with the academic curriculum, typically beginning in the second quarter. This unique program allows students to fulfill their clinical requirements in a dynamic, cross-cultural environment, providing exposure to diverse maternity care practices. The combination of online learning and in-person clinical training at the overseas birth center equips students with the knowledge, skills, and cultural competence needed to excel as midwives.

Program Length & Course Schedule

The complete midwifery program is designed to be completed in approximately 2.5 to 3 years, divided into quarters. Each quarter spans 3 months (13 weeks) and consists of 10 weeks of academics, 1 week for exams, and 2 weeks for an academic break. At the end of each academic year, students are required to attend an in-person skills training and evaluation session.

Students enrolled in the US based program have the option to enroll either full time or part time. Students enrolled in the overseas program will all be required to enroll in the full-time option.

- **Full Time:** This path involves 2.5-3 years of full-time academics.
- **Part Time:** For those who cannot commit to a full-time schedule, a part-time option is available for students enrolled in the US option. This allows students to take classes at a slower pace, accommodating other commitments and responsibilities. Part-time students will complete all program requirements but over a longer period.

Please note that the program duration may extend beyond 3 years for students who encounter difficulties with academics or need additional time to fulfill clinical requirements.

We are excited to support students through this innovative mode of learning and to continue our mission of training skilled Christian midwives ready to make a global impact.

Program Goals

- **Equip Students with Comprehensive Midwifery Skills:** Our primary goal is to provide students with training in midwifery practices, including prenatal care, childbirth, postnatal care, and newborn

care. Through hands-on experience and theoretical knowledge, students will develop the necessary competencies to serve effectively in well-resourced and low-resource settings.

- **Cultivate Compassionate and Culturally Sensitive Care Providers:** We aim to foster a deep sense of compassion and empathy in our students, recognizing the unique needs and challenges faced by women in diverse cultural contexts. Through cultural immersion experiences and reflective practice, students will learn to provide care that respects and honors the cultural beliefs and practices of the communities they serve.
- **Promote Evidence-Based Practice and Critical Thinking:** Our program is committed to equipping students with the skills necessary to critically evaluate and apply evidence-based practices in midwifery care. Students will learn to assess risks, make informed decisions, and adapt their practice to the specific needs and resources available in low-resource settings, with a focus on improving maternal and neonatal outcomes.
- **Foster a Spirit of Service and Advocacy:** Central to our program is the belief that midwifery is not just a profession but a calling to serve the most vulnerable members of society. We seek to instill in our students a commitment to social justice and advocacy for maternal and infant health, empowering them to be agents of change in their communities and beyond.
- **Prepare Students for Certification and Licensure:** Our ultimate goal is to ensure that students graduate with the necessary qualifications to obtain certification and licensure as midwives in the United States. Through comprehensive curriculum design, clinical rotations, and mentorship, we aim to support students in meeting the requirements for certification while upholding the highest standards of professional ethics and practice.
- **Facilitate Sustainable Health Systems:** Beyond individual clinical practice, our program aims to contribute to the long-term improvement of maternal and neonatal health outcomes in low-resource countries. Through partnerships with local healthcare providers, community engagement initiatives, and capacity-building efforts, we seek to empower communities to take ownership of their healthcare needs and foster lasting change.
- **Cultivate a Lifelong Commitment to Learning and Professional Development:** We recognize that the field of midwifery is constantly evolving, and our program is dedicated to fostering a culture of lifelong learning and professional development among our students. Through ongoing mentorship, continuing education opportunities, and participation in professional networks, we aim to support graduates in staying abreast of the latest developments in midwifery practice and research, enabling them to continually enhance the quality of care they provide.

Learning Activities

At Newlife International School of Midwifery (NISM), the curriculum incorporates a diverse range of learning activities designed to engage students, foster critical thinking, and ensure the comprehensive development of midwifery knowledge and skills. These activities include:

- **Online Videos:** Pre-recorded lectures and demonstrations provide foundational knowledge and visual aids to enhance understanding of core midwifery concepts and techniques.

- **Online Class Discussions:** Interactive forums encourage collaborative learning and provide opportunities for students to engage with peers and instructors on course topics, share insights, and deepen their understanding.
- **Live Video Class Sessions with the Instructor:** Real-time virtual classes allow students to connect with instructors, participate in discussions, and clarify concepts in an interactive environment.
- **Quizzes:** Short assessments help students review key concepts and reinforce their learning throughout the course.
- **Exams:** Comprehensive evaluations test students› mastery of material covered in each course and prepare them for professional certification and practice.
- **Papers:** Written assignments promote critical analysis, research skills, and the application of theoretical knowledge to practical midwifery scenarios.
- **Reflections:** Reflective exercises encourage students to assess their personal growth, learning experiences, and professional development.
- **Reading Assignments:** Carefully selected readings from textbooks, research articles, and supplemental materials provide students with essential information and diverse perspectives on midwifery practice.
- **Projects:** Hands-on projects allow students to apply their knowledge creatively and practically, bridging the gap between theory and practice.
- **Student Video Submissions:** Students demonstrate their skills and understanding by creating and submitting videos, showcasing practical techniques and clinical competencies.

These varied learning activities ensure that NISM students are well-prepared to meet the academic and professional demands of midwifery, equipping them to provide high-quality care and contribute meaningfully to the midwifery profession.

Learning Assessment

At Newlife International School of Midwifery (NISM), learning assessment is a key component of the program, ensuring students achieve academic and professional competency through a combination of formative and summative methods. These assessments are designed to provide constructive feedback, measure progress, and guide students in their midwifery education.

- **Formative Assessments:** Formative assessments focus on fostering student development through ongoing, non-graded interactions and feedback. These include:
    - Student-teacher interactions via email, allowing personalized support and clarification of concepts.
    - Live video sessions that encourage real-time discussions and engagement with instructors.
    - Non-graded projects and interactions that allow students to explore and apply knowledge in a supportive, low-pressure environment.

- **Summative Assessments:** Summative assessments provide graded evaluations of student learning and performance. These include:
  - Quizzes: Assess understanding of key concepts and reinforce knowledge.
  - Exams: Evaluate comprehensive mastery of course materials.
  - Projects: Measure the ability to apply theoretical knowledge to practical midwifery scenarios.
  - Research Question Answers: Assess critical thinking and the ability to synthesize information from readings and discussions.
  - Videos: Allow students to demonstrate practical skills and clinical competencies.
  - Other Assignments: Include written papers, reflections, and additional tasks designed to meet learning objectives.

Feedback is provided by instructors for all summative assessments, helping students understand their strengths and areas for improvement. This approach ensures a balanced evaluation of both academic knowledge and practical skills, equipping NISM students to excel in their midwifery education and professional practice.

Competency Completion Policy

Newlife International School of Midwifery (NISM) is committed to ensuring that all students graduate with the knowledge, skills, and abilities outlined in the Essential Competencies of the Midwifery Education Accreditation Council (MEAC).

To support this, NISM requires that all students demonstrate competency in designated areas throughout their coursework.

Policy Requirements:

- Certain assignments in each course are designated as **Required Competency Assignments (RCAs)**. These assignments are directly aligned with MEAC Essential Competencies.
- **All Required Competency Assignments must be completed at a satisfactory level** to pass the course.
- Students who do not complete one or more Required Competency Assignments will **not pass the course**, regardless of their overall grade percentage.
- If a student does not meet the required level of competency on an assignment, **one revision will be permitted**. The revised submission must demonstrate competency to pass.
- Faculty will verify that all required competencies have been met before a final course grade is issued.

Grading Clarification:
A passing grade in a course requires both:

1. A passing overall grade (as defined in the grading scale), and
2. Successful completion of all Required Competency Assignments

This policy ensures that all graduates of NISM are fully prepared and have met the educational standards necessary to pursue certification through the North American Registry of Midwives (NARM).

Courses at NISM

BIO 101: Anatomy and Physiology (3cr)
This course highlights the anatomy and physiology of the human body. Throughout this course, the student will gain an understanding of the anatomy and physiology of the entire body with special consideration regarding pertinence to pregnancy and childbirth. This course summarizes human anatomy and physiology considering anticipated normal physiological birth. The student will be equipped to support clients by using the Midwives Model of Care© in relation to the human body and human reproduction.

BIO 102: Nutrition (3cr)
This course covers the essential principles of nutrition, focusing on the specific dietary needs of individuals during preconception, pregnancy, postpartum, and lactation. Students learn about macro- and micronutrients, optimal prenatal nutrition, managing common dietary challenges, and the role of nutrition in fetal development and maternal health. The course also explores cultural and socioeconomic factors affecting nutrition, equipping students to provide personalized dietary guidance. Emphasis is placed on using nutrition as a foundation for healthy pregnancies, effective recovery, and long-term well-being for both parents and newborns.

BIO 201: Fetal Development (2cr)
This course provides an in-depth look at the stages of growth and physiological changes of the fetus from conception to birth. This course covers embryology, organ system development, and the factors that influence healthy fetal growth, such as genetics, nutrition, and maternal health. Students learn to assess fetal well-being and understand how environmental and maternal factors can impact fetal development. Emphasis is placed on recognizing normal versus abnormal development, preparing students to educate and support clients in promoting optimal prenatal health.

CLN 161: Intro to Midwifery Clinic (Clinic Phase 1) (2cr)
Introduction to Midwifery Clinic is a foundational course designed to introduce students to the essential skills, knowledge, and professional behaviors required in a midwifery clinical setting. This course provides an overview of basic medical terminology, core midwifery practices, and effective communication strategies for engaging with clients, healthcare team members, and midwifery preceptors. Additionally, students will learn the process of securing a clinical placement with a midwifery preceptor, focusing on professional conduct, communication etiquette, and building strong preceptor-student relationships. The course emphasizes the importance of maintaining a professional demeanor, respecting diverse cultures, and understanding ethical standards in midwifery care.

Clinic Phases 2-9 (credits based on anticipated clinical experience)
The Clinical Phase Series is a progressive sequence of courses designed to guide midwifery students from foundational skills to clinical mastery. These courses provide hands-on clinical training under the supervision of approved preceptors in home birth and birth center settings. Each phase builds upon the previous one, introducing increasingly complex skills and responsibilities to prepare students for independent practice. Students are required to complete an established set of clinical skills and a

minimum number of clinical experiences in each phase, ensuring steady progress toward the competencies outlined by the North American Registry of Midwives (NARM). Clinical requirements are distributed across the phases to ensure all necessary experiences, including prenatal, labor, birth, postpartum, and newborn care, are completed by the end of the program. In addition to acquiring technical skills, students refine their ability to apply evidence-based care, engage in professional communication, and adapt to diverse cultural and clinical scenarios. Through these courses, students gain the confidence and competence required to meet the demands of midwifery practice and to qualify for certification as a Certified Professional Midwife (CPM).

COM 101 Bridging Cultures Through Communication (3cr)
This course explores the foundational principles of effective communication with a focus on cultural competency in midwifery care. Students will develop skills to navigate diverse cultural contexts, fostering respectful and meaningful interactions with clients, families, and healthcare professionals. Emphasis is placed on understanding cultural norms, values, and communication styles, as well as addressing language barriers, implicit bias, and health literacy. Through case studies, reflective exercises, and practical application, students will learn strategies to build trust, reduce misunderstandings, and support culturally responsive, client-centered care in both clinical and community settings.

COM 201 Health Communication and Counseling (3cr)
This course focuses on the principles and practices of effective health communication and counseling within the context of midwifery care. Students will learn strategies for building trust, fostering client-centered relationships, and facilitating informed decision-making. Topics include active listening, motivational interviewing, shared decision-making, delivering difficult news, and addressing sensitive topics with cultural humility and empathy. Through role-playing, case studies, and reflective exercises, students will develop the communication and counseling skills necessary to support clients' physical, emotional, and psychological well-being throughout the childbearing continuum.

COM 301: Entrepreneurship & Business Practices for Midwives (3cr)
This course equips aspiring midwives with the foundational knowledge and skills needed to establish and manage a successful midwifery practice grounded in Christian values. Students will explore key concepts in business planning, financial management, marketing, legal and ethical considerations, and sustainable practice development. Emphasis is placed on integrating faith-based principles with professional excellence, fostering practices that serve communities with integrity, compassion, and accountability. Through case studies, practical exercises, and reflective learning, students will develop the tools necessary to navigate the unique challenges and opportunities of midwifery entrepreneurship in diverse settings.

CUL 101: Introduction to Cultural Competency (2cr) (Required for overseas cohort only)
This course is tailored for students who choose to participate in NISM's overseas cohort. This course focuses on introduction of concepts related to global healthcare and cultural competency. The student will gain understanding about challenges in global healthcare, cultural humility, volunteer ethics and professionalism, and WHO social determinants of health. The student will also learn local health practices and beliefs in the Philippines. In addition, the student will receive an orientation to the clinic, cultural practices, and policies and procedures.

CUL 102: Cultural Competency: Language Acquisition (3cr) (Required for overseas cohort only)

This course is tailored for students who choose to participate in NISM's overseas cohort. This is part two of the Cultural Competency course. This course focuses on language acquisition utilizing the Growing Participatory Approach (GPA) method. This method of language learning relies on structured interactions with a native "language helper." These language helpers as well as other staff in the clinic will serve as "cultural advisors." By the end of the course, the student should be competent in basic conversations and routine interactions for prenatal, birth, and postpartum care. The student will be assessed through a one-on-one verbal and listening comprehension clinical language assessment at the end of the 10-week language intensive.

CUL 103: Cultural Competency: Immersion (3cr) (Required for overseas cohort only)
This course is tailored for students participating in NISM's overseas cohort. This is part three of the Cultural Competency course. This course focuses on immersion in the local culture through home visitation and home stay, outreach into various communities in the region, and learning about the local city. The goal of this course is for students to apply concepts learned from Introduction to Cultural Competency, and practice language learned in the Language Acquisition course in the real-life setting. The student will also have the opportunity to observe in the clinic with peer and national hosts with the goal of learning clinical and cultural practice standards.

CUL 201: Cultural Consideration and Ethics (3cr)
The first half of this course explores the foundational principles of ethics within the midwifery profession. Students will examine critical ethical concepts, including informed consent, autonomy, nonmaleficence, beneficence, justice, confidentiality, and professional boundaries. Through case studies and discussions, students will apply ethical principles to real-world scenarios to develop sound judgment and decision-making skills. The course will emphasize the midwife's responsibility to clients, colleagues, and society, ensuring the highest standards of ethical practice. The second half of this course explores the themes of collaboration, compassion, and community within midwifery and healthcare, inspired by Beth Lincoln's Reflections from Common Ground. Students will engage with the text to reflect on the dynamics of relationship-centered care, cultural humility, and the power of storytelling in transforming practice. Through weekly readings, discussions, and assignments, students will deepen their understanding of how to foster connections with clients, peers, and the broader community.

CUL 202: Global Health (3cr)
This course explores health issues that transcend national boundaries and emphasizes the importance of a collaborative approach to improving health worldwide. The course examines the social, economic, and environmental determinants of health, as well as the impact of globalization on health outcomes. Students learn about various global health initiatives, public health policies, and the role of midwives in addressing health disparities, particularly in underserved populations. Emphasis is placed on cultural competence, ethical considerations, and advocacy in global health contexts. This course equips students to understand and engage with global health challenges, preparing them to contribute to health improvement efforts both locally and internationally.

CUL 203: Reproductive Justice and Ethics in Global Midwifery (3cr)
This course explores the principles of reproductive justice and ethical decision-making within the global context of midwifery, grounded in a Christian worldview. Students will examine how social, economic, political, and cultural factors impact access to respectful, equitable maternity care

worldwide. Key topics include human rights in childbirth, informed consent, autonomy, and ethical dilemmas faced by midwives in diverse settings. Through case studies, discussions, and ethical frameworks, students will develop skills to navigate complex issues with compassion, cultural humility, and integrity, while advocating for justice, dignity, and holistic care for women and families globally.

CUL 301: Faith, Culture, and Global Maternal Health (3cr)
This course explores maternal and newborn health through the lenses of Christian service, cross-cultural engagement, and global public health. Students examine the experiences of missionary physicians, nurses, midwives, and community health workers who have served women around the world. Through biographies, case studies, peer-reviewed research, and global health reports, students investigate how faith, culture, ethics, and evidence-based practice intersect to improve maternal and newborn outcomes. Emphasis is placed on cultural humility, sustainable partnerships, respectful maternity care, and Christ-centered service.

CUL 302: Sociology of Global Motherhood and Family (3cr)
This course examines the social, cultural, and spiritual dimensions of motherhood and family structures around the world through a Christian lens. Students will explore how factors such as religion, economics, politics, and healthcare systems influence maternal roles, family dynamics, and child-rearing practices across diverse societies. Emphasis is placed on understanding the challenges and strengths of global motherhood, including issues related to gender, social justice, and maternal health disparities. Through critical reflection, case studies, and discussions, students will develop a deeper appreciation for the universal and unique aspects of motherhood, preparing them to provide compassionate, culturally sensitive, and faith-informed midwifery care.

HUM 102 Shaping Perceptions of Birth (3cr)
This course examines how birth is represented across literature, film, and media, exploring the ways these portrayals influence societal perceptions, expectations, and cultural narratives surrounding childbirth. Students analyze diverse depictions of birth, from personal anecdotes to contemporary media, considering themes such as medicalization, autonomy, cultural traditions, and the role of midwifery. Through interviews and discussions, reflective writing, and media analysis, students gain insight into how storytelling shapes public understanding of birth and how midwives can challenge misconceptions to advocate for holistic, evidence-based care.

HUM 202 Spiritual Expression in the Childbearing Journey (2cr)
This course explores the role of spiritual expression through poetry, prayer, and reflective practices in the childbearing journey. Students will examine how diverse cultural and personal beliefs shape experiences of pregnancy, birth, and postpartum, and how spiritual expression can provide comfort, meaning, and resilience during these transformative times. Through the study of literary works, personal narratives, and cross-cultural practices, students will reflect on the intersection of spirituality and birth. Emphasis is placed on fostering respectful, inclusive care that honors clients' spiritual needs while maintaining professional boundaries in midwifery practice.

HUM 302: Sacred Stories of Birth: Narratives from Scripture and Global Traditions (3cr)
This course explores the sacred narratives of birth found in Scripture and global cultural traditions, highlighting the spiritual, cultural, and emotional significance of the childbearing journey. Students will examine biblical accounts of birth, motherhood, and midwifery alongside birth stories from diverse

cultures, reflecting on how these narratives shape beliefs, practices, and perceptions of birth across time and place. Through storytelling, theological reflection, and cross-cultural analysis, students will gain a deeper understanding of the universal and sacred nature of birth, preparing them to honor and support the spiritual dimensions of the families they serve in their midwifery practice.

MDW101: Intro to Midwifery (3cr)
This course explores the history and evolution of midwifery, beginning with its roots in early community-based care and the subsequent shift to hospital-based obstetric care, which nearly eradicated the practice of midwifery. It examines the grassroots movements that empowered mothers to advocate for evidence-based care, leading to the licensure of midwives and the expansion of birthing options and informed decision-making in maternity care.

The course also covers the role of midwifery in developing countries, highlighting the World Health Organization's (WHO) call for expanded midwifery services worldwide. Students will analyze global efforts to reduce maternal and infant mortality, examine effective midwifery care models in diverse settings, and investigate disparities in childbirth. By the end of the course, students will gain a comprehensive understanding of woman-centered care and how transformative change can be achieved through engaged, educated healthcare providers.

MDW111: Prenatal Care 1 (3cr)
This Prenatal Care course is designed to provide midwifery students with a comprehensive understanding of antenatal care, focusing on both the theoretical and practical aspects of pregnancy management. Through this course, students will learn how to assess and care for pregnant individuals, recognizing key physiological changes, ensuring fetal well-being, and addressing common pregnancy-related discomforts. Emphasis will be placed on individualized care, the Midwives Model of Care, and adherence to local guidelines and safety regulations. By the end of this course, students will be equipped with the skills to conduct thorough prenatal exams, compute expected delivery dates and manage common pregnancy issues with confidence.

MDW112: Prenatal Care 2 (3cr)
This course provides an in-depth exploration of prenatal care, emphasizing both the clinical and psychosocial aspects of pregnancy. Students will learn to identify and manage the complexities of pregnancy, including recognizing danger signs, providing culturally competent care, and understanding the global role of midwifery. The course integrates topics such as prenatal labs, health education, informed choice, collaboration with healthcare professionals, and preparation for birth. It also examines the impact of health disparities, cultural norms, and global needs for midwives, with a focus on providing equitable care for all pregnant individuals.

MDW121: Labor and Birth 1 (3cr)
This course provides an in-depth exploration of labor and birth, with a focus on the physiological, psychological, and practical aspects of care for clients in out-of-hospital settings. Students will examine the stages of labor, maternal and fetal well-being, and the anatomical and physiological changes that occur during the birthing process. Emphasis is placed on understanding normal physiological birth and developing assessment and management skills for supporting labor and birth safely and effectively. Through engaging discussions, evidence-based practices, and hands-on learning activities, students will be prepared to provide competent care in home and birth center environments.

MDW122: Labor and Birth 2 (3cr)
This course builds on foundational knowledge of labor and birth, focusing on advanced concepts and skills necessary for managing complex birthing scenarios. Students will explore physiological processes, variations in normal labor, and interventions that support safe outcomes for both mother and baby. Topics include pain management techniques, emotional support strategies, and the role of the midwife in facilitating positive birth experiences. Through case studies, discussions, and practical applications, students will gain confidence in handling diverse labor and birth situations with competence and compassion.

MDW131: Postpartum (3cr)
This course focuses on the normal physiology of the postpartum period both physically and psychologically. The student will learn how to provide sensitive and quality postpartum care from the moment the baby is born through the end of the 6-week postpartum period. The student will understand local regulations surrounding the midwife's role in the postpartum period as it pertains to care of the mother and her child. The student will learn how to assist with bonding, breastfeeding, and transition to parenthood.

MDW132: Lactation (3cr)
This course focuses on the physiology of human lactation, as well as other methods for feeding an infant. The student will gain understanding through new research on lactation which brings forth new ways of supporting and educating families. The student will study the anatomy and physiology of human lactation, assisting in the initiation of breastfeeding, how to support the process of lactation and signs and symptoms of potential complications and how to manage them.

MDW141: Newborn (3cr)
This course focuses on the normal physiologic process of newborn adaptation to extrauterine life. The student will study the role of the Certified Professional Midwife in the newborn's care, through transition to early neonatal periods. The student will also study normal newborn anatomy and physiology and learn how to perform a full newborn exam during the immediate postpartum period.

MDW213 Prenatal Complications (3cr)
This course on antepartum complications provides a thorough examination of the potential challenges and conditions that may arise during pregnancy, focusing on early detection, prevention, and management to promote maternal and fetal health. Covering a wide range of topics from size/date discrepancies, oligohydramnios, and gestational diabetes to more complex conditions such as pre-eclampsia, abnormal placentation, fetal demise, and cervical insufficiency, students will learn to recognize danger signs, understand underlying pathophysiology, and develop comprehensive care plans. Through a blend of research, discussions, and practical scenarios, the course aims to equip future midwives with the critical thinking skills and clinical knowledge necessary to navigate antepartum complications effectively.

MDW222: Labor and Birth Complications (3cr)
This midwifery course on labor and birth complications offers an in-depth exploration of various challenges that may arise during childbirth, equipping students with the knowledge and skills to manage complex situations in clinical practice. Covering topics such as preterm labor, VBAC, PROM, maternal exhaustion, fetal distress, uterine dysfunction, shoulder dystocia, abnormal fetal heart tones, breech presentation, and third-stage hemorrhage, the course emphasizes evidence-based

interventions, critical thinking, and emergency response. Students will engage in research, discussion, and practical simulations, including the use of techniques like Spinning Babies and the Miles Circuit, to develop a comprehensive understanding of complications and their management, ultimately preparing them for real-world scenarios where swift decision-making and proficient care are crucial for positive maternal and neonatal outcomes.

MDW232: Postpartum Complications (3cr)
This course on postpartum complications provides a comprehensive overview of the challenges and conditions that can arise in the postpartum period, from immediate concerns like hemorrhage and retained placenta to later complications such as infections, thrombophlebitis, and psychological conditions like postpartum blues and depression. Students will learn to recognize, assess, and manage these complications using evidence-based practices, with a focus on both maternal and neonatal health. Through a combination of research, case discussions, video demonstrations, and quizzes, the course emphasizes critical thinking and hands-on approaches to care, equipping students with the knowledge and skills to effectively address postpartum complications in a clinical setting.

MDW242: Newborn Complications (3cr)
This course covers the identification, prevention, and management of common newborn complications. Students will gain an in-depth understanding of conditions affecting the newborn during the first days and weeks of life. Topics include physiological and pathophysiological conditions, as well as the clinical skills necessary for the early recognition and management of complications. Emphasis is placed on evidence-based practice, effective communication with parents, and collaboration with other healthcare providers when needed.

MDW251: Well Woman and Physical Exam (3cr)
This course focuses on the health of a woman across the lifespan. This course focuses on the following topics: how to perform and chart a full obstetric, gynecologic and reproductive health history, how to perform a well woman physical exam including breast exam, how to perform a PAP smear exam and interpret the results, how to test for and recognize sexually transmitted infections. The student will also learn about holistic well woman care inclusive of; physical, mental and spiritual well-being. The student will also understand the local guidelines and scope of practice a midwife has in these areas.

MDW252: Family Planning (2cr)
This course focuses on the full spectrum of family planning methods available to women and couples, from natural methods to hormonal, barrier, and permanent options. The course will provide midwifery students with the knowledge and skills necessary to support clients in making informed family planning decisions, considering individual preferences, health histories, and ethical considerations. Throughout the course, students will explore how to offer evidence-based counseling and care in both individual and community settings.

MDW371: Capstone (3cr)
Capstone serves as a culminating course for midwifery students, focusing primarily on preparing for the NARM Exam through extensive practice testing. Students engage in a variety of online practice tests allowing them to identify and improve upon areas of weakness. The course emphasizes effective study techniques, critical thinking, and professional ethics while providing opportunities for collaboration and mentorship. Additionally, students will take a large final exam designed to emulate

the NARM board exam. This course ensures students demonstrate their readiness for practice as competent, compassionate midwives.

MDW372: NARM Review and Prep (3cr)
This comprehensive course is designed to equip midwifery students with the knowledge, skills, and resources necessary to successfully pass the North American Registry of Midwives (NARM) exam and complete the required portfolio for certification. The course provides an in-depth review of key concepts, clinical practices, and core competencies outlined by NARM, integrating both foundational and advanced midwifery principles. Students will engage in a variety of interactive learning activities, including practice tests, quizzes, case studies, and discussions that cover a wide range of topics relevant to midwifery practice. Emphasis is placed on effective study techniques, critical thinking, time management, and refining test-taking strategies to enhance exam performance. Additionally, students will receive structured guidance in assembling their NARM portfolio, ensuring it meets all certification requirements. By the end of the course, students will feel confident in their mastery of midwifery competencies and be thoroughly prepared for both the NARM exam and certification process.

PHA101: Pharmacology (3cr)
This course provides midwifery students with a foundational understanding of pharmacology, including the principles of pharmacokinetics and pharmacodynamics, as well as a thorough overview of both allopathic and natural remedies used in pregnancy, labor, postpartum, and neonatal care. Students will explore the uses, mechanisms of action, safety profiles, and potential risks and benefits of various medications and herbal remedies commonly used in midwifery practice. By integrating scientific evidence and traditional knowledge, this course aims to equip students with the necessary skills to make informed decisions regarding pharmacological interventions for their clients while promoting safety and well-being.

Additional Courses Required for Overseas Students prior to starting any clinical skills

Introduction to Cultural Competency (2 credits) This course focuses on introduction of concepts related to global healthcare and cultural competency. The student will gain understanding about challenges in global healthcare, cultural humility, volunteer ethics and professionalism, and WHO social determinants of health. The student will also learn local health practices and beliefs in the Philippines. In addition, the student will receive an orientation to the clinic, cultural practices, and policies and procedures.

Cultural Competency-Language Acquisition (3 credits) This is part two of the Cultural Competency course. This course focuses on language acquisition utilizing the Growing Participatory Approach (GPA) method. This method of language learning relies on structured interactions with a native “language helper.” These language helpers as well as other staff in the clinic will serve as “cultural advisors.” By the end of the course, the student should be competent in basic conversations and routine interactions for prenatal, birth, and postpartum care. The student will be assessed through a one-on-one verbal and listening comprehension clinical language assessment at the end of the 10-week language intensive.

Cultural Competency-Immersion (3 credits) This is part three of the Cultural Competency course. This course focuses on immersion in the local culture through home visitation and home stay, outreach into various communities in the region, and learning about the local city. The goal of this course is for

students to apply concepts learned from Introduction to Cultural Competency, and practice language learned in the Language Acquisition course in the real-life setting. The student will also have the opportunity to observe in the clinic with peer and national hosts with the goal of learning clinical and cultural practice standards.

Course Sequence (Full-Time Students- Taking More Than 10 Credits Per Quarter)

QUARTER 1*

MDW 101 Intro to Midwifery (3 credits)

MDW 111 Prenatal Care 1 (3 credits)

CLN 161 Intro to Midwifery Clinic - Clinic Phase 1 (2 credits)

BIO 101 Anatomy and Physiology (3 credits)

QUARTER 2

MDW 121 Labor and Birth 1 (3 credits)

MDW 112 Prenatal Care 2 (3 credits)

PHA 101 Pharmacology (3 credits)

CLN 162 Clinic Phase 2 (3 credits)

QUARTER 3

CLN 163 Clinic Phase 3 (3 credits)

COM 101 Bridging Cultures Through Communication (3 credits)

MDW 122 Labor and Birth 2 (3 credits)

MDW 141 Newborn (3 credits)

QUARTER 4

CLN 164 Clinic Phase 4 (3 credits)

HUM 102 Shaping Perceptions of Birth (3 credits)

MDW 131 Postpartum (3 credits)

MDW 132 Lactation(3 credits)

QUARTER 5

BIO 102 Nutrition (3 credits)

CLN 265 Clinic Phase 5 (3 credits)

COM 201 Health Communication & Counseling (3 credits)

MDW 213 Prenatal Complications (3 credits)

QUARTER 6

BIO 201 Fetal Development (2 credits)

CLN 266 Clinic Phase 6 (4 credits)

CUL 201 Cultural Consideration and Ethics (3 credits)

MDW 222 Labor and Birth Complications (3 credits)

QUARTER 7

CLN 267 Clinic Phase 7 (5 credits)

CUL 202 Global Health (3 credits)

HUM 202 Spiritual Expression in the Childbearing Journey (2 credits)

MDW 232 Postpartum Complications (3 credits)

QUARTER 8

CLN 268 Clinic Phase 8 (5 credits)

CUL 203 Reproductive Justice & Ethics in Global Midwifery (3 credits)

MDW 242 Newborn Complications (3 credits)

MDW 251 Well Woman and Physical Exam (3 credits)

QUARTER 9

CLN 369 Clinic Phase 9 (5 credits)

CUL 301 Christian Missions & Maternal Care (3 credits)

HUM 302 Sacred Stories of Birth: Narratives from Scripture & Global Traditions (3 cr)

MDW 252 Family Planning (2 credits)

QUARTER 10

COM 301 Entrepreneurship & Business Practices for Midwives (3 credits)

CUL 302 Sociology of Global Motherhood and Family (3 credits)

MDW 371 Capstone (3 credits)

MDW 372 NARM Review and Preparation (3 credits)

***Pre-Requisites for Overseas Students**

CUL 101 Introduction to Cultural Competency (2 credits)

CUL 102 Cultural Competency- Language Acquisition (3 credits)

CUL 103 Cultural Competency- Immersion (3 credits)

*Students enrolled in the Overseas program will be required to complete an additional 8 credits of language and culture prior to starting the academic or clinical training program.

Suggested Course Sequence (Part-Time Students- 10 Credits Or Less Per Quarter)

QUARTER 1

MDW 101 Intro to Midwifery (3 credits)

MDW 111 Prenatal Care 1 (3 credits)

CLN 161 Intro to Midwifery Clinic - Clinic Phase 1 (2 credits)

QUARTER 2

MDW 112 Prenatal Care 2 (3 credits)

MDW 121 Labor and Birth 1 (3 credits)

QUARTER 3

MDW 122 Labor and Birth 2 (3 credits)

MDW 141 Newborn (3 credits)

QUARTER 4

MDW 131 Postpartum (3 credits)

MDW 132 Lactation(3 credits)

QUARTER 5

BIO 101 Anatomy and Physiology (3 credits)

BIO 102 Nutrition (3 credits)

QUARTER 6

PHA 101 Pharmacology (3 credits)

CUL 201 Cultural Consideration and Ethics (3 credits)

BIO 201 Fetal Development (2 credits)

QUARTER 7

COM 101 Bridging Cultures Through Communication (3 credits)

CUL 202 Global Health (3 credits)

QUARTER 8

HUM 102 Shaping Perceptions of Birth (3 credits)

MDW 242 Newborn Complications (3 credits)

QUARTER 9

MDW 213 Prenatal Complications (3 credits)

COM 201 Health Communication & Counseling (3cr)

QUARTER 10

MDW 222 Labor and Delivery Complications (3 credits)

CUL 302 Sociology of Global Motherhood and Family (3cr)

QUARTER 11

HUM 202 Spiritual Expression in the Childbearing Journey (2cr)

MDW 232 Postpartum Complications (3 credits)

QUARTER 12

CUL 203 Reproductive Justice & Ethics in Global Midwifery (3cr)

MDW 251 Well Woman and Physical Exam (3 credits)

QUARTER 13

MDW 252 Family Planning (2 credits)

CUL 301 Faith, Culture, and Global Maternal Health (3cr)

HUM 302 Sacred Stories of Birth: Narratives from Scripture & Global Traditions (3 cr)

QUARTER 14

MDW 372 NARM Review and Preparation (3 credits)

MDW 371 Capstone (3 credits)

COM 301 Entrepreneurship & Business Practices for Midwives (3cr)

*Clinical Phases 2 through 9 will be completed sequentially as the student has time throughout the part-time course option. Students are expected to enroll in Clinic Phase 2 any time after completing quarter 1, when they feel ready and prepared to work with a preceptor and live the student on-call lifestyle.

Program Progression

The NISM program is structured to provide a clear, step-by-step progression for students as they advance in their midwifery training. Each phase of the program is designed to build upon previously acquired knowledge and skills, allowing students to develop progressively from foundational concepts to advanced midwifery competencies. This structured progression ensures that students meet both academic and clinical requirements, preparing them for entry-level practice as certified midwives.

Academic Progression:

NISM's academic curriculum is divided into quarters, each lasting approximately 13 weeks. Students will complete 10 weeks of academic coursework, followed by 1 week of exams and a 2-week break before advancing to the next quarter. Each course and quarter is designed to increase in complexity, with early courses covering foundational topics like anatomy, prenatal care, and introductory midwifery, while later courses delve into advanced clinical skills, labor and birth complications, and global health.

At the end of each academic year, students are required to attend an in-person skills training and evaluation session. This hands-on assessment is essential for ensuring students have mastered key clinical skills before advancing to the next level of the program.

Clinical Progression:

Clinical training is an integral part of the NISM program, allowing students to gain practical experience through real-world patient care. Clinical placements are arranged both in the US and overseas, depending on the chosen program track. Clinical progression aligns with academic coursework, beginning with observational and basic clinical skills and advancing to more complex, hands-on care as students demonstrate increased competency.

US-based students will complete their clinical hours primarily in the US, with the option for an overseas internship abroad. Overseas program students will be fully immersed in hands-on clinical work, gaining direct experience in a mission-based setting. Overseas program students will need to complete the NARM requirement for 10 Primary Under Supervision births in the US or Canada.

Progression Milestones:

Key milestones mark students› advancement throughout the program:

- **Completion of Foundational Courses:** Students must successfully complete introductory courses and exams before moving into more specialized areas of midwifery.
- **Clinical Skill Progression:** The Clinical Phase Series is a progressive sequence of courses designed to guide midwifery students from foundational skills to clinical mastery. These courses provide hands-on clinical training under the supervision of approved preceptors in homebirth and birth center settings. Each phase builds upon the previous one, introducing increasingly complex skills and responsibilities to prepare students for independent practice.

  Students are required to complete an established set of clinical skills and a minimum number of clinical experiences in each phase, ensuring steady progress toward the competencies outlined by the North American Registry of Midwives (NARM). Clinical requirements are distributed across the phases to ensure all necessary experiences, including prenatal, labor, birth, postpartum, and newborn care, are completed by the end of the program.

  In addition to acquiring technical skills, students refine their ability to apply evidence-based care, engage in professional communication, and adapt to diverse cultural and clinical scenarios. Through these courses, students gain the confidence and competence required to meet the demands of midwifery practice and to qualify for certification as a Certified Professional Midwife (CPM).

- **NARM Preparation:** In the final quarters, students focus on preparing for the North American Registry of Midwives (NARM) exam, ensuring they meet the certification standards for entry-level midwives.

Flexible Options for Progression for US based students:

Recognizing that not all students can commit to a full-time schedule, NISM offers both full-time and part-time enrollment options. Full-time students typically complete the program in 2.5 to 3 years, progressing through the course sequence at the standard pace. Part-time students may take longer but are allowed greater flexibility in completing their coursework and clinical requirements at a slower, more manageable pace.

Progress Monitoring and Support:

To ensure students remain on track, regular progress reviews are conducted throughout the program. Students facing academic or clinical challenges are encouraged to seek support from instructors and utilize available resources. NISM is committed to helping students succeed, providing guidance and intervention as needed to ensure they are meeting the program's academic and clinical standards.

By following this structured progression, NISM students are thoroughly prepared to enter the field of midwifery as competent, confident, and compassionate professionals.

Credit Hours

Academic Credit Hours:

Academic credit is awarded based on the quarter system. One quarter credit is equivalent to the successful completion of approximately 30 hours of student work, which may include a combination of:

- Classroom instruction
- Virtual classroom engagement
- Independent study
- Clinical simulation or practice





CHAPTER TWO

ACADEMIC POLICIES AND CONDUCT

Student Conduct Policy for Online Courses

To maintain a productive and respectful learning environment, students enrolled in NISM's online courses are expected to adhere to the following standards of conduct:

Respectful Communication

Students must always communicate respectfully with instructors and classmates. This includes using appropriate language in online discussions, emails, and any other forms of communication. Harassment, discrimination, or bullying will not be tolerated.

Academic Integrity

Students are expected to uphold the highest standards of academic honesty. Plagiarism, cheating, or submitting work that is not their own is strictly prohibited. Any violation of academic integrity may result in disciplinary action, up to and including dismissal from the program.

Participation and Engagement

Active participation in online courses is essential. Students are expected to:

- Attend and engage in all scheduled virtual classes or activities.
- Complete assignments, quizzes, and exams on time.
- Contribute meaningfully to group discussions and collaborative projects.

Technical Preparedness

Students must ensure they have reliable internet access and appropriate technology to participate in online courses. Technical difficulties should be communicated promptly to the instructor or technical support team.

Confidentiality

Students must respect the confidentiality of shared course materials, discussions, and any personal information shared by classmates or instructors. Course recordings and materials are for personal use only and should not be distributed without explicit permission.

Consequences of Misconduct

Violations of the student conduct policy will be addressed on a case-by-case basis and may result in:

- A formal warning.
- Loss of participation privileges.
- Failing grades for assignments or the course.
- Suspension or dismissal from the program.

NISM is dedicated to fostering a supportive and inclusive online learning environment. Students are encouraged to reach out to instructors or the academic office with any concerns or questions regarding this policy.

Grading Policy

Grading and assessment are essential components of academic success at NISM. Students are expected to meet the following requirements to pass their courses:

Minimum Grade Requirement

- Students must maintain a minimum of 75% in each course to achieve a passing grade. Failure to meet this requirement will result in the need to retake the course.
- The grading scale is: 90-100 A / 80-89 B / 75-79 C / <75 F

Academic Courses: Students must earn a minimum grade of 75% in each academic course.

Clinical Courses: Students must earn a minimum grade of 80% in each clinical competency course and demonstrate all required clinical competencies.

Required Competency Assignments

Successful completion of certain core courses requires not only achieving a passing overall grade, but also successful completion of all assignments designated as competency based. These assignments are aligned with MEAC Essential Competencies and must be completed at a satisfactory level to demonstrate required knowledge and skills. Failure to complete these assignments will result in an incomplete or failing grade, regardless of overall percentage.

Rubric-Based Grading

Grades are computed based on associated rubrics for each assignment. These rubrics provide clear criteria for evaluation and are made available to students to help them achieve a passing grade.

Grading Criteria

Grading criteria will be specified in each course syllabus. Assessments may include quizzes, assignments, projects, and exams. Grades will be posted in Populi, and feedback will be provided to help students improve.

APA Formatting

NISM requires students to submit assignments in APA formatting. This includes proper citations of sources (both in-text and on a reference page) and correct formatting of page setup (text size, font, and spacing). For non-paper assignments, specific formatting guidelines will still apply, such as font size and a cover page.

For further information and resources, students are encouraged to use the following links:

- The basics of APA in text citations
- The APA Reference Page
- A guide to correct writing in APA format

Students who need assistance with APA formatting, citations, references, or academic research may contact the NISM Librarian, Amy Alred, MLS, for assistance and resources.

Final Exam

All students are required to complete a final examination upon completion of the required academic and clinical coursework. Successful completion of this examination is required for graduation from NISM.

Completion of the NISM program makes graduates eligible to apply for the North American Registry of Midwives (NARM) examination, subject to NARM's eligibility requirements. Passing the NARM examination is not a requirement for graduation from NISM. Students seeking the Certified Professional Midwife (CPM) credential must satisfy NARM's requirements and successfully complete the NARM examination.

California Students

Students who intend to seek authorization to practice midwifery in California should review the current requirements of the applicable California licensing authority before enrolling in the NISM program.

California may require educational coursework or other requirements in addition to the NISM curriculum for eligibility for professional licensure.

California law specifies educational content that must be included in a qualifying midwifery education program, including applied microbiology, chemistry, and child growth and development. NISM's California educational pathway includes additional coursework in Chemistry and Child Growth

and Development through an external educational institution. Students are responsible for confirming with the Medical Board of California whether the NISM curriculum and the specific external coursework satisfy all applicable California educational requirements.Students are responsible for confirming current requirements directly with the appropriate California licensing authority because licensure requirements may change.

NISM does not guarantee that completion of its program will result in eligibility for California licensure.

For current information, students should consult the **Medical Board of California** and any other applicable California licensing authority.

CALIFORNIA LICENSURE DISCLOSURE

Completion of the NISM Associate of Science in Midwifery program does not currently by itself establish eligibility for California licensure as a Licensed Midwife.

California licensure through the education pathway requires completion of a qualifying three-year postsecondary midwifery education program at a midwifery school approved by the Medical Board of California, completion of the applicable educational and clinical requirements, and successful completion of the NARM examination.

NISM is not currently listed as a Medical Board of California-approved midwifery school. California students should therefore consult the Medical Board of California before enrolling to determine whether NISM's program will satisfy California's current educational requirements.

California may also impose additional coursework or other requirements. Students are responsible for confirming current requirements directly with the Medical Board of California.

STANDARD OCCUPATIONAL CLASSIFICATION (SOC)

Graduates of the Associate of Science in Midwifery program are prepared for employment as midwives. The applicable U.S. Standard Occupational Classification is 29-9099 – Healthcare Practitioners and Technical Workers, All Other. O*NET identifies Midwives as 29-9099.01.

QUESTIONS REGARDING THIS CATALOG

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about NISM with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the Bureau's website at www.bppe.ca.gov.

NISM encourages students to first use the institution's established complaint and grievance procedures when appropriate. Nothing in NISM's internal grievance procedures prevents a student from contacting the Bureau or exercising any other rights available under applicable law.

OFFICE OF STUDENT ASSISTANCE AND RELIEF

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589 or by visiting www.bppe.ca.gov.

Students who have questions about their rights, educational debt, or concerns involving a California postsecondary educational institution may consult the resources available through OSAR.

Information regarding OSAR and available student resources may be found through the California Department of Consumer Affairs.

MEAC accreditation satisfies the applicable accreditation-recognition component under California's current statutory framework; students must separately satisfy all California education, clinical, examination, and other licensure requirements.

CALIFORNIA STUDENT RIGHT TO CANCEL

A California student has the right to cancel the enrollment agreement and receive a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

To cancel the enrollment agreement, the student must provide written notice to NISM through the method identified in the Student Enrollment Agreement. The cancellation is effective on the date the written notice is received by NISM, unless otherwise required by applicable California law.

A California student who cancels within the applicable cancellation period will receive a refund of institutional charges paid, less any allowable application fee or deposit permitted by California law.

For withdrawals occurring after the cancellation period, NISM will calculate any refund in accordance with applicable California law and the California refund requirements applicable to the student's enrollment.

California students should refer to the California Student Enrollment Agreement for the specific cancellation procedure and refund calculation.

If there is any conflict between NISM's general refund policy and the California Student Cancellation, Withdrawal, and Refund Policy, the California policy will apply to California students.

CALIFORNIA-SPECIFIC ADDITIONAL COURSEWORK

Students enrolled in the US-Based Cohort who intend to pursue licensure as a midwife in California are required to complete additional coursework in **Chemistry** and **Child Growth and Development** as part of their California-specific educational pathway.

These courses are completed through an appropriately accredited or recognized external educational institution rather than through NISM. Students are responsible for selecting an institution and courses that meet the educational requirements applicable to California licensure.

For purposes of the NISM California educational pathway, students must complete:

Additional California Coursework	**Quarter Credits**
Chemistry	1
Child Growth and Development	1
Additional California Coursework	**2**

The US-Based Cohort normally requires **125 quarter credits**. With the two additional California-specific courses, a California student will complete **127quarter credits**.

Because the additional coursework must be completed through an external institution, the student's total educational timeframe will generally be extended. California students should anticipate approximately **three years** to complete the NISM program and the additional California-specific coursework, depending on course availability, scheduling, and the student's academic progression.

The cost of these external courses is **not included in NISM tuition or fees** and is the responsibility of the student. Students should contact the external institution directly for current tuition, fees, enrollment requirements, and course schedules.

Completion of the additional coursework and attainment of 126 quarter credits does not, by itself, guarantee eligibility for California licensure. California students remain responsible for satisfying all requirements established by the Medical Board of California, including applicable program, clinical, examination, and other licensure requirements.

Students are strongly encouraged to confirm the acceptability of the specific external courses with the Medical Board of California before enrolling in those courses.

Pathway	**NISM Credits**	**Additional CA Credits**	**Total Credits**	**Approx. Time**
US-Based Cohort	125	—	125	~2.5 years
California pathway	**125**	**≥2**	**≥127**	**~3 years**



Doctrine of Fair Use (Copyright)

The doctrine of fair use is a legal principle that allows limited use of copyrighted material without permission for purposes such as education, criticism, commentary, news reporting, or research. At NISM, fair use is integral to supporting our students› learning while respecting the intellectual property rights of creators. Students and faculty must understand the boundaries of fair use to avoid copyright infringement and uphold ethical standards.

Key Principles of Fair Use:

Purpose and Character of Use: Educational, nonprofit, and transformative uses (such as adding new insights or value) are more likely to qualify as fair use.

Nature of the Copyrighted Work: Using factual or published materials is more likely to be considered fair use than using creative or unpublished works.

Amount and Substantiality: Using only the amount necessary for educational purposes increases the likelihood of fair use. Avoid using the «heart» or most essential aspect of the work.

Effect on the Market: The use should not significantly impact the market value of the original work or act as a replacement for the original material.

Application at NISM:

- Materials used for teaching and assignments must adhere to fair use guidelines.
- Faculty and students should cite sources appropriately and seek permission if use exceeds fair use limits.
- Unauthorized sharing or reproduction of textbooks, research articles, or media is prohibited.

Student Responsibilities:

- Always cite sources, even when fair use applies.
- Use copyrighted material only for educational purposes and within the boundaries of fair use.
- Seek permission if your intended use falls outside fair use guidelines.

- Access and use materials through legitimate, school-provided channels whenever possible.

NISM Policy:

- Students and faculty must cite all sources used in assignments, presentations, or teaching materials, even if they qualify under fair use.
- Material beyond fair use limits must be used with permission or purchased/licensed appropriately.
- Instructors should provide resources through licensed or public domain channels whenever possible.

Student Guidance:

- When in doubt, consult your instructor or the program director.
- Always err on the side of caution by seeking permission or exploring open-access resources.

Plagiarism

Plagiarism is the act of using another person's work, ideas, or intellectual property without proper acknowledgment. At NISM, plagiarism undermines the integrity of our academic and spiritual community. All students are expected to uphold ethical standards in their coursework and clinical documentation by giving credit where it is due.

Examples of Plagiarism:

- Copying text from a source without proper citation.

Paraphrasing someone else's ideas without acknowledgment.

Submitting another person's work as your own.

Reusing your own work from a previous course without permission (self-plagiarism).

Failing to credit collaborators in group projects or shared work.

Policy and Consequences:

- All submitted work must include proper citations using the style guide provided by the school (APA).
- Plagiarism, intentional or unintentional, will result in disciplinary action, ranging from a warning to dismissal from the program.
- Resources on academic integrity and citation guidelines are available to all students.

NISM Policy:

- All submitted work must reflect your understanding and effort.
- Proper citation is required for any sources referenced in your assignments, whether directly quoted or paraphrased.

- Plagiarism will result in disciplinary action, which may include a failing grade, suspension, or dismissal from the program.

Student Guidance:

- Familiarize yourself with proper citation methods (NISM requires APA format).
- Use plagiarism-checking tools to ensure your work is original.
- When in doubt, ask your instructor for guidance on citing sources.

ACADEMIC INTEGRITY AND PLAGIARISM POLICY

At Newlife International School of Midwifery (NISM), we uphold the highest standards of academic integrity. Any form of dishonest or unethical behavior, whether in exams, assignments, or clinical work, is considered a violation of this policy. Both intentional and unintentional plagiarism are considered academic dishonesty. Students are responsible for understanding and following proper citation practices. Ignorance or misunderstanding does not excuse a violation.

The following outlines various types of academic dishonesty, their definitions, and the consequences for engaging in such behaviors.

Cheating

Cheating involves any attempt to gain an unfair advantage in academic exercises. This includes, but is not limited to:

- Copying from another student during an exam or assignment.
- Collaborating with others when not authorized by the instructor.
- Using electronic devices such as cell phones, pagers, PDAs, or other unauthorized tools to obtain information during an exam.

Plagiarism

Plagiarism is the act of presenting someone else›s ideas, words, or work as your own without proper attribution. This includes:

- Quoting or referencing another person’s work or ideas without citing the source.
- Using external resources during assignments that were meant to be completed without any references.
- Sharing information or files with another student and submitting individual assignments that are not wholly original.
- Using artificial intelligence (AI) tools to generate portions of any submitted work or as a direct source of information without acknowledgment.

Use of AI

Students are prohibited from using AI-generated content for any portion of work submitted for academic credit, including as a primary or secondary source of information. While AI tools may offer inspiration in some instances, they are not appropriate for midwifery coursework, as they may lack essential, accurate information from trusted sources such as NARM textbooks and often contain biased or incorrect medical data. Any AI-generated work detected will be treated as plagiarism, and students will face the same disciplinary actions outlined for plagiarism violations.

Fabrication

Citing sources that were not actually used or do not exist. Citing materials that do not support or relate to the content being discussed—is a serious violation of academic integrity. All sources listed in a bibliography or cited in the text must be consulted and must substantively support the claims made in the student's work.

Fabrication refers to the falsification or invention of information, data, or experiences in academic work. This includes:

- Listing sources from which no relevant information was obtained.
- Using fabricated or incorrect data for assignments or projects.
- Documenting clinical experiences that were either misreported or did not occur.

Academic Misconduct

Academic misconduct encompasses a broad range of dishonest behaviors that undermine the integrity of the learning environment. Examples of academic misconduct include, but are not limited to:

- Allowing another student to submit your work as their own.
- Obtaining or attempting to obtain a copy of an exam or assignment before it is administered.
- Violating copyright laws by using or distributing copyrighted materials without permission.
- Selling, distributing, or discussing exam content with other students prior to its administration.
- Attempting to alter grades or any academic records.

Consequences

Violations of this policy are taken very seriously and will be addressed according to NISM's established procedures. Consequences for engaging in academic dishonesty may include, but are not limited to, the following:

First Offense

The instructor will meet with the student to discuss the concern and provide educational resources or guidance.

The student may be required to revise the assignment or complete an academic integrity module.

A written record of the incident will be placed in the student's file.

Second Offense

The student will receive a zero on the assignment in question.

A formal report will be filed with the School Director.

The student may be placed on academic probation and required to meet with an academic advisor.

Third Offense

The student will receive a failing grade for the course.

Further disciplinary action may include suspension or dismissal from the college, as determined by the Academic Integrity Committee (School Director, Administrative Operations Manager and any relevant faculty).

Appeals

Students have the right to appeal a plagiarism finding or disciplinary action through the college's academic grievance process. Appeals must be submitted in writing within 10 business days of notification.

Student Support

We are committed to student success and ethical scholarship. Students are encouraged to seek help from instructors or the Academic Support staff when unsure about citation or research practices.

Each case will be handled individually, ensuring that appropriate action is taken based on the severity of the infraction. Students found guilty of academic dishonesty will be subject to disciplinary action in accordance with NISM's policies.



Competency-Based Education and Assessment

NISM does not offer traditional competency-based education (CBE). Instead, all students must complete the entire academic program. Clinical skills competencies are assessed using a modified CBE approach designed to align with professional standards, ensuring graduates are prepared to deliver safe and effective care. This framework emphasizes mastery of essential midwifery skills and knowledge while maintaining a structured academic progression for all students.

Key Components of CBE:

- **Defined Competencies: Clear**, measurable outcomes aligned with professional midwifery standards guide the assessment of clinical skills.
- **Structured Academic Progression:** All students complete the full academic program, ensuring comprehensive education while integrating competency assessment for clinical skills.
- **Practical Application:** Clinical competencies are evaluated through real-world assessments, including simulations, clinical practice, and case studies.
- **Continuous Feedback: Ongoing** assessments and constructive feedback support student development and skill mastery.
- **Accountability:** Students must demonstrate proficiency in required competencies, ensuring readiness for professional midwifery practice.

Assessment Methods:

- Progression through clinical phase skills checklists 2–9
- Skills checklists and clinical evaluations
- Reflective self-assessment
- Peer and preceptor feedback
- Regular meetings with the NISM Clinical Director

Textbooks

Students are expected to purchase all textbooks prior to the start of classes each semester. Some books may be rented (this will be noted when the textbook lists are sent out each semester). Students will be using the books frequently from the first week of classes, so it is important to plan ahead and have the books before classes start. Since many of the textbooks will be used for the program›s duration, they must be purchased at the beginning of the first year. This will result in a higher textbook cost initially. Students who need assistance identifying required texts, locating additional scholarly resources, or accessing available electronic resources may contact the NISM Librarian.

Competency

The primary objective of the NISM program is to equip students with the core competencies necessary for successful midwifery practice. This includes not only technical skills but also critical thinking, clinical

judgment, and effective communication. Our comprehensive approach aims to develop midwives capable of independent practice, ethical decision-making, and accountability in their professional roles.

Recognizing that students bring a variety of experiences, skills, and knowledge to the program, NISM builds on these foundations and applies them to healthcare concepts relevant to midwifery. Through carefully designed instruction and assessments, students are provided with clear expectations regarding the competencies they must demonstrate. These include the knowledge, skills, and attitudes essential for entry-level midwifery practice, aligned with professional standards and certification requirements.

Competency Completion Policy

Newlife International School of Midwifery (NISM) is committed to ensuring that all students graduate with the knowledge, skills, and abilities outlined in the Essential Competencies of the Midwifery Education Accreditation Council (MEAC).

To support this, NISM requires that all students demonstrate competency in designated areas throughout their coursework.

Policy Requirements:

- Certain assignments in each course are designated as **Required Competency Assignments (RCAs)**. These assignments are directly aligned with MEAC Essential Competencies.
- **All Required Competency Assignments must be completed at a satisfactory level** to pass the course.
- Students who do not complete one or more Required Competency Assignments will **not pass the course**, regardless of their overall grade percentage.
- If a student does not meet the required level of competency on an assignment, **one revision will be permitted**. The revised submission must demonstrate competency to pass.
- Faculty will verify that all required competencies have been met before a final course grade is issued.

Grading Clarification:
A passing grade in a course requires both:

1. A passing overall grade (as defined in the grading scale), and
2. Successful completion of all Required Competency Assignments

This policy ensures that all graduates of NISM are fully prepared and have met the educational standards necessary to pursue certification through the North American Registry of Midwives (NARM).

Integration of Academics and Clinical Training:

NISM's approach is embedded throughout both academic coursework and clinical training. Each course outlines the necessary competencies, measurement criteria, learning activities, and relevant performance assessment tools. This ensures that students are aware of the expectations and standards

for mastering the material. Competency assessment is designed to complement the required clinical hours, client interactions, and hands-on skill development.

Students are expected to actively engage in their own learning journey, preparing adequately before each class and fully participating in classroom activities. Should challenges arise, students are encouraged to seek assistance from their instructors and take advantage of the various learning resources available.

Learning Resources and Support:

To support students in mastering required competencies, NISM offers a range of educational resources, including:

- Lectures and Presentations: Pre-recorded classroom instruction led by experienced faculty.
- Clinical Simulations: Computer-assisted demonstrations and/or simulations to enhance clinical decision-making skills.
- Multimedia Resources: Videos, case studies, and other digital learning tools.
- Skill Demonstrations and Practice: Supervised sessions for hands-on practice of essential midwifery skills.
- Collaborative Work: Group activities and peer discussions to encourage critical thinking and teamwork.
- Guest Speakers: Experts in midwifery and related fields providing insight into specialized topics.
- Formal and Informal Evaluations: Regular feedback through quizzes, exams, and skill evaluations to monitor progress.

Library and Research Support

NISM provides library and research support to help students and faculty access appropriate scholarly and evidence-based resources. The NISM Librarian, Amy Alred, MLS, assists students and faculty with identifying and accessing library resources, scholarly articles, research databases, electronic resources, and other materials that support teaching, learning, and evidence-based midwifery practice.

The Librarian also provides assistance with academic research and information literacy, including locating appropriate sources, evaluating the credibility of information, identifying peer-reviewed literature, and developing effective research strategies. Students and faculty may contact the Librarian for assistance as needed.

The Librarian provides guidance on APA formatting and citation practices, including in-text citations, reference lists, and general academic formatting. Students remain responsible for the accuracy and completeness of their submitted work and citations.

Library and research resources may be provided through NISM's learning management system, electronic resources, publicly available academic databases, institutional subscriptions or links, and other resources identified by the Librarian or faculty. NISM continues to develop and expand its library and electronic learning resources to support the academic and professional needs of students and faculty.

Student Responsibility and Accountability:

Students are entrusted with taking responsibility for their own learning and ensuring they meet the required standards. Instructors provide guidance and resources, but students are ultimately accountable for mastering the competencies. This approach not only prepares them for success in the program but also instills the independent, self-motivated attitude needed for professional midwifery practice.

Performance Review

The Performance Review assesses a student's academic and clinical performance as well as their behavior. It is conducted by a preceptor in collaboration with the NISM Program Director.

- **Distinct from Academic Standing:** Performance Review outcomes are separate from academic grades. A negative review may lead to dismissal from the Program, placement on dismissal probation, or suspension from preceptor sites until a favorable review is achieved.
- **Review Criteria:** Includes but is not limited to:
    - Respectful behavior in the birth setting
    - Adherence to HIPAA and client confidentiality
    - Timeliness for clinical encounters and births
    - Professional attitudes towards professors, preceptors, clients, and families
    - Mastery of skills on the check-off lists
    - Passing grades in all core midwifery courses
    - Prompt response to calls from the preceptor when on call
    - Professional conduct in all clinical settings
    - Respect for personal skills and limitations
    - Maintaining a positive attitude
    - Adherence to attire and hygiene standards during all clinic duties

Students will receive prior notice of Performance Review meetings and will be informed of the review's nature. To ensure a favorable review, students must fulfill all obligations promptly and maintain a professional demeanor.

NISM aims to graduate skilled professionals who earn respect from healthcare practitioners and the communities they serve.

Competency For Graduation

It is important for students to understand that meeting the academic and minimum clinical requirements of the program at NISM does not automatically guarantee graduation. Successful completion of the program is contingent upon an evaluation process that determines whether students are competent, entry-level midwives. This evaluation is conducted by key individuals, including the individual preceptors and the Program Director.

The time required to demonstrate this level of competency may vary between students, depending on factors such as clinical experiences, skill development, and individual progress. NISM provides support to students who may need additional time to achieve the competencies necessary for safe and effective midwifery practice.

NISM is committed to working closely with students to help them reach the required competency level, ensuring they are fully prepared to enter the field of midwifery and succeed in their careers.

Graduation Requirements

To graduate from NISM, students must fulfill the following requirements:

- **Successfully complete all academic courses** in accordance with Satisfactory Academic Progress standards.
- **Demonstrate proficiency in all clinical courses,** with a passing grade of 80% or higher.
- **Demonstrate mastery of clinical skills,** evidenced by signatures on the MEAC abbreviated skills document as well as on all 8 Clinical Phase progression sheets.
- **Meet the minimum clinical requirements** as outlined by the North American Registry of Midwives (NARM).
- **Submit complete, signed, final clinical records** for review by the Clinical Director.
- **Maintain current and valid CPR and NRP certification.**
- **Submit required practice guidelines,** emergency care plan, and informed disclosure documents.
- **Complete all clinical experiences,** which must span no less than 2 years and no more than 10 years.

Graduation Application:

To initiate the graduation process, students must submit a graduation application along with their finalized clinical paperwork in accordance with NISM's graduation policies.

Financial Obligations:

It is important to note that students with outstanding financial balances must settle their dues in full to be eligible for graduation clearance. Failure to do so may delay the graduation process.

NISM will provide official academic transcripts in accordance with applicable law and will not withhold a transcript in circumstances where withholding is prohibited by law.

Final Note on Graduation:

Completion of all academic courses and meeting the minimum clinical requirements alone does not guarantee graduation. Students must demonstrate mastery of entry-level midwifery skills and provide evidence that they possess the knowledge and expertise to enter midwifery practice as safe and competent entry-level providers.

The NARM Examination

The North American Registry of Midwives (NARM) examination is a pivotal step in the journey to becoming a Certified Professional Midwife (CPM). This exam is required for CPM certification and provides a comprehensive assessment of a midwife›s knowledge, skills, and competencies in midwifery practice. Upon completing the NISM midwifery program, graduates are eligible to apply for and take the NARM exam, marking a key milestone in their professional journey.

To ensure students are thoroughly prepared for this significant examination, the final two quarters of the program will focus on NARM review and preparation. During this period, students will engage in comprehensive review materials, practice exams, and interactive learning sessions, designed to strengthen students› understanding of essential midwifery concepts and sharpen their test-taking skills.

Although passing the NARM exam is not a requirement for graduation from NISM, successfully completing the exam will allow students to obtain CPM certification. Students interested in state licensure are responsible for adhering to the specific requirements of their state.

Minimum and Maximum Timeframe

Students enrolled full-time must complete their program within 6 years from their start date. This ensures that students have adequate time to fulfill all academic and clinical requirements while maintaining satisfactory progress. Students enrolled part time will be given a longer completion time based on the rate at which they complete the academic courses.

Full-time students exceeding the maximum time frame will be subject to dismissal from the program unless a formal extension is granted under special circumstances.

Minimum Timeframe for Completion:

The minimum timeframe for program completion is determined by the standard length of the program and the credit requirements.

- The NISM program requires no less than **2 years of clinical experience** to ensure comprehensive training and competency. The timeframe for clinical experience starts with the first preceptor signature on any AUS clinical experience.

Expiration of Credits:

Credits that are more than **five years old** may expire and may not count toward graduation requirements.

- **Credit Review:** Expired credits will be reviewed by the Program Director on a case-by-case basis to determine if they can still be applied toward the student's degree.

Student Leave of Absence:

Students may request a leave of absence for personal, medical, or other valid reasons.

- **Request Procedure:** A written request for a leave of absence must be submitted to the Program Director for approval.
- **Duration and Reapplication:** Leaves are generally granted for up to one year, after which students must reapply for the program. Extensions beyond one year may be granted on a case-by-case basis.

Satisfactory Progress

Satisfactory Academic Progress: Students must maintain a minimum GPA of 2.5 or 75% to be in good academic standing. Progress is evaluated at the end of each quarter. To advance to the next level, students must complete all coursework with a passing grade and meet attendance requirements.

Satisfactory Clinical Progress: Clinical performance is assessed regularly. Students must complete the required clinical hours and demonstrate competency in practical skills. Any deficiencies must be addressed promptly with guidance from clinical instructors.

Progress Monitoring: Students will receive feedback on their academic and clinical performance. Those not meeting standards will be given a plan for improvement and a timeline to address any issues. Continuous support and resources are available to help students achieve satisfactory progress and successfully complete the program.

STANDARDS FOR STUDENT ACHIEVEMENT

NISM evaluates student achievement through academic performance, satisfactory academic progress, clinical competency, completion of required clinical experiences, graduation, certification examination outcomes, and other institutional measures.

Students are expected to maintain the academic and clinical standards described in this catalog.

NISM's minimum academic standards include maintaining the required GPA and successfully completing courses and clinical requirements as described in the Academic Catalog.

Failure to meet applicable standards may result in academic probation, remediation, dismissal, or other action in accordance with NISM policies.

ATTENDANCE AND PARTICIPATION

Students enrolled in online courses are expected to participate regularly and actively in all required course activities.

Attendance requirements may include participation in scheduled live online sessions, completion of assignments, participation in discussions, examinations, and other activities identified by the course instructor.

Students are responsible for reviewing course-specific attendance requirements in each syllabus.

Failure to meet attendance or participation requirements may affect academic standing and may result in failure of a course in accordance with NISM policy.

Incomplete Policy for Midwifery Courses

Incomplete Policy: If a student cannot complete a midwifery course by the end of the term due to extenuating circumstances, they may request an Incomplete («I») grade from their instructor. To be eligible, the student must have completed at least 50% of the course work and provide a compelling reason along with a plan for completing the remaining coursework.

Completion: Students must complete all remaining coursework within 90 days from the end of the term. If the coursework is not completed within this timeframe, the Incomplete grade will convert to an «F,» unless an extension has been granted by the instructor.

Impact on GPA: An Incomplete grade does not affect the GPA until the course is completed and a final grade is assigned.

Note: If the incomplete course is a prerequisite for another course, students cannot register for the subsequent course until a passing grade is recorded.

Policy on Student Withdrawal from Newlife

A student who wishes to withdraw entirely from Newlife International School of Midwifery (NISM) must complete the **Program Withdrawal Form located in Populi**. The form provides written notification to NISM of the student's decision to withdraw from the program.

The effective date of withdrawal is the date the completed Program Withdrawal Form is received by NISM, unless a later withdrawal date is specified by the student and approved by NISM.

Upon receipt of the Program Withdrawal Form, NISM will:

1. Confirm the student's withdrawal from the program.
2. Update the student's academic and enrollment records to reflect the withdrawal.
3. Determine any applicable tuition refund or outstanding balance according to the NISM Refund Policy and the student's Enrollment Agreement.
4. Process any eligible refund according to the applicable refund schedule.
5. Provide information regarding the student's academic records and transcript upon request.
6. Notify the student of any outstanding academic or financial obligations, if applicable.

Withdrawal from NISM does not eliminate financial obligations incurred prior to the effective date of withdrawal, including applicable tuition, fees, or other charges for which the student remains responsible under the Enrollment Agreement.

A student who later wishes to return to NISM must apply for re-enrollment and meet the admission and program requirements in effect at that time. NISM may review previously completed coursework and clinical progress to determine applicability toward current program requirements.

Refunds: Tuition refunds are processed according to the NISM Refund Policy published in this catalog and the student's Enrollment Agreement.

Note: The Program Withdrawal Form is available to students through **Populi**, NISM's student information and learning management system.

Policy on Course Withdrawals, Incompletes, and Failures

Course Withdrawals

Students who withdraw from a course must notify the academic office in writing. Withdrawals may impact the student's expected graduation date, as they may need to re-enroll in the course during a future term. Students will be notified by email if their expected graduation date changes as a result of the withdrawal.

Incompletes

If a student is unable to complete a course due to extenuating circumstances, they may request an incomplete grade. The request must be submitted in writing and approved by the instructor and academic office. Students will be provided a deadline to complete the course requirements. Failure to meet this deadline may result in a failing grade and could impact the student's graduation timeline. Notification of any changes to the expected graduation date will be sent to the student via email.

Failures

Students who fail a course must retake it to meet graduation requirements. Course failures may delay the student's progress in the program and extend their expected graduation date. The academic office will provide written notification of any changes to the graduation timeline, including guidance on re-enrollment and academic support resources.

Notification of Graduation Date Changes

In all cases where course withdrawals, incompletes, or failures result in changes to the expected graduation date, the student will receive an official notification via email. This notification will include the revised graduation date, an explanation of the reason for the change, and any next steps the student must take to remain on track.

NISM is committed to supporting students in overcoming academic challenges and achieving their goals. Students are encouraged to seek assistance from faculty and academic advisors whenever needed.

Remediation

Purpose: Remediation is designed to help students who are struggling with academic or clinical performance to meet the required standards for progression and graduation.

Academic Remediation: Students failing to meet academic standards will be required to complete a remediation plan, developed in consultation with the director. This plan will include specific actions the student must take, such as additional coursework or tutoring, to address academic deficiencies.

Clinical Remediation: Students who do not demonstrate required clinical competencies will work with their clinical preceptor to develop a remediation plan. This may involve additional clinical hours, targeted skills practice, or other activities to improve performance.

Monitoring and Evaluation: Progress during the remediation period will be monitored closely. Students must meet the conditions outlined in their remediation plan and show improvement within the agreed timeframe.

Failure to Remediate: If a student fails to complete the remediation plan or continues to fall short of the required standards, they may face academic probation, suspension, or dismissal from the program, depending on the severity of the performance issues.

Academic Probation Policy

The Academic Probation Policy exists to uphold the academic integrity and standards of Newlife International School of Midwifery (NISM). It provides a structured opportunity for students to improve their academic performance when it falls below the minimum acceptable standard required for successful progress in the program.

Academic Standards

To remain in good academic standing, students must maintain:

- A cumulative Grade Point Average (GPA) of 2.5 or higher and
- A minimum grade of C (75%) in all didactic coursework, and
- Satisfactory progress in all clinical components, as determined by the Clinical Director in accordance with NARM and MEAC guidelines.

Criteria for Academic Probation

A student may be placed on academic probation under any of the following conditions:

Didactic Performance

GPA falls below 2.5 in any given term

A final grade below 75% in any course

Clinical Performance

Failure to demonstrate satisfactory progress or competency in clinical skills

Repeated need for remediation in clinical experiences

Incomplete Coursework

Accumulation of more than one incomplete ("I") course without a plan of resolution approved by the Academic or Clinical Director

Academic Dishonesty

Violation of academic integrity standards, including plagiarism or cheating, as outlined in the NISM Student Handbook

Notification and Duration

Students placed on academic probation will receive written notification from the School Director. The probation period will last for one academic term (or as specified in the probation plan), during which the student must meet clearly defined benchmarks for improvement.

Probation Plan

An individualized Academic Probation Plan will be developed in consultation with the student, the Academic Director, and/or the Clinical Director. This plan may include:

- Required tutoring or mentoring sessions
- Adjusted course load
- Scheduled academic advising check-ins
- A clear timeline for reassessment of academic standing

Restrictions During Probation

Students who are on academic or clinical probation may not count any clinical experiences toward graduation requirements during the first quarter (13 weeks) of the probationary period.

If the probation is resolved after this initial period, the student may resume clinical work for credit.

If the probation continues into a second term, the student will remain ineligible to count any clinical experiences during that extended probation period.

Students may choose to remain in a clinical placement during their probationary period with the understanding that none of the clinical experiences completed during that time will count toward the clinical requirements for graduation. This may serve as valuable non-credit skill-building and professional development time.

Outcomes of Academic Probation

At the end of the probation period, one of the following outcomes will occur:

- Return to Good Standing: If the student meets all requirements outlined in the probation plan, academic probation will be lifted, and the student will return to good academic standing.

  Continued Probation: If progress is evident but benchmarks have not yet been fully met, the probation may be extended for an additional term.

  Academic Dismissal: If the student fails to meet the conditions of the probation plan and does not demonstrate improvement, the student may be dismissed from the program.

Appeals Process

Students have the right to appeal academic probation or dismissal decisions. Appeals must be submitted in writing to the School Director within 10 business days of receiving notification. The School Director will review the appeal and issue a decision within 10 business days. The decision of the School Director is final.

Support and Encouragement

As a Christ-centered midwifery school, NISM is committed to walking with students through academic challenges with grace, truth, and support. Students on academic probation are encouraged to seek prayer, mentorship, and academic assistance, and to approach the process as an opportunity for personal and professional growth.

Attendance

At NISM, consistent attendance and active participation are essential, even in an online learning environment. Regular engagement ensures you stay connected with the course material and successfully complete your training. Students are expected to participate in all online sessions. If an absence is necessary, students are responsible for catching up on all content, requirements, assignments, or discussions covered during that time. Missing more than 33% of the total number of online live sessions for any course will result in automatic failure of the course. Exceptions for exceeding this limit are rare but can be requested through contacting the school director. Please note that being late or leaving early by 10 or more minutes will be considered an absence. Please see "Policy for Live Sessions" below.

Expectations:

1. Class Participation:
   - Students are expected to log in to their online courses regularly and participate in all scheduled activities, including discussions, group projects, and live sessions.
   - Active participation in online forums, webinars, and collaborative activities is considered part of the attendance.
2. Attendance Tracking:
   - Attendance will be tracked through participation in online activities, including the submission of assignments, contributions to discussion boards, and attendance in any live sessions or webinars.
   - Lack of participation in these activities may be recorded as an absence.
3. Absence and Notification:
   - If a student is unable to participate in scheduled online activities due to illness, personal emergency, or other valid reasons, you must inform the class instructor as soon as possible.
   - Absences should be reported via email or the online learning platform's messaging system.
4. Make-Up Work:

- Students who miss a session or fail to participate in scheduled activities must make up missed work within a reasonable time frame, as agreed upon with the course instructor.
- It is the student's responsibility to catch up on any missed content.

5. Extended Absence:
   - For extended absences (e.g., due to medical reasons or personal emergencies), students should notify the course instructor and the director. Arrangements may be made to accommodate the student's situation, including extended deadlines or alternative assignments. Please see the "Leave of Absence" policy.

6. Consequences of Excessive Absences:
   - Excessive absences, defined as missing more than 33% of scheduled course activities, may result in academic consequences, including but not limited to lowered grades or the need to retake the course.

7. Technical Issues:
   - Students are responsible for ensuring they have reliable internet access and the necessary technology to participate in online courses. Technical issues should be reported to the director immediately. Repeated technical issues that affect attendance may require the student to seek technical support to continue in the course.

Policy for Live Sessions

Attendance:
Attendance is mandatory for all scheduled live sessions, including webinars or virtual meetings with instructors or the director.
If you are unable to attend a live session, you must **notify the instructor in advance** and arrange to review the session recording and complete any associated activities or assignments. Please note that NISM requires students to attend a minimum of 2/3 of the live sessions for each class.

Engagement:
NISM values proactive communication. If you are struggling with course content, attendance, or scheduling conflicts, please reach out promptly to your course instructor and/or the Director.

Extended Excused Absence Requests:
Students who are aware of an extenuating circumstance that will prevent them from attending all or part of the live sessions in a course (such as international travel, medical treatment, work, or a major life event) may submit a request for an Extended Excused Absence**.**

- This request must be made prior to, or during the first week of the course using the designated form on Populi**.**
- Approval will be granted at the discretion of the Director of Education, and students must arrange to complete all required course activities through alternate means as assigned by the instructor.

Birth-Related Absence Policy
At NISM, attending births is a vital and irreplaceable part of midwifery training. However, students are also expected to actively participate in all required academic sessions. The following guidelines clarify how to manage potential conflicts between clinical responsibilities and live class sessions.

1. Prioritization of Academic Commitments

Live session academic classes take priority over clinical shifts or on-call responsibilities.

- Students who are in the Assist Under Supervision or Observation phases should plan to attend all scheduled live sessions.
- Students who are attending a birth as a Primary Under Supervision may receive an approved absence from class if they are actively involved in a birth at the time of the live session.

2. Advance Notice and Communication

All live session dates and times are provided to students before the start of each quarter. Students are expected to communicate these dates to their preceptors in advance and plan clinic schedules accordingly.
If a scheduling conflict arises, students must notify their preceptor and instructor as soon as possible.

3. Continuity of Care (COC) Births

If a student's Continuity of Care (COC) client is in labor and birth is imminent, the student may be excused from class to attend the birth.

4. Documentation and Make-Up Work

Students who miss a live session due to an approved birth-related absence (COC or Primary Under Supervision birth) must:

- Notify the instructor as soon as possible.
- Review the session recording.
- Complete any make-up assignments or related activities as directed by the instructor.

Balancing Clinical and Academic Responsibilities

If a student is struggling to balance clinical hours and academic requirements, they should consult with the Director of Education to create a plan that ensures success in both areas. This may include temporary adjustments to the clinical schedule or additional academic support.

Student Rights, Grievances, and Complaint Procedures

Student Rights
NISM is committed to providing students with a fair, respectful, and supportive educational environment. Students have the right to:

- Receive accurate information regarding NISM's programs, policies, academic requirements, tuition and fees, and student responsibilities.
- Receive instruction and academic services as described in the NISM Academic Catalog and applicable course materials.
- Be evaluated according to established academic and clinical requirements and standards.
- Receive timely feedback regarding academic work and clinical performance.
- Be treated with respect and without unlawful discrimination or harassment.
- Have their educational records maintained and released in accordance with applicable privacy laws and NISM policies.
- Seek reasonable disability accommodations in accordance with applicable law and NISM's accommodation policy.
- Appeal academic or administrative decisions through established NISM procedures.
- Submit a grievance or complaint without retaliation for making a good-faith complaint.

Student Grievances
A student who has a concern regarding an academic, administrative, financial, clinical, or student-service matter is encouraged to first attempt to resolve the concern through the appropriate NISM faculty member, staff member, department, or administrator.

If the concern is not resolved at the initial level, the student may submit a written grievance to the School Director. The written grievance should include:

1. The student's name and contact information;
2. A description of the concern or complaint;
3. The date(s) and circumstances giving rise to the concern;
4. Any relevant documentation or supporting information;
5. The resolution or action the student is requesting.

NISM will review the grievance and, when appropriate, may request additional information from the student or other individuals involved. The institution will provide the student with a written response regarding the disposition of the grievance when the review is complete.

Students should submit grievances as soon as reasonably possible after the matter occurs so that NISM can conduct a timely and effective review.

Academic Appeals
Students may appeal an academic decision when they believe that the decision was based on an error, inconsistent application of NISM policy, or other circumstances that warrant review.

Academic appeals must be submitted in writing to the School Director and should identify the decision being appealed, the basis for the appeal, and any supporting documentation. NISM will review the appeal in accordance with applicable institutional policies and will communicate the final decision to the student in writing.

Nothing in this policy prevents a student from pursuing other rights or remedies available under applicable law.

Clinical Grievances
Students who have concerns regarding a clinical placement, preceptor, clinical evaluation, clinical requirement, or other aspect of clinical education should first communicate the concern to the Clinical Coordinator or designated clinical faculty member.

NISM will review clinical concerns in accordance with its clinical education policies and may communicate with the student's preceptor or clinical site as necessary to investigate and resolve the matter.

No Retaliation
NISM prohibits retaliation against a student who, in good faith, submits a grievance, complaint, academic appeal, or request for review. A student may not be penalized solely for exercising the student's right to raise a legitimate concern or complaint.

California Student Complaints
Students enrolled in California should first use NISM's internal grievance procedures described above. However, a student or any member of the public may also file a complaint with the Bureau for Private Postsecondary Education (BPPE) regarding NISM.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834, www.bppe.ca.gov, (888) 370-7589 or by fax (916) 263-1897.

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento, CA 95834
www.bppe.ca.gov
(888) 370-7589

Leave Of Absence

Students who need a temporary interruption of their studies should contact NISM before discontinuing coursework whenever possible.

A leave of absence may be granted when the student meets the requirements established by NISM.

The student should obtain written approval before beginning a leave whenever circumstances permit.

A leave of absence may affect course sequencing, clinical progression, expected graduation date, tuition, and other academic requirements.

Students who do not obtain an approved leave and cease participation may be subject to NISM's withdrawal or dismissal policies.

MEDICAL, PERSONAL, AND EXCUSED LEAVE OF ABSENCE POLICY

Purpose

At Newlife International School of Midwifery, we recognize that students are often balancing academic responsibilities with personal, health, and family demands. Unexpected events may require time away from studies. This policy outlines how students may request a Medical Leave of Absence (MLOA), a Personal Leave of Absence (PLOA), or a short-term Excused Absence, while maintaining good academic standing and planning for successful reintegration into the program.

Types of Leave

Medical Leave of Absence (MLOA)

Granted when a student is unable to participate in coursework for more than one week due to a physical or mental health condition.

Personal Leave of Absence (PLOA)

Granted for more than one week of absence due to significant personal or family circumstances, such as caregiving, bereavement, or major life transitions.

Excused Absence

Covers short-term absences of up to one week for illness, family emergencies, religious observances, or other valid personal reasons.

Medical Leave of Absence (MLOA)

Eligibility:

Enrolled students whose physical, mental, or emotional health conditions prevent them from participating in academic work for more than one week.

Request Process:

Submit a written request to the Administrative Operations Manager at support@midwifeschool.org. Include:

- A brief explanation of your situation
- A letter or note from a licensed healthcare provider (e.g., physician, counselor, midwife)

Duration:

Medical leave is typically granted for one academic term (e.g., 11 weeks). Students may request an extension with updated documentation.

Returning to Classes:

To resume studies after medical leave:

- Submit a “Return from Leave” form
- Provide updated documentation from a healthcare provider confirming readiness to return
- Schedule a meeting with the Academics Administrative Officer or an academic advisor to develop a reintegration plan

Personal Leave of Absence (PLOA)

Eligibility:

Students experiencing significant personal or family-related circumstances that require more than one week away from their studies, including:

- Caregiving for an ill family member
- Bereavement
- Relocation or major family transitions
- Birth or adoption-related leave
- Other compelling personal needs

Request Process:

Email the Administrative Operations Manager at support@midwifeschool.org with:

- A written explanation of the reason for leave
- Supporting documentation, when available (e.g., medical paperwork for a family member, obituary, birth certificate)

While documentation is helpful, students are not required to disclose overly personal details. Honest and timely communication is prioritized.

Duration:

Personal leave is generally granted for one academic term. Longer leave requests may be reviewed on a case-by-case basis.

Returning to Classes:

To return from a personal leave of absence:

- Submit a “Return from Leave” form

- Meet with the Administrative Operations Manager or your academic advisor to plan your return and ensure continuity in coursework and clinical requirements

Excused Absence

Eligibility:

Short-term absences of one week or less due to:

- Illness or injury
- Medical, dental, or prenatal appointments
- Attending a birth as part of clinical training
- Religious holidays or ceremonies
- Family emergencies

Notification:

Students must notify their course instructor as soon as possible, preferably before the absence occurs. Instructors may request documentation such as a birth log, appointment notice, or hospital record.

Make-Up Work:

Students are responsible for completing all missed coursework, lectures, and participation activities. Instructors will offer reasonable support and extended deadlines where appropriate.

Confidentiality:

All medical and personal information shared in the context of a leave request will be kept confidential and handled in compliance with applicable federal and state privacy laws. Information will only be shared with necessary personnel on a need-to-know basis.

Appeals Process:

If a leave request is denied, students may submit a written appeal within 10 business days to the Program Director at director@midwifeschool.org. The appeal should include any additional or clarifying documentation for reconsideration.

Contact Information

For all leave requests, forms, and questions, contact:

- Chief Academic Officer
- Email: support@midwifeschool.org

Institutional Support

At Newlife International School of Midwifery, we are committed to supporting students through the demands of midwifery education and the realities of life. Whether you need a break to care for your

health or to support your family, we strive to provide compassionate policies that uphold both academic integrity and student well-being.

Calendar And Breaks

Program Length & Course Schedule:

The NISM program is approximately 2.5 to 3 years in length, divided into 10 quarters. Each quarter consists of 13 weeks: 10 weeks of academic coursework, 1 week of exams, and 2 weeks of academic break. At the end of each academic year, students will be required to attend an in-person skills training and evaluation session.

Academic Breaks:

Since NISM is a full year-round quarter system, we do not take breaks for standard US holidays. If a student feels the need to observe a holiday, the student should communicate directly with the teacher to arrange this. Classes will possibly run through the following holidays, however, no required in-person live sessions will be schedule on these dates:

- New Year›s Day (January 1)
- Martin Luther King, Jr. Day (third Monday in January)
- Good Friday (Friday before Easter)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving (fourth Thursday in November)
- Day after Thanksgiving
- Christmas Eve (December 24)
- Christmas Day (December 25)
- New Year’s Eve (December 31)



At the end of each quarter, students are given a 2-week academic break. During these breaks, students will not have academic assignments or online class obligations. However, clinical responsibilities may continue as scheduled. It is essential for students to coordinate with their clinical preceptors and communicate any needs or adjustments required during these periods.



CHAPTER THREE

ONLINE KNOWLEDGE ACQUISITION AND EVALUATION

Approach to Online Knowledge Acquisition

In an era defined by rapid technological advancements, online resources have become indispensable tools for academic and professional development. For students of midwifery, accessing accurate, reliable, and up-to-date information is not just a matter of convenience but a foundational aspect of evidence-based practice. Below is a comprehensive guide to navigating online platforms, critically evaluating information sources, and effectively integrating credible knowledge into your academic and clinical pursuits. The goal is to empower students to develop strong research skills that will support lifelong learning and professional excellence.

Students access NISM's electronic learning resources through the LMS, institutional links, public databases, and other resources identified by NISM. The NISM Librarian, faculty, and academic staff provide guidance regarding access to appropriate databases, journals, textbooks, scholarly articles, and other research materials. The Librarian is available to assist students and faculty with locating appropriate sources, developing effective research strategies, evaluating information, and using scholarly resources effectively.

Students access required electronic learning resources through the NISM learning management system, faculty-provided links, publicly available academic databases, and other resources designated by NISM. Faculty and academic staff provide students with instructions for accessing required resources when enrollment in a course begins.

Evaluating the Validity and Credibility of Sources

The internet hosts an overwhelming array of information, but not all of it meets the standards required for academic and professional use. To ensure the reliability of the information you utilize:

8. Use Trusted Databases and Websites*:
    - Prioritize authoritative sources such as PubMed, JSTOR, the Cochrane Library, and ScienceDirect.
    - Access guidelines and research from recognized organizations, including the North American Registry of Midwives (NARM), the American College of Nurse-Midwives (ACNM), and the World Health Organization (WHO).

9. Cross-Check Information:
    - Verify claims by consulting multiple reputable sources. If findings or conclusions vary significantly, investigate further to determine which source is most credible.

10. Avoid Unverified Platforms:
    - Open-source platforms like Wikipedia should only be used as starting points for background information and must not be cited as primary references in your work.

*Here is a comprehensive list of online options that are credible, evidence based and authoritative:

Selected Databases, Journals, and Scholarly Resources

The following resources are examples of scholarly and evidence-based resources available to students. Availability of full-text content may vary by resource. The NISM Librarian can assist students and faculty in identifying appropriate resources and locating available full-text materials**.**

PubMed

- **Website:** https://pubmed.ncbi.nlm.nih.gov/
- A free database maintained by the U.S. National Library of Medicine that includes millions of biomedical and health-related articles, including midwifery and obstetrics research. Many articles have free full-text access through PubMed Central (PMC).

PubMed Central (PMC)

- **Website:** https://www.ncbi.nlm.nih.gov/pmc/
- A free digital archive of biomedical and life sciences journal literature, including open-access articles relevant to midwifery and maternal health.

BioMed Central

- **Website:** https://www.biomedcentral.com/
- Provides free access to many open-access, peer-reviewed journals, including content on maternal health and midwifery.

Cochrane Library (Free Summaries)

- **Website:** https://www.cochranelibrary.com/
- Cochrane offers free plain-language summaries of systematic reviews, which are helpful for understanding evidence-based practices in midwifery and healthcare.

Journal of Midwifery & Reproductive Health (JMRH)

- **Website:** https://jmrh.mums.ac.ir/
- A free-access peer-reviewed journal covering midwifery, reproductive health, and maternal care.

Reproductive Health Journal (BioMed Central)

- **Website:** https://reproductive-health-journal.biomedcentral.com/
- Open-access journal publishing research on reproductive health, pregnancy, and midwifery care.

Professional Organizations and Guidelines

World Health Organization (WHO) - Maternal and Newborn Health

- **Website:** https://www.who.int/health-topics/maternal-health
- Offers free guidelines, reports, and evidence-based recommendations for midwifery, maternal care, and newborn health.

The Lancet Midwifery Series (Free Access)

- **Website:** https://www.thelancet.com/series/midwifery
- Features free access to key reports and evidence supporting midwifery practices and their impact globally.

American College of Nurse-Midwives (ACNM)

- **Website:** https://www.midwife.org/
- While most content requires membership, some guidelines and position statements are freely available to the public.

Global Library of Women's Medicine (GLOWM)

- **Website:** https://www.glowm.com/
- Provides free access to evidence-based resources on obstetrics, gynecology, and midwifery, including videos and e-learning materials.

Midwifery Today Articles (Free Section)

- **Website:** https://midwiferytoday.com/
- Includes some free articles, news, and resources related to midwifery care and education.

Government and Educational Resources

Centers for Disease Control and Prevention (CDC) - Reproductive Health

- **Website:** https://www.cdc.gov/reproductivehealth/
- Offers free data, reports, and resources on reproductive health, prenatal care, and maternal outcomes.

National Institute for Health and Care Excellence (NICE)

- **Website:** https://www.nice.org.uk/
- Provides free clinical guidelines and evidence summaries on maternal and child health.

MedEdPORTAL

- **Website:** https://www.mededportal.org/
- Free peer-reviewed educational materials for healthcare professionals, including midwifery.

Nursing and Midwifery Council (NMC) - UK

- **Website:** https://www.nmc.org.uk/
- Offers free guidelines and standards for midwifery and nursing practices.

Tools and Open Educational Resources

eLearning for Healthcare (e-LfH)

- **Website:** https://www.e-lfh.org.uk/
- Offers free e-learning resources for healthcare professionals, including modules on maternity and midwifery.

HINARI (for Low-Resource Settings)

- **Website:** https://www.who.int/hinari/en/
- Provides free or low-cost access to academic resources for students in low-income countries.

OpenWHO - Online Courses by WHO

- **Website:** https://openwho.org/
- Free online courses on health-related topics, including maternal and newborn care.

Perinatal Education Programme (PEP)

- **Website:** https://bettercare.co.za/
- Offers free online learning materials focused on maternal and newborn care, specifically designed for healthcare workers in resource-limited settings.

UNICEF Maternal and Newborn Health Resources

- **Website:** https://www.unicef.org/topics/maternal-and-newborn-health
- Provides free reports, toolkits, and data relevant to midwifery and maternal care.

Identifying Peer-Reviewed Articles

Peer-reviewed articles represent the gold standard for academic and clinical research, as they undergo rigorous evaluation by experts in the field. To identify such articles:

Search Academic Databases:

- Use specialized databases like PubMed, ProQuest, and Medline, which allow filtering specifically for peer-reviewed materials.

Check for Indicators of Peer Review:

- Look for designations such as "peer-reviewed," "research article," or "systematic review" within the database or journal interface.
- Verify that the article includes essential scholarly elements such as an abstract, detailed methodology, results, and discussion sections.

Evaluate the Journal:

- Confirm that the journal is recognized within the field of midwifery or healthcare. Established journals like the Journal of Midwifery & Women's Health and Birth are examples of credible sources.

Examining Author Credentials

The expertise and qualifications of an author directly influence the credibility of their work. To assess author credentials:

Review Academic and Professional Titles:

- Look for titles such as MD, PhD, CPM, CNM, or RN, which denote advanced education and specialization in healthcare.

Investigate Affiliations:

- Research the institutions or organizations with which the author is associated. Reputable universities, hospitals, and professional organizations often indicate credibility.

Examine Publication History:

- Search for other works by the author to evaluate their expertise and contributions to the field. Authors with a history of publishing in high-quality journals are more likely to produce reliable content.

Checking Publication Dates

Healthcare, including midwifery, is a dynamic field that evolves rapidly based on new research and emerging evidence. To ensure the timeliness of your information:

Prioritize Recent Publications:

- Focus on articles and guidelines published within the last 5-10 years, particularly for clinical practices and protocols.

Verify Updates:

- Look for updated editions of textbooks or revisions to guidelines from professional organizations.

Contextualize Historical Material:

- While older resources can provide valuable context, always cross-reference with current research to ensure alignment with contemporary standards.

Recognizing Biases

Biases can distort information, leading to incomplete or misleading conclusions. Developing the ability to identify and account for bias is critical for objective learning and practice:

Assess Funding and Affiliations:

- Check whether the research is sponsored by organizations with potential conflicts of interest, such as pharmaceutical companies or advocacy groups.

Evaluate Language and Presentation:

- Be cautious of emotionally charged or persuasive language that lacks supporting evidence.
- Identify whether the source presents balanced perspectives or disproportionately emphasizes one viewpoint.

Seek Multiple Perspectives:

- Use diverse sources to ensure a well-rounded understanding of the topic and to minimize the influence of any single bias.





CHAPTER FOUR

MIDWIFERY (CPM) CERTIFICATION AND LICENSING

National Certification for Midwives:

Upon successfully completing NISM's Associate in Midwifery training program, graduates will be eligible for national certification through the North American Registry of Midwives (NARM) as a Certified Professional Midwife (CPM). The criteria for certification via NARM can be found at the provided link (NARM). This certification enables graduates to practice as midwives in states that acknowledge the CPM credential. However, it's important to note that regulations regarding midwifery practice vary among states, and it is the responsibility of each midwife to research, understand, and adhere to the regulations of their home state. (NARM)

Licensing in Other States and Countries

Licensing requirements for midwives vary by state and country, each governed by its own set of laws. Graduates of NISM will be qualified to seek licensure in most states where midwifery licensing is available. For detailed information on state-specific or country-specific requirements, applicants are advised to consult the relevant authorities to understand the laws and requirements for practice in their desired location. While NISM cannot guarantee licensure or employment outside the United States, many Certified Professional Midwives (CPMs) who have trained under similar programs have successfully obtained midwifery licenses in other countries. Additionally, globally trained midwives from similar missionary-focused programs have contributed to renowned international organizations or established initiatives aimed at improving maternal and newborn health across the US, Africa, Asia, and Latin America.

Professional License Disclosure

NISM is committed to providing accurate and timely information to prospective and current students regarding the educational requirements for licensure in their respective states or countries.

Prospective students are encouraged to review state or country-specific licensure requirements before applying.

Upon acceptance, applicants must acknowledge in their acceptance letter that while NISM strives to provide accurate information, state and country policies, legislation, and laws are subject to change. NISM encourages students to conduct their own research to stay informed about licensing requirements in their intended practice location.

Direct notification will be sent via email to students residing in or relocating to states or territories where NISM has determined that graduation from the program may not meet licensure requirements, where licensure does not exist, or where determination cannot be made.

This disclosure will occur:

- Through review of the NISM web site
- When students are accepted into the program
- At the time of initial enrollment
- Within 14 days after an enrolled student notifies the school of a change in their permanent address

State-by-State Midwifery Licensing

State regulations change regularly, and it is the student's responsibility to stay up to date with current laws and regulations. The link below provides information from NARM on state recognition and licensing requirements for each state: State-By-State CPM Status

Overview of US Midwifery Licensure for CPMs
State by State CPM Educational Pathways

NISM's midwifery program prepares students to become Certified Professional Midwives (CPMs) and/or Licensed Midwives. The following is an overview of states› recognition of CPM status for licensure:

- States that recognize CPM status for licensure: Alabama, Alaska*, Arizona, Arkansas*, Colorado, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Kentucky, Louisiana*, Maine, Maryland, Michigan, Montana*, New Hampshire, New Jersey, New Mexico*, Oklahoma, Oregon, Rhode Island, South Carolina*, South Dakota*, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin*, Wyoming*
- States with additional requirements: California**, Washington**
- States requiring additional supervision post-program: Indiana***
- States where licensure is optional or where direct-entry midwifery is unregulated: American Samoa, Connecticut, Georgia, Guam, Iowa, Kansas, Massachusetts, Mississippi, Missouri, Nebraska, Nevada, Northern Mariana Islands, North Dakota, Ohio, Pennsylvania, Puerto Rico, Utah, US Virgin Islands, West Virginia
- States that do not recognize CPM certification for licensure: New York

- States prohibiting the practice of midwifery: North Carolina

* Students must obtain an apprentice license in Louisiana, Montana, and Wisconsin
** Students must complete additional requirements for licensure in California and Washington
*** Indiana requires additional supervised clinical experiences post-program completion

CAREER PREPARATION AND GRADUATE SUPPORT

From the start of the program, including during orientation, students at Newlife International School of Midwifery receive guidance in understanding the legal and professional requirements for midwifery practice in their home states. We also provide information on various career pathways available after graduation, including employment and self-employment opportunities in private and independent midwifery settings.

In the final semester, students participate in a one-on-one Zoom meeting with our team to discuss their post-graduation goals, offering personalized support as they transition into professional practice. To help our students feel confident and prepared for the North American Registry of Midwives (NARM) board examination, we offer a NARM preparation class in the final quarter. This class is included in tuition is taken just prior to graduation.

While Newlife International School of Midwifery does not guarantee job placement or employment after graduation, we actively support our graduates by sharing job opportunities, assisting with professional networking, and helping with interview preparation. We send out job postings and announcements through email and other communication platforms to senior students and recent graduates as openings become available across the country.

Newlife International School of Midwifery also tracks and maintains records of our retention and program completion rates, in accordance with accreditation and reporting standards.





CHAPTER FIVE

ADMISSIONS

Admissions Policy for the Newlife International School of Midwifery (NISM)

Newlife International School of Midwifery (NISM) seeks to prepare skilled and compassionate midwives through its rigorous academic and clinical programs. To ensure that candidates are well-qualified and aligned with the values of the institution, applicants must meet the following prerequisites for admission:

High School Diploma or GED

Applicants must have successfully earned a high school diploma or GED equivalent. Official transcripts or documentation verifying completion must be submitted as part of the application process.

Completed Application

Applicants are required to submit a fully completed application form. The application form is available on the NISM website and must be filled out accurately and in its entirety.

Honor Code Pledge

For those applying to the overseas cohort, adherence to NISM's Honor Code is a key component of the application process. Applicants must review and agree with the Honor Code Pledge, available on the website, and provide their signature as confirmation of their commitment.

Application Fee

As part of the application process, applicants must submit payment of the non-refundable application fee. Details on the fee amount and payment methods are provided on the NISM website.

NISM is committed to supporting students who demonstrate academic readiness and personal integrity. Meeting the above requirements does not guarantee admission, as spaces are limited and applications are reviewed holistically. We encourage all applicants to submit their materials promptly and to reach out to the admissions office with any questions.

Admissions Criteria

To be considered for admission, applicants must submit a complete application along with all required supporting documents as outlined in the NISM Handbook. Prospective students are encouraged to review the Student Code of Conduct section of the handbook to better understand the expectations of NISM students.

The Admissions Committee conducts a comprehensive review of all applications, evaluating each applicant's qualifications and potential contributions to the program and the field of midwifery. Admissions decisions are made based on the availability of openings in the incoming class and an individualized assessment of each applicant's strengths and potential. All applicants are reviewed holistically as part of a competitive selection process, with attention to their unique qualities, contributions to the class dynamic, and commitment to the profession.

Applicants are expected to present themselves authentically and honestly throughout the application process. Essay responses and application materials should reflect the applicant's own words, goals, and experiences, as the process is designed to encourage self-reflection and allow applicants to share their motivations for pursuing midwifery.

Attributes Considered for Admission

The NISM Admissions Committee evaluates applicants based on a holistic review of their qualifications, character, and potential to excel in the program and the field of midwifery. The following attributes are central to the admissions process:

Commitment to Midwifery

Applicants should demonstrate a deep understanding of the midwifery profession, including familiarity with the CPM credential and the unique responsibilities of midwives. Dedication is further reflected in prior birth-related experiences, academic studies in women's health or midwifery, and a clear motivation to serve birthing individuals and families.

Academic Excellence

A strong academic foundation is essential for success in the program. Applicants should exhibit academic readiness through their GPA, past academic achievements, and writing ability. Clarity and thoroughness in responses to application questions are also evaluated as indicators of academic strength.

Clinical and Interpersonal Competency

Successful midwifery practice requires a combination of clinical aptitude and interpersonal skills. Competency is assessed through prior experience in birth work, the ability to complete the application process with attention to detail, responses to interview questions, and feedback from professional references.

Communication Skills

Effective communication is vital in midwifery, both in building relationships with clients and collaborating with healthcare professionals. Applicants are evaluated on their ability to articulate ideas clearly and thoughtfully, both in writing and verbally, through essays, application responses, interviews, and reference letters.

Compassion and Integrity

Midwifery is built on a foundation of compassion and trust. Applicants should demonstrate honesty, empathy, and a commitment to serving others. These qualities are assessed through references and examples of life experiences that highlight leadership, independence, and meaningful contributions to their communities.

Leadership and Initiative

Midwives often play a leadership role within their communities. Applicants should show evidence of personal initiative and discipline, such as involvement in community service, volunteer work, travel, or participation in activities like music, sports, or other personal pursuits that reflect dedication and resilience.

By evaluating these attributes, the committee seeks candidates who not only meet the academic and professional requirements of the program but also embody the values and skills needed to make a lasting, positive impact in the field of midwifery.

The committee will also consider each applicant's ability to overcome challenges. Applicants are encouraged to identify potential obstacles they might face during training and outline clear, realistic plans to address these challenges. Those with strong strategies in place may be given preference, as this indicates a higher likelihood of successfully completing the program.

Preference may also be given to applicants with prior experience in maternal and child health services, childbirth education, or other relevant community service. Successful candidates should demonstrate a commitment to providing respectful, evidence-based maternity care and professionalism toward clients, peers, faculty, and other birth workers.

Please note that admission may be denied due to limited enrollment capacity or if an applicant does not meet the program's requirements at the time of application.

Admissions Procedure

Admissions Procedure

The admissions process at NISM is designed to ensure fairness, transparency, and thorough evaluation of all applicants. This process identifies candidates who demonstrate the academic ability, character, and dedication necessary to excel in midwifery education and practice.

Submission of Application

Applicants must complete and submit the online application form through the NISM website. A complete application includes:

- Personal information and demographic details (used for reporting purposes only).
- Academic transcripts from all prior educational institutions attended.
- A written personal essay responding to application prompts.
- Professional reference contact information.
- Documentation of any prior birth-related work or experience, if applicable.

It is essential that all sections of the application are filled out accurately and completely to avoid delays in the review process.

Initial Review by School Director

Once the application is submitted, the school director conducts an initial review to ensure that all criteria are met and the application is complete.

- If all criteria are satisfied, the application proceeds to the next stage.
- If any information is missing or further clarification is required, the applicant will be notified by email and asked to provide additional details.

Holistic Review by the Admissions Committee

The NISM Admissions Committee conducts a thorough, holistic review of complete applications. This review evaluates:

- **Academic Ability:** The applicant's potential to succeed in rigorous coursework as demonstrated by GPA, academic achievements, and strong writing skills.
- **Competency:** The applicant's capability to develop clinical and interpersonal skills required for midwifery, assessed through prior birth work, professional references, and application details.
- **Dedication to Midwifery:** Commitment to the field through understanding of the CPM credential, prior birth-related experience, and academic background in women's health.
- **Communication Skills:** Written and verbal communication skills evaluated through essays, application responses, and references.
- **Leadership and Initiative:** Evidence of leadership potential through community service, volunteer work, or extracurricular activities.
- **Compassion and Integrity:** Demonstrated through references and life experiences highlighting service to others.

Notification of Acceptance

Once the committee completes its evaluation, applicants will be notified of the decision:

- **Accepted Applicants:** Successful applicants will receive a formal letter of acceptance, a disclosure document, and instructions for enrollment. To secure their spot, applicants must:
  - Submit a signed letter of intent to enroll.
  - Sign the disclosure document.

- Submit a reserve deposit.

- **Requests for Additional Information:** If any criteria are lacking, the applicant will be notified and given an opportunity to provide additional information for further review.

Interview with the Admissions Committee

Selected applicants may be invited to a virtual interview with the Admissions Committee. This step provides an opportunity to:

- Discuss motivations, goals, and challenges in pursuing midwifery.
- Assess verbal communication skills and professional engagement.

Evaluation of Plans for Success

Applicants will be asked to identify potential challenges they may face during the program (e.g., balancing family, work, or personal responsibilities) and present realistic plans to address these challenges. Applicants with strong, practical plans for success may be given preference during the selection process.

NISM does not admit students through an Ability-to-Benefit pathway. Applicants must provide documentation of a high school diploma or recognized equivalent.

NISM does not award academic credit through challenge examinations or standardized achievement examinations.

Additional Procedures for the Overseas Cohort

For applicants interested in the overseas cohort, the following additional steps apply:

- Applications are reviewed by the Admissions Committee, with consideration given to the limited capacity of the cohort.
- Applicants must demonstrate promise and potential to thrive in an international clinical setting.
- Students accepted into the overseas cohort will have the opportunity to work at birth centers operated by NISM graduates, participate in online courses, and benefit from in-person enhancements, skills sessions, simulations, and activities.

Orientation

All accepted students begin their journey at NISM with an online orientation. This session provides:

- A foundation for distance learning.
- An introduction to academic, clinical, and professional expectations.
- Guidance on preparing for the program's rigorous academic and clinical demands.

Non-US Students

At this time, Newlife International School of Midwifery is not approved or equipped to sponsor international students for a U.S. student visa. Therefore, we are currently unable to accept non-U.S. students who require a visa to enter the United States for either academic study or clinical placement. However, international students are welcome to apply to the online portion of our program, and the legal authorization to study from countries outside the U.S. will be reviewed on a case-by-case basis. Please note that any student wishing to come to the United States for clinical training would need to obtain a valid student visa. We deeply value global participation in midwifery education and are grateful for the interest shown by prospective students worldwide. It is our hope and intention to pursue the necessary approvals and infrastructure to welcome international students for both didactic and clinical training in the future.

International Student Visa Services
Newlife International School of Midwifery (NISM) does not provide visa services and does not sponsor or issue documentation for student visa status. NISM does not vouch for or certify student immigration status for purposes of obtaining or maintaining a student visa. NISM does not charge fees for visa services.

NISM's academic programs are delivered through distance education, and NISM does not offer an on-campus international student program requiring a student visa.

English Language Proficiency
All instruction, course materials, assignments, examinations, student communications, and clinical education requirements at NISM are conducted in **English**. Students must possess sufficient English language proficiency to successfully participate in the academic and clinical components of the program, communicate with faculty, preceptors, clients, and members of the healthcare team, complete written and verbal assignments, and understand program policies and required instructional materials.

Applicants whose primary language is not English may be required to demonstrate sufficient English proficiency as part of the admissions process. NISM may evaluate English proficiency through prior education conducted in English, review of academic records, an interview, or other documentation determined appropriate by the institution. NISM does not require a specific TOEFL or IELTS score unless otherwise specified by an applicable admission requirement.

NISM does not provide English as a Second Language (ESL) instruction or other formal English-language instruction. Students who need additional English-language preparation are responsible for obtaining those services independently and at their own expense.

Language of Instruction
All NISM instruction is provided in **English**. NISM does not provide instruction in a language other than English.

Recommendations for Applicants

While not required, the following are highly recommended to better prepare for the program:

Observation of Births

It is highly beneficial for accepted students to have observed at least two hospital births and, if possible, some home or birth-center births prior to attending NISM. This experience helps students gain a foundational understanding of midwifery practice in different settings.

Midwifery Experience Form

If you have obtained any previous midwifery experience, it is recommended to record and submit it using the appropriate form which can be requested from the school director (director@midwifeschool.org) as part of your application.



Optional Courses

While not required prior to application for admission, the following courses are recommended prior to enrollment. While these courses are not required for application nor enrollment, they are required prior to starting a clinical preceptor placement.

Adult/Child and Infant CPR

Certified by the Red Cross or American Heart Association.

NRP-AAP Neonatal Resuscitation

(Details available here)

Transfer of Credits Policy

Newlife International School of Midwifery (NISM) welcomes the opportunity to evaluate credits earned at other accredited institutions for transfer into our program. The following policy outlines the criteria and process for transferring credits:

11. Eligibility for Transfer
    - Only credits earned from institutions accredited by recognized accrediting bodies will be considered for transfer.
    - Courses must be comparable in content, credit hours, and learning outcomes to the corresponding courses offered at NISM.

12. Grade Requirement
    - A minimum average grade of **75% or higher** (or the equivalent of a C grade or better) is required for any course to be eligible for transfer.

13. Equivalency Review Process
    - Each course submitted for transfer will be reviewed individually for equivalency by the Admissions Committee.
    - Students must provide official transcripts and, if requested, course syllabi or other documentation to assist in determining equivalency.

14. Limitations on Transfer Credits
    - The number of transfer credits accepted may be limited to ensure students meet the unique academic and clinical standards of NISM.
    - Transferred credits will not replace the clinical requirements or in-person training components required by NISM.

15. Final Decision
    - The decision to accept transfer credits is at the sole discretion of NISM and will be communicated to the student in writing.

Transfer of Credit Procedure

The following procedure outlines the steps for transferring credits from another **accredited** institution into Newlife International School of Midwifery (NISM). This process ensures that all transfer requests are handled fairly and efficiently, while maintaining the academic integrity of the NISM program.

Submit a Transfer Request

- Students wishing to transfer credits must submit a **Transfer of Credit Request** form along with their **completed application** to NISM.
- The request form should include a list of courses the student wishes to transfer and the institutions where the courses were completed.

Provide Official Transcripts and Supporting Documentation

- Students must submit **official transcripts** from the previous institution(s) that show the courses, grades, and credits earned.
- If requested by NISM, students may also need to provide additional documents such as **course syllabi, descriptions,** or **learning outcomes** for each course under consideration for transfer. These documents help determine the course equivalency.

Review of Transfer Request

- Once the Transfer Request and supporting documents are received, NISM's Admissions Committee will begin the **equivalency review** process.
- The committee will assess whether the courses align in content, credit hours, and learning outcomes with the corresponding courses in the NISM curriculum.

Grade Requirement Evaluation

- Only courses where the student earned a grade of **75% or higher** (or its equivalent) will be considered for transfer.
- If a course grade is below 75%, it will not be eligible for transfer credits.

Decision Notification

- After reviewing the submitted materials, the Admissions Committee will make a decision on whether the courses can be transferred.
- The student will receive written notification of the decision. If the transfer is approved, the number of credits granted will be outlined.
- If the transfer request is denied, the student will be informed of the reasons for the denial.

Limitations on Transfer

- Transfer credits may be subject to limitations, and may not replace certain required courses, particularly clinical training or in-person components of the NISM program.
- NISM will ensure that the student's program maintains academic and clinical integrity with the necessary courses for graduation.

Enrollment and Credit Application

- Once transfer credits are accepted, they will be applied to the student's academic record at NISM.
- The transferred credits will not affect the student's NISM GPA, but will count toward the total number of credits required for graduation.

Final Review

- If a student disagrees with the transfer credit decision, they may request a **final review** by submitting a written appeal to the NISM Academic Affairs Committee. The decision of the committee will be final.

TRANSFERABILITY OF CREDITS FROM NISM

Newlife International School of Midwifery (NISM) does not guarantee that credits earned at NISM will be accepted for transfer by other institutions. The acceptance of transfer credits is solely at the discretion of the receiving institution, which determines its own criteria for evaluating and recognizing coursework completed at NISM. Students are encouraged to directly consult with any institution to which they may seek to transfer to understand its specific transfer credit policies and requirements.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS

- The transferability of credits earned at Newlife International School of Midwifery is at the complete discretion of an institution to which a student may seek to transfer.
- Acceptance of the Associate of Science in Midwifery degree awarded by Newlife International School of Midwifery is also at the complete discretion of the receiving institution.
- If the credits or degree earned at NISM are not accepted by the institution to which a student seeks to transfer, the student may be required to repeat some or all coursework at that institution.
- For this reason, students should determine whether attendance at NISM will meet their educational goals and should contact any institution to which they may seek to transfer to determine whether NISM credits or the NISM degree will be accepted.

Non-discrimination Policy

NISM is committed to providing an inclusive and welcoming environment for all students, faculty, staff, and community members. NISM does not discriminate on the basis of race, color, national origin, ethnicity, sex, gender identity or expression, age, disability, marital or familial status, religion, or any other protected category under federal, state, or local laws in its admissions policies, educational programs, activities, or employment practices.

We are committed to ensuring that all aspects of our educational practices, including admissions, academic programs, and student activities, are conducted in a manner that honors the inherent dignity and worth of every individual, as created in the image of God.

As a Christian institution, NISM upholds its mission to train Christian midwives and integrates faith-based principles in its curriculum and community life. However, this commitment does not permit discrimination, harassment, or retaliation against any individual or group based on the protected characteristics listed above.

NISM strives to create a supportive and respectful learning environment where all students have equal access to educational opportunities and resources. The school is dedicated to promoting diversity, equity, and inclusion in all aspects of its operations and to ensure that every member of the NISM community is treated with dignity and respect.

Any incidents of discrimination, harassment, or retaliation should be reported to the school administration and will be addressed promptly and in accordance with NISM›s grievance procedures.

For more information or to report an incident, contact the school›s director at director@midwifeschool.org

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CHAPTER SIX

PRIOR LEARNING EXPERIENCE

Newlife International School of Midwifery (NISM) recognizes that students may have valuable prior learning and clinical experiences that can contribute to their midwifery education. However, in order for prior learning to be considered for credit, it must meet specific criteria set by NISM.

Prior learning and clinical experiences will only be eligible for credit if they were completed through a program or institution accredited by the Midwifery Education Accreditation Council (MEAC). This ensures that the experience aligns with the standards and competencies required for midwifery practice as recognized by the profession.

To be eligible for credit, prior clinical experiences must meet the following conditions:

- The experience must have occurred in an approved clinical setting, under the supervision of a qualified preceptor.
- The experience must have been gained through a program or institution that is MEAC-accredited.
- The clinical work must align with the competencies outlined by NISM and be directly relevant to the midwifery curriculum.
- If applicable, the experience must be verified and documented through official transcripts or certification from the accredited institution or program.

Students seeking credit for prior learning must submit detailed documentation of their experience, including the names and contact information of their preceptor(s), the location and dates of their clinical work, and any other relevant supporting materials. This documentation will be reviewed by NISM's Clinical Director or designated faculty to determine eligibility for credit.

Credit for Prior Clinical Experience:

NISM is committed to maintaining high standards for its academic and clinical programs and will only accept prior learning experiences that have been gained through MEAC-accredited institutions to ensure the quality and integrity of its midwifery training.

At Newlife International School of Midwifery (NISM), prior clinical experience may be eligible for credit transfer if it aligns with the following criteria and procedures. To ensure the quality and consistency of the educational experience, prior learning will be evaluated based on established guidelines.

Criteria for Evaluating Prior Clinical Experience:

Pre-Enrollment Notification: Students must notify NISM of any prior learning experiences before enrollment in the program. This ensures that the evaluation process can be initiated in a timely manner.

Documentation: Students must use NARM-approved forms to document previous clinical experiences. Upon beginning the program, students will transition to using NISM›s clinical experience forms, but prior experiences must be documented with NARM forms.

Clinical Director Review: After acceptance to the program, students must communicate directly with the Clinical Director to request a review of their prior learning documentation and clinical experiences. This step ensures that the evaluation is conducted properly.

Preceptor Qualifications: The student's preceptor must have met the qualifications set forth by MEAC to be an approved preceptor at the time the student's experience occurred.

Approved Clinical Location: The clinical experience must have taken place in a location that is approved by MEAC.

Verification of Experience: The student must have obtained signatures or initials from the preceptor(s) on NARM clinical forms, verifying the completion and validity of the experiences.

Compliance with NARM Requirements: All clinical experiences must meet the NARM standards regarding timeframes and requirements for clinical experience.

Process for Evaluating Prior Clinical Experience:

Request for Evaluation: Once an applicant has been accepted into the program, the student must formally request a review of their prior clinical experience by the School or Clinical Director.

Review and Determination: The School or Clinical Director will evaluate the submitted documentation and determine if the prior clinical experience meets the established criteria. If the experience qualifies, credit will be awarded according to the Clinical Requirements chart, which outlines the credit awarded for different types of clinical experience.

Clinical Requirements Chart: The Clinical Requirements chart, found in the Student Clinical Handbook, provides detailed information on the number of clinical hours required for each experience. Each clinical credit is equivalent to approximately 30 clinical contact hours.

By following these criteria and procedures, NISM ensures that prior clinical experiences are appropriately recognized and credited, supporting the student›s educational journey while maintaining high standards of training and practice in midwifery.

Prior Experiential Learning

NISM may evaluate prior learning and prior clinical experience for possible academic credit when permitted by NISM policy and applicable accreditation and professional requirements.

Credit is not automatically awarded for prior work experience, life experience, employment, volunteer service, or other experiential learning.

Students seeking credit for prior learning must provide the documentation required by NISM. Any credit awarded will be determined by NISM through its established evaluation process.

Students may appeal a determination regarding prior experiential learning by submitting a written appeal to the Academic Affairs Committee within 10 business days of notification. NISM does not charge a separate fee for evaluation of prior experiential learning.





CHAPTER SEVEN

THE CLINICAL PROGRAM

A separate clinical handbook is provided with additional details. The information below is meant to be a brief overview of the clinical program and requirements at NISM.

Preceptor and Clinical Requirements

Overseas Cohort students will be provided access to qualified preceptors at our overseas birth center.

US Cohort Midwifery Preceptor Locations:

NISM will provide guidance and support in finding midwifery preceptors for hands-on clinical learning. However, some students may need to locate their own midwifery preceptor. Likewise, some students may need to relocate geographically to find a preceptor who is willing and able to train a midwifery student.

Transportation:

Students must have reliable access to transportation to fulfill clinical requirements at preceptor sites.

Practice sites willing and desiring to precept NISM midwifery students must meet the following requirements:

Clinical Site Requirements:

1. Training and Compliance
    - Complete all required training courses within the specified timeframe.
    - Maintain current licensure in the appropriate jurisdiction and practice within the defined scope of practice.
    - Notify NISM immediately of any changes in licensure, status, or ability to fulfill preceptor responsibilities.
    - Adhere to all relevant compliance standards, including FERPA, HIPAA, and OSHA regulations.

2. Orientation and Expectations
   - Review the NISM Handbooks to understand and clarify expectations.
   - Ensure familiarity with policies, procedures, and guidelines relevant to preceptor responsibilities.

3. Student Support and Education
   - Assist students in learning and demonstrating midwifery skills and competencies.
   - Provide opportunities for students to deliver hands-on care at the level for which they are qualified.
   - Create opportunities for student involvement across the full spectrum of midwifery practice.
   - Teach students critical thinking, clinical reasoning, and proper documentation practices applicable to midwifery.
   - Be physically present and actively supervise students during all clinical encounters.

4. Feedback and Evaluation
   - Assess student performance and knowledge regularly.
   - Provide timely, constructive feedback to support growth and skill development.
   - Communicate any concerns regarding a student's performance directly to the clinical director immediately.

5. Mentorship and Role Modeling
   - Serve as a mentor and role model for professional midwifery practice.
   - Promote and demonstrate culturally appropriate care in all aspects of practice.

6. Administrative Responsibilities
   - Ensure student clinical forms are reviewed and signed in a timely manner.
   - Maintain accurate records of student progress and performance.

Clinical Credit Hours:

Clinical credit hours are awarded based on direct patient care experience, following a structured framework to ensure adequate training and competency development. Clinical hours are calculated using the following chart, which outlines the estimated hours per visit, minimum required experiences, total minimum hours, and corresponding credit allocation. (**30 clinical hours** = 1 quarter credit)

Observation Phase:

- **Births as Observer:** Minimum of 10 births (no credit hours assigned).

Assists Under Supervision:

- **Initial Prenatal Assists:** 3 visits (1 hour each) = **3 hours** (**0.1 credits**)
- **Prenatal Assists:** 22 visits (30 minutes each) = **11 hours** (**0.36 credits**)

- **Birth Assists:** 20 births (12 hours each) = **240 hours** (**8.0 credits**)
- **Newborn Exam Assists:** 20 exams (30 minutes each) = **10 hours** (**0.33 credits**)
- **Postpartum Assists:** 10 visits (1 hour each) = **10 hours** (**0.33 credits**)

Primary Under Supervision:

- **Initial Prenatal Visits:** 20 visits (1 hour each) = **20 hours** (**0.66 credits**)
- **Prenatal Visits:** 55 visits (30 minutes each) = **27.5 hours** (**0.92 credits**)
- **Births as Primary Under Supervision:** 25 births (24 hours each) = **600 hours** (**20 credits**)
- **Newborn Exams:** 20 exams (30 minutes each) = **10 hours** (**0.33 credits**)
- **Postpartum Exams:** 40 visits (1 hour each) = **40 hours** (**1.33 credits**)

NARM Continuity of Care:

- Minimum of 5 complete continuity of care experiences (no credit hours assigned).



NARM* Required Clinicals	Estimated** Hours/Visit	Minimum Required	Minimum Hours	Minimum Credits
Observes:				
Birth as observer (CR1)	N/A	10	N/A	N/A
Assists Under Supervision				
Initial Prenatal Assists (CR2)	1 hour	3	3	0.1
Prenatal Assists (CR2)	30 minutes	22	11	0.36
Birth Assists (CR3)	12 hours	20	240	8.0
Newborn Exam Assists (CR4)	30 minutes	20	10	0.33
Postpartum Assists (CR5)	1 hour	10	10	0.33
Primaries Under Supervision				
Initial Prenatal Visits (CR7)	1 hour	20	20	0.66
Prenatal (CR8)	30 minutes	55	27.5	0.92
Birth as Primary (CR9)	24 hours	25	600	20
Newborn Exams (CR10)	30 minutes	20	10	0.33
Postpartum Exams (CR11)	1 hour	40	40	1.33
NARM Continuity of Care (CR6)	N/A	5	N/A	N/A
TOTALS			971.5 hours	32.38 credits Rounded to 33 credits

(30 clinical hours = 1 quarter credit)

*As indicated on the Clinical Phase progression documents, NISM also requires students to observe 15 Prenatal Exams, 2 Initial Prenatal Exams, 5 Newborn Exams and 5 Postpartum Exams. No clinical credit is given for observation.

**This number is based on an estimation from a survey of homebirth and birth center midwives.

Notes:

- All clinical experience must occur within a maximum of a 10-year timeframe
- A minimum of 10 out of hospital births as PUS must occur within 3 years before graduation
- Clinical experience must span at least 2 years in duration under the supervision of 1 or more qualified preceptors. This timeline starts with the first AUS experience.

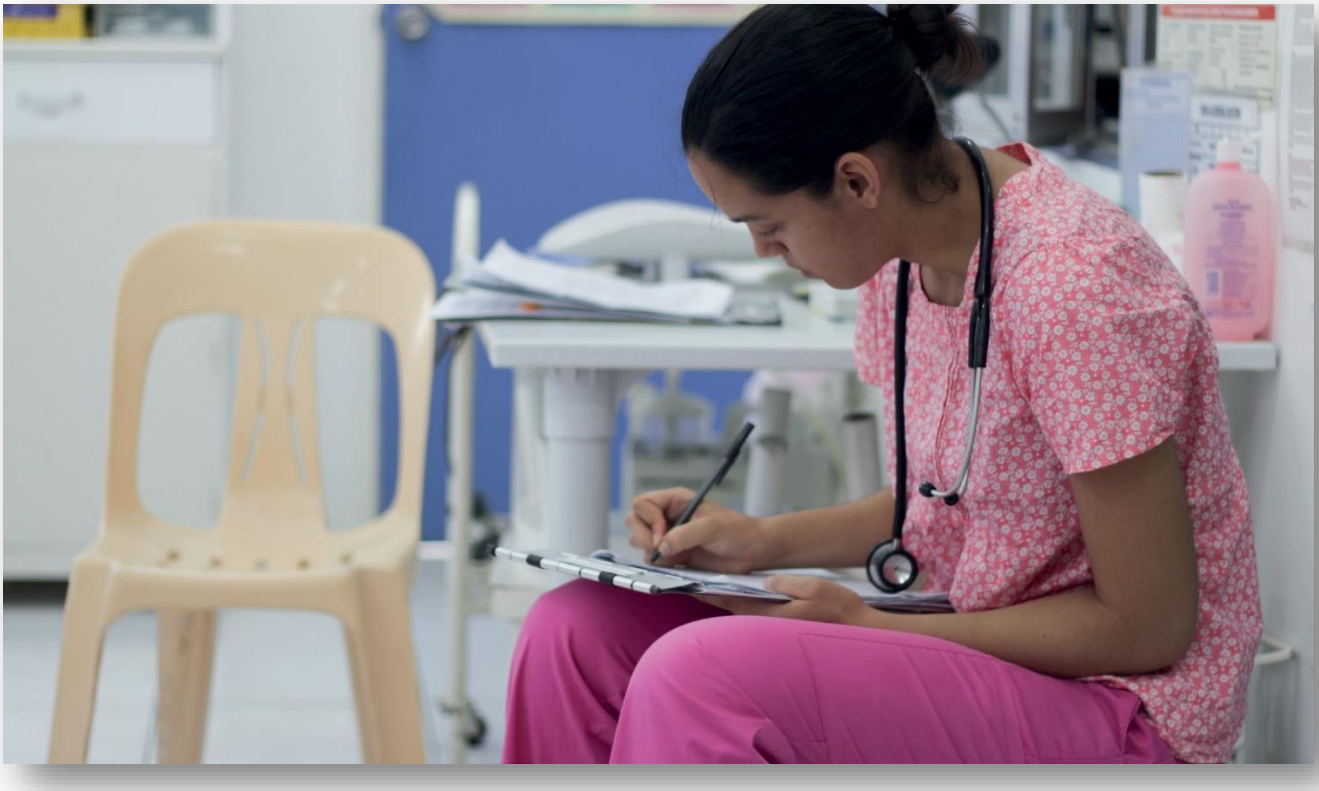
Clinical requirements are calculated based on required clinical experiences and contact hours. Although the detailed clinical requirements may calculate to slightly more than 33 credits when individual experiences are converted using the 30-hours-per-credit formula, the NISM curriculum assigns 33 quarter credits to the Clinical Education component of the Associate of Science in Midwifery degree.

Incomplete Policy for Clinical Competency Courses

Incomplete Policy: Students who are unable to complete 80% of the mandatory clinical skills and numbers by the end of the term will receive an Incomplete («I») grade. This grade will remain on the transcript until the student meets the competency requirements of the course. Poor performance in clinical competency does not qualify for an incomplete grade. The student must demonstrate proficiency in all clinical courses with a passing grade of 80% or higher.

Completion: Students must complete the required clinical competencies before moving to the next clinical phase. Students will need to repeat the Clinical Phase as many times as necessary to achieve 80% mastery of skills and 100% completion of all other requirements.

Impact on Progress: An Incomplete for clinical competencies may delay progression in the program and affect the overall timeline for completing the degree.





CHAPTER EIGHT

ADDITIONAL INFORMATION AND RESOURCES

Transcript Request Policy

Students and alumni of the Newlife International School of Midwifery (NISM) may request transcripts by following the guidelines below:

Requesting an Official Transcript

- To request an official transcript, email the school director at **director@midwifeschool.org.**
- There is a $25 fee for an official transcript. Payment details will be provided upon request.

Requesting an Unofficial Transcript

- Unofficial transcripts can be accessed free of charge.
- Students may download their unofficial transcript directly from Populi.
- Alternatively, an unofficial transcript can be emailed upon request by contacting the school director at **director@midwifeschool.org.**

If you have any questions or need further assistance, please contact the director using the email address above.

Student Records And Record Retention

NISM maintains student records in accordance with applicable institutional, accreditation, state, and federal requirements.

Student records may include admissions materials, enrollment agreements, academic records, clinical records, financial records, correspondence, disciplinary records, and other documentation related to the student's enrollment.

NISM maintains permanent academic records necessary to verify a student's academic history and educational award.

Records containing personally identifiable information are maintained and released in accordance with applicable privacy laws and NISM policies.

Students may request access to their educational records in accordance with applicable law and NISM procedures.

California Student Record Retention

NISM permanently retains student transcripts as required by applicable law.

Other student records required to be maintained under applicable California requirements will be retained for at least five years from the student's date of completion or withdrawal.

Records are maintained securely and in a manner that permits accurate reproduction when required by law or authorized regulatory review.

Support Services

Mental Health

Reach out if you need assistance managing stress or other challenges. We can offer suggestions to professional counselors and some resources to support your mental well-being.

Peer Tutoring and Study Groups

Join study groups or seek peer tutoring for additional academic support. Connect with fellow students through Populi forums to form a study group, or reach out to your academic advisor, instructor or teaching assistant for assistance.

Spiritual Life

We are sensitive to the spiritual needs of our students. Newlife School encourages students to maintain consistent relationships with their home churches for continued spiritual input and oversight. Newlife staff can be available to talk and encourage students on a one-to-one basis as needed.

Newlife School is a college-level academic and clinical training school for midwife students. Unlike some other missions› organizations targeted towards youth discipleship, Newlife School is not a discipleship or a Bible school. We earnestly seek out applicants who are spiritually mature in their relationship with Christ and daily cultivate a healthy relationship with Him in prayer and Bible reading.

Engage with the midwifery community through online forums, professional associations, and alumni events. Networking will help you build connections and stay informed about industry trends. The Program Director recommends joining a local midwifery organization in your area, a national Certified

Professional Midwife group, or a support group online (there are quite a few that can be found on Facebook).

Library and Research Support
NISM provides library and research support to students and faculty through the NISM Librarian, Amy Alred, MLS. Students may contact the Librarian for assistance locating scholarly and evidence-based resources, identifying peer-reviewed articles, developing research strategies, evaluating sources, and accessing available electronic library resources. The Librarian also provides guidance and resources for APA citation and formatting.

Student Achievement Information

NISM monitors student achievement through academic progression, retention, graduation, clinical competency, certification examination results, and other institutional measures.

Information regarding student achievement is used for institutional assessment, accreditation reporting, program improvement, and compliance with applicable requirements.

Where required for California students, NISM will provide the applicable School Performance Fact Sheet containing required institutional and program performance information.

School Performance Fact Sheet

For California students, NISM provides a School Performance Fact Sheet containing the information required by the California Bureau for Private Postsecondary Education.

The School Performance Fact Sheet is provided to prospective students before enrollment as required by California law.

The School Performance Fact Sheet should be reviewed together with this Academic Catalog and the Student Enrollment Agreement before a student signs an enrollment agreement.

The School Performance Fact Sheet is available from NISM and may be requested by contacting:

Newlife International School of Midwifery
707 Kasota Avenue
Jordan, Minnesota 55352
director@midwifeschool.org
360-773-4513

Employment And Placement Services

NISM does not guarantee employment or job placement following graduation.

NISM does not currently operate an employment placement service that guarantees employment for graduates.

NISM may provide general career information, professional resources, networking opportunities, and information about professional certification and licensure.

Students and graduates are responsible for seeking employment and complying with applicable professional licensing and certification requirements.





CHAPTER NINE

TECHNICAL SUPPORT

For any technical issues with Populi or other online tools, students can contact our support team. Support is available by email at support@midwifeschool.org.

Social Media

As representatives of NISM and the midwifery profession, students are expected to adhere to the following guidelines for social media use:

Maintain Professionalism: Understand that your social media presence reflects on yourself, NISM, and the midwifery field. Ensure that all interactions and content maintain a high standard of professionalism.

Protect Client Confidentiality: Do not disclose any confidential information about clients, including names, medical histories, or any identifying details. Even with de-identified information, client privacy must be safeguarded.

Exercise Discretion: Be mindful of what you post, as content can be widely shared. Avoid posting personal opinions or controversial topics that could negatively impact your professional reputation.

Respect Boundaries: Maintain appropriate boundaries between yourself, clients, faculty, and fellow students. Avoid engaging in personal relationships or crossing professional lines via social media.

Consider Future Implications: Be aware that social media content can have lasting effects on your career opportunities and professional relationships. Reflect on how your posts may be perceived in a professional context.

Be Respectful: Engage with others online in a respectful and kind manner. Avoid negative, inflammatory, or offensive discussions, and refrain from posting discriminatory content.

Stay Informed: Familiarize yourself with NISM›s social media policies and relevant professional codes of conduct. Stay updated on best practices for social media use in the healthcare sector.

Separate Personal and Professional Accounts: It's advisable to keep separate accounts for personal and professional use. Focus your professional accounts on midwifery-related content and use personal accounts for non-professional interactions.

Use Social Media Constructively: Utilize social media to connect with midwifery professionals, organizations, and peers. Engage in educational discussions, share resources, and seek support from the midwifery community.

Prohibit Specific Content Sharing: Students must not share pictures or information related to clinical preceptor locations or clients on personal social media accounts.

By adhering to these guidelines, you help uphold the integrity of both yourself and NISM.

Cultural Humility, Anti-Racism, and Inclusivity

Cultural humility, anti-racism, and inclusivity are foundational to the practice of midwifery and align with NISM's mission to provide compassionate, culturally sensitive care. These principles require ongoing self-reflection, the acknowledgment of biases, and a commitment to equitable treatment for all individuals, regardless of race, ethnicity, gender, or socioeconomic status. By fostering an inclusive environment, midwives can build trust and deliver respectful, individualized care to every family they serve.

Core Principles:

Cultural Humility: Recognizing the limits of one's knowledge about another's culture and committing to lifelong learning. It involves listening, respecting, and partnering with clients to provide culturally appropriate care.

Anti-Racism: Actively identifying, challenging, and addressing systemic racism in healthcare and education to promote equity and justice.

Inclusivity: Creating environments where all individuals feel valued, respected, and supported, regardless of their background.

Strategies for Implementation:

- Encourage open dialogue and education on cultural humility and bias.
- Incorporate anti-racism training and reflection activities into the curriculum.
- Partner with diverse communities to ensure care reflects their needs and values.
- Regularly assess policies and practices to identify and address inequities.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a U.S. law that protects the privacy of student educational records. At NISM, FERPA compliance ensures that student information is handled with confidentiality and respect.

Key FERPA Rights:

Access to Records: Students have the right to view their educational records.

Consent to Disclosure: Schools must obtain student consent before sharing records, except in specific authorized situations.

Amendment Requests: Students can request corrections to inaccurate or misleading information in their records.

Student Responsibilities:

- Respect the privacy of your peers by not sharing academic or personal information without consent.
- Understand your own rights under FERPA by reviewing school policies and resources.

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) establishes federal standards to protect the privacy and security of patient health information. This includes ensuring that Protected Health Information (PHI), such as patient names, medical records, and treatment details, is handled with strict confidentiality and only shared on a need-to-know basis for clinical or operational purposes.

At NISM, both students and faculty have specific responsibilities to ensure compliance with HIPAA regulations. Faculty are tasked with mentoring students on proper practices for safeguarding patient information, including the secure handling of medical records, adherence to confidentiality protocols, and avoiding unauthorized sharing of PHI. Faculty must model appropriate behaviors and ensure all documentation complies with HIPAA standards. They are also responsible for monitoring students' compliance during clinical experiences and addressing any lapses promptly.

Students are required to always maintain patient confidentiality, which includes avoiding discussions about patients outside of clinical or instructional settings and securing any patient-related documentation. They must also adhere to their preceptors' and clinical sites' specific HIPAA policies. Both faculty and students must exercise vigilance in protecting electronic and physical records, maintaining professional boundaries, and understanding the ethical and legal implications of HIPAA compliance. By fostering a strong understanding of HIPAA responsibilities, NISM ensures a high standard of professionalism and ethical conduct in all clinical and academic activities.

Sexual Harassment

Sexual harassment is any unwelcome or inappropriate behavior of a sexual nature that creates a hostile, intimidating, or offensive work or educational environment. This includes but is not limited to unwanted physical contact, verbal abuse, sexual advances, or any form of sexual behavior that makes others feel uncomfortable or threatened. It is important to foster an environment where all individuals feel safe, respected, and supported.

Newlife International School of Midwifery has a zero-tolerance policy toward sexual harassment. We are committed to maintaining a respectful and inclusive environment for all students, staff, and faculty. Any incident of sexual harassment will be taken seriously, investigated promptly, and addressed according to our policies. Victims of harassment are encouraged to report any incidents immediately and can expect a supportive and confidential response.

Race and Other Forms of Privilege, Inequities, and Implicit Bias

The healthcare system, like many other sectors, is influenced by systemic inequities and biases that affect marginalized communities, including racial, ethnic, and socio-economic groups. At Newlife International School of Midwifery, we are committed to confronting these issues and promoting equity in both education and healthcare delivery.

It is essential to understand the role of race, privilege, and implicit bias in shaping our interactions and decisions. Implicit bias refers to unconscious attitudes or stereotypes that affect our understanding, actions, and decisions. These biases can influence healthcare delivery, often leading to disparities in care, particularly for patients of different races or socio-economic backgrounds.

As midwives, it is important to recognize and address these biases to ensure that all patients receive the care they deserve. Training and self-reflection should be ongoing practices to identify and challenge these biases, while striving for cultural humility and equity in all interactions.

Students and faculty are encouraged to engage in ongoing education on cultural awareness and implicit bias, fostering an inclusive and informed approach to teaching, learning, and patient care as part of their professional development.

Housing

US Online Cohort:

For students enrolled in the US Based cohort, all courses will be delivered online, and there will be no on-campus housing. Students are responsible for arranging their own housing and living accommodations while completing the program remotely.

NISM does not operate or control dormitory facilities in California and does not provide student housing for students enrolled in the US-Based Cohort.

Because the US-Based Cohort is delivered through distance education and NISM does not operate a residential campus, NISM does not maintain a list of nearby student housing or publish housing cost estimates. Housing costs vary substantially depending on the student's location. Students are responsible for researching, securing, and paying for their own housing. NISM does not recommend, guarantee, inspect, or assume responsibility for any housing arrangement. NISM has no responsibility to find or assist a student in finding housing.

Students should research housing availability and costs in the community where they intend to reside or complete clinical training. Housing costs vary substantially by location.

Overseas Cohort:

For students participating in the overseas cohort, NISM provides single student housing. This housing is located near the birth center, ensuring students have easy access to the resources they need during their studies. Housing assignments are made by the school, and students are expected to follow all housing rules and guidelines to maintain a respectful, community-oriented living environment. More

details regarding the housing expectations, living conditions, and accommodations will be provided upon enrollment in the overseas cohort.

Emergency Preparedness

At Newlife International School of Midwifery (NISM), we are dedicated to ensuring that our students are well-prepared to handle emergencies in both their academic and clinical environments, whether they are in the U.S. or abroad. While our program is primarily delivered online, we understand that midwifery students may encounter emergency situations during their training and practice. As such, NISM has implemented an emergency preparedness framework that is tailored to each student›s local context, ensuring they are equipped with the knowledge and resources necessary to respond to emergencies effectively.

NISM's emergency preparedness plan includes the following key components:

- **Local Emergency Response Training:** All students are encouraged to complete basic first aid, CPR, and emergency response courses relevant to their location. These courses are available through local or online providers and are an essential part of the student›s preparation for clinical and community-based care.
- **Context-Specific Protocols:** Because our students are spread across different regions, NISM emphasizes that emergency preparedness is locally focused. Students will be guided to familiarize themselves with the specific emergency protocols, healthcare resources, and support systems in their area, including identifying nearby hospitals, clinics, and emergency services.
- **Clinical Setting Preparedness:** During clinical placements, students will work closely with their preceptors to understand the emergency preparedness protocols specific to their practice settings, whether at a birth center, hospital, or homebirth environment. This ensures that they are well-prepared for any emergencies that may arise during client care.
- **Emergency Communication and Support:** NISM will maintain clear communication channels with students to ensure they have access to support in emergency situations. Students will also be provided with guidance on how to effectively communicate and coordinate with local healthcare providers, midwifery colleagues, and emergency services during critical situations.
- **Disaster Response Planning:** In the event of a natural disaster or large-scale emergency, students will be instructed on how to follow local disaster response protocols. NISM will assist students in accessing resources and coordinating with local agencies as needed to continue their education and ensure the safety of all involved.

NISM is committed to preparing students to manage emergencies in midwifery practice, ensuring that each student is confident in their ability to care for their clients while staying safe and informed within their local environment.

FACILITIES AND INSTRUCTIONAL EQUIPMENT

The US-Based Cohort is delivered primarily through distance education. Academic instruction is provided through NISM's learning-management system, online video-conferencing technology,

digital course materials, electronic communication systems, and other approved educational technology.

Students are responsible for maintaining reliable internet access and a computer or other technology capable of accessing NISM's online learning environment.

Clinical education is provided at approved clinical sites and through qualified preceptors. Clinical sites provide the equipment and supplies necessary for the clinical activities conducted at those locations.

Required in-person skills sessions use appropriate midwifery skills equipment, simulation materials, and other instructional resources necessary to evaluate clinical competencies.





CHAPTER TEN

STUDENT CONDUCT

Student Life

US Online Cohort:

For students in the US based online cohort, student life is primarily self-directed. Since the program is entirely online, students manage their own schedules and engage in course content at their own pace. While community-building may be more remote, students are encouraged to connect with one another through virtual study groups, discussion forums, and social media platforms, fostering a sense of community even at a distance. Students should also prioritize their spiritual development, with a focus on maintaining their relationship with Christ.

Overseas Cohort:

Students enrolled in the overseas cohort, will find student life is centered around community living, which is a significant aspect of the NISM experience. Students live in dormitories provided by the school, and the communal environment plays an integral role in their well-being. Life in the student dorms fosters a strong sense of family and community among students and staff.

- **Community Support:** Regular group meetings are held where students and full-time clinic staff come together to encourage and support one another. These meetings cover a wide range of topics, including chart reviews, patient care discussions, and personal well-being. Students are encouraged to share their struggles, frustrations, and victories with the group, providing opportunities for mutual encouragement and prayer.

Spiritual Care: Spiritual well-being is a priority at NISM. Students meet at least twice a month for worship and Biblical edification in a Care Group setting, where they can receive encouragement and spiritual refreshment. These gatherings help students stay rooted in their faith during the demands of academic and clinical training.

Local Church Involvement: While NISM is not a Discipleship Training School (DTS), it strongly encourages students to be spiritually mature and maintain a healthy personal relationship with Christ.

NISM recommends that students connect with one of the many local churches in the area to ensure they receive spiritual support. While participation in church activities may be limited due to academic workload, students are encouraged to attend Sunday services regularly to stay involved in a church community.

Student Conduct Expectations at NISM

To maintain a productive and respectful learning environment, students enrolled in NISM's online courses are expected to adhere to the following standards of conduct:

- **Respectful Communication**

  Students must always communicate respectfully with instructors and classmates. This includes using appropriate language in online discussions, emails, and any other forms of communication. Harassment, discrimination, or bullying will not be tolerated.

Academic Integrity

Students are expected to uphold the highest standards of academic honesty. Plagiarism, cheating, or submitting work that is not their own is strictly prohibited. Any violation of academic integrity may result in disciplinary action, up to and including dismissal from the program.

Participation and Engagement

Active participation in online courses is essential. Students are expected to:

- Attend and engage in all scheduled virtual classes or activities.
- Complete assignments, quizzes, and exams on time.
- Contribute meaningfully to group discussions and collaborative projects.

Technical Preparedness

Students must ensure they have reliable internet access and appropriate technology to participate in online courses. Technical difficulties should be communicated promptly to the instructor or technical support team.

Confidentiality

Students must respect the confidentiality of shared course materials, discussions, and any personal information shared by classmates or instructors. Course recordings and materials are for personal use only and should not be distributed without explicit permission.

Consequences of Misconduct

Violations of the student conduct policy will be addressed on a case-by-case basis and may result in:

- A formal warning.
- Loss of participation privileges.
- Failing grades for assignments or the course.

- Suspension or dismissal from the program.

NISM is dedicated to fostering a supportive and inclusive online learning environment. Students are encouraged to reach out to instructors or the academic office with any concerns or questions regarding this policy.

NISM Disciplinary Policies and Procedures

At Newlife International School of Midwifery (NISM), we are committed to creating an environment that fosters respect, safety, and intellectual growth. Our goal is to support the diverse experiences and perspectives students bring to the program, while maintaining a culture of integrity, accountability, and respect for all individuals. Students are expected to conduct themselves in a manner that aligns with the values of NISM, adhering to the Student Code of Conduct and institutional policies. Violations of these policies may result in disciplinary action.

The disciplinary process at NISM is designed to be educational and corrective, helping students learn from mistakes and take responsibility for their actions. We employ a tiered approach to disciplinary intervention to provide opportunities for growth, when possible. However, depending on the severity of the violation, the process may be expedited.

Authority and Disciplinary Committee

The Executive Director and Academic Director have the authority to determine whether a policy violation has occurred and to assign appropriate sanctions. In cases where there is a conflict of interest, the affected director will designate another staff member to handle the situation. If a violation is severe or repeated, or if the student has multiple infractions, a full disciplinary committee will be convened. This committee will consist of at least three members of NISM staff, board members, or advisory board members, ensuring impartiality and fairness.

Disciplinary Procedure

Reporting and Investigation

All members of the NISM community—students, faculty, and staff—are responsible for reporting any suspected policy violations. When a violation is reported, the course instructor will investigate and document their findings. The following steps will be followed:

- **Report Documentation:** The instructor will complete a violation report and submit it to the Academic Director.
- **Student Notification:** The student will be notified in writing that a report has been filed and will be given the opportunity to respond to the allegations.
- **Investigation Timeline:** The investigation will be completed within two weeks from the incident.

Disciplinary Sanctions

If the Academic Director determines that no violation occurred, the matter will be closed. However, if misconduct is confirmed, the student may receive a written warning and be subject to one or more of the following sanctions:

- **Educational Remediation:** Completion of additional coursework or projects related to the violation.
- **Grade Reduction:** A lower grade or failure on the affected assignment, test, or course.
- **Written Apology or Service:** Submission of an apology letter or completion of community service.
- **Professional Mediation:** Mandatory conflict resolution sessions or professional counseling at the student›s expense.
- **Probation:** Disciplinary probation, with close monitoring of the student›s conduct.

Repeated Violations

If a student violates NISM policies multiple times, the matter will be escalated. A second violation may result in more severe consequences. The Academic Director, in consultation with the Executive Director, will review the case and may impose the following:

- **Disciplinary Probation or Suspension:** Depending on the severity of the misconduct.
- **Negative Transcript Notation:** A formal notation indicating a disciplinary violation on the student›s transcript.

Expulsion

Students who accumulate multiple violations (three or more) may face expulsion from the program. This “three strikes” policy applies when there are repeated violations of NISM’s Code of Conduct. The final decision on expulsion will be made by the NISM Board of Directors. Students who are expelled have the right to appeal through NISM’s established Appeals and Grievances process.

Criteria for Dismissal

Dismissal from a Course

A student may be dismissed from a course for the following reasons:

- Violation of the Student Code of Conduct.
- Habitual unexcused absences or tardiness.
- Failure to maintain satisfactory academic progress (e.g., repeated failure to meet grade requirements or incomplete assignments).

Dismissal from Clinical Setting

A student may be dismissed from their clinical setting for the following:

- Breach of the Student Preceptor Contract.

- Unsatisfactory evaluations from the student's preceptor.
- Violation of the Student Code of Conduct.

Dismissal from the Program

A student may be dismissed from the program for any of the following reasons:

- Failure to pay tuition as outlined in the Enrollment Agreement.
- Repeated violations of the Student Code of Conduct (three or more violations).
- Continued unsatisfactory evaluations from preceptors.
- Failure to maintain acceptable academic progress (e.g., repeated failure to meet grade requirements or missing assignments).

Dismissal for Legal Reasons

Students involved in illegal activities as defined by state or federal law may be immediately dismissed from NISM.

Appeals Process

Students have the right to appeal any disciplinary decisions, including suspension or expulsion, through NISM's Student Appeals and Grievances process. The appeal must be submitted in writing, and the review will be conducted by an impartial committee. By upholding these policies, NISM ensures that all students are held to the highest academic and ethical standards, fostering an environment of growth, accountability, and respect.





CHAPTER ELEVEN

GRIEVANCE POLICY

A grievance is any formal complaint or concern regarding unfair treatment, violations of school policies, or other issues related to the student›s experience at NISM. This includes concerns about interactions with staff, faculty, or other students, preceptors as well as issues related to academic or administrative procedures.

At NISM, we are committed to providing a supportive and respectful environment for all students. If you have a grievance, please follow the procedure outlined below:

7. Initial Resolution:
   - Step 1: Address the issue directly with the individual involved. Many concerns can be resolved through open and honest communication.
   - Step 2: If the issue is not resolved, or if it involves a complaint about another party, submit a written grievance to the school director. Include a detailed description of the issue, relevant dates, and any supporting documentation.

8. Review and Investigation:
   - The school director will review the grievance and may conduct an investigation if necessary. This may involve interviews and gathering additional information.

9. Resolution:
   - The school director will work to resolve the grievance in a fair and timely manner. A written response will be provided to the student outlining the findings and any actions taken.

10. Appeal Process:
    - If the student is not satisfied with the resolution, they may appeal the decision. The appeal must be submitted in writing within 10 business days of receiving the initial resolution. The school director will review the appeal and make a final decision.

Confidentiality:

- All grievances will be handled with the utmost confidentiality. Information will be shared only with those involved in the resolution process.

For more information or to lodge a complaint, contact the school›s director at director@midwifeschool.org

Complaints against MEAC standards, policies, Board of Directors, staff, on-site teams, or any party acting on behalf of MEAC must be submitted in writing to MEAC at info@meacschools.org.

The Minnesota Office of Higher Education (OHE) oversees the compliance of private colleges and career schools with state statutes and administrative rules. If a student believes that a school has not met these requirements, a complaint can be filed with the OHE.

Student Rights And External Complaint Options

NISM provides students with an internal process for submitting academic, administrative, clinical, and other grievances.

Students have the right to receive information about the institution's policies and procedures and to submit complaints without retaliation.

Students may also contact applicable governmental, regulatory, accrediting, or professional agencies regarding matters within those agencies' jurisdiction.

For California students, complaints may be submitted to the Bureau for Private Postsecondary Education as described above.





CHAPTER TWELVE

FEES AND FINANCES

Tuition and School Expenses

US Cohort Tuition and Fees*

Tuition is structured by Quarters for full time or by Credit Hour for part time

- **Full time (2026-2027): $1,525 per quarter ($6,100 per** year) *
    - Part time: $160/credit hour
- **Full time (2027-2028): $1,675 per quarter ($6,700 per** year) *
    - Part time: $175/credit hour

*Future tuition rates subject to change with reasonable notice.

Technology Fee (flat rate - non-refundable):

- $200/quarter April - July 2026
- $250/quarter starting Oct 2026

Preceptor Fees: Varies based on individual preceptor contracts.

Room and Board: Not included.

One-Time Additional Fees:

- **Application Fee** (non-refundable): $100
- **Reserve Deposit** (non-refundable): $250
- **Books and Supplies**: Variable (approximately $750-1,000)
- **On-site Skills Sessions:** Variable (approximately $600 per session, excluding travel)

Newlife's US-Based program length is approximately 2.5 - 3 years. Each year is 4 quarters.

NOTES: Our billing cycle is every 3 months. Students will be invoiced at the beginning of each new quarter.

The Reserve Deposit is a reservation placement deposit and is not credited towards the other tuition and fees.

Students can choose to enroll in the **Full-Time** program, which follows a structured course sequence over two and a half years of full-time academics.

For those who may not be able to commit to a full-time schedule, **Part-Time** options are available. Students may enroll part-time and take classes at their own pace, although this path will take longer. Part-time students will still need to complete all program requirements but can do so at a more manageable pace alongside other commitment.

Newlife's US cohort length is approximately 2.5-3 years for full time students (but may take some students more than 3 years to complete).

Important Notations:

- The **$250 reserve deposit** is non-refundable and not inclusive of any other fees. It is a separate «placement reserve» fee and is not credited towards tuition.
- Fees collected by NISM are not tax-deductible according to the IRS Tax Code due to the designation of funds to specific student accounts by the payee. Please see IRS Publication 526 for more information.
- NISM does not currently participate in federal Title IV student financial aid programs and does not currently offer federal student financial aid.
- Students are responsible for planning for and paying their educational expenses.
- NISM does not guarantee that students will qualify for scholarships, grants, loans, or other financial assistance from outside sources.

Please be advised that the above notations are not all-inclusive. Complete and comprehensive information is provided to newly enrolled students upon acceptance and during new student orientation.

*Students should anticipate a tuition increase of 10-20% annually.

Housing

NISM does not provide or maintain student housing for students enrolled in the US-Based Cohort.

Housing is not included in tuition or institutional charges.

Students are responsible for securing and paying for their own housing and related living expenses.

NISM does not make representations regarding the availability, quality, cost, or suitability of housing obtained by students.

For students participating in the Overseas Cohort, housing arrangements and applicable room-and-board charges are described separately in the Overseas Cohort section of this catalog.

Overseas Cohort Tuition* and Fees:

Tuition is structured by Quarters for full time or by Credit Hour for part time
Tuition:

- Full time (2026-2027): $1,525 per quarter ($6,100 per year)*
    - Part time: $160/credit hour
- Full time (2027-2028): $1,675 per quarter ($6,700 per year)*
    - Part time: $175/credit hour

*Future tuition rates subject to change with reasonable notice.

Technology Fee (flat rate - non refundable):

- $200/quarter April - July 2026
- $250/quarter Starting Oct 2026

Clinical Access Fees: $500/quarter flat rate

Room and Board: $400/quarter flat rate (Required for single students living on-site.)

One-Time Additional Fees:

- Application Fee (non-refundable): $100
- Reserve Deposit (non-refundable): $500
- Books and Supplies: Variable (approximately $750-1,000)
- Airfare: Variable (approximately $750-1500)
- Visa: Variable (approximately $500)

Newlife's overseas cohort length is approximately 2.5 years (but may take some students up to 3+ years to complete)

Additional fees such as midwifery supplies and Immigration fees are initial one-time costs listed below.

Important Notations

- The $500 reserve deposit is not refundable and NOT inclusive of any other fees. It is a separate "placement reserve" fee and is NOT credited towards tuition.
- Fees collected by Newlife are not tax deductible according to the IRS Tax Code due to the designation of funds to specific student accounts by the payee. Please see IRS Publication 526 for more info.

- Students are required to apply for a missionary visa upon arrival from Dept. of Immigration. Fees are not consistent due to multiple variables. Approximate cost is $500 for a two-year visa. Newlife School cannot be held responsible for actual Immigration costs incurred by students that may exceed the estimate listed above due to constantly changing fees and policies.
- Plane tickets range in price from $700 - $1500 RT depending on point of origin and dates of travel.

Late Fee Policy

To ensure timely processing and fairness for all students, Newlife International School of Midwifery (NISM) has established the following late fee policy for any documents or payments received after the designated due date:
Late Fee Structure:

Late Submission (1–7 Days After Due Date):

- If a payment is received between **1 and 7 days** past the due date, a **$50 late fee** will be applied.

Late Submission (8 or More Days After Due Date):

- If a payment is received **8 or more days** past the due date, a **$200 late fee** will be applied.

Important Notes:

- The late fee will be added to any outstanding balance and must be paid before the student can proceed with their enrollment, registration, or other program activities.
- Students are encouraged to submit all required documents or payments on time to avoid additional fees and potential delays in their program progression.
- Late fees may be waived only under exceptional circumstances, with prior approval from the NISM administration. Requests for waivers must be submitted in writing and will be evaluated on a case-by-case basis.

Estimated Total Program Cost

US BASED COHORT

Cost	Estimated amount
Tuition – 10 quarters	$16,485–$16,820
Technology fees – 10 × $250	$2,500
Application fee	$100
Reserve deposit	$250
Books & supplies	$750–$1,000
Skills sessions – approx. 2 × $600	$1,200

Cost	Estimated amount
Estimated total	**$21,285–$21,870**

This does not include variable preceptor fees or student travel expenses**,** because the catalog does not give us a reliable amount for those. The catalog specifically says preceptor fees vary by individual contract and skills-session costs exclude travel.

The US-Based Cohort normally requires 125 quarter credits. California students following the California-specific educational pathway will complete an additional 2 quarter credits through an external educational institution, for a total educational pathway of 127+ quarter credits.

Based on NISM's currently published tuition rates and anticipated annual tuition increases, the estimated cost of the program is approximately **$21,285–$21,870**, excluding variable preceptor fees and student travel expenses.

This estimate includes tuition, technology fees, application fee, reserve deposit, estimated books and supplies, and approximately two on-site skills sessions. Actual costs may vary based on future tuition and fee changes, the number and cost of required skills sessions, clinical arrangements, preceptor fees, books and supplies, and individual student circumstances.

Students should anticipate that tuition and fees may increase in future academic years. NISM currently advises students to anticipate a tuition increase of approximately 10–20% annually.

OVERSEAS COHORT

Estimated Total Program Cost

Cost	Estimated Amount
Tuition – 10 quarters	$16,485–$16,820
Technology Fees – 10 × $250	$2,500
Clinical Access Fees – 10 × $500	$5,000
Room & Board – 10 × $400	$4,000
Application Fee	$100
Reserve Deposit	$500
Books & Supplies	$750–$1,000
Airfare	$700–$1,500
Visa	$500
Estimated Total Program Cost	**$30,535–$31,920**

The estimates above are based on the current published rates and reasonable projected increases. They are not a guarantee of future tuition, fees, or third-party expenses.

Financial Aid

Currently, NISM does not offer a financial aid program. However, the school is open to exploring options for providing financial assistance in the future. Students will be informed of any new financial aid options as soon as they become available.

NISM does not participate in federal Title IV student financial aid programs and does not currently participate in state student financial aid programs. NISM does not currently offer institutional financial aid.

Educational Loan Disclosure

If a student obtains a loan to pay for an educational program, the student will be responsible for repaying the full amount of the loan plus interest, less the amount of any refund.

NISM does not participate in federal Title IV student financial aid programs. Therefore, NISM students are not currently eligible to receive federal Title IV student financial aid through NISM.

General Refund Policy

Refunds for tuition will be issued according to the following schedule, based on the percentage of the quarter completed:

- 100% refund if the student withdraws within the first 2 business days of the quarter (approximately 0–6% of the quarter completed).
- 75% refund if the student withdraws between the 3rd and 5th business day of the quarter (approximately 6–12% of the quarter completed).
- 50% refund if the student withdraws between the 6th and 10th business day of the quarter (approximately 12–18% of the quarter completed).
- 25% refund if the student withdraws between the 11th and 15th business day of the quarter (approximately 18–24% of the quarter completed).
- No refund will be issued if withdrawal occurs after the 15th business day of the quarter (after approximately 24% of the quarter is completed).

  Note: Business days are defined as Monday through Friday, excluding holidays. Certification and Licensing Fees

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student

enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program."

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370- 7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:
1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

California Student Cancellation, Withdrawal, And Refund Policy

For students who are California residents, NISM will comply with applicable California cancellation, withdrawal, and refund requirements:

- written withdrawal notice
- effective date
- pro-rata refund calculation
- refund of institutional charges
- applicable application/deposit limitation
- refund within 45 calendar days when required
- third-party charges where applicable
- California policy controls over the general NISM refund policy.

A student may cancel an enrollment agreement in accordance with the cancellation rights provided in the Student Enrollment Agreement.

Students must submit cancellation or withdrawal notice in writing through the methods identified in the Student Enrollment Agreement and Program Withdrawal Form.

The effective date of withdrawal will be determined in accordance with applicable California requirements and NISM's withdrawal procedures.

When a refund is required, NISM will calculate the amount due based upon the applicable California requirements, the portion of the educational program provided, and the institutional charges paid by or on behalf of the student.

Any refund due will be issued within the timeframe required by applicable California law.

NISM will maintain documentation of the withdrawal, refund calculation, refund amount, date of refund, and recipient of the refund as required.

The NISM Program Withdrawal Form is used to document student-initiated withdrawal and the school's resulting financial determination.

Specific Midwifery Fees

- **NARM Exam:** Upon completion of the NISM program, students are eligible to sit for the North American Registry of Midwives (NARM) exam, which, upon passing, grants the Certified Professional Midwife (CPM) credential. This credential is widely recognized and can support licensure in many states. Students are responsible for the additional fees required to take the NARM exam as well as any state or national licensing fees.

- **STATE Requirements:** Students should be aware that each state or region may have specific requirements for midwifery practice and licensure. It is recommended that students familiarize themselves with these requirements and fees early on to ensure they meet all necessary criteria.
- **Clinical Placement Fees:** Students are responsible for any fees associated with securing their own clinical placements. These fees may vary depending on the individual preceptor work agreements.
- **On-site Skills Sessions:** While NISM operates primarily online, students may have opportunities for on-site skills sessions. These sessions will incur variable costs, typically around $600 per session, excluding travel expenses.
- **Certification and Licensing Fees:** Students will be responsible for any fees related to certification and licensing examinations following completion of their training. These costs are not included in tuition or other fees and can vary by state and certification body.





A NOTE ABOUT LANGUAGE USE

Our decision to use gender-specific language in the context of the NISM midwifery curriculum, specifically referring to women as women, rather than opting for gender-neutral language, is influenced by several factors.

Biblical Model:
As a Christian institution, NISM draws upon religious values, particularly those found in the Bible. The Bible often uses gender-specific language, and in many scriptural references, roles and responsibilities are delineated based on gender. In line with our mission and faith, the use of gender-specific language, particularly in referring to women in midwifery, reflects these Biblical principles.

Historical and Cultural Significance:
Midwifery has a deep historical and cultural connection to women›s healthcare and childbirth. For centuries, midwives have primarily been women, and the profession has been closely tied to female empowerment and community care. By acknowledging this history and cultural significance, we honor the important contributions of women in the field of midwifery.

Disparities in Women's Health:
Women worldwide face unique health challenges and disparities, particularly in areas related to reproductive health, maternal care, and childbirth. By specifically referring to women in our midwifery curriculum, NISM seeks to highlight and address these gender-specific health issues that disproportionately affect women, ensuring that our training remains focused on their care and well-being.

Representation and Empowerment:
Using gender-specific language serves to recognize and empower women within the field of midwifery. Acknowledging women›s roles and experiences fosters a sense of representation and belonging for our students. This recognition is vital in promoting gender equality and encouraging women to pursue careers in midwifery, as part of our vision to equip Christian midwives to make a global impact.

While this approach reflects the values and mission of NISM, we recognize broader societal discussions on gender and language use. We aim to remain sensitive to these discussions, understanding that the

choice of language in any curriculum should reflect the institution's values while considering the diverse needs of society.

