Elements of a Successful Proposal

Criteria	Description
Overall Quality of the Proposal	The proposal itself was thorough and provided enough insight into the proposed session.
Submitter	The submitter has described experience planning educational programs. The submitter is an EXPERT on the topic and well connected with other experts. The submitter has contacted all proposed presenters and have: • their consent and agreement to participate. • confirmed that they are willing to travel to Salt Lake city • asked presenters to hold the dates for the entire meeting as the program planning committee arranges the date and time of each session.
Moderators/Presenters	The proposed moderator is an ACMG Member and is a well-known expert. The proposed faculty are experienced presenters. Maximum of 5 presenters per session, of which 1 must be an ACMG member. This does not include the ACMG moderator. In support of ACMG's commitment to Diversity, Equity, and Inclusion, please plan for a diverse and inclusive group of presenters. Include presenters from different institutions, different regions, varying genders, varying ethnicities, and varying generations.
Content	The topic is practical - meaning there will be knowledge, skills, or information that can be applied right away. The topic will have an impact directly on improving patient care. This is a hot topic, cutting edge or a fresh perspective. If not, do you think there will still be significant interest in the session?
Professional Practice Gap	A gap is the difference between a current level of knowledge, competency, performance, or patient outcome and the ideal or desired level. The difference between Actual (what is happening) and Ideal (what should be happening). Gaps are the description of a problem in practice – in research practice, clinical practice, educational practice, administrative practice.
Needs Assessment	A need can be defined as the cause or reason for the gap. Why does this problem exist? Is there a lack of knowledge, competence or performance that caused the problem? At least two sources to support the current need for this activity are included and described.
Learning Objectives	An active learning strategy to engage the audience in the content is included for each objective. A method of learning assessment (examples: participant feedback, case discussion, answers given) is included for each objective to allow participants to assess their own mastery of content and their learning. The 2001 revision of Bloom's Taxonomy classifies measurable verbs into hierarchical levels. Used properly, these behavioral verbs will be found acceptable. Continue reading below for help on writing measurable learning objectives. Accreditation requirements submitted for educational credits must contain • 1 Learning Objective per 30 session minutes (includes panels) • 1 Learning Objective per presentation Example: 90-minute session with 4 speakers requires 4 learning objectives