

2027

ACMG Annual  
Clinical Genetics Meeting

APRIL 13-17 • EXHIBIT DATES: APRIL 14-16  
MINNEAPOLIS CONVENTION CENTER • MINNEAPOLIS, MN

**CALL FOR PROPOSALS**

Deadline: Friday, May 8, 2026

[acmgmeeting.net](http://acmgmeeting.net)



# Education Session Proposal Guide

This document will help you prepare your proposal for an education session at the 2027 ACMG Annual Clinical Genetics Meeting. Please note that you can access your proposal to add, update, or edit the content through the submission period, which ends Friday, May 8, 2026 at 11:59 pm PT.

[ACMGMEETING.NET](http://ACMGMEETING.NET)

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# ACMG Continuing Medical Education Mission Statement

The American College of Genetics and Genomics (ACMG) is an organization committed to improvement of patient care and general health by the incorporation of genetics and genomics into clinical practice.

The CME Program will advance medical knowledge, improve performance in practice, and/or patient outcomes. The expected results of the CME program are that the learner will be able to: 1) report greater confidence in their ability to apply the knowledge that they have gained; 2) demonstrate their ability to apply this knowledge; 3) make a commitment to change their practice or behavior as a result of the educational intervention; and/or 4) show improvement or positive impact on specific performance measures and/or patient outcomes through quality and patient safety metrics.

## Planning Timeline

**March 14, 2026**

Submission Site Opens [ACMGMeeting.net](https://ACMGMeeting.net)

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**May 8, 2026**

Submission Site Closes 11:59 pm PT

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**June 19, 2026**

Notifications of acceptance decision sent to submitters

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**July 10, 2026**

Deadline for Submitters to Confirm Presenters and Finalize Session Agenda

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**July 21, 2026**

Presenter/Moderator Event Center Opens

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**August 18, 2026**

Presenters/Moderators Deadline to Complete Participation Requirements in the Event Center

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**March 19, 2027**

Final PowerPoint Presentations Uploaded and Test questions submitted

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**April 13 - 17, 2027**

ACMG Annual Clinical Genetics Meeting, Minneapolis, MN

# Strategic Education Priorities for the 2027 ACMG Annual Clinical Genetics Meeting

The American College of Medical Genetics and Genomics has identified several strategic areas that are shaping the future of medical genetics and genomics. These cross-cutting themes complement the Topic Focus and Session Categories below and will help inform program development as the Program Committee builds a forward-looking scientific program for the 2027 ACMG Annual Clinical Genetics Meeting.

## Priority areas include:

### **Artificial Intelligence in Genetics and Genomics**

Applications of artificial intelligence and machine learning in variant interpretation, genomic diagnostics, clinical decision support, and large-scale data integration.

### **Expanded Newborn Screening and Precision Medicine**

Advances in genomic newborn screening, implementation science, ethical considerations, and integration with precision medicine initiatives.

### **Prenatal Genomic Testing**

Developments in prenatal sequencing technologies, non-invasive genomic testing, counseling considerations, and clinical implementation.

### **Novel Genetic Therapies**

Emerging therapeutic approaches including gene therapy, RNA-based therapeutics, genome editing, and translational clinical applications.

Proposals across all areas of genetics and genomics are welcome; however, sessions addressing these priority areas will help ensure the meeting reflects the rapidly evolving landscape of genomic medicine and the emerging needs of the field.

## Development of the Scientific Program

Approximately 75% of the accredited educational sessions for the ACMG Annual Clinical Genetics Meeting are selected from proposals submitted through the Call for Proposals process. The remaining 25% of accredited sessions are developed directly by the ACMG Program Committee to ensure coverage of emerging science, strategic priorities, and important areas of clinical practice. Together, these approaches help create a balanced and forward-looking scientific program.

# Elements of a Successful Session

Criteria	Description
Overall Quality of the Proposal	The proposal itself was thorough, clear, and provided enough insight into the proposed session.
Submitter	<p>The submitter (preferable session moderator) has described experience planning educational programs. The submitter is deeply versed in the topic and well connected with other authorities in the field.</p> <p>The submitter has contacted all proposed presenters and have:</p> <ul style="list-style-type: none"> <li>• Their consent and agreement to participate.</li> <li>• Reviewed the proposal</li> <li>• Confirmed that they are willing to travel to Minneapolis, MN</li> <li>• Asked presenters to hold the dates for the entire meeting as the program planning committee arranges the date and time of each session.</li> <li>• <a href="#">Your Role in Maintaining Trust in Accredited CME (Video for planners, faculty, authors and reviewers)</a></li> </ul>
Moderators/Presenters	<p>The proposed moderator is an ACMG Member and is widely recognized as a leading authority. The proposed faculty are experienced presenters.</p> <ul style="list-style-type: none"> <li>• Each session <b>requires</b> one ACMG member as moderator.</li> <li>• Workshops and Scientific sessions</li> </ul> <p><b>Up to 4 presenters per session, with at least 2 ACMG members.</b></p> <p>Support ACMG's Community Outreach and Engagement efforts by including presenters who reflect the breadth of our profession across institutions, geographic regions, career stages, and lived experiences.</p>
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, innovative or a fresh perspective. If not, do you think there will still be significant interest in the session?
Rationale for proposals (advances, policies, performance gaps, controversies, ethics)	Proposals should be grounded in clearly identified advances, policy developments, performance gaps, ethical considerations, or areas of controversy within clinical genetics and genomics. A strong rationale articulates the current state of practice and the opportunity to improve knowledge translation, clinical decision-making, systems performance, or patient outcomes. Submissions should cite at least two sources that substantiate the relevance and timeliness of the topic. The goal is to advance professional practice and improve care across diverse clinical settings.
Learning Objectives	<p>An active learning strategy to engage the audience in the content is included for each objective. Each objective includes a learning assessment method for participants to evaluate their mastery of content and learning. Continue reading below for help on writing measurable learning objectives. Accreditation requirements submitted for educational credits must contain:</p> <ul style="list-style-type: none"> <li>• 1 Learning Objective per 30 session minutes (includes panels)</li> </ul> <p>Example: 90-minute session requires 3 learning objectives</p> <p><b>*Only ONE behavioral verb must be used per objective.</b></p>

# Target Audience

## Continuing education activities are designed to serve the professional and educational needs for:

All healthcare professionals who are interested in the diagnosis, management, treatment, and prevention of genetic conditions and increasing their understanding of the genetic basis of common, chronic health problems affecting both children and adults. The ACMG Annual Meeting is targeted for the following professionals:

- Medical and clinical geneticists; genetic counselors; pediatric, obstetric, and maternal-fetal specialists; and all medical practitioners who are providing comprehensive diagnostic, management, and counseling services for patients with, or at risk for, genetically influenced health problems.
- Laboratory directors and technicians who conduct genetic testing.
- Researchers involved in the discovery of genetic disorders and treatments.
- Clinical, laboratory and research trainees of genetics and all biomedical sciences.
- Any healthcare and public health professionals who have an interest in medical and clinical genetics and genomics.
- Advocates for patients with genetic conditions and their families.

## Session Information

- **Session title.** Title should be succinct and clearly reflect the specific topic of the session (avoid use of copyright titles and cute titles).
- **Submitter name and email (preferably moderator)**
- **Session Moderator name and email** (if different from submitter)
- **Session proposals should be submitted for 90 minutes in length** (10-15 minutes of Q&A)
- **Each session will have one (1) Session Moderator and a maximum of four (4) Presenters.**

[2027 ACMG Proposal](#)

### IMPORTANT— SESSION FORMAT:

As noted, sessions will generally follow a 90-minute format with a moderator and four Presenters respectively. If you would like the committee to consider your session for a format that would necessitate additional Presenters (examples might include a panel discussion with multiple brief presentations followed by a panel discussion or a roundtable session with multiple table moderators), please outline your intended format in the description with suggested additional Presenters. Such requests are not guaranteed if the session proposal is accepted.

# Proposal Instructions

Proposals must be submitted through the ACMG submission website by Friday, May 8, 2026, and should contain the following:

- 1. Submitter Information – Preferable that submitter is Moderator. The Moderator is responsible for all further contact with presenters.**  
First name, MI, Last name, Degree(s), Workplace position, Name of workplace, Address, Email address and Contact phone number of the submitter.
- 2. Proposal Title**  
Title of proposal (maximum of 100 characters or less)
- 3. Rationale for Proposal** (Up to 3000 including spaces) (advances, policies, performance gaps, controversies, ethics). Describe a practice gap (i.e., the difference between actual and ideal performance and/or patient outcomes) that will be addressed through the proposed education. Include a description of evidence, data, and/or literature citations used to identify this gap.
- 4. Measurable outcomes that can be used to evaluate the impact of the education for learners, healthcare teams and patients.** Include one more of the following:
  1. Competence (The ability to apply knowledge, skills, and judgment in practice [knowing how to do something])
  2. Performance (what one does, in practice. The degree to which participants do what the activity intended them to do [Purpose of Activity]. Performance is competence put into practice.)
  3. Patient Outcomes (the consequences of performance and are defined as the ability of the learner to apply what they have learned to improve the health status of their patients or those of a community.)
- 5. Public Facing Session Description** (up to 1000 characters, including spaces)  
Used for the website and meeting app.
- 6. Maximum 4 presenters.** At least two must be ACMG members
- 7. Session Types**
  - **Scientific Session – 90 minutes:**  
Focused on a specific scientific, clinical, policy, ethical, or performance-related topic. Highlights timely advances, controversies, and issues relevant to genetics practitioners, laboratorians, researchers, genetic counselors, trainees, and others engaged in medical genetics and genomics.
  - **Workshop – 2 to 4 hours:**  
Interactive, skills-based sessions in which participants actively engage in discussion, problem-solving, or applied learning rather than solely listening to presentations.
    - o Hands-on Workshop
    - o Trainee Workshop
    - o Non-Trainee Workshop
  - **Short Course – 4.5 – 6.5 hours:**  
In-depth, structured learning experience that provides comprehensive exploration of a focused topic, emerging area, or complex clinical domain. Designed to build practical knowledge and application across the continuum of practice.

## 8. Proposal Format

- Short Presentations with Panel Discussion
- Debate/Point-Counterpoint
- Ask the Experts
- Design Thinking/Hackathons Session – Problem-solving session by small groups
- Case Based Learning (Diagnostic Challenges, Small Group Problem-Solving/Discussion, Patient Simulation)
- Other idea?

## 9. Topic Focus and Session Categories:

Topic Focus:	
Biochemical/Metabolic and Therapeutics	Laboratory Genetics and Genomics
Cancer Genetics and Therapeutics	Prenatal Genetics
Clinical Genetics and Therapeutics	Education and Research Strategies
Health Services and Implementation	Ethical, Legal, Social Issues (ELSI), Public Health and Policy
Session Categories:	
Cancer	Laboratory Genetics
Clinical - Adult	Metabolic Genetics
Clinical - Adult and Pediatric	Population Genetics
Clinical - Pediatric	Prenatal Genetics
Clinical Genetics	Public Health Genetics
Gene Therapy	RNA and Gene Therapy
General Education	Basic Research
Genetic Counseling	Ethical, Legal, Social Issues (ELSI)
Genomic Medicine	Health Care Inequities and Health Disparities
Health Services and Implementation	

## 10. Specific Target Audience for this session (maximum of 500 characters)

All healthcare professionals who are interested in the diagnosis, management, treatment, and prevention of genetic conditions and increasing their understanding of the genetic basis of common, chronic health problems affecting both children and adults. The ACMG Annual Meeting is targeted for the following professionals:

- Medical and clinical geneticists; genetic counselors; pediatric, obstetric, and maternal-fetal specialists; and all medical practitioners who are providing comprehensive diagnostic, management, and counseling services for patients with, or at risk for, genetically influenced health problems.
- Laboratory directors and technicians who conduct genetic testing.
- Researchers involved in the discovery of genetic disorders and treatments.
- Clinical, laboratory and research trainees of genetics and all biomedical sciences.
- Any healthcare and public health professionals who have an interest in medical and clinical genetics and genomics.
- Advocates for patients with genetic conditions and their families.

## 11. Learning Objectives - Active Learning Strategy and Assessment

An active learning strategy to engage the audience in the content is included for each objective. Each objective includes a learning assessment method for participants to evaluate their mastery of content and learning. 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)

Example: 90-minute session requires 3 learning objectives

**\*Only ONE behavioral verb must be used per objective.**

## 12. Audience Response System

Please indicate whether the session will incorporate interactive elements such as audience response systems, polling, case-based discussion, or other engagement strategies. Interactive components should be designed to foster active participation, reflection, and dialogue among learners. Selected sessions may be asked to integrate real-time feedback tools to enhance engagement and discussion.

## 13. Presenters, Presentation Titles, and Moderator:

Moderator/Presenters Required Fields:

First name, MI, Last name, Degree(s), ACMG Membership Verification, Place of work, Email address and Contact phone number.

### Scientific Session and Workshop (90-minute session)

- Maximum of 4 presenters (including non-medical participants) per session, of which at least **2 must be ACMG members**.
  - Maximum of 1 ACMG Member Moderator. **Moderator must be ACMG member.**  
Note: Prioritize international presenters (excluding Canada) for the Annual Meeting, especially those from underrepresented groups or resource-limited settings.
14. Submitters will be asked to disclose their Financial Relationships.
15. Accepted Presenters will be asked to provide this information later. Presenters must complete a financial disclosure and be approved by ACMG Education to participate in sessions providing educational credits. A limited number of sessions may be chosen that do not provide educational credits.
16. Submitters will be required to review the ACMG Privacy Policy and agree to allow the collection and use of personal information in accordance with the Privacy Policy. Submitters are further required to confirm that permission has been received from the proposed Moderator and Presenters to provide personal information.

## Suggestions:

- Before submitting a proposal, the proposer must contact all Presenters to determine the following:
  - Ensure their availability and confirm that they are willing to travel to Minneapolis, MN.
  - Presenters understand the entitlements policy.
- You should draft the proposal in a separate document first so that you can cut and paste details into the submission site.
- Print and check your proposal before submitting it to make sure it is complete. Check spelling.
- **When finished, click the “Submit this proposal” button to save your proposal. You will receive an email confirmation with a proposal number.**
- You may return to the site and edit your proposal any time prior to **May 8, 2026**.

# Proposal Acceptance

Prior to final acceptance, the ACMG Program Committee may request submitters to amend their session. This is to minimize repetition and best address the needs of the attendees. The ACMG will communicate any requested changes to the session proposal to the submitters June 2026. Modifications are due by July 10, 2026.

Selection of topics and presenters for all sessions is at the discretion of the Program Committee. The Committee reviews all submitted proposals and may:

- Accept the proposal as submitted
- Request modifications to strengthen alignment, clarity, or program balance
- Decline the proposed session

Submission of a proposal does not guarantee acceptance in whole or in part. To develop a high-quality and cohesive program, the Program Committee may engage submitters in discussion and request revisions prior to final determination.

- Proposals must include an ACMG member moderator, at least two ACMG member presenters, and two non-member presenters. The moderator may only be counted as a presenter if presenting content comparable in scope to the other faculty.
- In consideration of travel-related costs, proposers are encouraged to prioritize moderators and presenters based in North America when feasible.
- To reflect the breadth of the genetics and genomics community, proposals should include faculty representing varied institutions, geographic regions, career stages, and perspectives. Sessions composed primarily of presenters from a single institution are unlikely to be selected.

## **PROPOSAL SELECTION CRITERIA:**

Proposals are evaluated by the ACMG Program Committee and will be selected based on the following criteria:

- Provides relevant information related to the rapidly evolving field of medical genetics
- Presents relevant learning outcomes for the audience.
- Presents novel or new methods of diagnosis, treatment or long-term management of patients with genetic disorders.
- Presents current issues in public health genetics and healthcare provision, with relevance to medical genetics professionals.
- Addresses gaps in clinical geneticist/genetic counselor performance.
- Includes a topic of relative importance, originality, focus and timeliness, with expertise by the proposed panelists, and the potential for informative discussions.
- Addresses health disparities and healthcare equity related to gender, race, ethnicity, and economical background.

The review process is strictly confidential. To ensure a balanced program, the Program Committee reserves the exclusive right to decline a presentation that lacks scientific content or merit or merely announces the availability of a resource or service. The Program Committee also reserves the right to solicit presentations in addition to those submitted and may contact proposal submitters to discuss the topic, suggested Presenters and/or make recommendations to modify the proposal to develop a comprehensive and topical overall program.

# Submission Absolutes

**Presentations are Peer Reviewed. Timeline compliance is a responsibility of the moderator.**

All presenters are **required** to submit their final PowerPoint presentation by **Friday, March 19, 2027** for peer review and compliance review, including evaluation of financial relationships, mitigation of bias, and adherence to ACMG content validation and branding policies. The version submitted will be the presentation used on-site.

**Prior to confirming participation, all presenters and moderators must agree to meet this mandatory submission deadline.**

**By submitting a proposal, the submitter affirms the following:**

1. I have read, understand and agree to ACMG's proposal guidelines.
2. I am submitting this proposal with the intent to organize and/or moderate a session at the 2027 ACMG Annual Clinical Genetics Meeting.
3. I confirm that each proposed presenter has been contacted, is available to participate in the 2027 annual meeting, has reviewed the submitted proposal, and has agreed to the accuracy of the information provided.

# Writing Learning Objectives

For Continuing Education Activities – Learn More here [NSGC guidelines](#)

## Acceptable Verbs for Writing Objectives

An active learning strategy to engage the audience in the content is included for each objective. Each objective includes a learning assessment method for participants to evaluate their mastery of content and learning. 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)

Example: 90-minute session requires 3 learning objectives

**\*Only ONE behavioral verb must be used per objective.**

The following is a list of suggested verbs which may be used in the development of our objectives. The 2001 revision of Bloom’s Taxonomy classifies measurable verbs into hierarchical levels, as shown below. This list is not meant to be all inclusive or limiting. Used properly, these behavioral verbs will be found acceptable.

Remembering Verbs	Understanding Verbs	Applying Verbs	Analyzing Verbs	Evaluating Verbs	Creating Verbs
Define	Classify	Apply	Compare	Argue	Construct
Identify	Indicate	Examine	Contrast	Critique	Design
List	Match	Generalize	Differentiate	Defend	Formulate
State	Select	Illustrate	Discriminate	Evaluate	Hypothesize
Reproduce	Summarize	Record	Examine	Judge	Plan

**\*Only ONE behavioral verb must be used per objective.**

**Words that are NOT measurable and should not be used** (i.e., know, grasp the significance of, have knowledge of, comprehend, think, be aware of, remember, perceive, understand, appreciate, learn).

# People

**Each session generally requires one Session Moderator and up to four Presenters for a 90-minute session. One person may have multiple roles.**

**Session Moderator:** Responsible for the overall strategic direction for the session content. Manage Presenters for timely submission of required documents. Review presentations for cohesion and alignment with objectives. Ensure Presenters check in to the Presenter ready room at least four hours in advance of session and arrive at least 20 minutes early to present to the session. Moderate session by introducing Presenters, maintain schedule of the session and facilitate question and answer period.

**Presenters:** Each session may include one to four presenters. Faculty should represent different institutions and varied practice settings and locations to ensure broad perspective. The Program Committee will consider balance in professional background, inclusion of new voices and emerging topics, and thoughtful pairing of experienced faculty with early-career presenters. Proposals should also avoid substantial overlap with topics presented at the Annual Meeting within the past two to three years.

**IMPORTANT: Individuals will generally only be permitted to participate in a maximum of one session, regardless of role. This is to allow for a range of subject matter experts and is at the discretion of the program committee.**

Individuals who are employees or owners of an [“Ineligible Company”](#) as defined by the Accreditation Council for Continuing Medical Education (ACCME) are not permitted to participate as planners or faculty in accredited CME activities. If there is a compelling reason why a Presenter from a company is needed to fulfill the objectives of the session, please contact [education@acmg.net](mailto:education@acmg.net) in advance of the close of the submission period for consideration.

Final acceptance notifications will be sent in June. During the final acceptance period, the ACMG may ask the Session Moderator to make additional changes to their session as a condition of acceptance. It is incumbent on the Session Moderator to ensure that all Presenters’ participation is confirmed before any sessions are accepted entirely.

You must provide the following information for each person in your session:

- **Name**
- **Position**
- **Email Address**
- **Phone Number**
- **Credentials**
- **Primary Place of Work/Affiliation** (name and address)\*
- **Presenter disclosures** - Accepted Presenters will be asked to provide this information later. Presenters must complete financial disclosure and be approved by ACMG Education to participate in sessions providing educational credits. A limited number of sessions may be chosen that do not provide educational credits.

\* Please include all known affiliations (Primary first then others) of each Presenter

# Disclosures

## **Policy – Disclosure of Financial Relationships and Resolution of Conflicts of Interest**

The American College of Medical Genetics and Genomics (ACMG) is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide Accredited Continuing Education (ACE) for physicians. ACMG is an organization committed to improvement of patient care and general health by the incorporation of genetics and genomics into clinical practice.

ACMG has implemented the following procedures to ensure the independence of ACE activities from commercial influence/promotional bias, the Accreditation Council for Continuing Medical Education (ACCME) requires that providers (ACMG) must be able to demonstrate that: 1) everyone in a position to control the content of an ACE activity has disclosed all financial relationships that they have had in the past 24 months with ineligible\* companies; 2) ACMG has implemented a mechanism to mitigate relevant financial relationships; and 3) all relevant financial relationships with ineligible companies are disclosed to the learners before the beginning of the educational activity. The learners must also be informed if no relevant financial relationships exist.

*\*Ineligible companies are defined as those whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.*

In accordance with the Accreditation Council for Continuing Medical Education (ACCME) policy, anyone who is in a position to control the content of an educational activity must complete a disclosure statement upon the initiation of an education session proposal. Session Submitters/Moderators will be asked to complete a financial disclosure form during the submission process for themselves. As noted in the People section of this document, individuals who are employed by an ACCME “Ineligible Company,” are prohibited from being involved in the planning of continuing education activities (as a submitter, Session Moderator, or Presenter). Once proposals have been preliminary accepted, disclosures will be reviewed. If it is determined that a Presenter is an employee of an ACCME defined “Ineligible Company” or has a conflict of interest that cannot be mitigated, it might be necessary to identify an alternate Presenter. Click to learn more about the [ACCME Eligibility Rule](#)

## **ACCME and AMA Glossary of Terms**

### **Commercial bias**

Content or format in a CME activity or its related materials that promotes the products or business lines of an ineligible company. As described in the Standards for Integrity and Independence in Accredited Continuing Education, providers are responsible for protecting learners from commercial bias and marketing. In addition to preventing influence from ineligible companies, the Standards prohibit faculty from actively promoting or selling products or services that serve their professional or financial interests.

### **Ineligible Company**

Companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients.

### **Relevant financial relationships**

As defined in the Standards for Integrity and Independence in Accredited Continuing Education, specifically, Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships, relevant financial relationships are financial relationships of any amount with ineligible companies if the educational content is related to the business lines or products of the ineligible company. Providers are required to collect information from all those individuals in control of educational content about all of their financial relationships with ineligible companies within the prior 24 months. The provider is then responsible for determining which relationships are relevant.

### **[Standards for Integrity and Independence in Accredited Continuing Education](#)**

ACCME requirements are designed to ensure that accredited continuing education serves the needs of patients and the public, is based on valid content, and is free from commercial influence. The Standards comprise five standards: Ensure Content is Valid; Prevent Commercial Bias and Marketing in Accredited Continuing Education; Identify, Mitigate, and Disclose Relevant Financial Relationships; Manage Commercial Support Appropriately; Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education. Released in December 2020, the Standards for Integrity and Independence replace the Standards for Commercial Support.

### **Diagnostic Laboratory**

A diagnostic laboratory is not considered an ACCME-defined ineligible company if its business is limited to the provision of diagnostic services that provide clinical results or information to healthcare professionals for their treatment of patients.

A diagnostic laboratory is considered an ACCME-defined ineligible company if its primary business is producing, marketing, distributing, selling, or re-selling proprietary diagnostic products or devices used by or on patients such as other laboratories, clinics, clinicians, or patients for the provision of clinical service—for example, providing on-site or in-home clinical results.

### **Standard to Prevent Commercial Bias and Marketing in Accredited Continuing Education**

ACCME requirements designed to ensure that CME activities are independent and free of commercial bias.

Accredited continuing education must protect learners from commercial bias and marketing.

The accredited provider must ensure that all decisions related to the planning, faculty selection, delivery, and evaluation of accredited education are made without any influence or involvement from the owners and employees of an ineligible company.

Accredited education must be free of marketing or sales of products or services. Faculty must not actively promote or sell products or services that serve their professional or financial interests during accredited education.

The accredited provider must not share the names or contact information of learners with any ineligible company or its agents without the explicit consent of the individual learner.

# Release and Authorization

## To Record and Reproduce Presentation

All faculty will be asked to agree to the ACMG Recording and Release policy. By agreeing to serve as faculty at the ACMG Annual Clinical Genetics Meeting, you grant ACMG the right to publish and/ or reproduce the presentation content and/or the author's printed handout material, in printed hard copy, electronic multimedia and/or web-based media. Additionally, you grant ACMG permission to record your presentation. Such recordings may be made available for purchase for individuals who were not able to attend the ACMG Annual Meeting and/or for use in future educational programs of ACMG. The full policy will be provided in the presenter portal.

# Participation Agreement & Entitlements

We ask for your cooperation in compliance with ACMG/ACCME policies, guidelines and timeline. ACMG is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians and therefore, all educational programming is developed and must be presented in compliance with all ACCME accreditation requirements. Entitlements are contingent upon cooperation with timely submission of content for review. Professionalism is imperative and everyone is asked to adhere to the ACMG Code of Conduct.

## ACMG 2027 Annual Clinical Genetics Meeting – Moderator/Presenter Entitlements – Accredited Sessions

### Session parameters:

- Maximum of 32 accredited sessions (plenary + concurrent + workshop) Does not include fee-based specialty activities though the same entitlements will apply)
- Each session requires an **ACMG member as the moderator**, who is widely recognized as a leading authority in their field.
- 90-minute sessions: Maximum 4 presenters. At least two must be ACMG members

### Stipulations and Requirements

Eligibility for faculty is based on compliance with the following:

- **Adherence to deadlines and submission requirements.** Late slide submissions may reduce or forfeit entitlements.
- **Stipends are strictly for accredited sessions** and are intended to offer payment of services, offset travel, accommodations, and expenses.
- **Moderators are not eligible for a stipend.**
- **All presenters and moderators are responsible** for their own travel and accommodations.
- Regardless of the category, all speakers must complete online registration for the meeting.

- **International presenters (excluding Canada) are limited to 3 per year** with emphasis on speakers from underrepresented or resource-limited settings.
- **ACMG/ACMGF Board Members and Program/Education Committee Members** cannot participate in planning or have a role (moderator/speaker) in a corporate Satellite Symposium.
- **ACMG Board of Directors reserves the right** to provide special entitlements for a keynote address.

**Entitlements are *not* provided for the following:**

- Platform moderators, co-moderators, and presenters are not eligible to receive entitlements. *Co-moderators for Platform Sessions should be junior members invited to participate as part of a professional development opportunity)*
- ACMG Committee non-accredited hosted sessions & activities

Faculty	Entitlement
Member Presenter / Moderator	<ul style="list-style-type: none"> <li>▪ Complimentary Meeting Registration</li> </ul>
Non-member Presenter	<ul style="list-style-type: none"> <li>▪ 1-day Only Complimentary<sup>1</sup> <i>or</i> \$300.00 registration fee</li> <li>▪ \$1,000 Stipend<sup>2,3,4</sup></li> </ul>

<sup>1</sup>One-day complimentary registration for non-member presenters. Registration excludes sessions with additional fees.

<sup>2</sup>International speaker stipend is \$2,000 (excludes USA and Canada) – Limited to three presenters, with emphasis on underrepresented groups.

<sup>3</sup>A \$100 stipend is provided for non-members residing ≤100 miles from the meeting site.

<sup>4</sup>Maximum of a total of 60 non-member presenters

*ACMG Board Approved March 17, 2025*

# Session Moderator Responsibilities

The Session Moderator directs the strategy and content of the proposed session, selects presenters, and serves as moderator during the meeting.

Key responsibilities of the Session Moderator include:

## Education Session Proposals Submission

- Review the Education Session Proposal Guide.
- Submit the educational proposal by completing the **online submission**.
- Final notifications will be sent in June, at which time Session Moderators will be asked to confirm all Presenters. Presenters will be asked to validate their contact information, complete their disclosures/conflict of interest and participation agreements. The Session Moderator will be responsible for ensuring that all Presenters complete this information by the deadlines. If deadlines are not met, the committee may opt to accept an alternate proposal.
- Review the ACMG entitlement document and on the online submission site and ensure that any approved Presenters have reviewed and understand this policy.
- Accreditation Council for Continuing Medical Education (ACCME) is the governing body that allows ACMG to grant continuing medical education credits and has specific requirements about what must and must not be included in educational presentations. If your education session proposal is accepted, you will be responsible for presenter adhering to the scope of proposed content and use of the slide template.
- Please register for the meeting. If you're eligible for a discount, you'll receive a code to use during registration.
- Inform ACMG ([Education@ACMG.net](mailto:Education@ACMG.net)) of any program, schedule or Presenter changes immediately.

## Onsite at the Meeting (Live Meeting Instructions)

- All Session Moderators and Presenters are required to check into the Presenter-Ready Room onsite at the meeting at least four hours in advance of the session. Session Moderators are responsible for ensuring that their Presenters check in and check their presentations within this period.
- Ensure that you and your Presenters arrive in the session room 20-30 minutes before the session begins. If you are in a plenary session, then you should plan to arrive 45 minutes early and allow time the day before for a rehearsal.
- Brief Presenters on the session schedule of presentations and timing method that you will be using (e.g., five-minute notice signal). Remind your Presenters of their time allotment and assist them if necessary. Remind Presenters to repeat questions from the audience, for the benefit of all.
- When introducing the session, please read the script, which will be provided to you at the podium.
- Briefly introduce each Presenter by their name and affiliation (no more than two minutes introduction in total for all Presenters).
- If you need assistance before, during or after your session, please notify the audio-visual technicians in the session room.

# Presenter Responsibilities

Presenters at the Annual Meeting will be responsible for providing content at an education session, which is directed by the Session Moderator.

## Key Responsibilities of Presenters include:

### Before the Meeting

- You will be asked to access the ACMG presenter center and provide your disclosure.
- Final notifications will be sent in June, at which time Session Moderators will be asked to confirm all Presenters. Presenters will be asked to validate their contact information, complete their disclosures/conflict of interest and participation agreements. The Session Moderator will be responsible for ensuring that all Presenters complete all requested information by the deadlines. If deadlines are not met, the committee may opt to accept an alternate program.
- Review the session description, objectives, intended audience and teaching level to ensure that you are aware and agree with the focus of the event content.
- Review the ACMG entitlement document (currently pending and not available) and on the online submission site and ensure that any approved Presenters have reviewed and understand this policy.
- Review the presenter guidelines and policies regarding financial disclosures, content validation, content branding policies. Accredited sessions have specific requirements about what must and must not be included in educational presentations. If your education session proposal is accepted, you will be notified with instructions of how to access these policies.
- Please register for the meeting. If you're eligible for a discount, you'll receive a code to use during registration.

### Onsite at the Meeting (Live Meeting Instructions)

- All Session Moderators and Presenters are required to check into the Presenter-Ready Room onsite at the meeting at least four hours in advance of the session.
- Please arrive in the session room 20-30 minutes before the session begins and check in with your Session Moderator.
- Sit in the front of the room to allow easy access to the podium. If you are in a plenary session, then you should plan to arrive 45 minutes early and allow time the day before for a rehearsal.
- Presenters are responsible for beginning and ending on time. The Session Moderator will provide a cue/sign when you have five minutes remaining.
- Each session room will have a computer where your presentation(s) has been loaded. Changes to PowerPoint presentations are not permitted in the session rooms. Any changes must be made in advance in the Presenter ready room.