



Office of Continuing Medical Education

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FAQ for CME Planners

Is my Activity eligible for CME credit?

An activity is eligible for AMA PRA Category 1 Credit™ if it meets the following core requirements:

- Demonstrates an identified educational need.
- Clearly communicates the educational purpose and/or objectives to participants in advance of the activity.
- Includes an evaluation to assess whether the educational needs and objectives were achieved.
- Is free from commercial bias and involvement of ineligible companies (all participants must complete a Disclosure Form).
- Is certified in advance by the CME Office — activities cannot be approved retroactively for credit.

1. When should I send my application to you?

All individual activities need to be approved 4 weeks in advance by the CME office; however, the RSS applications are renewed every two years.

2. What is an RSS activity?

The ACCME defines a regularly scheduled series (RSS) as an activity that is planned as a series with multiple, ongoing sessions (sessions that are offered weekly, monthly, or quarterly). Examples include grand rounds, tumor boards, and morbidity and mortality conferences.

3. How often do we need to have an evaluation submitted?

All learners must complete an evaluation after each activity to receive CME credit. For Regularly Scheduled Series (RSS) activities, evaluations are required every three months and must be submitted to the CME Office.

4. How many days do I have to turn in the attendance sheet after an activity?

Please email the attendance sheet within five days to CMEoffice@marshall.edu, if you have learners who are not on the activity sheet, please add them using the [Medical Staff for CME](#) online form. If you need an updated attendance sheet template, contact the CME Office at CMEoffice@marshall.edu.

5. How often do you need to turn in a Relevant Financial Form?

All planners, teachers, instructors, faculty, authors, writers, reviewers, and others involved in CME activities must complete the [Disclosure of Financial Relationships Form](#) available on the CME website and submit it to cmeoffice@marshall.edu. A new form must be submitted **annually** to ensure information remains current.

6. If I have a special guest speaker, such as for ground rounds, how do I get approval so that learners can receive CME credit?

To receive CME credit for a special guest speaker (such as for Grand Rounds), a [New Speaker Application](#) must be completed and submitted through the CME website. All required documents should be uploaded with the application **at least four weeks in advance** for review and approval.

7. Why do I need to supply practice gaps, assessments, and learning objective information?

Providing practice gaps, needs assessments, and learning objectives is an ACCME requirement. Accredited providers must:

- a) use needs assessment data to plan CME activities,
- b) base activities on the educational needs (competence, performance, and/or patient outcomes) underlying the identified practice gaps, and
- c) communicate the purpose or learning objectives to learners before participation.

If you are new to the process or need assistance developing gaps, needs, or objectives for large meetings or RSS activities, please contact the CME Office for guidance.

8. How do you identify the cause of the gap?

To identify the cause of the gap, determine why the problem exists and what underlying needs should be addressed. Analyze whether the gap stems from a knowledge deficit (learners lack information), a competence deficit (learners lack methods or strategies), a performance deficit (learners do not apply what they know), or a combination of these. The analysis should be based on specific data or sources (e.g., evaluations, literature, quality metrics, expert input) and clearly link the identified causes to the documented needs assessment included in the application.

9. How do you develop learning objectives?

Learning objectives are developed based on the identified educational gaps and desired outcomes. They translate the overall educational goals into specific, measurable learning outcomes. Planners—not faculty—should create and share these objectives with speakers to ensure content aligns with the identified needs. Objectives should use clear, action-oriented verbs and criteria that allow evaluation of whether the activity improves learners' competence, influences performance, and/or enhances patient outcomes.

10. Is there any specific wording that CME requires on the promotional materials?

Yes. The most updated certification statement needs to be listed on any promotional material. If someone receives financial or in-kind support from ineligible companies, it must also be acknowledged. Please send a copy of the promotional materials to your CME Office for review before publication.

Updated 2025, by Mohammed Ranavaya, MD, JD, Senior Associate Dean, CME