Thank you for your interest in developing a CLE Webinar in collaboration with the ABA CLE Center. Please complete this proposal form and submit to Barbara Mitchell, barbara.mitchell@americanbar.org, or Caryn Hawk, caryn.hawk@americanbar.org. Along with this proposal, please include a brief summary, learning objectives, proposed speakers, and target audience. Any additional supporting materials are always helpful as well. Please note, course materials are an essential part of the webinar to receive CLE credit, including a PowerPoint.

Proposal submitted by:

Title:

Firm/Organization:

City/State:

Business Phone: E-Mail:

A. CONTENT

1. Working title:

2. Proposed webinar date(s)

3. Default time is 1-2:30pm ET unless indicated otherwise.

4. Experience level: Beginner □ Intermediate □ Advanced □

5. Describe the target audience.
6. Briefly describe your proposed webinar. This will appear on the registration page.

7. Please provide 3 to 5 learning objectives (bullet points) that the attendees are expected to learn. The objectives are what the learners will be able to accomplish by the end of the program. Well-constructed course objectives include:

- Performance – what a learner is expected to be able to do
- Condition – context or area of law
- Criterion – how well the learner must perform in order to be considered acceptable

Use verbs that describe the action you want the learner to take, according to the level of the program per Bloom’s Taxonomy (see pg. 3).

- Beginner = Knowledge, Comprehension
- Intermediate = Application, Analysis
- Advanced = Synthesis, Evaluation

For example, at the conclusion of this program you will be able to “write, describe, identify, state, etc.” Stay away from words open to many interpretations such as “know, understand, appreciate, grasp the significance of, believe, internalize, etc.”

Here are two examples of learning objectives:

1. When faced with an ethical dilemma of taking on a new case adverse to a former client’s, you’ll be able to identify whether it is ‘substantially related’ enough to disqualify you from the case in accordance with MRPC 1.9.

2. At the end of this program you should be able to:
   a. Differentiate between laws and ethics
   b. Identify major national laws that affect the practice of information security
   c. Explain the role of culture as it applies to ethics in information security

Following are some verb suggestions from Bloom’s taxonomy based on the type of action you expect the learner to be able to do:
<table>
<thead>
<tr>
<th>Definitions</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloom's Definition</td>
<td>Remember previously learned information.</td>
<td>Demonstrate an understanding of the facts.</td>
<td>Apply knowledge to actual situations.</td>
<td>Break down objects or ideas into simpler parts and find evidence to support generalizations.</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Make and defend judgments based on internal evidence or external criteria.</td>
</tr>
</tbody>
</table>

**Verbs**

- Arrange
- Define
- Describe
- Duplicate
- Identify
- Label
- List
- Match
- Memorize
- Name
- Order
- Outline
- Recognize
- Relate
- Recall
- Repeat
- Reproduce
- Select
- State
- Classify
- Convert
- Defend
- Describe
- Discuss
- Distinguish
- Estimate
- Explain
- Express
- Extend
- Generalized
- Give example(s)
- Identify
- Indicate
- Infer
- Locate
- Paraphrase
- Predict
- Recognize
- Rewrite
- Review
- Select
- Summarize
- Translate
- Apply
- Change
- Choose
- Compute
- Demonstrate
- Discover
- Dramatize
- Employ
- Illustrate
- Interpret
- Manipulate
- Modify
- Operate
- Practice
- Predict
- Prepare
- Produce
- Relate
- Schedule
- Show
- Sketch
- Solve
- Use
- Write
- Analyze
- Appraise
- Breakdown
- Calculate
- Categorize
- Compare
- Contrast
- Criticize
- Diagram
- Differentiate
- Discriminate
- Distinguish
- Examine
- Experiment
- Identify
- Illustrate
- Infer
- Model
- Outline
- Prepare
- Plan
- Point out
- Question
- Relate
- Select
- Separate
- Subdivide
- Test
- Arrange
- Assemble
- Categorize
- Collect
- Combine
- Comply
- Compose
- Construct
- Create
- Design
- Develop
- Devise
- Explain
- Formulate
- Generate
- Plan
- Prepare
- Rearrange
- Reconstruct
- Relate
- Reorganize
- Revise
- Rewrite
- Set up
- Summarize
- Synthesize
- Tell
- Write
- Appraise
- Argue
- Assess
- Attach
- Choose
- Compare
- Conclude
- Contrast
- Conclude
- Defend
- Describe
- Discriminate
- Estimate
- Evaluate
- Explain
- Judge
- Justify
- Interpret
- Relate
- Predict
- Rate
- Select
- Summarize
- Support
- Value

3 to 5 Learning Objectives (bullet points): These will be used for email promotions, MCLE applications, and in the powerpoint template.
8. Ethics: Explain how the topic may qualify for ethics credit
(Either all ethics or no ethics, no partial ethics credit can be given for a session)

9. MCLE: Explain how the topic may qualify for MCLE credit and how much is being applied for

B. SPEAKERS
(Please note that speaker diversity is required per the ABA's Diversity Policy. See below. There must be one attorney in good standing on the panel or moderating for the program to qualify for CLE.)

1. Proposed Moderator

NAME: 
TITLE: 
FIRM/ORGANIZATION: 
CITY/STATE: 
PHONE: 
E-MAIL: 
Licensed attorney in good standing: 
Yes ☐ No ☐ N/A ☐

2. Proposed Speakers

NAME: 
TITLE: 
FIRM/ORGANIZATION: 
CITY/STATE: 
PHONE: ___________________________ E-MAIL: 
Licensed attorney in good standing: 
Yes ☐ No ☐ N/A ☐

NAME: 
TITLE: 
FIRM/ORGANIZATION: 
Licensed attorney in good standing: 
Yes ☐ No ☐ N/A ☐
3. Diversity

The ABA expects all CLE programs sponsored or co-sponsored by the ABA to meet the aspirations of Goal III by having the faculty include members of diverse groups as defined by Goal III (racial or ethnic minorities, gender, sexual orientation, gender identity, and disability). This policy applies to individual CLE programs whose faculty consists of three or more panel participants, including the moderator. Individual programs with faculty of three or four panel participants, including the moderator, will require at least 1 diverse member; individual programs with faculty of five to eight panel participants, including the moderator, will require at least 2 diverse members; and individual programs with faculty of nine or more panel participants, including the moderator, will require at least 3 diverse members. The ABA will not sponsor, co-sponsor, or seek CLE accreditation for any program failing to comply with this policy unless an exception or appeal is granted.

The individual or individuals filling out the information on this proposal form certifies that the program proposed meets the ABA’s Diversity Policy: ___ Yes _____ No

If No, and you feel you cannot meet the Policy, you may request an exemption from the Standing Committee on CLE and you will have to explain why you cannot meet the Policy. Would you like to do that? ____ Yes ____ N/A

4. Please indicate of which ABA Sections, Divisions or Forums the proposed speakers are members.

C. MARKETING

Please suggest any special marketing strategy or promotional ideas you may have for the program (social media, Interest Group marketing, target audience, other sections of the ABA, etc.)
Please include any other comments helpful to support your proposal.

Please submit your proposal to:

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Program Specialist  
Science & Technology Law Section  
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