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1. Identify member educational needs based on assessments from a variety of sources, including state and facility CME requirements, board certification requirements, quality measures, test results, activity evaluations, member surveys, ACEP.org search terms and ACGME Milestones.
2. Design, implement, evaluate, and revise educational activities that meet identified needs and enhance ACEP’s position as the primary source for state-of-the-art emergency medicine education, including:
   a. Live and enduring CME activities on the emergency medicine core content designed to reinforce cognitive expertise.
   b. Alternative educational opportunities such as simulation courses for procedural competencies and skills.
   c. Mobile and online CME courses and other activities that incorporate new learning technologies.
   d. Podcasts, social media, FOAMed.
   e. Performance Improvement-CME activities approved for the ABEM Improvement in Medical Practice requirements; Explore MOC on Mental Health in the ED (Adults and Children).
   f. Digital editions of ACEP titles published for a variety of reading devices.
   g. EMS subspecialty certification prep resources.
   h. Activities designed to help students, residents, and young physicians during early years of practice.
   i. Activities specific to the issue of litigation stress.
   j. Educational products related to the Clinical Emergency Data Registry Learning Collaborative.
   k. Educational products related to Geriatric Emergency Department Accreditation (GEDA) Learning Collaborative.
   l. Develop educational products for preventing prescription opioid misuse and addiction

3. Submit a nomination for the 2019 ACEP Award for Outstanding Contribution in Education.

4. Pursue strategic partnerships with publishers and other organizations that contribute to the College’s CME mission, goals, and objectives.

5. Develop CME activities for physicians and providers practicing emergency medicine in resource-limited settings.

6. Explore cost-efficient ways to provide education to international emergency physicians. Enhance ACEP’s expertise internationally in marketing publications and meetings. Design and implement ACEP International Global Leadership program. Create ACEP Live channel for International members and audience to have access to educational online products.

7. Explore online and other EMS, disaster, and other related training for emergency physicians. Collaborate with the EMS Committee and the Disaster Preparedness & Response Committees. (Education is the lead committee.)

8. Maximize the delivery platform for educational products to improve discoverability and access.

9. Continue exploring ways to increase diversity in the faculty for ACEP educational meetings and education programs. Ensure educational products to include diversity and inclusion throughout offerings and include topics such as unconscious bias in clinical care and practice management.

10. Provide oversight for ACEP’s international initiatives, including the international ambassador program and conference, international conference support, Scientific Assembly international scholarship program, and international networking reception at Scientific Assembly. Also provide oversight on projects involving educational offerings for international members/societies. Collaborate with the International Emergency Medicine Section.

11. Collaborate with the Well-Being Committee to complete development of interactive tutorials on resiliency strategies for members as part of Wellness Week activities and explore the possibility of providing CME. (Well-Being is the lead committee.)

12. Explore online and other EMS, disaster, and other related training for emergency physicians. Collaborate with the EMS Committee and the Disaster Preparedness & Response Committee. (Education is the lead committee)

13. Provide input to the Pediatric Emergency Medicine Committee to develop a simulation-based consensus curriculum for pediatric emergency medicine, in collaboration with other organizations and for open access. (Pediatric Emergency Medicine is the lead committee.)
14. Provide input to the National/Chapter Relations Committee to develop resources to address the needs of small and medium sized chapters that were identified by the 2018 chapter services survey. (National/Chapter Relations is the lead committee.)

15. Work with the Research Committee to implement a research plenary session during the ACEP19 opening session. (Education is the lead committee.)