

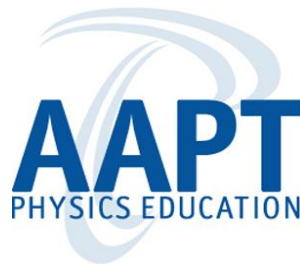
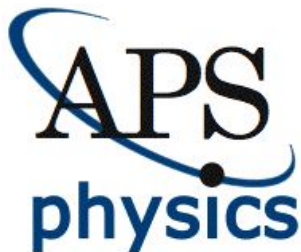
S6.4 Further Opportunities for Interaction with and Feedback on the EP3 Guide

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Any opinions, findings, and conclusions or recommendations expressed in this material are those of
the author(s) and do not necessarily reflect the views of the National Science Foundation.



Chapters:

- Introduction, how to navigate and use the guide
- How to be an Effective Chair
- Program Review: Preparing for a Departmental Review
- Program Review: Advice to External Consultants
- Departmental Culture of Continuous Self-Improvement
- Assessment of Student Learning
- How to create and sustain effective changes in your department or program
- Effective Practices (~25 “sections”)
- **Ancillary material:** Creating foundational documents; examples of student learning goals and program learning goals; assessment instruments; additional resources

Students

- *Recruiting (in 1st release)*
- *Retention*
- *Advising and Mentoring of Students*
- *Career preparation*
- Internships (to be included in 2nd release)
- *Undergraduate research*

Curriculum

- *Implementing research-based instructional practices in your program (overarching)*
- *Introductory courses for physical science and engineering majors*
- Introductory courses for life sciences majors
- Introductory courses for Non-STEM majors
- *Upper-level physics courses*
- Communication skills
- *Laboratory / experimental skills*

- *Computational skills*
- Culminating Integrative experiences
- www.ep3guide.org
- Online education

Learn more and apply for a *Departmental Action Leadership Institute (DALI)* at ***ep3guide.org/dali.cfm***

If you have not already done so, please join our mailing list at **ep3guide.org** or use the QR code



Also, if you have not already done so, please take the department chair survey – the last e-mail was on **June 9**, from Ted Hodapp, APS (communications@aps.org), subject line "**Departmental practices survey reminder.**"

Thank you for those who have already done so!

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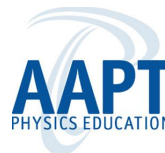
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