E-Corps High-Leverage Practices (HLPs)
Draft 9

Planning the E-Corps Experience*	**Identify a community environmental challenge** (stormwater, climate, or brownfield related) that sets the goal or establishes the focal problem (the "Big Idea") for learning and meeting our professional responsibility to the communities that we serve long-term. This focus is identified by faculty in partnership with communities during course development. It provides a real-world context to elicit ideas in the **Initial Phase: Eliciting initial ideas**, a guide for identifying the topics and instructional techniques used in the **Middle Phase: Informing approaches to problems**, and the focus of the development of informed solutions in **Final Phase: Developing informed solutions.**
Initiating the E-Corps Experience	**Orient** students and the community to the pursuit of E-Corps focused work (e.g., community assessments, grant proposals) at the outset and throughout the course. This orientation entails acknowledging that resolutions will be developed within contexts of uncertainty—important for students entering professions that address environmental community concerns. Help students and communities understand what they will be doing and begin to see HLPs as essential for achieving their identified pursuit. Make it explicit that the pursuit (**the community environmental challenge**) is their important focus that sets the stage for how solutions are proposed (**Eliciting initial ideas**), informed (**Informing approaches to problems**), finalized (**Developing informed solutions**), and continually negotiated with community (**Involvement and iterative negotiation of solutions with community members**).
Throughout the E-Corps Experience	**Involve and negotiate solutions with community members iteratively**. This process begins early, as instructors work with local stakeholders to identify the community challenge of consequence (in the initial semester this may happen behind the scenes). This continues through instruction as more information about the local community is shared, such as through in-class guest lectures by community members. Finally, community members are invited to help conceptualize and negotiate developing solutions, particularly as part of the practicum semester. This process becomes iterative as each year's group of student-community collaborative projects adds to the Corps collective experience, shedding more light on the types of outcomes that can be achieved.
Engaging: High Leverage Practices in the E-Corps Experience	**1. Initial Phase: Eliciting initial ideas** for addressing the community environmental challenge. Ideally, these initial ideas would be captured so that they could be revisited and improved overtime. This will also help students see how their ideas have evolved as connections between their ideas and newly introduced ideas are made as they engage with peers and the instructor(s) around the challenge.. → **2. Middle Phase: Informing approaches to problems**. Here, instructors help introduce important science and engineering principles, practices, frameworks, and approaches informed by community needs. These will build upon students' initial ideas for addressing the environmental challenge in context. These are the things that students learn in the course that they may not have considered otherwise. → **3. Final Phase: Developing informed solutions** for addressing the community environmental challenge. Building upon initial ideas, this is where students revisit their initial proposals and strengthen them with what they learned about engaging in the previous 'informing solutions to problems' mid-instruction experiences with peers and instructors..

PURPOSE: In this document we articulate what we understand HLPs to be and how they will guide our approach to students' E-Corps experiences. Additional materials will be produced that detail more specific applications, such as the best practices that can support students' engaging in HLPs in their E-Corp experiences.