

Experiential Learning at Missouri State University, Definitions

High Impact Educational Experiences (HIEE):

HIEE, as defined by AAC&U, is a learning activity intentionally designed to deeply engage students, foster active and integrative learning, and promote academic success, preparation for future opportunities, and the development of key skills. These experiences are characterized by elements like personal investment, extensive time and effort, feedback, collaborative work, real-world application, and reflection. HIEE is an umbrella term that includes Experiential Learning (EL) and Service-Learning (S-L). At Missouri State HIEE's embody the Public Affairs Mission of cultural competency, ethical leadership, and community engagement through student experiences including learning communities, First Year Experience, honors college, proactive advising, campus employment, partnerships with community organizations, undergraduate and graduate research and creative activities, and community engaged learning.

Experiential Learning (EL):

Experiential Learning (EL) is a subset of High Impact Educational Experiences. At Missouri State, EL is an intentional, co-curricular or credit-bearing process in which students actively apply academic knowledge and skills in applied settings through structured experiences to carry out the Public Affairs mission. These experiences are designed to deepen disciplinary understanding through tangible, hands-on opportunities and critical reflection. Examples include:

- Service-Learning
- Community volunteerism
- Internships or practicums
- Registered apprenticeships
- Apprenticeship research or creative activity
- Graduate assistantships (Community GAs, Research Assistantships, Teaching Assistantships, etc.)
- Certain types of course projects
- Education abroad or virtual exchange

Service-Learning (S-L):

As defined by Bringle and Hatcher (2000), "Service-Learning is a credit-bearing educational experience where students participate in organized service-activities to meet identified community needs. In doing so, students also reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (p. 274).

References and Further Reading

Association of American Colleges & Universities. (n.d.). High-impact practices.

<https://www.aacu.org/trending-topics/high-impact>

Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *The Journal of Higher Education*, 71(3), 273-290.

Kuh, G. D., & O'Donnell, K. (2014). Ensuring quality and taking high-impact practices to scale. Association of American Colleges and Universities.

Weber State University. (n.d.). HIEE Taxonomy. <https://www.weber.edu/weberthrives/hiee-taxonomy.html>