

# EXPERIENTIAL LEARNING POLICIES

## LEARNING MODALITIES DEFINITIONS

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Grounded in the findings of the 2009 Carnegie Foundation National Study of Nursing Education, the design of the College's prelicensure nursing programs targets the development of the three (3) high-end apprenticeships: cognitive, practical, and ethical. The College's prelicensure nursing programs' curricula design provides for the lockstep scheduling of didactic, intervention skills, and virtual experiential learning activities, while allowing the on-ground components to be delivered at any point during a given course. Each of the College's prelicensure nursing programs' learning modalities is described below.

### Learner Residency and Course Delivery Modalities

The College uses several terms to describe its learner residency and course delivery modalities, whose definitions are as follows:

#### Learner Residency Modalities

##### 1. Hybrid-Virtual

Refers to learners who are engaged in distance and blended courses and have assigned Supervised On-ground Field Experiences (SOFE).

*Note: The College makes SOFE assignments based on available openings at SOFE sites. The College cannot guarantee learners will receive on-ground experiential learning assignments at any specific SOFE site or within any particular area. Learners may be assigned to complete on-ground experiential learning requirements anywhere within the United States. Learners refusing SOFE placement for any reason will receive a failing grade if the required experiential learning or integrated practicum course hours are not complete by the end of the semester.*

##### 2. Full-Virtual

Refers to learners who are engaged in distance courses only.

#### Course Delivery Modalities

##### 1. Distance

Refers to education using certain telecommunication and/or broadcast technologies where there is a separation between learners and faculty. Distance education delivery may be synchronous (in real time) or asynchronous (not in real time) and supports regular and substantive interactions between learners and faculty.

##### 2. Blended

Refers to courses that include [online didactic](#) learning and at least one of the following: [DFCs](#), [IPs](#), or [AFEs](#)).

#### Online Didactic Learning

Didactic learning occurs online, is concept-based, and develops the cognitive apprenticeship, or the theoretical knowledge base required for practice.

- **Concept-Based Theory (CBT):** Conceptual learning is an educational method that centers on big-picture ideas and learning how to organize and categorize information. Unlike traditional learning models which concentrate on the ability to recall specific facts with rote memorization, conceptual learning focuses on understanding of broader principles or ideas (concepts) that can be applied to a variety of specific situations. Conceptual learning engages learners in thinking critically about new subjects and situations, developing sound reasoning abilities by comparing new situations to previous encounters.
- **Intervention Skill-Based Preparation (ISBP):** Conceptual learning that focuses on preparing the learner for participation in intervention skill-based learning.
- **Virtual Case-Based Preparation (VCBP):** Conceptual learning that focuses on preparing the learner for participation in case-based experiential learning.

#### Remote Learning

- **Intervention Skill-Based (ISB):** Builds proficiency in the “know-how” and “know-why” of competent clinical practice, while developing the practical apprenticeship. These experiences are conducted asynchronously in a remote environment through video conferencing technologies and course-specific skills kits, which promote the acquisition of psychomotor, communication, teaching, advocacy, coaching, and interpersonal skills.