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## Experiential Bridge Program ALCE Curriculum by Course

### LDRS 1414 - Module 2 - Experiential Bridge Program (75-Minute Lesson)

#### Learning Objectives:

- Differentiate between the experiences that qualify for the bridge program to select one you could pursue.
- Operate the SOC platform to find a potential bridge experience
- Infer potential challenges that could arise when balancing the communication needs between their university and onsite supervisor

### Introduction

Time	Teaching Method	Content	Slides/Materials
10 Minutes	<p>Group Discussion</p> <p>Instruct students to gather at their table or with those near them. Slide 2 has the objectives/questions to allow students to become engaged as you start the class. Instruct the class to take 5 minutes to discuss these topics.</p>	<p>Ask the students if anyone can share their responses to the questions from the end of the last class. Refer to the submitted Google Form or Index card that was collected previous class.</p> <p>Table Talks (Group Discussion): 10 Minutes</p> <p>During this time, feel free to walk around if possible and join in on conversations to help promote participation if needed.</p> <ul style="list-style-type: none"> <li>● What are your initial thoughts about learning through various experiences?</li> <li>● After considering the bridge program, what experiences might you be interested in that could benefit your career?</li> </ul>	<div style="border: 1px solid #ccc; padding: 10px;"> <p style="color: #E67E22;">Discuss the following questions among the members of your group or the person sitting next to you.</p> <ul style="list-style-type: none"> <li>● What are your initial thoughts about learning through various experiences?</li> <li>● After thinking about the bridge program, what experiences might you be interested in that could benefit your career?</li> </ul> </div>

		<p>Elicit responses from the whole group after the smaller groups have had ample time to discuss the questions in their entirety. Using questions like:</p> <ul style="list-style-type: none"> <li>• Who can share what they discussed in their groups?</li> <li>• What types of experiences did you mention you would be interested in?</li> </ul> <p>After having the majority of the class share, direct their attention to the discussion about the kinds of opportunities at Virginia Tech.</p>	
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### What qualifies as a bridge experience?

Time	Teaching Method	Content	Slides/Materials
10 Minutes	<p>Direct Instruction</p> <p>During this time, share examples with the students that will satisfy the requirements of a bridge experience.</p> <p>In this time, try to highlight the following items to give students who are new to Virginia Tech:</p> <ul style="list-style-type: none"> <li>• Experiences past students have completed</li> <li>• Any experience you have working with students in one of the areas</li> <li>• Differentiate between the different benefits of various</li> </ul>	<p>What are examples of experiences we can be involved in?</p> <ul style="list-style-type: none"> <li>○ CALS Hopes to Provide Students with Opportunities Through</li> <li>○ Undergraduate Research</li> <li>○ Internships</li> <li>○ Service - Learning</li> <li>○ Study Abroad</li> <li>○ Collaborative Problem-Based Learning</li> <li>○ Exploratory Learning</li> <li>○ In order to bridge their undergraduate education with real-world applications</li> </ul>	<p><b>Potential Experiential Bridge Opportunities</b></p> <p>CALS Hopes to Provide Students with Opportunities Through</p> <ul style="list-style-type: none"> <li>• Undergraduate Research</li> <li>• Internships</li> <li>• Service - Learning</li> <li>• Study Abroad</li> <li>• Student Teaching</li> <li>• Collaborative Problem-Based Learning</li> <li>• Exploratory Learning</li> </ul> <p>This will allow students to bridge connections to future careers.</p>

- experiences
- Discuss how to select experiences that will best prepare you for your career or personal life

### ALCE Requirements a Bridge Experience

- Work a minimum of 135 hours.
- Connect to their coursework and intended career opportunity
- This position does not have to be where you see yourself 20 years from now. It should mirror a job you can attain post-graduation

### Undergraduate Research

Connecting with your advisor is a great place to start the conversation regarding your opportunities for undergraduate research.



### Internships

The agriculture industry has many opportunities for summer and semester long internships to include:

- Marketing
- Sales
- Policy
- Training and Development
- Extension
- Educational Programming



### Study Abroad

**ILLUMINATING AGRICULTURE**  
APPLICATION DEADLINE: OCTOBER 1, 2024

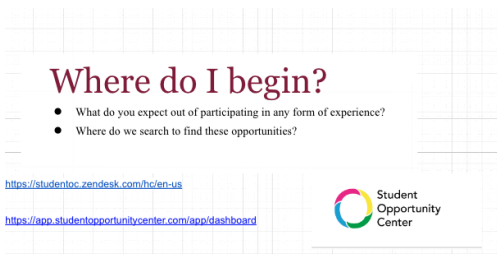
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These students participated in the 2023 Illuminating Agriculture program and returned to their home countries with new knowledge and skills. They are now applying their knowledge to their careers and lives.

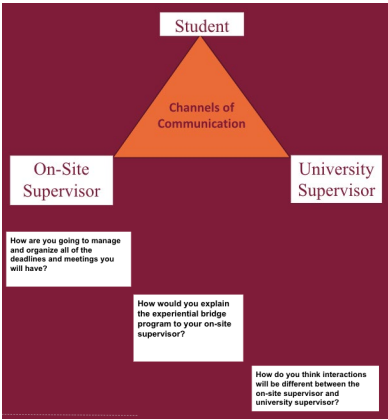
For more information, visit <https://www.illuminatingagriculture.com>

Supported by the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH).

## Where do we search to find these opportunities?

Time	Teaching Method	Content	Slides/Materials
20 Minutes	<p><b>Student Led Discovery</b></p> <p>The students in the class will access the Student Opportunity Center (SOC) and search for potential opportunities that interest them.</p> <p>After students have taken time to look through opportunities that may be of interest, they will share their findings either amongst their group or with the whole group.</p> <p>Questions to guide the discussion:</p> <ul style="list-style-type: none"> <li>● What was the opportunity you found?</li> <li>● Was there any information not listed on the posting that is vital to know or would help you in the decision-making process?</li> <li>● What aspects of these opportunities attract you?</li> <li>● What are you going to have to make when deciding between potential experiences?</li> </ul>	<p>Student Opportunity Center link:</p> <p><a href="https://app.studentopportunitycenter.com/app/dashboard">https://app.studentopportunitycenter.com/app/dashboard</a></p> <p>Teaching Tip: The SOC is still in its initial phase. When students search for opportunities, make them aware.</p>	 <p>The slide content is as follows:</p> <p><b>Where do I begin?</b></p> <ul style="list-style-type: none"> <li>● What do you expect out of participating in any form of experience?</li> <li>● Where do we search to find these opportunities?</li> </ul> <p><a href="https://studentoc.zendesk.com/hc/en-us">https://studentoc.zendesk.com/hc/en-us</a></p> <p><a href="https://app.studentopportunitycenter.com/app/dashboard">https://app.studentopportunitycenter.com/app/dashboard</a></p> <p>Student Opportunity Center</p>

## Who is involved in this experience?

Time	Teaching Method	Content	Slides/Materials
<p>25 Minutes</p>	<p>Gallery Walk</p> <p>Three Post-it sheets will be around the room with the words Student, Onsite Supervisor, and University Supervisor. Below each of the titles will be a set of questions. The students will spend 5 minutes writing down any answer they come up with after each pair/group of students has answered all of the questions. The whole group will go around to each of the profiles and discuss what they care about, what responsibilities each person has, and how that profile can best support students during that time.</p> <p><b>List of questions for the Post-it notes</b></p> <ul style="list-style-type: none"> <li>● What do I care about?</li> <li>● What responsibilities do I have in the bridge program?</li> <li>● How can I best help during this time?</li> </ul> <p><b>Facilitated Conversation:</b></p> <p>Sample Questions to ask:</p> <ul style="list-style-type: none"> <li>● How would you explain the experiential bridge program to your onsite supervisor?</li> <li>● How are you going to manage and organize all of the deadlines and meetings you will have?</li> </ul>	<ul style="list-style-type: none"> <li>○ Student: The student is responsible for reaching out to potential locations to satisfy their experiential learning bridge requirement. This can be through email or records of verified hours. As a reflection of Virginia Tech, any violation or complaint raised by your onsite supervisor will be taken seriously. Repeated complaints from onsite supervisors will result in a lack of support from the university.</li> <li>○ University Supervisor: The onsite supervisor will introduce and acknowledge the university supervisor. Following the formal introduction, the onsite supervisor should only contact the university supervisor for any concerns. This structure is designed to minimize any burden on the onsite provider and ensure they are prioritized.</li> <li>○ Onsite supervisor: Being aware that you will be working with students who make mistakes, are navigating challenges, and doing this work to prepare themselves for the future better is important for this person. The student should report directly to them with concerns, including sickness, conflict with school, or any personal issues. The onsite supervisor will sign off any documentation (if required).</li> </ul>	 <p style="text-align: center;"><b>Student</b></p> <p style="text-align: center;">What do I care about? What responsibilities do I have in the bridge program? How can I best help during this time?</p> <p style="text-align: center;"><b>University Supervisor</b></p> <p style="text-align: center;">What do I care about? What responsibilities do I have in the bridge program? How can I best help during this time?</p> <p style="text-align: center;"><b>On-Site Supervisor</b></p> <p style="text-align: center;">What do I care about? What responsibilities do I have in the bridge program? How can I best help during this time?</p>

	<ul style="list-style-type: none"> <li>• How do you think interactions will be different between the onsite supervisor and university supervisor?</li> </ul>		
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If desired, utilize the exit questions below to allow students the opportunity to reflect while also preparing them for the next session.

### Exit Questions

*This activity could be utilized as a discussion post, Google Form, or by simply requiring students to turn in index cards with their responses.*

- After understanding more about the bridge program, have your thoughts or feelings changed about potential opportunities?
- What challenges do you foresee when balancing the communication between your university supervisor and onsite supervisor?

Course: LDRS 1414

Assignment: Initial meeting with their faculty mentor about the Bridge Experience Program

In this assignment, you will talk to your faculty mentor to discuss your hopes for your college experience. This conversation should focus on your initial thoughts about the Bridge Experience. Ideally, you should have an in-person meeting, but it can be done virtually (by Zoom). You can answer the following questions and reflect on the discussion points below to structure your interview:

#### Questions

- What experiences interest you? Why?
- What are your career goals?



- Is there a certain geographic region you would like to be located?

#### Discussion Points

- Opportunities your advisor may know of at the university.
- Experiences their past students have had could potentially be of interest to you.
- Discuss strategies to ensure there is clear communication among the potential onsite supervisor.
- Identify potential barriers you may have while engaging in the bridge program.

After your interview, compile a page-long reflection on what you learned during your conversation with your faculty mentor. The reflection should highlight your discussion's main points (some of which are listed above). Allow space for true reflection with actionable items you can do as you proceed into the rest of your academic year.