

## Fall 2026 LDST 489 Syllabus

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### Purpose

The internship is an important component in the Jepson academic experience. Internships provide a unique educational opportunity to apply theory to practice and critically assess and revise theory in light of practical experiences. It offers students a chance to exercise and observe leadership in an organization. It also enables students to explore professional fields/industries of interest.

### Course Description

This ½ unit post-internship course is designed to help students analyze and articulate the ways in which their leadership studies informed their understanding and performance at their internship, consider how to leverage their internship experience in regards to post-graduate employment or other post-graduate pursuits, and continue their professional development. Students will complete academic assignments that require them to apply leadership studies theories and concepts to their internship experience.

## DOCUMENTS AND REFLECTIONS FROM SUMMER 2026 INTERNSHIP

### Supporting Documents for Internship (75 points total)

- **Learning Contract** - This document should be completed and filed by the end of the first week of the internship. It is designed to clarify your role requirements. (25 points)
- **Internship Site Evaluation** - This evaluation is due at the conclusion of your internship. (25 points)
- **Site Supervisor Evaluation** – Dr. Soderlund will solicit an evaluation from your supervisor as you are ending your experience. (25 points)

### Weekly Structured Reflection for Internship (50 points each – 300 points in total)

Six topical reflections were required over the course of the internship, one of which needed to be Theory into Action and another needed to be Personal Contributions.

## FALL 2026 REQUIREMENTS/ASSIGNMENTS

### Class Participation/Attendance (75 points)

This course depends on the active participation of all students. You are expected to attend every class, arrive on time, and come prepared to engage thoughtfully with readings and activities. Participation is evaluated based on the quality of your contributions. *Students are allowed one*

*excused and one unexcused absence, every absence after those will reduce your grade by 5 points for each absence.*

### **Big Resume (100 points)**

Due Date: Friday, August 28, 2026 by NOON

Career Services transitioned from VMock to [BigResume](#) this summer. As part of internship class this fall, we sent you an email from BigInterview (on Friday, August 21<sup>st</sup>) with the link to login. We would like you to try to get a Gold. You have five uploads/day.

If you do not see the email, you should still be able to access it once you login because you were invited to the assignment. Login to [BigResume](#) and click on **Scan > ResumeAI > Scan My Resume Now > Select Scoring Guide > Jepson Internship Fall 2026 > Jepson Internship Fall 2026**

However, if for some reason you cannot see the scoring guide, please click the link below to access it in the BigInterview app: [https://richmond.biginterview.com/members/resume\\_assignments](https://richmond.biginterview.com/members/resume_assignments)  
Access Code b0a310

### **Resume via Canvas (50 points)**

Due Date: Friday, August 28, 2026 by NOON

In preparation for in-class activities for week three classes, please upload your most up-to-date copy of your resume to Canvas. As we'll be using resumes in class, you may wish to delete your GPA from your resume.

### **Cover Letter for Provided Position (50 points)**

Due Date: Friday, August 28, 2026 by NOON

In preparation for in-class activities for week three classes, please upload a cover letter you have crafted for a particular position AND the corresponding position description/posting to Canvas. The following resources may be useful to you if you have not already crafted a cover letter.

<https://careerservices.richmond.edu/channels/create-a-resume-cover-letter/>

<https://careerservices.richmond.edu/resources/your-cover-letter-guide/>

### **Strengths Assessment (100 points)**

Due Date: Friday, September 4, 2026 by NOON (upload results in Canvas)

As part of this course we are asking you to complete the Gallup's Clifton Strengths assessment. This assessment is a powerful online tool that helps individuals identify, understand and maximize their strengths and we will be using this resource in class this Fall. A link will be sent to you the afternoon of Thursday, 8/27 and we ask you to complete this by the end of the second week of classes (Friday, 9/4). Once you complete the assessment please save a PDF copy of your "CliftonStrengths for Student Report" on your computer and upload it to the assignment in Canvas.

**Job Application (100 points)**

Due: Friday, September 18, 2026 by NOON (12:00 p.m.) via Handshake

In order to talk about the search process from the other side, we are asking you to apply to a job via Handshake that is specific to our LDST 489: Internship class. To access the position in Handshake, use this link: <https://richmond.joinhandshake.com/edu/jobs/11309547>

We will provide more details about how to access this class specific job application once class begins.

**Submit Name/Title of Subject for Informational Interview**

Due Date: Friday, September 25, 2026 by NOON

Please identify the name and title of the individual you will meet with for the Informational Interview assignment, which is due later in the semester. We want to make sure that you identify an individual early and that you provide adequate time to set up the interview so you can be mindful of your subject's availability.

**Career Snapshot/Abstract (100 points)**

Due Date: Friday, October 9, 2026 by NOON

Throughout the semester we will be asking you to reflect on your skills, competencies and strengths, to consider the ways in which your academic studies and other experiences (internships, jobs, leadership roles) have helped shape your career interests, and start to develop a plan for your career and professional track after graduation. To this end, we'll be asking you to develop a one page career snapshot/abstract of your experiences and the key/fundamental qualities that you want to make sure that graduate schools, employers, and others know about you as you pursue your post-graduate path. More information about this assignment will be shared in class and via the assignment in Canvas.

**Paper (175 points)**

Due Date: Friday, October 23, 2026 by NOON

This document should be 6-9 pages and double-spaced. You can draw from your Site Description and Personal Contribution (SDPC) paper, your learning contract, your reflections, and notes/concepts from your previous LDST classes, but you need to address the prompt for this paper specifically and not simply string your reflections together. Please acknowledge when you are referencing your SDPC paper or reflections.

**Part One ~ Self-Assessment (approximately 2-3 pages) – 50 points**

In the first part of your paper, please revisit your Site Description and Personal Contribution (SDPC) paper and your learning contract and address the following:

- What did you learn? Specifically address the extent to which you accomplished the learning outcomes you outlined in your SDPC paper and your learning contract. Also include other things that you learned during the experience that you did not expect.

- To what extent were you able to make the contributions you outlined in your SDPC paper? Were there other contributions you were able to make that you had not outlined in advance/anticipated? Please cite specific examples from your experience; you may also want to revisit your “Personal Contributions” reflection.

### **Part Two ~ LDST, Your Internship & Your Path Forward (3-4 pages) – 100 points**

In the second part of your paper, please discuss how your leadership studies courses informed the way that you understood the organization, the way that you approached your work, and how these things inform your path moving forward. In responding to this broad question,

- Discuss two to three concepts and/or theories from leadership studies and how they helped you understand the individuals and/or dynamics of the organization with which you worked AND the way in which you interacted with others and approached/completed your work.
- Elaborate on the ways in which your leadership studies coursework and your internship experience have helped inform your plans for post-graduate pursuits, be they graduate school, jobs, fellowships/service opportunities, etc. Discuss next steps you will take to achieve the plans/goals you are developing for post-graduation.
- Please provide specific examples (observations/experiences from your site) to illustrate your discussion for the two bulleted items above. Feel free to draw from your summer reflections, though do acknowledge material you draw from your reflections.

### **Part Three ~ Log of Work/Projects (1-2 pages) – 25 points**

As we discussed in the spring LDST 488 Internship class, it is good practice to keep a log/notes about the work/projects/events/initiatives you work on during your internship (or future jobs) so that you can have productive conversations with your supervisor and to have a record you can draw from when interviewing for future positions. For the final portion of this paper, please provide a list of 7-10 work items/projects/events/initiatives you worked on/completed during your internship. A few notes:

- Please provide 1-2 sentences describing each item.
- You do not need to share ANY confidential information when discussing these items; you can talk broadly about the nature of the work and not provide specifics about clients, etc.

### **Informational Interview (100 points)**

Due Date: Friday, November 6, 2026 via Canvas by Noon

To keep building your network, we are asking you to complete an informational interview Jepson alumni, an individual you met while interning, or another individual in a field/industry in which you are interested. You may not interview a family member. You need to identify the individual you will interview and make arrangements for that interview by the end of the fifth week of class (Friday, September 25, 2026) and submit the name of that individual in Canvas.

After you complete your informational interview, please write a **500 word summary of what you learned based on the interview**. Provide information about your interviewee in these areas:

- Description of their industry.
- What is a day in their life like at work?
- What was their path from the beginning of college to where they are today?

- What do they wish they would have known when they were in college and/or starting their career?
- Key insights you took from the individual you interviewed in regard to crafting your career path and how it may inform your perspective/approach to work.

Tips for an information interview and sample questions you might consider are available in the assignment in Canvas.

### **WorkLife Podcast (100 points)**

Due Date: Friday, November 13, 2026 via Canvas by Noon

One focus for the semester is to start developing your perspective and approach to work. Many different individuals, experiences, and mediums impact the connotations we have about work and career. For this assignment, please select one of the podcasts that are part of “WorkLife with Molly Graham” series; you can select any one that interests you.

(<https://podcasts.apple.com/us/podcast/worklife-with-molly-graham/id1346314086>)

After listening to the podcast, please address the following items in a reflection (minimum of 350 words):

- The name of the podcast you selected to listen to for this assignment.
- Three-five take-aways/insights you garnered about work from the podcast.
- How this podcast changed your perspective about work – if it did - and if it did not, why not? Were there elements you disagreed with, perspectives that clashed with your beliefs about work?

### **Ethics Assessment (up to 100 points)**

Due Date: Tuesday, December 17, 2026 by 11:59 p.m.

On Tuesday, December 8, 2026 , you will find an “Ethics Assessment” assignment in Canvas.

### **Assessment**

Your grade for LDST 489 is based on the quality of your assignments and their completion by the assigned due date, participation in all internship class meetings and required activities, and submission of all required forms.

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|--------|----|-------|----|
| 98-100 | A+ | 74-77 | C  |
| 94-97  | A  | 70-73 | C- |
| 90-93  | A- | 68-69 | D+ |
| 88-89  | B+ | 64-67 | D  |
| 84-87  | B  | 60-63 | D- |
| 80-83  | B- | < 60  | F  |
| 78-79  | C+ |       |    |

| <b>Week of:</b>                                                                 | <b>Topic &amp; Assignments</b>                                                                                                                                                                                                                             |
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| Week 1: August 24, 2026<br>Monday, 8/24<br>Tuesday, 8/25<br>Thursday, 8/27      | Reflecting on the Summer<br><br><b>Assignment Due: Big Resume AND Submit via Canvas Resume &amp; Cover Letter (for provided position) by Friday, 8/28 by Noon</b>                                                                                          |
| Week 2: August 31, 2026<br>Monday, 8/31<br>Tuesday, 9/1<br>Thursday, 9/3        | Thinking About Graduate School<br><br><i>Guests: Jepson Alumni (see participating alumni in Canvas)</i><br><br><b>Assignment Due: Strengths Assessment – save &amp; upload your “CliftonStrengths for Students Report” in Canvas by Friday 9/4 by Noon</b> |
| Week 3: September 7, 2026<br>Monday, 9/7<br>Tuesday, 9/8<br>Thursday, 9/10      | Revisiting/Retuning Your Materials                                                                                                                                                                                                                         |
| Week 4: September 14, 2026<br>Monday, 9/14<br>Tuesday, 9/15<br>Thursday, 9/17   | Strengths Assessment<br><br><b>Assignment Due: Job Application in Handshake by Friday 9/18 by Noon</b>                                                                                                                                                     |
| Week 5: September 21, 2026<br>Monday, 9/21<br>Tuesday, 9/22<br>Thursday, 9/24   | Putting it Together<br><br><b>Assignment Due: Submit name and title of person for your informational interview via Canvas by Friday, 9/25 by Noon</b>                                                                                                      |
| Week 6: September 28, 2026<br>Monday, 9/28<br>Tuesday, 9/29<br>Thursday, 10/1   | The Search Continues                                                                                                                                                                                                                                       |
| Week 7: October 6, 2026<br>Monday, 10/5<br>Tuesday, 10/6<br>Thursday, 10/8      | Tips from the Other Side (HR/Recruiters)<br><br><i>Guests: Jepson Alumni in HR/Recruiting (participating alumni will be in Canvas)</i><br><br><b>Assignment Due: Career Abstract/Snapshot via Canvas by Friday, 10/9 by Noon</b>                           |
| <b>Week 8: October 12, 2026 – NO CLASSES ~ FALL BREAK</b>                       |                                                                                                                                                                                                                                                            |
| Week 9: October 19, 2026<br>Monday, 10/19<br>Tuesday, 10/20<br>Thursday, 10/22  | Marketing Yourself<br><br><b>Assignment Due: Paper via Canvas by Friday, 10/23 by Noon</b>                                                                                                                                                                 |
| Week 10: October 26, 2026<br>Monday, 10/26<br>Tuesday, 10/27<br>Thursday, 10/29 | Evaluating & Negotiating Job Offers                                                                                                                                                                                                                        |
| Week 11: November 2, 2026<br>Monday, 11/2<br>Tuesday, 11/3<br>Thursday, 11/5    | NO CLASS – instructors in class to meet, review materials, etc.<br><br><b>Assignment Due: Informational Interview by Friday, 11/6 by Noon</b>                                                                                                              |

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| Week 12: November 9, 2026<br>Monday, 11/09<br>Tuesday, 11/10<br>Thursday, 11/12  | Personal Finance<br><br><i>Guest: Erin Van Der Hyde, '08 – Partner, Concentric Wealth Partners</i><br><br><b>Assignment Due: WorkLife Podcast assignment in Canvas by Friday, 11/13 by Noon</b> |
| Week 13: November 16, 2026<br>Monday, 11/16<br>Tuesday, 11/17<br>Thursday, 11/19 | Community in the Workplace<br><br><i>Guest: Dr. Erin Ford, Associate Director, Inclusive Career Development in Career Services</i>                                                              |
| <b>Week 14: November 24, 2026 – NO CLASSES ~ THANKSGIVING BREAK</b>              |                                                                                                                                                                                                 |
| Week 15: November 30, 2026<br>Monday, 11/30<br>Tuesday, 12/1<br>Thursday, 12/3   | Transition to the Real World                                                                                                                                                                    |
| Week 16: December 7, 2026<br>Monday, 12/7<br>Tuesday, 12/8                       | NO CLASS                                                                                                                                                                                        |
| <b>FINAL EXAM</b><br>DUE - Thursday, 12/17 by 11:59 p.m.                         | <b>Ethics Assessment (complete in Blackboard) – will be available in Blackboard after classes end on Tuesday, 12/8</b>                                                                          |

## DISABILITY SERVICES

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

- Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: [sl.richmond.edu/be](http://sl.richmond.edu/be).
- Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting [disability.richmond.edu](http://disability.richmond.edu). Disability Services can be reached at [disability@richmond.edu](mailto:disability@richmond.edu) or 804-662-5001.

## USE OF AI FOR THIS COURSE

As part of this course, we will discuss/explore the ways in which AI can be a tool during the job search process and the way in which it is being used by employers for recruitment and hiring. However, for the assignments we are asking you to complete this semester, which are all relevant

to the development of your own individual career path, you should not be using text-generating artificial intelligence tools (such as, but not limited to, ChatGPT) to complete written assignments (e.g. paper, reflections about informational interview, podcast, etc).

# Jepson School of Leadership Studies

## Common Syllabus Insert

### **Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[registrar.richmond.edu/services/policies/academic-credit.html](https://registrar.richmond.edu/services/policies/academic-credit.html)

### **Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](https://disability.richmond.edu/)

### **Weinstein Learning Center**

The Center integrates, amplifies, and co-locates Speech Studio, Writing Studio, Quantitative and Programming Support, Content Tutoring, Academic Coaching, English Language and Culture, and Technology Studio services. The WLC aims to provide next-level academic support, transforming our students' development in integrated and innovative ways and complementing our robust curricular and co-curricular offerings.<sup>1</sup>

<https://wlc.richmond.edu/>

### **Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

<https://studentdevelopment.richmond.edu/policies/honor/Honor-Code.pdf>

### **Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[registrar.richmond.edu/planning/religiousobs.html](https://registrar.richmond.edu/planning/religiousobs.html)

### **Addressing Microaggressions on Campus**

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>2</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>3</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>4</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>5</sup>

The University of Richmond is committed to building an inclusive community. To this end, the [Hub for Student Inclusion and Community](#) was created in 2021 and offers ongoing support and assistance for a diverse student body.<sup>6</sup> With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup><https://wlc.richmond.edu/>

<sup>2</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>3</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>4</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556->

\*Updated 8/2026

6676.2014.00130.x

<sup>5</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>6</sup> <https://inclusion.richmond.edu/>



The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at the University of Richmond. To learn more and view service schedules and appointment times, visit [wlc.richmond.edu](https://wlc.richmond.edu). Available services are outlined below.

### **Academic Coaching**

Work with a professional or peer coach to boost executive functioning. Refine skills such as time management, organization, study strategies, note-taking, and test preparation.

### **Content Tutoring**

Connect with peer tutors who provide tailored support in a variety of courses within the School of Arts & Sciences, Robins School of Business, and Jepson School of Leadership Studies

### **English Language and Intercultural Learning**

Meet with a professional or peer educator for one-on-one or group consultations, workshops, and other services focused on English, academic, and/or intercultural skills.

### **Quantitative and Programming Support**

Enhance your quantitative and programming abilities by learning more about programming languages, data visualization, and statistical analysis for research projects.

### **Speech Studio**

Prepare and practice for academic presentations, interviews, and other speaking projects with experienced peer consultants. Learn practical strategies for engaging your audience, focusing your ideas, and getting your message heard.

### **Technology Studio**

Visit our Technology Studio for the tools and support you need to create multimedia projects. We offer consultations and access to creative software, video and audio recording tools, 3D and poster printing, VR, and camera equipment checkout.

### **Writing Studio**

Collaborate with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies. Student writers at all levels of experience and across all majors can attend.