

Spring 2026 LDST 488 Syllabus
Blackboard: AD 1123 – 2026 Jepson Internship (under ALL TERMS)

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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

Students will complete a ½ unit pre-internship course (LDST 488) in spring of their junior year, a 240-hour (or more) internship the summer between junior and senior year, and a ½ unit course (LDST 489) in fall of their senior year. In the Spring LDST 488 course, students will explore industries of interest, learn about day-to-day etiquette, other professional development topics, and strategies for securing internships (and later jobs). With the assistance of Jepson staff, faculty, alumni and Career Services, students will identify an approved site for the internship, and complete the responsibilities associated with that position during the summer between junior and senior year. In the Fall LDST 489 course, students will 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, and continue their professional development. Before, during, and after their internship, students will reflect on their experiences in a series of structured academic assignments.

Spring 2026 Class Requirements & Assignments

The following are a list of the assignments you are asked to complete (for points) for this course. Please note: there will be times when you are asked to complete an assignment for an upcoming course for which points are awarded but completion is important for the subject matter of the next class session.

Download Microsoft 365 from SpiderTech (free for students) – DUE: By Friday, January 16, 2026
<https://spidertech.net.richmond.edu/TDClient/1955/Portal/KB/ArticleDet?ID=112896>

Resource Scavenger Hunt via Blackboard (100 points) – DUE: By Friday, January 23, 2026

To expose you to the variety of platforms/resources available to assist you with your internship (or job) search, you will be asked to complete this scavenger hunt. Please complete and save this form (available in Blackboard) and then up-load the assignment into Blackboard. We'll debrief this activity and highlight key elements of the various platforms/resources during class the third week of class.

Resume Submission via Blackboard (50 points) – DUE: By Friday, January 23, 2026

We ask that you submit the latest copy of your resume for an in-class activity planned for the third week of class. *As we will use resumes in class, you may wish to omit your GPA (if normally included) if you do not want to share it with your fellow classmates.*

Tracking System Submission via Blackboard (100 points) – DUE: By Friday, January 23, 2026

A critical component of an internship/job search or graduate school application process is developing a mechanism for tracking your applications, due dates, contacts/correspondence, etc. We'll discuss this during the first week of class, but we ask you to develop your own strategy – using EITHER Word or Excel.

Resume Review by Career Peer Advisor OR Career Services Counselor (50 points)

- Section 1 (Monday) – DUE: By Friday, January 30, 2026
- Section 2 (Tuesday) – DUE: By Friday, February 6, 2026
- Section 3 (Wednesday) – DUE: By Friday, February 13, 2026

It is important to have many eyes review your resume to make it the best it can be. Therefore, we are asking that you have a career peer advisor or career services counselor review your resume, using the rubric provided in Blackboard. Please bring the rubric with you to your appointment and have the individual who reviews your resume complete and sign-off on the rubric at the conclusion of your meeting. Please bring the completed and signed rubric to the class meeting immediately following your review.

VMOCK (50 points) – DUE: By Friday, February 6, 2026

Even if you previously had your resume reviewed by a member of the Career Services staff, we want you to try the VMOCK option ([CLICK HERE](#)) to have your resume reviewed. This will expose you to the AI being used by various companies/organizations to review applications and select individuals to interview. *You DO NOT have to receive a score in the Green Zone to receive full points for this activity—we just want you to try it.* If you have already had your resume reviewed by VMOCK, let instructors know and they can verify in the system.

LinkedIn Profile Link Submission via Blackboard (50 points) – DUE: By Friday, February 13, 2026

As LinkedIn is a critical networking tool, we ask that everyone establish a LinkedIn profile and submit your profile link via Blackboard before the Jepson EDGE Institute. Go into “Assignments” in the 2026 Jepson Internship Blackboard course and you will find an assignment called “LinkedIn Profile Link.” Click on the assignment, hit the "Create Submission" button, and in the text box, paste the link to your profile.

Jepson EDGE Institute (100 points) – Sunday, February 15, 2026 from 10:15 a.m.-5:00 p.m.

Over 50 alumni will be traveling back to campus from around the U.S. and abroad to facilitate this one-day professional development program. There will be pre-EDGE workshops in class before the event and you will have access to information about all participating alumni in advance of the event.

Big Interview (100 points) – Due Friday, February 27, 2026

Given the proliferation of video interviewing being used by all industries/fields, we ask you to complete this on-line interview to expose you to the experience and the AI involved in the interview process. You will receive an email invitation with a link to the system to complete this assignment. If you have already completed an interview via Big Interview, let instructors know and they can verify in the system.

Career/Professional Development Opportunity Event (50 points) – DUE: By Friday, March 6, 2026

You need to attend ONE career/professional development event this semester BEFORE Spring Break. Choose an event/activity from one of the following to fulfill this requirement:

- Career Services Events offered by Career Services OR via the Events portal in Handshake. You'll find within Handshake there are not only UR specific career events, but events being offered by other organizations/agencies.
- Advising appointments with UR Career Advisors.
- Informational interviews/meetings with alumni or other individuals in fields/industries that interest you.
- Attend a non-Career Services event (e.g. Jepson Leadership Forum, C-Suite, Department Program).
- Attend a Graduate school or other post-graduate opportunity programs being offered by Robins, A&S, the Law School or particular academic departments.
- Participate in a Jepson Scholars Info Session.
- Meet with Career Services to talk about and take a career assessment (MBTI or Strong).
- Complete a LinkedIn Learning tutorial (e.g. MS Word, MS Excel).

Submit the Blackboard assignment (below) within one week of the event or activity you attend.

What you need to do to fulfill this requirement:

- Go into "Assignments" in the 2026 Jepson Internship Blackboard course and you will find an assignment– Career/Professional Development Event.
- Click on the assignment and hit the "Create Submission" button.
- In the text box, type the name of the event you attended, the date of the event you attended, and three-four things you learned/took away from the event.
- Hit SUBMIT when finished (this is very important so that it is transmitted and visible for instructors).

Internship Confirmation Form (25 points) – DUE: By Friday, May 1, 2026 or once internship secured
Link to this form is available in Blackboard under "Assignments."

Site Description & Personal Contribution Paper (100 points)

Due Date: Friday, May 1, 2026 or once your internship is secured

Length: 1500-2000 words

This assignment should be double-spaced and should include citations related to sources you use to obtain information about your organization (you may use any approved citation style) and submitted via Blackboard.

Prompt/Requirements:

- Write a description of the internship site, its organizational mission and goals, the general duties that you expect you will be performing at the site, and the individuals with whom you expect to be working. *(40 points)*
- Discuss three to five specific things (knowledge, competencies, etc.) you would like to learn/develop during your internship now that you are more informed about the nature of your internship AND ways you hope to contribute to the mission of the organization during the course of your internship. *(30 points)*
- Describe the process by which you identified and secured your internship including search strategies, other opportunities pursued, etc. *(15 points)*
- Make certain that your assignment has a clear and logical organization, makes use of free and effective transitions between ideas, and is free of grammatical, punctuation, and/or spelling errors. *(15 points)*

Theories Assessment (100 points)

Due Date: Friday, May 1, 2026 – assessment will become available on the last day of classes

On the last day of classes, you will find a “Theories Assessment” in Blackboard under “Assignments.” This assessment is designed to prompt you to consider theories as you embark on your summer assignments for the Jepson internship requirement. You may refer to class notes and materials from Jepson classes as you complete this assessment.

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.*

Assessment

Your grade for the first half of LDST 488 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.

NOTE: VMOCK Requirement—you do NOT have to obtain a score in the Green Zone in VMOCK to receive full points—you just need to complete the activity.

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+		

Artificial Intelligence Technology Statement

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

Disability Services Statement

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 experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting: disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Once accommodations have been approved, students must 1) 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. and 2) Request a meeting with each professor to create an accommodation implementation plan. 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. Disability Services is available to assist, as needed.

<p>Week 1: January 12, 2026</p> <p>Monday, 1/12 Tuesday, 1/13 Wednesday, 1/14</p>	<p>Internship Prep & Strategy</p> <p>ASSIGNMENT DUE BY FRIDAY, 1/12 – download Microsoft 365</p>
<p>Week 2: January 19, 2026</p> <p>Monday, 1/19 Tuesday, 1/20 Wednesday, 1/21</p>	<p>NO CLASS – Work on Platform/Search Scavenger Hunt</p> <p>Instructors available in classroom on 1/20 and 1/21 to answer questions, provide feedback, etc.</p> <p>ASSIGNMENTS DUE BY FRIDAY, 1/23 (via Blackboard)</p> <ul style="list-style-type: none"> • Resource Scavenger Hunt • Updated Resume • Word or Excel Tracking System
<p>Week 3: January 26, 2026</p> <p>Monday, 1/26 Tuesday, 1/27 Wednesday, 1/28</p>	<p>Platforms, Resources & the Search</p> <p>ASSIGNMENT DUE BY FRIDAY, 1/30 – Section 1 (Monday) students have resume reviewed by peer advisor or career counselor; must bring rubric (in Blackboard) and have it signed</p>
<p>Week 4: February 2, 2026</p> <p>Monday, 2/2 Tuesday, 2/3 Wednesday, 2/4</p>	<p>Preparing Your Jepson Elevator Pitch</p> <p>Guest: Kate Rezabek, '02 Matt Reinaker, '02 & Melissa Cramer, '11</p> <p>ASSIGNMENT DUE BY FRIDAY, 2/6</p> <ul style="list-style-type: none"> • Submit Resume in VMOCK • Section 2 (Tuesday) students have resume reviewed by peer advisor or career counselor; must bring rubric (in Blackboard) and have it signed
<p>Week 5: February 9, 2026</p> <p>Monday, 2/9 Tuesday, 2/10 Wednesday, 2/11</p>	<p>Interviewing</p> <p>ASSIGNMENT DUE BY FRIDAY, 2/13</p> <ul style="list-style-type: none"> • Submit LinkedIn Profile Link (via Blackboard) • Section 3 (Wednesday) students have resume reviewed by peer advisor or career counselor; must bring rubric (in Blackboard) and have it signed
<p>Sunday, February 15, 2026</p>	<p>Jepson EDGE Institute ~ Jepson Alumni Center</p>
<p>Week 6: February 16, 2026</p> <p>Monday, 2/16 Tuesday, 2/17 Wednesday, 2/18</p>	<p>Leveraging Linked In & Building Relationships</p>

<p>Week 7: February 23, 2026</p> <p>Monday, 2/23 Tuesday, 2/24 Wednesday, 2/25</p>	<p>Telling Your Story/Branding Yourself</p> <p>ASSIGNMENT DUE BY FRIDAY, 2/27 – Complete Big Interview</p>
<p>Week 8: March 2, 2025</p> <p>Monday, 3/2 Tuesday, 3/3 Wednesday, 3/4</p>	<p>NO CLASS</p> <p>Instructors available in classroom during each class period</p> <p>ASSIGNMENTS DUE BY FRIDAY, 3/6 (via Blackboard) – Attend one career/professional development event and submit assignment</p>
<p>Week 9: March 9, 2026</p>	<p>SPRING BREAK – NO CLASSES</p>
<p>Week 10: March 16, 2026</p> <p>Monday, 3/16 Tuesday, 3/17 Wednesday, 3/18</p>	<p>The Search & AI</p>
<p>Week 11: March 23, 2026</p> <p>Monday, 3/23 Tuesday, 3/24 Wednesday, 3/25</p>	<p>Preparing for Internship</p>
<p>Week 12: March 30, 2026</p> <p>Monday, 3/30 Tuesday, 3/31 Wednesday, 4/1</p>	<p>Preparing for Internship</p>
<p>Week 13: April 6, 2026</p> <p>Monday, 4/6 Tuesday, 4/7 Wednesday, 4/8</p>	<p>Managing Situations @ Your Internship</p>
<p>Week 14: April 13, 2026</p> <p>Monday, 4/13 Tuesday, 4/14 Wednesday, 4/15</p>	<p>Sexual Harassment & Title IX in the Workplace</p> <p>Guest: Tracy Cassalia, Deputy Title IX Coordinator</p>
<p>Week 15: April 20, 2026</p> <p>Monday, 4/20 Tuesday, 4/21 Wednesday, 4/22</p>	<p>Reviewing Summer Requirements & Intern Blog</p>

DUE BY Friday, May 1st

ASSIGNMENTS DUE :

- **Site Description & Personal Contribution Paper (or once internship secured)**
- **Internship Site Confirmation Form (or once internship confirmed)**
- **Theories Assessment (available last day of class)**

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

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/

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/student-handbook/honor/index.html>

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

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.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² 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).³ 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.⁴

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.⁵ 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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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.1556-6676.2014.00130.x>

⁴Rolón-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>

⁵ <https://inclusion.richmond.edu/>

Academic & Personal Support Services

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Weinstein Learning Center (<https://wlc.richmond.edu/>): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide library instruction, tutorials, research guides, and individual help.

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (disability.richmond.edu) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

Speech Center (speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.