

Spring 2025 LDST 488 Syllabus
Blackboard: AD 1090 – 2025 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 2025 Class Requirements

Experiential Elements & Supporting Documentation

In regards to searching for, securing, and preparing for that internship, you will be required to complete a number of experiential elements.

Career/Professional Development Opportunity Events (50 points each - 100 points in total)

You need to attend TWO career/professional development events this semester.

One must be completed BEFORE Spring Break (Friday, 3/7) and a second by the last day of classes (Friday, 4/25). You must submit the Blackboard assignment (below) for each within one week of the event.

Things that count to fulfill this requirement:

- Events offered by Career Services OR via Handshake. You'll find within Handshake there are not only UR specific career events, but events being offered by other organizations/agencies.
- Scheduled advising appointments with UR Career Advisors.

- Informational interviews/meetings with alumni or other individuals in fields/industries that interest you.
- Graduate school or other post-graduate opportunity programs being offered by Robins, A&S, the Law School or particular academic departments. Jepson Scholars Info Sessions would also fulfill this requirement.

What you need to do to fulfill this requirement:

- Go into “Assignments” in the 2025 Jepson Internship Blackboard course and you will find two assignments – Career/Professional Development Event 1 and Career/Professional Development Event 2.
- For each event you attend:
 - Click on the assignment
 - 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)

Viewing Senior Intern Videos (25 points each - 100 points in total) – view and submit assignment in Blackboard by March 7, 2025 – videos will be available by Friday, January 17, 2025

- To provide students the opportunity to learn about opportunities in different fields and industries that may interest them, you will be required to watch FOUR of the internship videos the Class of 2025 created about their experiences in Summer 2024. Of course, you are welcome to watch as many videos as you would like (beyond the FOUR required). In the 2025 Jepson Internship Blackboard course—under the “Panopto Videos” section—you’ll find a folder entitled "Class of 2025 Intern Video Submissions”. If you click on this folder, you'll find videos from current seniors about their internship experience. Most of their video titles should include the name of the organization where they interned and the general field/industry in which they interned. **PLEASE VIEW THESE VIDEOS ON YOUR COMPUTER NOT PHONES/TABLETS** so that we can verify your viewing.
- After watching four videos, please go into the “Assignments” section in the 2025 Jepson Internship Blackboard course and complete the Intern Video Viewing Assignment.
 - Click on the assignment
 - Hit the "Create Submission" button
 - In the text box, type the names of the FOUR videos you viewed and share four-five things you learned/took away from the videos
 - Hit SUBMIT when finished (this is very important so that it is transmitted and visible for instructors)

Try VMOCK (50 points) – submit resume through VMOCK by Friday, February 7, 2025

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](#) and see Step #2 - Option #1) 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.

Jepson EDGE Institute (75 points) – Sunday, February 16, 2025 from 10:15 a.m.-6:00 p.m.

Internship Confirmation Form (25 points) – due by Friday, May 2, 2025 or once internship confirmed (link to form to come in Blackboard)

Class Participation (100 points)

Class participation includes attendance at each class session and active participation. Contributions to class that advance the class discussion are valued more than sheer quantity of participation. Advancing the class discussion can take several forms, from calling attention to something important we haven't talked about yet, to answering a question posed by the instructor, to asking a factual or interpretive question of relevance to the discussion, to stating (and giving reasons) why you think you disagree with another student or the instructor. *Students are allowed one unexcused absence; any unexcused absences after that will impact your final participation grade and multiple unexcused absences will have a negative impact at an exponentially increasing rate.*

Sorting it Out Yourself Activity (100 points)

Due Date: Present in Class the Week of January 27, 2025

Often times at new internships and jobs you will get some orientation and training, but you also end up sorting out many things—particularly platforms/software, resources, and/or processes—on your own. And then you may be asked to provide feedback about the platforms/software, resources, and/or processes as the organization evaluates whether to continue with those or to explore others. So, with this assignment, you and a small group will explore platforms/resources that can be useful to you now as you consider internship opportunities, next year as you consider post-graduation plans and as a UR alum. Your group will dive into one of the following platforms/resources and present your findings during Week 3:

- The Occupational Handbook
- Handshake
- Big Interview
- Going Global
- Vault/Firsthand

There is a separate assignment in Blackboard (under “Assignments”) that provides more detail about what you and your group need to explore and respond to in your presentation for class the week of January 27th. EVERYONE in your group must try/explore the platform/resource and then bring your individual experience to the group to create a collective overview Your team will prepare what the CIA calls a BLUF report (Bottom Line Up Front) and assemble that in a presentation (with slides). Your team will have 5-7 minutes to present your BLUF report to your section of internship class the week of January 27th. You'll be evaluated on the succinct and thoughtful presentation you share with the class (see assignment for more details).

Site Description & Personal Contribution Paper (100 points)

Due Date: May 2, 2025 (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 2, 2025 – will be 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.

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 13, 2025</p> <p>Monday, 1/13 Tuesday, 1/14 Wednesday, 1/15</p>	<p>What Are You Looking For...How Might You Find It?</p>
<p>Week 2: January 20, 2025</p> <p>Monday, 1/20 Tuesday, 1/21 Wednesday, 1/22</p>	<p>NO CLASS – Work on Sorting It Out Assignment</p> <p>Instructors available in classroom on 1/21 (Jepson 120, 10:30am-11:45 am) and 1/22 (Jepson 118, 1:30pm-2:45pm) to answer questions, provide feedback, etc.</p>
<p>Week 3: January 27, 2025</p> <p>Monday, 1/27 Tuesday, 1/28 Wednesday, 1/29</p>	<p>Platforms/Resources & Sorting it Out Yourself</p> <p>ASSIGNMENT DUE IN CLASS</p> <ul style="list-style-type: none"> • Sorting it Out Yourself Activity (see BlackBoard for details) • Group presentation: BLUF Report/Presentation in Class
<p>Week 4: February 3, 2025</p> <p>Monday, 2/3 Tuesday, 2/4 Wednesday, 2/5</p>	<p>Preparing Your Jepson Elevator Pitch</p> <p>Guest: Kate Rezabek, '02 & Matt Reinaker, '02</p> <p>Submit Resume to Try VMOCK by Friday, 2/7</p>
<p>Week 5: February 10, 2025</p> <p>Monday, 2/10 Tuesday, 2/11 Wednesday, 2/12</p>	<p>Interviewing</p>
<p>Sunday, February 16, 2025</p>	<p>Jepson EDGE Institute ~ Jepson Alumni Center</p>
<p>Week 6: February 17, 2025</p> <p>Monday, 2/17 Tuesday, 2/18 Wednesday, 2/19</p>	<p>Continuing to Build Your Network</p>
<p>Week 7: February 24, 2025</p> <p>Monday, 2/24 Tuesday, 2/25 Wednesday, 2/26</p>	<p>Your Values & Your Search</p>
<p>Week 8: March 3, 2025</p>	<p>Budgeting & Planning for Internship</p> <p><i>(including Overview of URSF/Richmond Guarantee)</i></p>

<p>Monday, 3/3 Tuesday, 3/4 Wednesday, 3/5</p>	<p>ASSIGNMENTS DUE by 3/7:</p> <ul style="list-style-type: none"> • Career/Professional Development Opportunity (one of two attended and submitted by 3/7) • Video Viewing Complete & Assignment (four completed and submitted by 3/7)
<p>Week 9: March 10, 2025</p>	<p>SPRING BREAK – NO CLASSES</p>
<p>Week 10: March 17, 2025</p> <p>Monday, 3/17 Tuesday, 3/18 Wednesday, 3/19</p>	<p>No Scheduled Class Given Jepson EDGE Attendance <i>(Instructors will be available in classroom to meet one-on-one, or time to work on applications, URSF funding, etc.)</i></p>
<p>Week 11: March 24, 2025</p> <p>Monday, 3/24 Tuesday, 3/25 Wednesday, 3/26</p>	<p>Preparing for Internship</p>
<p>Week 12: March 31, 2025</p> <p>Monday, 3/31 Tuesday, 4/1 Wednesday, 4/2</p>	<p>Preparing for Internship</p>
<p>Week 13: April 7, 2025</p> <p>Monday, 4/7 Tuesday, 4/8 Wednesday, 4/9</p>	<p>Preparing for Internship</p>
<p>Week 14: April 14, 2025</p> <p>Monday, 4/14 Tuesday, 4/15 Wednesday, 4/16</p>	<p>Sexual Harassment & Title IX in the Workplace Guest: Tracy Cassalia, Deputy Title IX Coordinator</p>
<p>Week 15: April 21, 2025</p> <p>Monday, 4/21 Tuesday, 4/22 Wednesday, 4/23</p>	<p>Reviewing Summer Requirements & Intern Blog</p> <p>ASSIGNMENT DUE:</p> <p>Career/Professional Development Opportunity Events (second of two attended and submitted)</p>
<p>DUE BY FRIDAY, 5/2</p>	<p>ASSIGNMENTS DUE :</p> <ul style="list-style-type: none"> • 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.

Academic Skills Center (asc.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. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb) (<https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb>). Email [Roger Mancastropa](mailto:Rmancast@richmond.edu) ([rmancast@richmond.edu](mailto:Rmancast@richmond.edu)) and [Hope Walton](mailto:Hwalton@richmond.edu) ([hwalton@richmond.edu](mailto:Hwalton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

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. All research support will be provided online or by appointment and students can contact a librarian for help via email (library@richmond.edu), text (804-277-9ASK), chat, or Zoom (by appointment).

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.