**UNIVERSITY OF OREGON SCHOOL OF LAW CONFLICT AND DISPUTE RESOLUTION MASTER’S PROGRAM**

**CRES 610: PROFESSIONAL DEVELOPMENT SEMINAR**

**[Fall 2019]**

Class Meetings: Thursdays 8:30 a.m. – 9:50 a.m. Location: Room 282

Instructors: John Inglish, Kata Bahnsen-Reinhardt

Office Hours:

**John:** weekdays 9:00 am – 12:00 pm by appointment or if available, by drop-in

**Kata** M-F 9:00 am – 5:00 pm by appointment, or if available, by drop-in

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Course website: https: //canvas.uoregon.edu

## COURSE DESCRIPTION

This course provides incoming students with tools to be successful in the CRES graduate program and in the professional world. The course will provide students with specific skills to explore and apply for internships and jobs including: researching career fields and opportunities; learning from professionals; writing professional resumes, cover letters and other documents; and interviewing. The course will also educate students about the processes and opportunities involved in successfully completing the CRES program.

## LEARNING OBJECTIVES

As a result of taking this course, students will be able to:

* Develop a sense of ownership, engagement, and empowerment in finding internships and career opportunities;
* Create and refine materials, strategies, and techniques for professional planning and employment searches;
* Learn and practice interviewing skills, including informational interviewing skills;
* Identify professional strengths and weaknesses, vis-à-vis desired internships and/or jobs, and develop plans for addressing those weaknesses;
* Begin to develop a “marketing strategy” that includes best practices in self-branding (e.g., “elevator speeches”) and social media;
* Understand how the CRES staff can support student planning around professional development, internships, and jobs;
* Become familiar with CRES processes and policies for internships, electives, terminal projects/theses/course concentrations, and self-care;
* Recognize that the CRES program is, itself, a professional context in which there are opportunities to build relationships, practice professional skills, and network with others;
* Learn how to participate constructively in an iterative structured session in which you may already know or have experience with some of the material; and
* Continue developing capacity around giving and receiving feedback.

## COURSE TEXTS

**Required**

CRES Policy and Guidelines documentation:

* CRES Thesis & Terminal Project Guidelines (17pgs)
* CRES Course Concentration Guidelines (12 pgs)
* CRES Internship Guidelines (9pgs)
* CRES Internship Paths (5pgs)
* CRES Neighborhoods (15 pgs)
* CRES Conflict Management Policy (4 pgs)
* CRES International Internship Checklist (6 pgs)

The required readings are available free of charge in OrgSync.

To access OrgSync go to: <https://orgsync.com/>, login with your DuckID and enter the Oregon Law – Conflict and Dispute Resolution Master’s Program section. Course documentation can be found in the FILES section.

Additional required and recommended readings are available in the Canvas course modules online.

## COURSE POLICIES

**Accessible Education for All Students**: The University of Oregon works to ensure inclusive learning environments for all students. We recognize that students bring a variety of learning styles to the course, and that some learning styles may require adjustment to course structure. We are happy to talk with you about such adjustments. Please be in touch with the instructors if there are aspects of the instruction or design of this course that result in barriers to your participation as a result of learning style or diagnosed disability. If this course involves anonymous grading, please contact Assistant Dean of Student Affairs, Nicole Commissiong, for information on accommodations. For more information, you are also encouraged to contact the Accessible Education Center (formerly Disability Services) in 164 Oregon Hall at 346- 1155 or uoaec@uoregon.edu.

**Inclusion and Collegiality:** Our community values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact Associate Dean of Students Jennifer Espinola at espinola@uoregon.edu or 541-346-1557

**Prohibited Discrimination and Harassment Reporting**
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at  <https://safe.uoregon.edu/>. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at  <https://respect.uoregon.edu/>  or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at [Discrimination & Harassment](http://aaeo.uoregon.edu/content/discrimination-harassment).

Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](http://titleix.uoregon.edu/).

**Mandatory Reporting of Child Abuse**
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

**Academic Integrity**: Students are expected to demonstrate high levels of academic integrity and professionalism, and are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course. If you have questions about conduct, please ask your instructor or review the University Student Conduct Code or the UO Policy.

**Attendance:** Attendance is mandatory. We will be moving through information quickly and participating in class exercises is an essential part of the course, for your benefit and for the benefit of your classmates. Accordingly,we expect to see you at every class session, on time and prepared to participate. If – for some extraordinary reason – you are unable to attend or participate in a particular class, you must email John or Kata by 8:00 a.m. on the day of the class. We will talk more about this policy during our first class.

**Participation**: You will be expected to engage actively in opportunities for joint inquiry, exploration, and skills practice Your participation will contribute to the learning of your fellow classmates. Part of your grade will be determined by your participation. See the Appendix 1 for details.

**Late Assignments**: You are of course expected to turn in your assignments on time. If you are unable to turn in an assignment on time, please contact John Inglish to discuss whether an extension is possible (it may not be). Late assignments will be docked one point for each day they are late. Elective assignments must be submitted by the Tuesday of finals week. No late elective assignments will be accepted.

**Computer Use:** Computers are permitted in class for note taking only. This policy is for your benefit and for the benefit of your fellow learners. Computer use other than taking notes detracts from the learning experience for you and your fellow students.

## What You Can Expect from Your Instructor:

You can expect us to:

* Plan and facilitate learning opportunities that will help you meet the course goals and objectives
* Provide constructive feedback on your performance
* Be open to constructive feedback on our performance
* Bring our teaching expertise and experience into the classroom
* Be open-minded in responding to your ideas and suggestions
* Allow you to wrestle with ideas to shape your own conclusions

## GRADING

This course is Pass/No Pass. To receive a Pass, a student must, at a reasonable level of quality:

* Attend all class sessions and participate, and
* Satisfactorily complete **all required written assignments** in a timely way.

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| --- | --- |
| **Grade** | **Explanation** |
| P(Pass) | Professional, competent work, which convinces the instructor that the student can be recommended to the public as being reasonably capable of working in the area of study. |
| N(No Pass) | Unsatisfactory or failing work, which is not at the level required for ordinary professional competence and reflects an extremely low level of learning and ability in the area. |

## COURSE ASSIGNMENTS

Course assignments consist of in-class quizzes, required deliverables, and elective assignments. In-class quizzes will be announced in advance. Deliverables are defined below. Electives are listed below and instructions also appear in Canvas. Written assignments are to be submitted in Canvas.

**Required Deliverables**

1. **Resumes and Cover Letters**

You will submit an updated resume and a 1-page cover letter in this course having made revisions based on suggestions and learning from class. Upload in Canvas.

1. **Reflection on Informational Interview**

Conduct an informational interview with a professional in your field of interest. Then, write a 1-page reflection about one or more aspect your experience. Write about: how you prepared for the interview; what questions you asked; what you learned about the field of interest; your plan to use the information gained and to continue your connection with this person. Other topics could include what follow-up questions you might have now, and whether there are things you would do differently in the next informational interview. (Remember to send a thank you note to the person you interview!) Upload this in Canvas.

1. **Report on Internships of Interest**

Research and list three internships of interest – these can be aspirational internships (too distant or otherwise difficult to attain) or internships you can see yourself applying for and doing if accepted. In brief paragraphs, indicate why you are interested in each internship, one way you are a good fit for the internship, and one way that the internship might stretch and expand your current knowledge- or skill-base. Upload this in Canvas.

1. **Positions and Questions for Practice Interview**

In preparation for the practice interview you will conduct with a partner in class (on 11/15), identify an internship or position for which you have chosen to “apply”. Write 5 specific interview questions that you might expect *to be asked* in an interview, based on what you have learned about this position from reading the job description (write these questions with the employer’s perspective in mind). You will submit the position description, and the tailored questions in Canvas and also bring to class to use in your practice interview.

1. **Practice Interview Write-Up**

Using the rubric provided below and in Canvas, score your performance in your practice interview. Write a 1-page reflection giving one piece of constructive feedback you received and how you plan to use it. Upload this in Canvas.

1. **Professional Development Plan –**

A professional development plan helps students understand and expand the process of building skills and experience to better qualify for the kinds of jobs they want to pursue after graduation. For this assignment, complete the ***Professional Development Plan*** form, available in Canvas. Identify two jobs or fellowships you could see yourself being interested in after graduation (this is not a commitment to apply to them).

 On the form, list the name of the organization and the position title. Then, list the top three ***required*** qualifications and the top three ***preferred*** qualifications (if listed) for each position. Identify qualifications you would need to ***develop*** (because you do not already meet them) to become competitive for these kinds of positions. Then list (at least) three qualifications you would like to develop prior to graduation. Spell out how you could gain the knowledge, skills and experience (e.g., by taking certain UO or other courses, or doing volunteer work/ internships/ projects or serving on a board or committee, other). Create a timeline to develop these qualifications and include. You must list the specific information that shows you have researched this plan (the course names, the names of non-profit organizations, etc.) Upload this in Canvas.

**Quizzes**

There will be 3 quizzes, to be taken in Canvas, with an 80% correct rate needed to pass. Retakes will be allowed.

**Elective Activities**

You must select 20 points worth of electives from the menu **below**. This can be four 5 point electives, or you can participate in the Oregon Mediation Association Conference and write about four different workshops for 20 points. (5 point electives may only be done once for each category). When you have completed an elective activity, write about it in the appropriate assignment page in Canvas. We will talk more about how to do this on the first day of class.

 **Market Yourself**

|  |  |
| --- | --- |
| *Description* | *Points* |
| Write a sample brand statement  | 5 |
| Create or improve your LinkedIn page, and join CRES LinkedIn Group  | 5 |

 **Research**

|  |  |
| --- | --- |
|  *Description* | *Points* |
| Read a CRES terminal project or thesis – write 1-2 page reflection in Canvas | 5 |
| Identify 3 scholarships you could apply for; post the names & links on Canvas  | 5 |

 **Practice/Reflect**

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| --- | --- |
| *Description* | *Points* |
| Conduct practice interview with Hilary or John (submit resume & position description prior to the meeting time)  | 5 |
| Create and complete a self-care log for a week | 5 |
| Reflect on your Strengths Finder results – write 1–2 pages | 5 |

 **Activity/Event**

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| --- | --- |
| *Description* | *Points* |
| Attend a Grad School Event – Write 1 page about it in Canvas | 5 |
| Attend a special UO lecture or seminar (not part of a regular class) Write 1 page about it in Canvas  | 5 |
| Attend 1 or both days of the Oregon Mediation Association Fall Conference 11/ 1 & 11/2. Write up to four 1 page reflections for up to 5 pts each | 20 |

 **Meeting**

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| *Description* | *Points* |
| Meet with Hilary for 30 minutes or an hour to discuss interests | 5 |
| Conduct a second informational interview (beyond the one required one) Submit a short write-up in Canvas | 5 |

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|  |  |  | **ASSIGNMENTS** |  |
| **Required (70%)** | **Pts.** | **due date** | **Electives (20%)** | **Pts.** | **due date** | **Be in Class (10%)** |  **ALL** |
| Report - 3 Internships  | 10 | 11/5  |  |  |  | 5pts x 10weeks |
| Resume - Revised  | 20 | 11/12  | Write sample brand statement | 5 | 12/10  |  |
|  Cover Letter  | 20 | 11/12  | Read TP or thesis, write short report | 5 |  12/10 |   |  |
| Internship or Job Description | 5 | 11/12  | Do practice interview with Hilary  | 5 | 12/10  |  |  |
| Question for Practice Interview | 10 |  11/19 | Do self-care log for 1 week | 5 | 12/10  |  |  |
| Reflection - Informational Interview | 15 |  12/3 | Attend grad school event, write report | 5 |  12/10 |  |  |
| Professional Development Plan | 50 | 12/10  | Attend UO lecture/seminar, write up | 5 | 12/10  |   |  |
| Practice Interview Write-up | 10 | 12/10  | Meet w/Hilary or John to discuss interests | 5 | 12/10  |  |  |
|  3 Quizzes, 5-10 points each | 25 |  | Do 2nd informational interview, write up | 5 |  12/10 |  |  |
|  |  |  | ID 3 scholarships to which you could apply | 5 | 12/10 |  |  |
|  |  |  | Add/improve LinkedIn page, join CRES group | 5 | 12/10 |   |  |
|  |  |  | Write Strengths Finder Reflection  | 5 | 12/10 |   |  |
|  |  |  | Attend OMA conference, write up to 4 reflections for up to 5 pts each | 20 | 12/10 |   |  |
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|  *Total Possible* | *165* |  | *Total Possible*  | *75* |  | *50* | *290* |
| Total Required to pass: | 130 |  | Total required to pass | 20 |  | 45 | 195 |

## COURSE SCHEDULE

**[10/1] – Class 1: - General Information and: Intro to Career Services for CRES**

**Goals**:

At the end of this session, students will:

* Understand General CRES program information, how to access details
* Intro to Career Services: understand support provided by CRES Career and Internship Counselor and student’s role in the Career Development process.
* Begin understanding how to explore and build a career path.
* *Handout: CRES Career Services.*

**Required Reading: Week 2 resource materials in Canvas (approximately 15 pages)**

**[10/8] – Class 2: - Professional Career Documents, Professional Development Plan**

## Goals:

At the end of this session, students will:

* Understand preferred resume format, what makes for effective resumes and cover letters. Have specific information on how to improve such documents.
* Understand how to highlight important information, tailor resumes and cover letters to positions, understand applicant tracking systems.
* *Handouts (*In Canvas*): resume & cover letter formatting examples*

## Required Reading:

**Week 3 resource materials in Canvas (approximately 7 pages)**

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| **[10/15) – Class 3: TOPIC –Interviews and Informational Interviews** |

**Goals**:

At the end of this session, students will:

* Understand importance of doing career research via informational interviews and other means.
* Understand concept and specifics of informational interviews and how to pursue.
* Be assigned to find, conduct and write about one informational interview by week 7.
* Understand how to complete Professional Development Plan assignment.
* *Handout (*In Canvas*): Professional Development Plan, due by end of term*
* *Handout: questions for informational interviews (in Canvas)*.

**Assignments:** Conduct 1 informational interview, write 1-page reflection, submit in Canvas, due:12/3

**Required Reading for next week: All documents in OrgSync** ***Electives (Includes Reading Credits)* Folder**

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| **[10/22] – Class 4: TOPIC - Electives, Neighborhood, Reading Credits & Clinics** |

**Goals**:

At the end of this session, students will:

* Understand where to find information on CRES elective options.
* Understand how to request elective approval for a non-CRES course.
* Know where to search for courses that are offered in a given term.

**Assignment: Take Quiz on Electives, Neighborhoods, Reading Credits & Clinics before the beginning of next class.**

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| **(10/29] – Class 5: TOPIC Emotional Intelligence and Framing**  |

**Goals**:

At the end of this session, students will:

* Understand the concept of Emotional Intelligence
* Have learned about Emotional Intelligence in relation to cohort interactions
* Understand the important of Emotional Intelligence in professional contexts

**Required Reading for next week: All documents in Internships Folder in OrgSync**

(Due next week: report on 3 internships of interest)

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| **[11/5] – Class 6: TOPIC - Internship Process and Paths** |

**Goals**:

At the end of this session, students will:

* Understand CRES internship requirements
* Understand how to sign up for internship credits via MyLaw
* Be aware of Internship Guidelines document and Internship Feedback Survey
* Be aware of established CRES internship paths (Israel-Palestine, Northern Ireland, Lane Youth Services Family Mediation, NPCC) and recurring local internship opportunities.
* *Handout: List of ongoing local internship opportunities.*

**Due:** Submit report on 3 internships of interest in Canvas

**Assignment:** **Take Quiz on Internship Processes and Paths before start of next class.**

**Assignment:**

Find an internship or job description for a position for which you would like to do your practice interview in class 11/19. Write 5 specific questions you think might be asked about experience, skills, or interest – write these from the employer’s perspective (not general interview questions, those will be supplied).

Submit the position and questions in Canvas by 11/19, and bring them to class in hard copy for your partner to use during your practice interview.

**Required Reading for next week: Week 7 Resource Materials in Canvas (Approximately 10 pages)**

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| **(11/12) Class 7: TOPIC - Marketing and Networking** |

**Goals**:

At the end of this session, students will:

* Understand importance of personal marketing to career development. Subjects include “elevator speech”; brand; electronic presence. Students will be familiar with electronic personal marketing outlets including LinkedIn, Twitter and others.

**Due**:

* Revised resume
* Cover letter
* Position description for a job or internship of interest for practice interview

**Required Reading: Week 8 Resource Materials in Canvas (approx. 5 pages)**

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| **(11/19) – Class 8: Practice Interviewing** |

**Goals**:

At the end of this session, students will: understand how to prepare for job and internship interviews with research and practice, have rehearsed and improved answers to tough questions. Students will come to class dressed appropriately for a professional job interview. They will conduct practice interviews with a partner or practitioner using questions the student has prepared along with standard interview questions. Each student will self- review their performance using the rubric below.

**Due**:

* Bring questions prepared for a specific position to practice answering in class, and also submit them in Canvas

**Assignment:** Write up a review of your practice interview performance using the rubric below and in Canvas. Upload in Canvas.

**Required Reading for next week: Read Folder on Final Project (Thesis & Terminal Project) in OrgSync**

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| **11/26] – Class 9: TOPIC – Terminal Project, Thesis, and Course Concentration** |

**Goals**:

At the end of this session, students will:

* Understand the difference between a Thesis, a Terminal Project and a Course Concentration
* Understand how to sign up for Thesis, Terminal Project or Course Concentration credits
* Be aware of UO IRB requirements
* Be aware of CRES Thesis, Terminal Project, and Course Concentration deadlines
* Know where to find the CRES Thesis, Terminal Project and Course Concentration Guidelines document

**Assignment**: **Take Terminal Project and Thesis Process Quiz by 12/10**

**12/3] – Class 10: TOPIC – Career Paths**

**Goals:**

At the end of this session, students will:

* Be able to identify multiple areas of specialization within the conflict resolution field
* Concretely link the work done in this course to furthering job search activities in a chosen area.

**Due:**

* Informational interview reflection

**Due by Tuesday of Finals Week (12/10)**:

* Completed Professional Development Plan – submit in Canvas
* Write-up of Practice Interview self-review – submit in Canvas
* All elective assignments - submit in Canvas

# APPENDIX 1 – GRADING RUBRICS

# (Participation, Written Assignments, Practice Interview, Professional Development Plan)

**Rubric for Participation in class**

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| --- | --- | --- | --- | --- |
|  | **Far Below Standards** | **Satisfactory** | **Good** | **Excellent** |
| **Peer Interaction** | Virtually no interaction with peers | Limited interaction with peers | Makes a sincere effort to interact with peers (ongoing) | Actively Supports, engages and listens to peers throughout term |
| **Participation**  | Comments vague if given at all; frequently demonstrates a lack of interest | Sometimes participates constructively in group work and class discussions, sometimes goes on auto-pilot | Participates constructively in group work and class discussion throughout the term | Plays an active, dynamic role in discussions and group work throughout the term |
| **Contributions to Class** | Demonstrates a noticeable lack of interest on occasion | Comments are sometimes irrelevant and do not advance level and depth of class dialogue | Comments in class discussions are relevant and based on assigned material, and generally help the dialogue along | Comments consistently advance level and depth of dialogue in class discussions |
| **Group Dynamics** | Group dynamic and level of discussion are often notably disrupted by student’s presence | Group dynamic and level of discussion are sometimes disrupted by student’s presence | Group dynamic and level of discussion are often enhanced, but never made less effective because of student’s presence and contributions | Group dynamic and productivity are always enhanced by student’s presence and contributions |

**Rubric for Written Assignments**

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| *Excellent (full points)*Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations timely and completely. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials.  |
| *Good (90 % points)*Written work is presented at the college level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials, but does not rise to the level of being exceptional.  |
| *Satisfactory (80 % points)*Written work is presented at college level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.  |
| *Minimal Credit (50% or fewer points)*Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials. |
| *Far Below Standard Expectations (0 Points)*Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials. |

**Rubric for Practice Interview Reflection**

**For Mo**

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| --- | --- | --- | --- |
|  | **Excellent** | **Average** | **Needs Improvement** |
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|  |
| **First Impressions** | Professional appearance, appropriate attire. Confidently greeted and shook hands with interviewer. Poised and confident.  | Nice appearance but not businesslike. Didn’t greet or shake hands with interviewer. Medium energy.  | Attire not professional - jeans, tee shirt, etc. No greeting or handshake with interviewer. Answers to questions lacked energy and enthusiasm  |
| **Content** | Knowledgeable about organization and position. Related skills to job effectively. Answers were well thought out. | Knowledgeable about position but not the organization. Mostly answered question but occasionally drifted. Stated skills but did not relate to job.  | Did not display knowledge about the position or organization, was not on point in answering questions.  |
| **Interview skills** | Maintained eye contact with interviewer. Used proper language and grammar. Did not overuse "er", "um" and "like". Spoke audibly and not too fast/slow.  | Had some eye contact with interviewer. Over used slang, or lazy language including "um", "er" and "like”.  | Avoided eye contact. Used inappropriate language. Said "um" "er" and "like" repeatedly. Talked too fast, rambled or did not say enough.  |
| **Closing** | Finished by reiterating strong interest in position. Asked thoughtful, appropriate questions in response to “any questions for us?”. Thanked the interviewer.  | Conveyed mild interest in the position. Was not prepared to ask any questions. Thanked the interviewer without enthusiasm.  | Showed no real interest in the position, did not ask any questions when given the opportunity and did not thank the interviewer.  |

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| **Rubric for Professional Development Plan**  |  |
| ***content*** | **Excellent** | **Average** | **Unsatisfactory** |
| ***REQUIRED qualifications*** | Lists REQUIRED qualifications as presented in job description with details | Generalizes REQUIRED Qualifications but lists 3 | Lists fewer than 3 Qualifications with no details. |
| ***PREFERRED qualifications***  | Lists 3 PREFERRED qualifications from job description along with specific details | Lists 1 or more PREFERRED Qualifications but with no details | Does not list any PREFERRED qualifications |
| ***Details on plans to gain knowledge, experience*** | Lists course names/certifications/ trainings and terms offered. Lists internships/volunteer roles/jobs including position title and name of organization.  | Gives generalized descriptions of elective courses to be taken and internships/activities (EX: "Will take all mediation classes and do all mediation internships and clinics offered") | Plan lists only required CRES courses & activities; previously gained education and experience. |
| ***Coherence and plausibility of overall plan, timeline*** | Elements build a logical, coherent plan of action. Feasible ways to take courses, get experience, earn certificates, etc. within desired timeline.  |  Too many courses, internships, activities, etc. to realistically complete within timeline. Or, too few to add much value. | No logical connections between classes/training/activities and targeted qualifications. Plan addresses fewer than 3 REQUIRED Qualifications. Plan includes no activities, only classes. |