

Professional Development Program

Non-Degree Graduate Credit Information

Madonna University’s Professional Development Program (PDP) is offering non-degree graduate credit to participants of **the National FASD Collaborative Project 2021-22 Webinar Series** (12 month, 39 session offering). You may earn 1-3 semester hours of non-degree graduate credit for participation in these professional development trainings. **Each non-degree, graduate credit requires 15 contact hours** and the tuition is **\$150/credit**.

PLEASE NOTE: Non-degree, graduate credits are designed for professional teacher certification renewals and salary step increases (check with your district or employers to determine their policies for pay increases) and are not part of a graduate degree program or additional teaching endorsement.

To earn credit, please complete the registration/payment process by **August 31, 2022** and submit the required coursework by **December 1, 2022**. If you need additional time to complete your assignment, please request an extension via email (pdp@madonna.edu).

- **To register and pay for these credits**, please visit www.madonna.edu/PDP
 - Complete **online** with credit card or eCheck (click “*PDP Online Registration*”) **OR**
 - Complete **by mail** with a printed registration form and a check (click “*Printable PDP Registration Form*”)

- **Required Coursework:** Besides attending webinars to earn enough hours for your desired credit amount, you will need to complete the Assignment Parts A-C (Cover Sheet/Hours Log, Summary, and Essay). **Please see the table below for hour requirements and written essay length.**

➤ 1 Grad. Credit	➤ 15 Contact Hours	➤ 3-5 Pgs.
➤ 2 Grad. Credits	➤ 30 Contact Hours	➤ 6-10 Pgs.
➤ 3 Grad. Credits	➤ 45 Contact Hours	➤ 9-15 Pgs.

Course Name:

FASD Collaborative Project Instruction

Course #: EDU 5865.90

of semester hours: 1-3

Please submit all coursework by mail to:

Madonna University
Professional Development Program
Attn: Cierra Sutherland
36600 Schoolcraft Road
Livonia, MI 48150

- **Organization(s):** National FASD Collaborative Project; Michigan Coalition for Fetal Alcohol Resources, Education, and Support
- **Professional Development Method:** Virtual Webinars

With questions regarding non-degree, graduate credit through Madonna University, please contact:

Cierra Sutherland, M.A. • PDP Coordinator • 734-432-5697 • pdp@madonna.edu



Professional Development Program Assignment Template

Instructions: Use this template for completing your PDP course assignment. Download this file to your computer and type right in it. The link to this document can be found on the Madonna University website - www.madonna.edu/PDP under "PDP Forms."

Complete the information in Part A (below) and your Hours Tally Sheet and attach your work for Part B and Part C to this form. You will only submit ONE copy of Part A for each Madonna course.

Do not submit the cover sheet, tally sheet, summaries and essays until you have completed **all hours** required for the number of credit hours for which you have registered. For example, if you have registered for 2 credit hours, only submit your cover sheet, summaries and essays when you have attained 30 contact hours. Partial credit cannot be granted. Finally, be sure to sign the bottom of this cover sheet.

Part A - Cover Sheet:

Student's Name:

Phone #:

Student #:

Email address:

Course Number: EDU 5865.90

Semester Hours:

Course Name: FASD Collaborative Project Instruction

Total Actual Contact Hours for ALL sessions attended (15, 30, etc):

Student Signature: _____ Date:

Mail your completed assignment packet to the address listed below. We cannot accept faxed or emailed course work. PDP courses are graded as credit/no credit. If your school district or state requires a letter grade, you must notify our Program Director in writing at PDP@madonna.edu prior to submitting your assignment.

College of Education - PDP
Madonna University
36600 Schoolcraft Road
Livonia, MI 48150

Webinar Date	Webinar Start Time	Presentation Length	Webinar Title
September 20, 2021	12:00 PM ET	1 hour	FASD in a Nutshell
September 23, 2021	7:00 PM ET	1 hour	Educational Care for Children Affected by Prenatal Alcohol Exposure
October 8, 2021	1:00 PM ET	1 hour	Job Coaching for Workers with FASD
October 15, 2021	2:00 PM ET	2 hours	FASD: Thriving in the Classroom
October 29, 2021	11:00 AM Alaska Time	1.5 hours	8 Magic Keys Revisited: What We've Learned and What's Next...
November 3, 2021	10:00 AM CT	1 hour	Brain-Based Approach to Working with Individuals with an FASD Diagnosis
November 9, 2021	11:00 AM Alaska Time	2.5 hours	What Behavioral Health Professionals Need to Know about Fetal Alcohol Spectrum Disorders (FASD)
November 17, 2021	11:00 AM Alaska Time	1.5 hours	FASD Diagnosis: Benefits & Challenges from a Clinician and Self-Advocate Perspective
December 7, 2021	2:00 PM ET	1.5 hours	The Impact of the Normalization of Alcohol Use in Our Society
December 9, 2021	2:00 PM ET	1.5 hours	Understanding the Risks, Symptoms and Treatment for Substance Use Disorders (SUD): What Families Living with FASDs Need to Know
December 10, 2021	2:00 PM ET	1 hour	Increasing Access to Care for People with FASD Across the Lifespan
January 7, 2022	12:00pm ET	1 hour	Helping Professionals Understand Medication Management for FASD
January 11, 2022	2:00 PM ET	1 hour	Stamp out Stigma: How Shame and Blame Hinder FASD Prevention, Diagnosis and Treatment
January 20, 2022	2:00 PM ET	1.5 hours	How to Talk To Policymakers About Prenatal Alcohol Exposure
January 27, 2022	2:00 PM ET	1.5 hours	9 Core Messages: What Everyone Should Know About Prenatal Alcohol

			Exposure
February 10, 2022	7:00 PM ET	2 hours	Caregiver Success! Part 1: Parents of Children with FASD Share What Works
February 15, 2022	1:00 PM CT	2 hours	Understanding Children from Hard Places
February 24, 2022	3:00 PM ET	2 hours	Preventing Secondary Characteristics of FASD: What Does the Research Say?
March 2, 2022	11:00 AM Alaska Time	1 hour	Evidence-Based FASD Prevention: Help Us to Promote Universal Alcohol Screening & Brief Intervention!
March 9, 2022	7:00 PM ET	1 hour	Resiliency and Parenting a Child with FASD
March 15, 2022	3:00 PM ET	2 hours	Caregiver Success! Part 2: Parents of Adults with FASD Share What Works
April 6, 2022	3:00 PM ET	1.5 hours	Creating a Circle of Hope: Candid Conversations with Birth Mothers
April 12, 2022	7:00 PM ET	2 hours	FASD Interventions: What Does the Research Say
April 20, 2022	3 p.m. ET	1 hour	Diagnosis, Support, and Empowerment: The role of genetic counselors in FASD
May 4, 2022	7:00 PM ET	1 hour	Brain First Parenting And Executive Functioning in Individuals with FASD
May 18, 2022	2:00 PM CT	1 hour	Communication and Cognition in Individuals with FASD
June 17, 2022	3:00 PM ET	1 hour	FASD 101 for Professionals
June 22, 2022	2:00 PM PT	3 hours	Essential FASD Supports
July 14, 2022	3:00 PM ET	1 hour	Alcohol SBI Training for Getting Comfortable Asking About Alcohol Use
July 27, 2022	1:00 PM CT	3 hours	A Functional Approach to an FASD Diagnosis
August 10, 2022	3:00 PM ET	1 hour	Effects of Alcohol and Drug Exposure During Pregnancy
August 16, 2022	1:00 PM CT	1 hour	FASD and the Family System
On-Demand	On-Demand	1 hour	Introduction and Diagnosis: Spotlight on Prevention
On-Demand	On-Demand	1 hour	Infant Learning and Early Intervention: Spotlight on Sensory Needs
On-Demand	On-Demand	1 hour	Preschool and Social

			Development: Spotlight on Developing Social Skills
On-Demand	On-Demand	1 hour	School Age: Spotlight on Learning Challenges
On-Demand	On-Demand	1 hour	Middle School: Spotlight on Challenging Behaviors
On-Demand	On-Demand	1 hour	High School/Transition to Adulthood: Spotlight on Dysmaturity
On-Demand	On-Demand	1 hour	Adulthood: Spotlight on Interdependence
Total for Series:		54 hours	39 webinars



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Part A - Contact Hours Tally Sheet:

Instructions: Complete one tally sheet per Madonna graduate course (one sheet for all hours accrued in all training sessions). Attach the tally sheet to the Madonna PDP coversheet and all work product that you are submitting for credit.

Please Remember: 15 contact hours of PD training = 1 graduate credit.

Your Name:

<u>Date</u>	<u>Beginning Time</u>	<u>Ending Time</u>	<u>Total Hours</u>	<i>minus</i>	<u>Break Time</u>	<i>equals</i>	<u>Contact Hours</u>	
01/01/08 <i>(sample)</i>	8:00 AM	3:00 PM	7 hrs.	-	1 hr. 30 mins	=	5 hrs. 30 mins.	
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Total Hours Accrued for Madonna University PDP Course =								

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Part B – Summary:

Complete a separate “Part B – Summary” for each different topic or event you attend.

Note – If you attend a multi-day conference on the same overall topic, you DO NOT need to fill out session summaries on each breakout session. For these conferences, you may list all session titles and presenters on ONE Part B sheet. Then, indicate “multiple conference sessions” in #6 below and attach a copy of the session descriptions that were provided by the sponsoring organization.

1. Your Name:
2. Name of Session:
3. Date(s) of Session:
4. Times of Session:
5. Session Actual Contact Hours (Homework, breaks, lunch hours and communication time with classmates do not count toward contact hours):
6. Name of Instructor or Presenter (include credentials and title):
7. Briefly describe the content of session (at least 150 words):



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Part C - Essay:

Complete a reflective essay for each unique professional development topic you attend. Training sessions that are similar in topic may be combined into one essay. However, the essay should be cohesive and flow between the content of each session.

Remember this is graduate level work and your essay should reflect that. Essays will be graded according to the rubric provided with this document. Essays that do not meet minimum criteria will be returned to the student for revision.

In a well-written essay, present your opinion on the applicability of the knowledge presented in the training session to your current work situation. All submissions must be typed, double-spaced and in 12 pt. font. While every student has a unique compilation of professional development experiences and training, **the general expectation is that you should submit a 3-5 page paper for each graduate credit**. As a point of reference, one page (double-spaced, 12 font) consists of approximately 250 words.

Suggested questions to be addressed:

1. How do you intend to apply the knowledge gained in this professional development (PD) session to your current work position?
2. What is your view of the potential impact this growth will have on your professional work?
3. What are the educational benefits of the material presented? How will the students in your classroom/building/district benefit from this knowledge?
4. What are the potential obstacles (or theory/method weaknesses) with regard to practical application in your work setting?

Further Inquiry:

1. Locate two or more reliable and relevant sources that provide supplemental information to the knowledge gained in the PD training session. For example:
 - a. References and links that are provided by PD presenters and instructors can be used for this section of your essay. This includes web sites provided during the training and books authored by the session presenter.
 - b. Further inquiry sources may include books, journal articles, professional web sites, or other professional publications.
2. In your essay, connect the sources you researched for further inquiry with the PD training session material, and application to your own job or position.
3. Include the inquiry sources on a References page. If you need a refresher on how to list sources in a professional paper, please refer to the [APA](#) or [MLA](#) links below. You may choose which format you prefer for your paper. [APA format](#) or [MLA format](#). Click on the [APA](#) or [MLA](#) links to get details on these styles of formatting.



Madonna University - Professional Development Program - Reflective Essay Rubric			
	Distinguished	Proficient	Emerging
ORGANIZATION	The organization is complete and logical. Transitions allow the reader to follow the content without disruption.	There is a logical progression with occasional breaks in flow of content. Lack of transitions disrupts the flow for the reader.	Logical progression is minimal with disconnected ideas. The reader has difficulty following the development of the topic due to disconnected ideas and disruptions in flow.
APPLICATION TO STUDENT'S PROFESSIONAL GROWTH AND POSITION	Information clearly relates to methods of implementation within student's own job or position. It includes several supporting details and/or examples. Strengths and weaknesses of the material are discussed.	Information relates to methods of implementation within student's own job or position. It provides 1-2 supporting details and/or examples. Strengths and weaknesses of the material are mentioned.	Information has little or nothing to do with methods of implementation within student's own job or position. Strengths and/or weaknesses are not identified.
FURTHER INQUIRY SOURCES	Student includes 2 or more reliable and relevant sources of further inquiry.	Student includes 1 reliable and relevant source of further inquiry.	Student does not include additional sources for future inquiry.
CITATION	APA or MLA style is used correctly in citations and reference list. Resources are correctly cited.	APA or MLA style is used in the reference list with some errors. Citations are missing or incorrect.	APA or MLA style is error laden, both in citations and reference list.
LANGUAGE AND STRUCTURE	Vocabulary is precise and appropriate. The writing expresses clarity and accuracy in information. Grammar, spelling and punctuation are error free. Essay is typed, double-spaced and in a standard 12 point font.	Vocabulary is appropriate; some phrases need work. Grammar, spelling and punctuation are mostly error free, with not more than three errors. Essay is typed.	Vocabulary is inadequate to the topic and incorrect. There are many grammatical, spelling and/or punctuation errors. Essay is not typed, double-spaced or is not in a standard 12 point font.