

International Graduate Program for Educators



BUFFALO STATE
The State University of New York

Graduate Credit for Conference Attendance 2021-22 Information Packet

This information packet outlines instructions for applying for, completing, and submitting conference coursework for graduate credit (EDU 596) through the International Graduate Program for Educators (IGPE) at SUNY Buffalo State. It is important to note that in order to earn graduate credit for conference attendance and related assignments, **you must have applied to and been officially accepted by the SUNY Buffalo State Graduate School**. There are no exceptions to this policy, and credit may not be applied retroactively. We have three acceptance deadlines throughout the year: May 1 (spring), August 1 (summer), and December 1 (fall).

IGPE Contacts and Support

We are here to help before, during, and after the conference. Please e-mail Nicole Calamunci (calamund@buffalostate.edu) with questions about the application process and acceptance requirements; and Cathy Beecroft (molendca@buffalostate.edu) with questions about registration. Your instructor of record for the conference assignment is Brandon Kawa, Director of the International Graduate Programs for Educators. E-mail Brandon (kawabf@buffalostate.edu) with questions about assignments or processes.

Earning Credit for Conference Attendance

IGPE and SUNY Buffalo State invite accepted conference participants to register for one, two, or three graduate credits (EDU 596) when attending a professional educators' or leaders' conference. Each credit requires 15 contact hours and approximately 30 assignment hours. Three credits (equivalent to most full graduate-level courses) require 45 contact hours and approximately 90 assignment hours. In this context "contact hours" are those you spend attending sessions or workshops and participating in conference-related learning activities; and "assignment hours" are those you spend on homework assignments in the course. See the table of examples below.

Acceptable Contact Hour Activities	Acceptable Assignment Hour Activities
<ul style="list-style-type: none">• Attendance at sessions, workshops & presentations• Discussions with colleagues, presenters & members of the educational community• Reading about, watching videos on related topics, reviewing conference website and conference program• Networking, following up with contacts for future connections• All activities may be performed before, during, after conference	<ul style="list-style-type: none">• Reflection on conference goals and rationale (Section 1)• Reflection on learning ops & interactions (Sections 2 & 3)• Reflection on implementation and results (Section 4a) or Material Development (Section 4b)• Documentation of products/outcomes (photos, links to online forums developed, feedback from colleagues, student work, etc.)

To earn credit, you will be required to:

1. Download the appropriate EDU 596 registration form from the association's conference website.
2. Submit your completed registration form (making sure to indicate the number of credits you are seeking to earn) prior to the start of the workshop or seminars you will be attending.
3. Participate in various conference sessions and/or workshops as outlined.

4. Complete the IGPE Conference Credit Form (page 2 of this packet) and all required assignment.
5. Submit your completed assignment to the instructor of record (see below) by the posted deadline.

IGPE Conference Credit Form

The completed form should be e-mailed to IGPE Director Brandon Kawa, kawabf@buffalostate.edu

Your Name	
Your School	
Your E-mail Address	
Conference Name	
Dates of Conference	
Conference Website	
Conference Description (from the website)	
Your Rationale for Attending this Conference (100 words in length)	
Documentation of Contact Hours (CH) Carefully document and explain all hours you have devoted to earning this conference credit. Include hours for each component of the evaluation. 1 credit = 15 CH 2 credits = 30 CH 3 credits = 45 CH	

*You must attach proof of your attendance at this conference (registration e-mail, photo of name badge, etc.).

Conference Assignment Evaluation

Conference assignments are intended to be reflective and contextualized to your conference and professional experience. As you attend various conference sessions, workshops, and other activities, consider the following four components. They will frame the evaluation of your submitted work.

Components (see below for details)	Sample Activities	Possible Points
Pre-conference activities	Examining goals, big ideas, rationales & readings	10
Attending conferences sessions	Experiencing new ideas & techniques	30
Informal conference interactions	Engaging colleagues, speakers or other conference attendees	20
Post-conference activities	Implementation of concepts, developing materials, analyzing results	30
Documentation of contact hours	Included in the Conference Credit Form	10
Total Points:		100
Component 1: Pre-conference activities (10 points)		
<p>9-10 points – You have clearly demonstrated a deep examination of conference goals and “big ideas” appropriate to the number of credits you seek. You have expressed a coherent rationale for your conference participation, and it appears you have completed all pre-conference readings.</p> <p>7-8 points – You have demonstrated a modest examination of conference goals and “big ideas”. You have expressed a fairly coherent rationale for your conference participation, and/or it appears you have completed most pre-conference readings.</p> <p>1-6 points – Your account of pre-conference activities is incomplete, inadequate or incoherent; or you are missing (or haven’t submitted) significant elements of this component.</p>		
Component 2: Attending conference sessions and workshops (30 points)		
<p>27-30 points – You have clearly and comprehensively reflected on your conference participation appropriate to the number of credits you seek. You have included a reflection on how your practice may be positively impacted by these new ideas or new techniques.</p> <p>23-26 points – You have reflected on your participation in conference activities in a clear and coherent manner. Your reflection includes a modest elaboration on how your practice may be positively impacted by these new ideas or new techniques.</p> <p>1-22 points – Your account of conference activities is incomplete, inadequate or incoherent; or you are missing (or haven’t submitted) significant elements of this component.</p>		
Component 3: Informal conference interactions (20 points)		
<p>18-20 points – You have clearly and comprehensively reflected on your interaction with other conference participants appropriate to the number of credits you seek. You have included a reflection on how these interactions have helped contextualize your conference experience.</p> <p>15-17 points – You have reflected on your interaction with other conference participants in a clear and coherent manner. Your reflection includes a modest elaboration on how these interactions have helped contextualize your conference experience.</p> <p>1-14 points – Your account of conference activities is incomplete, inadequate or incoherent; or you are missing (or haven’t submitted) significant elements of this component.</p>		
Component 4: Post-conference activities (30 points)		
<p>27-30 points – You have clearly and comprehensively reflected on your conference participation appropriate to the number of credits you seek. You have included a reflection on how your practice may be positively impacted by these new ideas or new techniques.</p> <p>23-26 points – You have clearly reflected on your conference participation. You have included a modest reflection on how your practice may be positively impacted by these new ideas or new techniques.</p> <p>1-22 points – Your account of conference activities is incomplete, inadequate or incoherent; or you are missing (or haven’t submitted) significant elements of this component.</p>		

Grading scale: The Buffalo State Graduate School uses traditional letter grades to indicate the status of a student at the completion of a course. As instructor-of-record for IGPE-facilitated conference credit, I assign only whole letter final grades (no grades with – or +) designations). Please see the following grading scale. Please consult me prior to beginning the culminating assignment if you have questions about grading.

- 90-100 points (superior) = A
- 80-89 points (above average) = B
- 70-79 points (average) = C
- 60-69 points (below average) = D
- ≤ 59 points (failure or unofficial withdrawal) = E

Additional Guidance in Completing Evaluative Components

This section provides guidance and outlines expectations relating to depth, complexity, and length of submissions. All submitted work is relative to the number of credits you are seeking.

Component 1: Pre-conference Activities

In preparing for the conference, consider the goals and “big ideas” you have in mind and would like to accomplish. Formulate a few questions about themes you will be reviewing and/or researching throughout the conference. As appropriate, cite pre-conference readings and annotate resources that inform your thinking. Consider the word-length expectations at the end of this section when contemplating the complexity of your pre-conference activities submission and drafting your pre-conference reflection.

Component 2: Attending Conference Sessions and Workshops

As you attend conference sessions and workshops, make notes to guide your reflection on new ideas, innovations, and techniques you are learning. Reflect upon them in various contexts and from multiple perspectives. In evaluating the sessions and workshops, consider evaluating them via SWOC analysis (Strengths, Weaknesses, Opportunities, Challenges). Also consider the word-length expectations at the end of this section when contemplating the complexity of your conference attendance and participation submission and drafting your reflection.

Component 3: Informal Conference Interactions

Networking is a foundational element of professional conferences, and dialogue with your colleagues and representatives from other sites may emerge as some of the most meaningful conference activities. These dialogues can happen in small groups, with individuals, before or after the session, or before or after the conference. Summarize connections you make and topical discussions you have with other conference participants and evaluate their impact on your conference experience and professional approach. Consider the word-length expectations at the end of this section when contemplating the complexity of your dialogue with conference participants and drafting your reflection.

Component 4: Post-conference Activities

This component requires not only a comprehensive reflection on conference take-aways, but a plan for implementation of a conference-themed post-conference activity. Based on the conference theme, the instructor of record may send you a series of prompts and/or considerations to address. You will implement a concept you learned at the conference, and then share your experience. Alternatively, you may wish to develop new materials you can use in your classroom or office that are based on conference themes. Either way, your work activities should be guided by research. Thus, your final submission should include a brief review of literature

on the topic of your post-conference reflection. Consider the word-length expectations at the end of this section when contemplating the complexity of your dialogue with conference participants and drafting your reflection.

Conference Credit Assignment Workload Chart

Components	1 Credit	2 Credits	3 Credits
1	100 words in length	200 words in length	300 words in length
2	200 words in length	400 words in length	600 words in length
3	100 words in length	250 words in length	350 words in length
4	200 words in length	400 words in length	600 words in length
Totals	600-700 words, plus 3-4 references to scholarly products	1200-1300 words, plus 5-8 references to scholarly products	1800-2000 words, plus 9-12 references to scholarly products