

PROPOSAL FOR A SERVICE-LEARNING  
DESIGNATION FOR SERVICE-LEARNING COURSES

Introduced to the BSC College Senate on March 14, 2008 by the Instruction & Research Committee

Whereas Service Learning furthers crucial educational goals of Buffalo State--including the integration of inquiry and action, civic engagement, teamwork, and acquisition of problem solving, public speaking, communication, research and analytical skills--as well as retention and diversity goals;

And Whereas public service is an important part of the vision, mission and core values of Buffalo State;

And Whereas the Volunteer and Service Learning Center has trained Community Service Faculty Fellows from across the campus and provides support for individual faculty members and departments in developing Service-Learning courses;

And Whereas Service Learning, along with the internship, the professional development practicum, and student teaching, is an important type of experiential learning

Therefore, Be it Resolved:

Any undergraduate course that meets the following Minimum Requirements can be designated a Service-Learning course and carry the Service-Learning (SL) designation as part of the course name and will appear in all registration materials and on student transcripts:

1. Service-Learning courses use community service to further academic learning objectives in the context of a predominantly classroom- or electronically-based course.
2. Academic credit is earned for academic work relating to the community service, not for the service itself.
3. At least 15% of the final grade for the course is based on academic assignments that explicitly link the specific community service to the academic content of the course.
4. Students are required to complete a minimum of 10 hours of community service.

A course may receive the Service-Learning designation if all four of the above criteria are incorporated into the course syllabus. Prior to being offered, the course must be approved by the Service-Learning Oversight Committee (or its successor), whose composition should have a faculty majority and include representation from each of the Schools.

The college should make a concerted effort to effectively publicize the existence of the Service-Learning designation, its requirements, and the process for faculty to seek the designation.