CSULB CENTER FOR COMMUNITY ENGAGEMENT
INSTRUCTIONALLY-RELATED ACTIVITIES (IRA) SERVICE LEARNING REIMBURSEMENT PROGRAM
PROCEDURES AND GUIDELINES

Purpose and Scope
Each semester the Center for Community Engagement (CCE) offers reimbursements for out-of-pocket expenses associated with CCE-recognized service learning/community-based course activities. Students and/or faculty are reimbursed for expenses directly related to students’ service learning activities. Expenses that are reimbursable are for service learning activities that directly relate to the course’s service learning goals and objectives, are consistent with service learning best practices, and meet other criteria as detailed below under “Criteria for Receiving Funds.” This Service Learning Reimbursement Program generally awards up to $500 of IRA funds for a service learning course, however some courses may qualify for higher amounts depending on the nature of the service learning activity and the availability of funds.

Criteria for Receiving Funds

- The course is a CCE-recognized service learning class that follows best practices for service learning (See Appendix A and Service Learning Resource Guide) and is being taught during the current term.
- Activities are clearly connected to well-defined course learning objectives, serve to enhance students’ learning, and cannot otherwise be completed without incurring out-of-pocket expenses.
- IRA funds do not replace or duplicate funding received from other sources.
- Expenses are reasonable, demonstrate good judgment and fiscal responsibility, and are directly related to the service learning activity.
- SL Pro is used to document and track students’ placements and service learning hours.
- Allowable Expenses:
  - Consumable supplies and materials (e.g., art supplies for an art workshop, grade-appropriate workbooks for academic tutoring, binders and paper for training curriculum)
  - Printing/copying costs (e.g., materials for a training workshop)
  - Rental costs (e.g., rental of large number of hand tools—rakes, brooms, trowels—for a gardening activity; audio-visual equipment for a videotaping activity)
- Unallowable Expenses:
  - Food or Drinks used for hospitality or refreshments
  - Equipment/Furniture
  - Gifts/Clothing
  - Travel/Transportation
  - Salaries/Wages
  - Tuition/Fees
  - Capital Outlay
  - Charitable Contributions

Exceptions to unallowable expenses may be considered on a case-by-case basis by the CCE if there is a direct link to the educational component of the activity and if deemed allowable by the university IRA fiscal administrator.
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PROCEDURES

To Apply for the CCE Service Learning Reimbursement Program:

1. Faculty must submit an application for funds prior to incurring expenses.
   a. First Application Deadline: Friday of the 3rd week of instruction.
   b. Award Notification: By Friday of the 5th week of instruction.
   c. Applications received after the first deadline will be considered based upon the remaining availability of funds.

2. Faculty must insure that students use the SL Pro Database to register for the course and their placement and to document their service learning hours.
   a. Student Access to SL Pro: Student Log-in
   b. Faculty Access to SL Pro: Faculty Log-in

To Receive Reimbursements:

1. Individual reimbursement requests shall be for no less than $10. We recommend that students with expenses of less than $10 combine expenses into a single reimbursement request.

2. Submit original receipts along with a completed Vendor Data Records STD 204 form and Request for Reimbursement Cover Sheet to the Center for Community Engagement in AS-127 no later than the published deadline. The published deadline and forms can be found on the CCE website and in IRA communications sent to faculty.

3. Respond to a brief online survey on how IRA funds were used and its impact on your course.

4. Students/faculty will receive their reimbursement check in the mail three to four weeks after original receipts and forms have been received by the CCE. Errors, submission of unallowable expenses, incomplete forms or non-original or missing receipts will delay the reimbursement.

For Clarification or Additional Information Contact:
Carmen Arreola at 5-7019 or e-mail Carmen.Arreola@csulb.edu for IRA program questions.
Monica Delgado at 5-2307 or e-mail Monica.Delgado@csulb.edu for SL Pro questions.

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MY IRA CHECKLIST

✔ My course incorporates service learning best practices, including relevant and meaningful service with the community, enhanced academic learning, and purposeful civic learning.

✔ I submitted an application to the CCE and received notification prior to submitting receipts for reimbursement.

✔ My course and community partners are listed on SL Pro and my students have registered and are documenting their hours.

✔ I have fully conveyed to my students all criteria, guidelines and deadlines related to reimbursable expenses.

MY IRA REIMBURSEMENT CHECKLIST

✔ Expenses are allowable, directly connected to course goals/objectives, reasonable and necessary, and meet all other criteria of this program.

✔ Reimbursement requests are for no less than $10, have all original receipts and the properly completed Vendor Data Form and Request for Reimbursement Cover Sheet attached.

✔ Requests were submitted within 2 weeks after completing the activity but no later than the stated deadline, to the Center for Community Engagement (AS-127).

✔ The online IRA survey has been completed.

Effective Date: 08/26/2013

Page 2 of 4
APPENDIX A

Service Learning Defined

Service Learning is a teaching approach utilizing experiential learning to connect theory and practice. It integrates and enhances both community service and academic instruction (with academic credit), engages students in responsible and challenging community service, and emphasizes active learning in different environments. Service Learning is an opportunity for community groups, organizations and agencies to develop reciprocal partnerships with faculty, staff and students to address significant community issues while meeting academic goals and objectives. In the process, students begin to develop an ethic and spirit of service and civic engagement.

Three criteria serve as the litmus test for whether a course may be considered service learning:

1. **Relevant and Meaningful Service with the Community:**
   The service provided within the community agency must be relevant and meaningful to all stakeholder parties.

2. **Enhance Academic Learning:**
   The addition of relevant and meaningful service with the community must not only serve the community but also enhance student academic learning in the course.

3. **Purposeful Civic Learning:**
   The addition of relevant and meaningful service with the community must not only serve the community and enhance student academic learning in the course, but also directly and intentionally prepare students for active civic participation in a diverse democratic society.

All three criteria are necessary for a course to qualify as academic service learning. If any of the three is absent, then it is either another form of community-based service and/or learning or an ineffective model of academic service learning. It is important to note that while service learning courses may have other learning objectives and/or outcomes, as in the social or affective domains, these are not necessary conditions for academic service learning.

Common Misunderstandings about Service Learning

**Misunderstanding #1:**
“Academic service learning is the same as student service and co-curricular service learning.”

Academic service learning is not the same as student community service or co-curricular service learning. While sharing the word “service,” these models of student involvement in the community are distinguished by their learning agenda. Student community service, illustrated by a student organization adopting a local elementary school, rarely involves a learning agenda. In contrast, both forms of service learning—academic and co-curricular—make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Co-curricular service learning, illustrated by many alternative spring break programs, is concerned with raising students’ consciousness and familiarity with issues related to various communities. Academic service learning, illustrated by student community service integrated into an academic course, utilizes the service experience as a course “text” for both academic learning and civic engagement.

Effective Date: 08/26/2013
Misunderstanding #2:
“Experience in the community, is synonymous with learning.”

Experience and learning are not the same. While experience is a necessary condition of learning (Kolb, 1984), it is not sufficient. Learning requires more than experience, and so one cannot assume that student involvement in the community automatically yields learning. Harvesting academic and/or civic learning from a community service experience requires purposeful and intentional efforts. This harvesting process is often referred to as “reflection” in the service learning literature.

Misunderstanding #3:
“Academic service learning is the addition of community service to a traditional course.”

Grafting a community service requirement (or option) into an otherwise unchanged academic course does not constitute academic service learning. While such models abound, this interpretation marginalizes the learning in, from, and with the community, and precludes transforming students’ community experiences into learning. To realize service learning’s full potential as pedagogy, community experiences must be considered in the context of, and integrated with, the other planned learning strategies and resources in the course.

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1 Adapted from Service Learning Course Design Workbook, Jeffrey Howard, Editor, MJCSL, University of Michigan, pages 10-11.