

Long Beach City College

FACULTY HANDBOOK



Office of Academic Affairs
Long Beach City College
2026-2027



The Faculty Handbook is intended to serve as a guide for all faculty. It includes information on our students; retention and completion strategies; helpful resources; curriculum, policies, regulations and procedures important in the operation of the Long Beach Community College District. Although great care has been taken to ensure the accuracy of the information contained herein, changes may occur between versions. Therefore, wherever possible, the office responsible for the information or task has also been indicated in order that any additional or more recent information may be obtained if needed. The Handbook is designed to complement other College resources by providing faculty with information about students, teaching and completion strategies, student support, faculty resources and responsibilities, and governance and compliance.

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CHAPTER 1

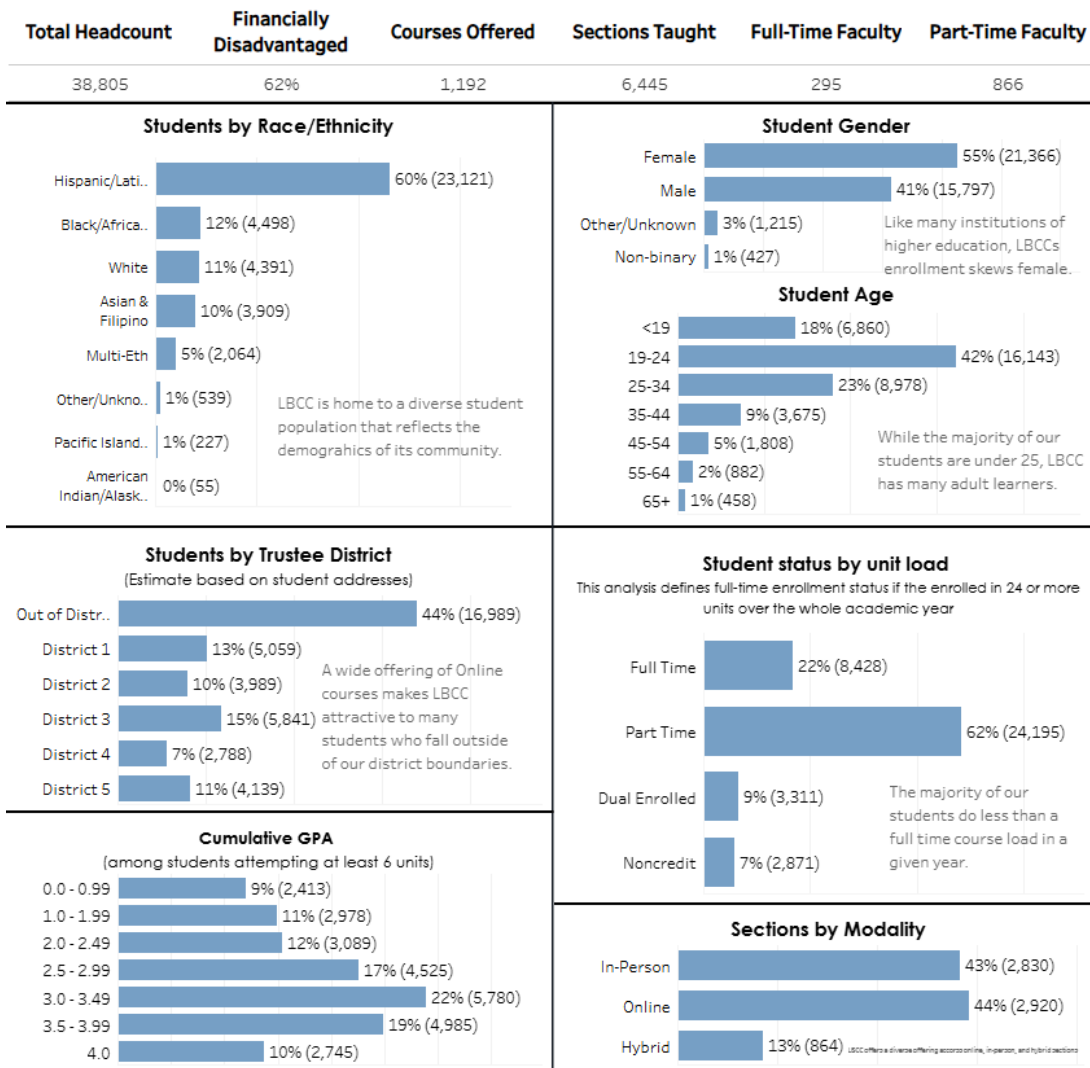
OUR STUDENTS



Meeting the educational needs of our students while stimulating learning is our mission. Students come to class with an amazing variety of talents, skills, and motivations. Their lives outside of college are often complex. Some students will be working full-time, others will work and raise a family, and others will have time for extracurricular activities. Our student population is an incredible mix, and it takes special time and talent to make education relevant to them all. Data about students are listed below.

Long Beach City College College Facts

ACADEMIC YEAR 2025-2026



For an accessible version of the data and current College Facts, visit LBCC College Facts <https://www.lbcc.edu/pod/college-facts>

CHAPTER 2

ADVANCING EQUITABLE STUDENT OUTCOMES

California Community Colleges are committed to ensuring that every student has equitable opportunities to achieve their educational, career, and personal goals. The California Community Colleges Chancellor's Office Vision 2030 framework calls upon colleges to improve student success by expanding access, increasing completion and transfer, eliminating persistent equity gaps, and preparing students for meaningful careers and lifelong learning. While today's students arrive with diverse experiences, strengths, responsibilities, and aspirations, they also benefit from learning environments intentionally designed to promote belonging, engagement, academic achievement, and personal growth. Vision 2030 recognizes that improving student outcomes requires more than expanding access; it requires colleges to examine how teaching, student support, and institutional practices work together to help every student succeed.¹

At Long Beach City College, this statewide vision is advanced through Guided Pathways, an institution-wide framework that helps students navigate college from entry through completion. Since joining the California Guided Pathways Project in 2017, LBCC has continued to strengthen teaching, student support, and institutional practices that help students clarify their educational goals, stay on track, and successfully complete certificates, degrees, transfer, or workforce preparation. Guided Pathways encourages colleges to provide clear educational plans, connect students with timely support, remove barriers to success, and use evidence to continuously improve teaching and learning.

Every employee contributes to student success, but faculty influence students in uniquely powerful ways. Through curriculum design, meaningful classroom experiences, effective communication, timely feedback, and ongoing assessment, faculty help students discover clear pathways, persist through challenges, and achieve their educational goals. Faculty also play a critical role in creating welcoming and inclusive learning environments where students feel valued, supported, and confident in their ability to succeed. Whether developing a Course Outline of Record, preparing a syllabus, fostering an equity-minded classroom, or assessing Student Learning Outcomes, these everyday instructional practices directly support both the four pillars of Guided Pathways and Vision 2030's commitment to advancing equitable student outcomes.



***Ensure Students are Learning* via the Course Outline of Record**

The first step in preparing for teaching is to access the course's official Course Outline of Record (COR) by navigating to the LBCC Online Catalog Courses page at <https://lbcc-public.courseleaf.com/courses/>. The outline of record has been approved in accordance with state regulations, ensuring that the learning outcomes for each section are similar regardless of the instructor.

The course outline includes:

1. Course information found in the catalog (title, units, description, transferability, requisites, etc.)
2. The course learning objectives and student learning outcomes,
3. An outline of content topics,
4. The methods of evaluation,
5. Representative assignments,
6. A list of typical textbooks used (talk with the Department Head for textbook selection).

***Provide a Clear Path* via the Syllabus**

An important document for students to receive from the instructor is the course syllabus. The syllabus should be distributed on the first day of class and may be used by students to determine whether to continue or drop a class. Creating a **welcoming and inclusive syllabus** will help students feel more comfortable with you and the classroom environment on the first day, potentially improving retention, persistence, and completion.

In the syllabus, students will discover what the course covers (course description, assignments schedule), what they can expect to learn by the end of the semester (the student learning outcomes), important class information (attendance, assignments with due dates, grading, what to bring to class, partially online information), textbooks and other reading assignments, as well as important information about the instructor (office location, office/student hours, office phone number, LBCC email address), and more.

A **welcoming syllabus** helps to create an environment where students feel that the instructor cares. A classroom partnership in which instructors and students work together can strengthen learning, engagement, and student success. Assignments, readings, and other course materials provide opportunities to incorporate a variety of examples that reflect different cultures, identities, experiences, and perspectives, helping students see themselves and relate to the course content. A **welcoming syllabus** can affirm each student's ability to succeed.

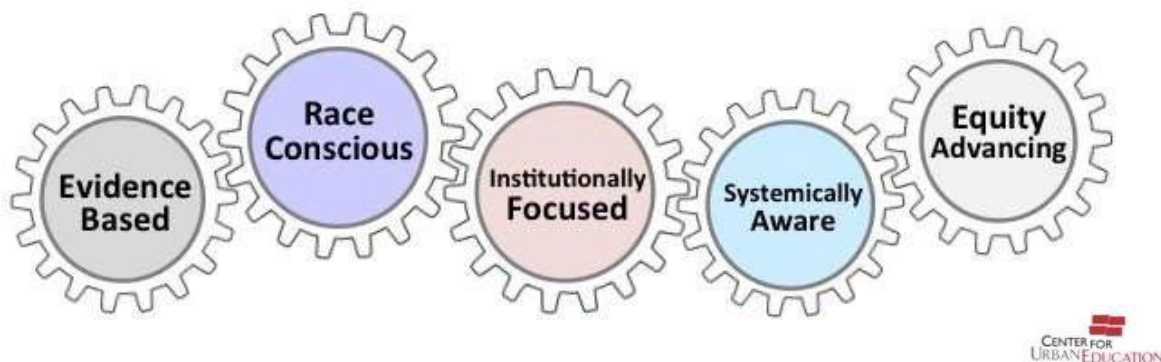
Examples of **welcoming syllabi** are provided in Appendix A. Always refer to the [Course Outline of Record](#) when developing a course syllabus as it contains the course description, the student learning outcomes, the course content, methods of assessment, and suggested text(s). If needed, contact the Department Head for assistance with preparing the syllabus.

The more complete and detailed the syllabus, the better. Along with the information above, it is recommended that the syllabus also include:

1. A welcoming and inclusive statement.
2. The name and author of all required and suggested texts plus the tentative reading assignments.
3. The calendar of the course, session by session, showing expectations of each session.
4. Dates of projects, tests, and special events.
5. Information about receiving the syllabus in an alternate format for students with disabilities.
6. A statement indicating that the syllabus is subject to change.
7. Student Learning Outcomes taken verbatim from the [Course Outline of Record](#)

Once finalized, the course syllabus should be submitted through the School-Level Syllabus Submission process in Canvas no later than two weeks after the start of the semester.

***Help Students Stay on their Path* via Equity Lens**



What is Equity Mindedness?

The Center for Urban Education (CUE) from the USC Rossier School of Education published an Equity-Minded Inquiry Series titled *Syllabus Review*. The Syllabus Checklist provided in Appendix B can be used to support an equity-minded review of course syllabi and offers considerations for creating inclusive and welcoming course materials.

The language used throughout a course can contribute to a welcoming and supportive learning environment. Faculty may use terms such as “Student Hours,” rather than the traditional “Office Hours,” to communicate that time outside of class is intentionally available for students to ask questions, discuss course material, and connect with their instructor. Thoughtful choices in course communications and classroom interactions can reinforce that questions are welcomed and seeking assistance is an expected part of the learning experience.

Equity-minded teaching recognizes that course design and instructional practices can shape students’ experiences in meaningful ways. Providing clear expectations and opportunities for connection and belonging, while attending to how students experience the learning environment, can create conditions that support engagement, learning, and success.

Advancing equitable student outcomes extends beyond individual classrooms and is a shared responsibility across the College. At the institutional level, an equity-minded approach includes examining student outcomes, identifying differences in areas such as access, course success, persistence, and completion, and working collaboratively to understand and address policies, practices, structures, or barriers that may contribute to those differences.

Faculty bring professional knowledge, disciplinary expertise, and experience to this college-wide work. Classroom interactions, course materials, instructional practices, and assessment provide valuable opportunities to understand how students experience teaching and learning. Examining student learning and achievement data alongside these experiences can help identify patterns, inform thoughtful adjustments, and contribute to broader efforts to improve educational outcomes. At LBCC, this ongoing work supports both individual and institutional efforts to understand and address equity gaps.

CUE emphasizes that advancing equity requires practitioners to critically examine their own practices and recognize that inequities in student outcomes may reflect differences in access to resources and support rather than deficits within students. An equity-minded approach shifts attention from “fixing” students to examining and changing institutional practices, policies, and structures that may contribute to inequitable outcomes.²

Equality and Equity: What’s the Difference?

Equality provides everyone with the same resources or opportunities. Equity recognizes that students begin from different circumstances and may require different forms of support to achieve comparable educational outcomes. An equity-minded approach encourages colleges to identify and remove barriers while providing the resources and support students need to succeed.³

With an equity-minded lens, LBCC can focus on areas with the greatest need to address barriers and provide intentional support. [Starfish](#) is one tool faculty can use to connect students with timely support and encouragement. Through referrals and kudos, faculty can recognize student progress, identify concerns, and help students connect with appropriate resources before challenges become greater barriers to success. Starfish also provides LBCC with information that can help identify patterns in student performance and engagement. When examined alongside other student data, this information can contribute to a better understanding of where students may encounter barriers and inform efforts to strengthen institutional practices and support.

***Help Students Stay on their Path* via Canvas Gradebook**

Grades for assignments, quizzes, and exams provide students with important information about their progress and understanding of course material. Providing frequent and timely feedback can help students recognize areas of strength and identify where additional attention or support may be helpful. Canvas Gradebook provides faculty with tools to communicate grades and feedback while helping students monitor their progress throughout the course. “SpeedGrader” can be used to provide timely feedback on assignments, quizzes, and graded discussions. For students, the Gradebook includes a “What-if Grades” feature that allows them to explore how hypothetical assignment grades could affect their overall course grade. These tools can help students better understand their academic progress and make informed decisions about their learning. LBCC offers training on using Canvas for any class, regardless of modality; refer to Appendix C for step-by-step instructions.

***Help Students Stay on their Path* via Teacher Immediacy**

Teacher immediacy⁴ refers to communication behaviors that reduce the physical and psychological distance between teachers and students. Examples include using inclusive pronouns, expressing openness, employing humor, providing praise, and demonstrating a willingness to interact with students. This concept was initially explored by Janis Andersen in her 1979 dissertation, where she demonstrated and measured its impact on instructional outcomes. Over the past four decades, extensive research has validated and expanded upon these findings. A systematic review published in *Frontiers in Psychology*⁵ found positive associations between teacher verbal and nonverbal immediacy and student motivation. The review underscores the importance of fostering a conducive learning environment where students feel connected and supported. Additional research associates teacher immediacy with reduced student anxiety, increased classroom engagement and attention, greater motivation, and enhanced perceptions of instructor credibility.⁶ By integrating immediacy strategies, teachers can significantly enhance the learning experience, foster a supportive classroom atmosphere, and improve educational outcomes.

***Ensure Students Are Learning* via Student Learning Outcomes**

Student Learning Outcomes (SLO) are statements of the overarching knowledge, skills, abilities, and/or values students will acquire after completing a course or program. These broad learning outcomes demonstrate core student understanding and application of a subject. Assessing SLOs provides faculty with an opportunity to examine how effectively students are achieving these intended outcomes and to use that information to inform teaching and learning. Every other academic year focuses on assessment, though departments are encouraged to assess each semester. The process involves collecting, evaluating, and using information to determine how well learning expectations are being met. The purpose is to use the results to stimulate meaningful dialog about how instruction and curriculum may be modified to effectively engage students in the learning process. The Course, Program, and Institutional [assessment cycles](#) ensure that student learning needs are being met. Ongoing assessment of student learning and the use of assessment results for continuous improvement are expectations of the ACCJC Accreditation Standards.⁷

CHAPTER 3

STRATEGIES FOR COMPLETION

 tudent completion is rarely determined by a single event. Students may encounter financial pressure, work and family responsibilities, housing or food insecurity, uncertainty about educational requirements, difficulty accessing support, or learning environments in which they do not feel connected or valued. These conditions can affect course success, persistence from one term to the next, degree and certificate completion, and transfer. While many of these challenges exist outside the classroom, the learning environment created by faculty can significantly influence whether students remain engaged and continue making progress toward their educational goals.

Research and institutional experience consistently demonstrate that students are more likely to persist when they experience a sense of belonging, understand course expectations, receive timely feedback, know where to seek assistance, and believe that someone at the college cares about their success. Faculty are uniquely positioned to influence these conditions through everyday interactions that communicate high expectations, genuine support, and confidence in students' ability to succeed.

The following strategies highlight practical ways faculty can strengthen persistence, promote learning, and help students stay on the path toward achieving their educational goals. Many of these practices require only small adjustments to existing teaching methods but can have a meaningful impact on student engagement, confidence, and completion.

What Current Research Tells Us

Recent research from California Community Colleges and the Chancellor's Office Vision 2030 framework emphasizes that student persistence is strengthened when colleges intentionally foster a sense of belonging, provide timely academic support, clarify educational pathways, and use evidence to continuously improve teaching and learning. Likewise, The RP Group's research on student support and engagement continues to demonstrate that students are more likely to persist when they develop meaningful relationships with faculty, understand course expectations, and know where to seek help before challenges become barriers to success. Together, these findings reinforce the importance of creating learning environments that are both academically rigorous and intentionally supportive.⁸

At LBCC, these statewide priorities are advanced through Guided Pathways efforts, the Student Equity Plan, and a college-wide commitment to continuous improvement. Faculty are central to this work. Every interaction with a student, whether through course design, classroom instruction, assessment, communication, or referral to campus resources, helps shape the conditions that support persistence, learning, and completion. The strategies presented in this chapter highlight practical ways faculty can strengthen student engagement, promote equitable outcomes, and help students achieve their educational goals.

Faculty Strategy: Create a Sense of Belonging

Students are more likely to persist when they feel welcomed, respected, and connected to their instructor and classmates. Simple actions such as learning students' names, greeting students as they arrive, encouraging participation, acknowledging effort, and communicating that every student belongs can strengthen students' confidence and willingness to seek assistance when challenges arise.

Faculty Strategy: Communicate Early and Often

Regular communication helps students stay engaged throughout the semester. Providing timely feedback, monitoring progress through Canvas Gradebook, reaching out after absences, and encouraging students to use Student Hours help students recognize concerns before they become barriers to success.

Faculty Strategy: Connect Students to Resources

Faculty are often the first college employees to recognize when a student is struggling. Referring students to tutoring, counseling, basic needs resources, Success Centers, DSPS, financial aid, or other campus services demonstrates care while helping students receive support before small challenges become larger obstacles.

Faculty Strategy: Make Learning Visible

Students are more likely to remain engaged when they understand what they are learning and how they are progressing. Frequent low-stakes assessments, opportunities for reflection, classroom discussion, formative feedback, and Student Learning Outcomes all provide students with meaningful information about their progress and reinforce learning throughout the semester.

Faculty Strategy: Reach Out When Students Disengage

A missed class, assignment, or change in participation may signal that a student is experiencing difficulty. Faculty can reach out promptly to help students reconnect before they fall further behind and, when appropriate, connect them with campus resources. Proactive outreach communicates that participation matters and that faculty are invested in student success.

Faculty Strategy: Reduce Barriers to Course Materials

The cost of textbooks and instructional materials can create barriers for students. LBCC faculty have made important progress by adopting, adapting, and creating Open Educational Resources (OER) and other affordable materials. Faculty are encouraged to expand this work and explore low- or zero-cost options when selecting course materials.

Faculty Strategy: Check for Understanding

Students may attend class and complete assignments while still struggling with important concepts. Regular checks for understanding, such as low-stakes assessments, polls, reflections, classroom discussion, and timely feedback, can identify learning gaps early. Faculty can then clarify concepts, adjust instruction, or connect students with additional academic support.

Many of these strategies are already reflected in faculty practice at LBCC. The following examples, shared by our faculty, offer practical ways colleagues have put these ideas into action with their students.

***Help Students Stay on their Path* via LBCC Faculty Practices**

Get to Know Students' Names

Using students' names can help them feel recognized and connected within the classroom community.

Begin before the semester.

1. Using the class roster, identify names that are unfamiliar and use a name-pronunciation resource such as [NameShouts](#) to practice pronunciations. When available, use [NameCoach](#) in Canvas to hear students' own pronunciation of their names. When unsure, simply ask students how they would like their names pronounced.
2. Use Canvas and/or LBCC email to welcome students before the semester begins. Include a brief introduction, important information about the course and required materials, and helpful guidance for the first day. Let students know that you look forward to meeting them and learning their names.

- **Begin the first day of class.** Consider using desk or table name tents to help faculty and students learn one another's names. Invite students to include the name they would like to be called and, if helpful, its pronunciation. Name tents can be reused during the first several class meetings until names become familiar. Faculty can also use them to intentionally address students by name during discussions and activities.
- **Begin within the first few class sessions.** Incorporate a brief activity that helps students learn one another's names and begin building connections. Consider a pair-and-share activity, a course-related introduction, or a short questionnaire about students' educational goals, interests, prior experience with the subject, or what they hope to learn in the course. Use the information students share to help create relevant learning experiences and strengthen classroom community.
- **Throughout the semester.** Continue using students' names during class discussions, activities, and individual conversations. When you do not remember a name, simply ask the student to remind you rather than avoiding the interaction. Consistently addressing students by name reinforces that they are recognized as individuals and helps sustain a welcoming and connected classroom community.

These are just a few ways faculty can support students' sense of belonging and connection throughout the semester. Talk with colleagues and department heads to share ideas and discover additional practices that strengthen student belonging and engagement.

***Provide a Clear Path* via Preparing to Teach**

Being prepared before the semester begins helps faculty create an organized and welcoming experience for students from the first day of class. Review the [What's What New Faculty & Staff Survival Guide](#), available through the Academic Services webpage, for current information about class rosters, permission numbers, census reporting, classroom access, safety and security, and other important procedures. Faculty should also become familiar with their classroom, course materials, Canvas course site, and available student support resources before instruction begins.

General Strategies to Prepare for and Create an Inclusive Classroom

Faculty play a critical role in creating learning environments where students feel welcomed, respected, and prepared to participate. A well-organized first class session can establish expectations, build connections, and set the tone for the semester. Faculty should encourage the free exchange of ideas while fostering an environment in which students from varied backgrounds and perspectives can participate meaningfully. The following practices can help establish a welcoming, inclusive, and engaging classroom environment.

Visit the Classroom in Advance

Whenever possible, visit the classroom before the first class meeting to become familiar with the space and confirm that instructional technology and equipment are functioning properly. Check the computer, display or projection system, internet access, lighting, and any specialized equipment needed for instruction. Addressing concerns in advance helps ensure that students experience an organized and productive first class session. For assistance with classroom technology or equipment, contact [Academic Computing & Multimedia Services](#).

On the First Day, Arrive Early

Plan to arrive early, especially during the first few weeks of the semester when parking and campus navigation can be challenging for both faculty and students. Refer to the [campus maps](#) for staff parking areas, building locations, and other helpful information. Arriving early provides time to prepare classroom technology and materials, display course and instructor information, and, most importantly, welcome students as they arrive. Keep in mind that students may experience the same parking and navigation challenges; allowing reasonable flexibility during the first few class meetings can help create a welcoming start to the semester.

Arriving early also provides time to prepare classroom technology and materials, display course and instructor information, and, most importantly, welcome students as they arrive. If printed materials are needed, [Reprographics Centers](#) provide duplication and printing services; submit requests in advance whenever possible. Preparing these details before students arrive helps create an organized and welcoming classroom environment.

Build Community in the Classroom

Creating opportunities for students to connect with one another can strengthen a sense of belonging and engagement in the classroom. Beginning with the first class meeting, incorporate activities that encourage meaningful interaction, such as collaborative problem-solving, course-related discussions, or small-group activities. Continue providing opportunities throughout the semester for students to participate actively, share perspectives, and learn with and from one another.

Suggestions for Handling Situations

If a student attends class but is not registered, first verify whether students on the waitlist are present, as they have priority for available seats. If space is available and enrollment is appropriate, the instructor may provide the student with a Permission Number to complete the registration process. Be sure to follow current [Admissions and Records](#) procedures and enrollment deadlines when adding students to a class.

***Provide a Clear Path* via Counseling**

Students may arrive at LBCC with a clearly defined educational goal, while others are still exploring majors, careers, transfer opportunities, or pathways to completion. Counseling faculty help students clarify these goals, understand program and transfer requirements, and develop a Comprehensive Student Educational Plan (CSEP) that provides a clear roadmap toward their educational goals. California law requires colleges to provide education plans to non-exempt students, and current Chancellor's Office guidance calls upon colleges to the maximum extent possible to provide comprehensive plans before the end of a student's first academic year.⁹

Beginning Fall 2026, LBCC will implement Course Program of Study (CPOS) requirements for federal financial aid. Under CPOS, federal financial aid eligibility is based on coursework that applies toward a student's declared degree, certificate, or transfer program, making accurate educational planning and program selection especially important.¹⁰

Early and ongoing educational planning helps students make informed decisions, monitor their progress, and adjust their plans as educational or career goals evolve.

Prepare for Counseling

Counseling faculty play a critical role in helping students navigate their educational journey from entry through completion, transfer, or career preparation. Whether meeting with students in the classroom, online, or during individual appointments, counselors build relationships that help students clarify goals, understand their options, and make informed decisions. A welcoming and student-centered approach encourages students to ask questions, seek support, and remain actively engaged in their educational planning.

General Strategies to Prepare for and Create an Inclusive Counseling Environment

Counseling faculty play an important role in creating an environment where students feel welcomed, respected, and comfortable asking questions. Preparing for each appointment and becoming familiar with the student's educational goals and progress can help make the conversation more meaningful and productive. During the appointment, counselors can encourage students to share their experiences, questions, and concerns while providing clear information and guidance that supports informed decision-making. These interactions can strengthen students' sense of connection to the College and confidence in navigating their educational path.

The Office Space for Part-Time Counselors:

Part-time counselors may conduct appointments in offices shared with other counseling faculty. Arrive early enough to become familiar with the space, prepare any necessary technology or resources for the appointment, and review available information to help ensure continuity for the student. Even in a shared office, counselors can create a welcoming experience through attentive communication, correct pronunciation and use of students' names, and a professional environment that respects privacy and supports meaningful conversation.

Support the Whole Student:

Students' educational decisions are often connected to career goals, financial circumstances, family responsibilities, personal challenges, and other factors that may affect their progress. Counseling provides an opportunity to consider these interconnected needs while helping students remain focused on their educational goals. When appropriate, counselors can connect students with specialized programs, academic support, financial aid, career services, basic-needs resources, and other services to help address barriers to persistence and completion. Follow-up and continued contact can also help students adjust their educational plans as circumstances or goals change.

**Build Rapport with Students**

Effective counseling begins with relationships built on trust, respect, and attentive communication. Counselors can strengthen rapport by listening carefully, asking thoughtful questions, communicating information clearly, and recognizing the experiences and perspectives students bring to the conversation. Counseling faculty draw upon their professional knowledge of student development, counseling theory, and culturally responsive practice to provide guidance appropriate to each student's individual circumstances. The *Standards of Practice for California Community College Counseling Faculty and Programs* emphasize professional counseling practices that recognize students as individuals and support their educational development and success.¹¹

Connect Students to Resources and Follow Up:

Counselors often help students identify needs that extend beyond educational planning. When appropriate, connect students directly with academic support, financial aid, basic needs assistance, career and transfer services, specialized programs, or other campus resources. Whenever possible, help students understand not only where to go but also why the resource may be helpful and what to expect when they connect with it. Following up during a future appointment can reinforce the connection, identify unresolved concerns, and demonstrate continued investment in the student's progress.

Suggestions for Handling Situations:

Counselors may occasionally meet with students who are distressed, frustrated, or experiencing circumstances that require additional support. Remain calm, listen carefully, and focus on helping the student identify appropriate next steps. When a situation extends beyond the scope of the counseling appointment or additional assistance is needed, consult with another counselor, the department head, or the dean, and connect the student with appropriate campus resources.

Encourage Continued Progress:

Counseling is an ongoing process rather than a single appointment. Encourage students to revisit their educational plans as they complete milestones, consider transfer or career opportunities, or experience changes in their goals or circumstances. Recognizing progress and helping students identify their next steps can reinforce momentum and keep the pathway to completion visible. Through consistent guidance, timely referrals, and meaningful connections, counseling faculty help students move from educational planning toward achievement of their goals.

CHAPTER 4

STUDENT PROGRAMS AND SERVICES



Long Beach City College offers a wide range of programs and services designed to support students throughout their educational journey. Faculty are often among the first to recognize when a student could benefit from additional assistance and can play an important role in connecting students with appropriate resources. A timely referral to academic support, counseling, financial or basic needs assistance, health and wellness services, career and transfer resources, or specialized student programs can help remove barriers, strengthen students' sense of connection to the College, and support continued progress toward their educational goals.

The [*What's What New Faculty & Staff Survival Guide*](#) provides current information about many frequently used student programs and services, with additional resources available through the LBCC website. This chapter highlights key areas of student support and ways faculty can help students identify resources that meet their individual needs.

Connect Students with Academic Support

Students may benefit from academic assistance at different points throughout the semester, whether they are working through challenging course content, preparing for an exam or assignment, developing study skills, conducting research, or looking for a place to study and collaborate with others. Faculty can normalize the use of academic resources by introducing them early, including relevant links in Canvas or the syllabus, and reminding students that seeking assistance is an important part of the learning process.

LBCC provides a variety of free academic resources, including tutoring, Success Centers, writing and reading support, math support, library and research assistance, study and presentation spaces, technology assistance, and access to selected course materials. Recommending a specific resource that aligns with a student's need can make the next step clearer and easier to navigate.

Help Students Navigate Their Educational Path

Students make many decisions as they progress through college, from selecting courses and exploring majors to preparing for graduation, transfer, or employment. Counseling, Career and Transfer services, Admissions & Records, and enrollment support help students understand their options, requirements, and next steps.

Encourage students to meet with a counselor to develop and regularly review their Comprehensive Student Educational Plan (CSEP), particularly when considering a change of major, preparing for transfer, or approaching completion. Beginning Fall 2026, accurate program selection and educational planning are also especially important because Course Program of Study (CPOS) requirements may affect federal financial aid eligibility for coursework that does not apply toward a student's declared program. Referring specialized advising, enrollment, transfer, or financial aid questions to the appropriate professionals helps students receive accurate and current information.

Connect Students with Financial and Basic Needs Support

Financial pressures and basic needs challenges can affect a student's ability to attend class, purchase course materials, complete assignments, and remain enrolled. Students may be balancing educational expenses with food, housing, transportation, childcare, employment, and family responsibilities. Faculty may become aware of these circumstances through conversations with students or changes in attendance and participation.

LBCC offers assistance with financial aid, food and housing needs, CalWORKs, childcare and family support, and other practical concerns that can affect persistence. Faculty can help by listening with care, making students aware that assistance is available, and directing specialized questions to the appropriate office.

Support Student Health and Well-Being

Physical and emotional well-being can have a significant impact on learning, attendance, engagement, and persistence. Faculty may notice changes in a student's behavior, participation, academic performance, or ability to manage course responsibilities. A caring conversation and awareness of available professional services can provide an important bridge to assistance.

LBCC provides medical and mental health services for enrolled students, including individual and group mental health services, crisis support, health education, referrals, and TimelyCare virtual services. Faculty can make students aware of these options when health or wellness concerns may be affecting their college experience.

Connect Students with Specialized Programs and Communities

Students bring a wide range of experiences, identities, strengths, and educational goals to the College. Specialized programs and communities provide opportunities to engage with peers, faculty, counselors, mentors, and services that can enrich the college experience. Depending on the program, students may find academic and personal counseling, mentoring, tutoring, workshops, educational planning, financial or material assistance, transfer preparation, and other individualized services.

LBCC offers specialized support and communities for students with disabilities, current and former foster youth, veterans, international students, first-generation and low-income students, student parents, honors students, and others. Making students aware of programs that align with their experiences, interests, or educational needs can open additional avenues for participation, belonging, and success.

Help Students Connect Beyond the Classroom

A student's college experience extends beyond the classroom. Participation in clubs, student government, athletics, campus events, employment, leadership opportunities, and other co-curricular activities can help students develop relationships, discover new interests, strengthen professional and interpersonal skills, and feel more connected to the College community. These experiences complement classroom learning while giving students opportunities to contribute their talents and perspectives.

Faculty often learn about students' interests and aspirations through conversations and classroom interactions. Encouraging a student to explore an activity, organization, employment opportunity, or leadership experience can open another avenue for personal and professional growth. Student Life and other LBCC programs provide many ways for students to participate in the broader life of the College.

Connect Students with Career and Workforce Opportunities

For many students, college is closely connected to career advancement, economic opportunity, or preparation for a new profession. Faculty can help students make connections between what they are learning and where that knowledge may lead by discussing career applications within their disciplines, sharing relevant opportunities, and encouraging students to explore careers related to their interests and strengths.

LBCC offers career exploration and employment assistance, job preparation, workforce training, entrepreneurship support, and opportunities to connect with employers and industry. Career counselors and workforce professionals can help students explore career options, prepare for employment, and understand how their educational choices connect with longer-term goals. Seeing the relationship between classroom learning, educational achievement, and future opportunities can add meaning and purpose to a student's college experience.

When You're Not Sure Where to Refer a Student

Students do not always know which office or program can best address a question, and the appropriate resource may not always be immediately apparent to faculty. When the next step is unclear, the LBCC Welcome Center, Counseling, and other student support professionals can help students identify where to begin. The [What's What New Faculty & Staff Survival Guide](#) and LBCC website also provide current information about programs, services, locations, and contacts.

A referral does not need to resolve every aspect of a student's concern to be meaningful. Sometimes the most valuable contribution is helping a student identify the next person, office, or resource that can move the situation forward. Faculty awareness of LBCC's network of services and a willingness to help students make that first connection can strengthen students' confidence in navigating the College and reinforce that their success is a shared priority.



CHAPTER 5

FACULTY RESOURCES AND RESPONSIBILITIES

Faculty have access to a broad network of resources that support teaching, professional learning, curriculum development, technology, and the day-to-day responsibilities of working at LBCC. Knowing where to find current information allows faculty to focus on their primary roles as educators while remaining connected to the services and processes that support their work.

The [*What's What New Faculty & Staff Survival Guide*](#) provides current operational information on topics such as academic calendars, classroom access, rosters and permission numbers, census reporting, parking, Reprographics, technology assistance, emergency procedures, and other frequently used faculty resources. This chapter complements that guide by highlighting professional resources and responsibilities that are central to the faculty role.

Teaching and Instructional Resources

LBCC provides faculty with resources that support effective teaching, course design, and instructional technology. The [Center for Teaching and Learning](#) (CTL) provides a collaborative space where faculty can explore teaching practices, exchange ideas with colleagues, and find resources that strengthen student learning and engagement.

[Online Learning & Educational Technology](#) (OLET) supports faculty in the effective use of Canvas and other educational technologies across in-person, hybrid, and online courses. Faculty can access workshops, self-paced training, help guides, accessibility resources, online teaching support, and individualized assistance. OLET also supports faculty who are preparing to teach online and maintains resources related to online teaching certification.

Together, these resources provide faculty opportunities to explore new approaches, strengthen existing practices, and receive assistance when incorporating technology or other instructional tools into their courses. Current workshops, training opportunities, and support resources are available through the CTL, OLET, and the *What's What New Faculty & Staff Survival Guide*.

Copyright and Fair Use

Faculty regularly incorporate books, articles, images, videos, music, websites, and other materials into teaching and course design. Copyright law protects many of these works while also recognizing circumstances in which copyrighted material may be used without permission. Section 107 of the U.S. Copyright Act identifies teaching, scholarship, and research among the purposes that may qualify as fair use; however, educational use alone does not automatically make a use permissible. Fair use is determined case by case by considering the purpose and character of the use, the nature of the copyrighted work, the amount used, and the effect of the use on the potential market for the original work.

Faculty are encouraged to consider copyright and licensing when selecting, reproducing, posting, or adapting instructional materials, including materials placed in Canvas. The [U.S. Copyright Office](#) provides current information and a searchable Fair Use Index that can help faculty better understand how fair use principles have been applied.

Artificial Intelligence in Teaching and Learning

Artificial intelligence is rapidly influencing teaching, learning, the workplace, and the ways students access and create information. LBCC is actively engaged in advancing responsible and innovative uses of AI and serves as a regional leader in efforts to strengthen AI literacy among students, faculty, and staff. Through professional learning, curriculum development, innovation projects, and regional partnerships, the College is exploring ways AI can enhance teaching and learning while supporting equity, access, academic integrity, and student success.

LBCC recognizes generative AI as a tool that can support and supplement instruction without replacing the essential role of faculty in the learning process. Faculty are encouraged to consider how AI may be used thoughtfully within their disciplines and to communicate clear expectations to students about when and how AI tools may be used in their courses. As technologies and practices continue to evolve, faculty can access [current College guidance](#), professional learning opportunities, and resources to support ethical and effective use of AI in teaching and learning.

Guest Speakers

Guest speakers can enrich the learning experience by bringing specialized knowledge, professional expertise, and diverse perspectives into the classroom. Faculty who invite a guest speaker should ensure that the presentation relates directly to the course or program of instruction and follow the requirements outlined in [AP 4700 Guest Speakers](#). The procedure includes submitting a Guest Speaker Agreement to the appropriate instructional dean at least five teaching days before the scheduled event and remaining present during the guest speaker's presentation.

Curriculum Development

Curriculum development is a fundamental faculty responsibility and one of the Academic Senate's academic and professional matters. Faculty help ensure that courses and programs remain current, academically rigorous, responsive to student and community needs, and aligned with applicable local and statewide requirements. At LBCC, the [Committee on Curriculum and Instruction](#) (CCI) and its subcommittees provide faculty leadership and review throughout the curriculum development and approval process.

Beginning Fall 2026, LBCC is transitioning to CourseLeaf CIM for the creation and modification of courses and programs. Faculty developing or revising curriculum should use current Curriculum Committee guidance and CourseLeaf resources for procedures, workflows, forms, and approval requirements. Department Heads, Curriculum Committee representatives, and Academic Services can also provide guidance throughout the curriculum process.

Faculty Professional Learning

Professional learning provides faculty with opportunities to strengthen teaching, explore emerging practices, collaborate with colleagues, and remain current within their disciplines and the broader higher education environment. LBCC's [Faculty Professional Development](#) (FPD) program works in partnership with the Academic Senate to coordinate professional learning opportunities, including [Flex activities](#), New Faculty Orientation, College Culture Fridays, workshops, conferences, and other activities that support faculty growth.

Faculty can also engage in professional learning through the Center for Teaching and Learning, OLET, departmental activities, conferences, webinars, and other approved individual or group activities. Flex requirements, reporting procedures, approved activities, and professional development opportunities are maintained through Faculty Professional Development and should be consulted each academic year.

FERPA and Student Privacy

The [Family Educational Rights and Privacy Act](#) (FERPA) is the federal law that protects the privacy of student education records. Faculty regularly work with information protected by FERPA, including grades, academic progress, class schedules, attendance information, and other personally identifiable information contained in student records. Protecting this information is an important professional responsibility.

Faculty should use approved College systems when communicating information about students and take care when discussing student performance, returning graded work, displaying grades, or communicating with parents, family members, or others who may request information about a student. When questions arise about whether information may be disclosed, faculty are encouraged to consult the appropriate College office before releasing student information.

Current information about FERPA, student records, and College procedures is available through LBCC and the U.S. Department of Education.

Academic Integrity and the Changing Learning Environment

Academic integrity is fundamental to teaching, learning, and the value of students' educational achievements. Faculty help establish expectations by clearly communicating what constitutes appropriate collaboration, use of sources, assistance from others, and use of technologies such as generative artificial intelligence. As tools and learning environments evolve, transparent expectations can help students understand not only what is permitted, but why academic integrity matters within a discipline and the broader educational community.

When concerns arise, faculty should follow current College policies and procedures related to academic dishonesty and student conduct. Course syllabi and individual assignments can also provide opportunities to clarify expectations, particularly when acceptable practices may vary by course, assignment, or discipline.

Connect with Colleagues and College Resources

Faculty are part of a broader professional community at LBCC. Department Heads, deans, faculty colleagues, counselors, librarians, classified professionals, and staff throughout the College bring expertise that can help faculty navigate questions, explore new approaches, and respond to situations that arise throughout the academic year. Reaching out to colleagues can provide perspective, identify resources, and strengthen collaboration across the College.

The Academic Senate, Faculty Professional Development, Center for Teaching and Learning, Academic Services, OLET, and other College offices also provide opportunities for faculty to participate, learn, contribute, and remain connected to the work of the institution. Engaging with these resources and with one another strengthens the professional community that supports teaching, learning, and student success.

CHAPTER 6

GOVERNANCE AND COMPLIANCE

Participatory governance provides faculty, classified professionals, students, and administrators with meaningful opportunities to contribute their perspectives and expertise to College decision-making. At LBCC, this collaborative process informs the development of policies and procedures, institutional planning, program review, accreditation, and other matters that shape the direction of the College. Participation brings together varied experiences and perspectives so that recommendations are thoughtful, well-informed, and responsive to the needs of the College community.

Faculty participate in governance in many ways, including service on councils, committees, subcommittees, taskforces, planning groups, and through their representative bodies. Faculty may also participate in Annual Planning and Program Review and provide input through their departments and constituent representatives. These opportunities bring faculty expertise into priorities, practices, and decisions that support LBCC's mission and student success.

The [*Participatory Governance and Institutional Planning Handbook*](#) provides detailed information about LBCC's governance philosophy, structure, committees, planning processes, and participant roles and responsibilities. Faculty interested in becoming more involved can respond to calls for committee service, communicate with their constituent representatives, or attend participatory governance meetings as guests.

Board of Trustees

The Long Beach Community College District is governed by a five-member Board of Trustees, with each trustee elected to represent one of five geographic areas within the District. The Board establishes policy and provides overall governance for the District, while faculty, students, classified professionals, and administrators contribute their perspectives and recommendations through the College's participatory governance processes.

Area 1 – Uduak-Joe Ntuk



Area 2 – Dr. Vivian Malauulu



Area 3 – Sunny Zia



Area 4 – Dr. Ennette Morton



Area 5 – Dr. Virginia Baxter



LBCC Executive Leadership
Superintendent-President Dr. Mike Muñoz



Executive VP, Student Services
Dr. Nohel Corral



VP, Academic Affairs
Dr. O. Lee Douglas



VP, Human Resources
Loy Nashua, JD



VP, Business Services
Dr. Candace Jones



**Interim VP, Workforce & Economic
Development, Gita Runkle**



AVP, TTC
Dr. Alisia Kirkwood



AVP, Institutional Effectiveness
Dr. Heather Van Volkinburg



Academic Senate President
Dr. Jerome Hunt



The Faculty Voice: Academic and Professional Matters

The Academic Senate represents faculty in academic and professional matters and provides the formal faculty voice in collegial consultation with the District. Under California law and LBCC Board Policy and Administrative Procedure 2510, the Board of Trustees consults collegially with the Academic Senate on matters commonly known as the “10+1.” These include curriculum, degree and certificate requirements, grading policies, educational program development, student preparation and success, governance structures related to faculty roles, faculty involvement in accreditation, professional development, program review, institutional planning and budget development, and other mutually agreed-upon academic and professional matters.

At LBCC, some of these matters are addressed through processes in which the Board relies primarily upon the advice and judgment of the Academic Senate, while others require mutual agreement between the Academic Senate and the Board or its designee. Faculty contribute to this work through Senate participation, committees, curriculum development, program review, accreditation, planning, and other forms of collegial consultation. The Academic Senate provides information about meetings, committees, faculty appointments, and opportunities for involvement.

Faculty Representation and Collective Bargaining

Faculty participate in College life through both academic and professional governance and collective bargaining, with each serving a distinct purpose. While the Academic Senate represents faculty in academic and professional matters, faculty bargaining units represent employees in matters related to wages, hours, working conditions, and other contractual provisions.

The [Long Beach City College Faculty Association](#) (LBCCFA) represents regular and contract faculty within its bargaining unit, while [Certificated Hourly Instructors](#) (CHI) represents part-time faculty within its bargaining unit. Each organization works with the District through the collective bargaining process and provides its members with information and representation related to the applicable collective bargaining agreement. Faculty should consult their respective bargaining unit and current agreement for information regarding contractual rights, responsibilities, and working conditions.

Planning, Program Review, and College Priorities

Faculty contribute to the future direction of LBCC through institutional planning and Annual Planning and Program Review (APPR). At the program and department level, faculty and staff review student learning and achievement data, reflect on progress toward established goals, identify priorities for the coming year, and consider the resources needed to support their work. These conversations connect the experiences of individual programs and departments to broader College planning.

The College Planning Council (CPC) leads LBCC’s institutional planning efforts and connects this work with the Strategic Plan, institutional priorities, and resource allocation. As recommendations move through the College’s established processes, faculty have opportunities to participate at the program, department, school, committee, and other governance levels. This collaborative approach helps ensure that College priorities and resource decisions are informed by the experiences, expertise, and needs identified throughout the institution.

Detailed information about the planning structure, APPR process, committees, timelines, and opportunities for participation is available in the *Participatory Governance and Institutional Planning Handbook*.

Board Policies and Administrative Procedures

Board Policies (BPs) establish the governing principles and direction of the Long Beach Community College District, while Administrative Procedures (APs) describe how those policies are implemented. Together, they provide an important framework for College operations, responsibilities, and decision-making.

Faculty contribute to the development and review of policies and procedures through the College's participatory governance processes and, for academic and professional matters, through collegial consultation with the Academic Senate. Bargaining units also participate when matters involve collective bargaining or working conditions. Board Policies and Administrative Procedures are reviewed periodically to ensure they remain current and aligned with applicable laws, regulations, accreditation requirements, and College needs.

Faculty are encouraged to become familiar with policies and procedures relevant to their roles and to consult the current versions when questions arise. The LBCC website maintains the official [Board Policies and Administrative Procedures](#).

Accreditation and the Regulatory Environment

LBCC operates within a broader framework of state and federal laws, regulations, accreditation standards, and California Community Colleges system requirements. These external requirements help establish expectations for educational quality, institutional effectiveness, student learning and achievement, governance, curriculum, and other areas of College responsibility.

The [California Community Colleges Chancellor's Office](#) (CCCCO) provides systemwide leadership, guidance, and oversight for California's community colleges. [California Education Code](#) and [Title 5](#) of the California Code of Regulations establish many of the statutory and regulatory requirements that govern community college operations and academic practices. Faculty encounter these requirements through areas such as curriculum, minimum qualifications, student preparation and success, participatory governance, program review, and institutional planning.

LBCC is accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC). Accreditation provides an ongoing process through which the College evaluates its effectiveness, demonstrates that it meets established standards, and identifies opportunities for continuous improvement. Faculty contribute to accreditation through teaching and assessment, curriculum and program review, institutional planning, governance, and participation in the College's self-evaluation processes.

Title IX and Nondiscrimination

LBCC is committed to providing an educational and working environment free from unlawful discrimination, harassment, and sex-based discrimination. [Title IX](#) of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities receiving federal financial assistance and applies to both students and employees. LBCC maintains Board Policies, Administrative Procedures, and resources that address nondiscrimination, harassment, sexual harassment, and related complaint processes.

Faculty play an important role in maintaining a respectful learning environment and in helping students understand where assistance is available. Because reporting responsibilities and appropriate responses may depend on the circumstances, faculty are encouraged to remain familiar with current College guidance and refer questions or concerns to the appropriate College professionals. LBCC's Title IX resources provide current information about reporting, support, complaint procedures, training, and contacts for assistance.

REFERENCES

FOOTNOTES

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- ² **Center for Urban Education. (2017).** *Protocol for Assessing Equity-Mindedness in State Policy*. USC Rossier School of Education, University of Southern California. https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf
- ³ **Center for Urban Education. (2017).** *Protocol for Assessing Equity-Mindedness in State Policy*. USC Rossier School of Education, University of Southern California. https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf
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- ⁵ **Liu, W. (2021).** *Does Teacher Immediacy Affect Students? A Systematic Review of the Association Between Teacher Verbal and Non-verbal Immediacy and Student Motivation*. *Frontiers in Psychology*, 12, 713978. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.713978/full>
- ⁶ **Zheng, J. (2021).** *A Functional Review of Research on Clarity, Immediacy, and Credibility of Teachers and Their Impacts on Motivation and Engagement of Students*. *Frontiers in Psychology*, 12, 712419. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.712419/full>
- ⁷ **Accrediting Commission for Community and Junior Colleges. (2024).** *ACCJC 2024 Accreditation Standards* (Standard 2.9: Student Success). <https://accjc.org/eligibility-requirements-standards-policies/>
- ⁸ **Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., Rodriguez-Kiino, D., Schiorring, E., & Willett, T. (2013).** *Using Student Voices to Redefine Success: What Community College Students Say Institutions, Instructors and Others Can Do to Help Them Succeed*. Berkeley, CA: The Research and Planning Group for California Community Colleges (The RP Group). <https://www.rpgroup.org/projects/student-support-redefined>
- ⁹ **California Education Code § 78222(b)(4); California Community Colleges Chancellor's Office. (2026, February 6).** *Student Education Plan Guidance* (ESS 26-11). Ed Code: https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=78222 CCCCO guidance: <https://www.cccco.edu/-/media/CCCCO-Website/docs/memo/ess-26-11-student-education-plan-all-y.pdf>
- ¹⁰ **Long Beach City College. (2026).** *Course Program of Study (CPOS)*. Financial Aid Office. <https://www.lbcc.edu/post/course-program-study-cpos>
- ¹¹ **Academic Senate for California Community Colleges.** *Standards of Practice for California Community College Counseling Faculty and Programs*. https://www.asccc.org/sites/default/files/publications/Standards-of-Practice_0.pdf

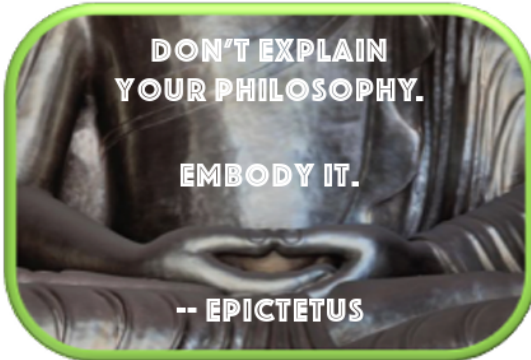
Acknowledgment of AI-Assisted Revision

The 2026–2027 edition of the *Faculty Handbook* was revised and updated by the Office of Academic Affairs using the prior Faculty Handbook as its foundation. ChatGPT (OpenAI) was used as an AI-assisted research and editorial tool to support content review, organization, drafting and revision of selected passages, source identification and verification, and editing for clarity and consistency. All AI-assisted content was subject to human review and revision, and final editorial decisions remained with the Office of Academic Affairs.

APPENDIX A

The following welcoming syllabus examples were developed and generously shared by LBCC faculty Dr. Matthew Lawrence, Michael Robertson, and Dr. Janét Hund. They are provided as examples of approaches faculty have used to create welcoming, student-centered syllabi that communicate course information while helping students feel connected and supported. The syllabi are presented in their original form and reflect the individual faculty members' courses, disciplines, and approaches at the time they were created. Because College policies, procedures, resources, and required syllabus information may change, faculty should consult current LBCC guidance when developing their own course syllabi.

WELCOMING SYLLABUS 1 DR. MATTHEW LAWRENCE, PHILOSOPHY

COURSE SYLLABUS Philosophy 6 Introduction to Philosophy Spring 2018  Welcome to Introduction to Philosophy! I'm so glad you signed up for this class! We are about to embark upon a philosophical journey together through which we will examine some of the core questions of human existence: What is Real? What is Truth? What is knowledge? What is moral? Are we free? Does God exist? What is the meaning of life? And more. Let's find out how deep the rabbit hole goes. I will be your guide, but this is <i>your</i> journey. It is your chance to investigate your own beliefs, and to discover new ways of seeing the world.	Your Guide: Matt Lawrence, Ph.D.  Over 20 years experience guiding novice philosophers through rugged metaphysical terrain and epistemological confusions. Office: T2353 Phone: (562) 938-4805 Email: mlawrence@lbcc.edu Student Hours in T2353: M 1:00-2:30, T 2:30-3:30, W 4:00-5:00, Th 2:30-3:30 And by Appointment! Learning Management System: (Canvas) https://www.lbcc.edu/student-lms Required Texts: All of the course readings are posted on Canvas. Course Theme: How to Live Like a Philosopher This course will introduce you to some of the most important philosophers, ideas, and philosophical theories of human history. But our emphasis throughout the course will be on finding ways to apply these insights to our own lives. You will learn to try on the shoes (or sandals) of these philosophers, and to put their ideas to use in making your own life better and more meaningful.  YOU WANT TO LIVE BUT DO YOU KNOW HOW TO LIVE? YOU ARE SCARED OF DYING AND, TELL ME, IS THE KIND OF LIFE YOU LEAD REALLY DIFFERENT FROM BEING DEAD? — SENECA
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[View the entire Welcoming Syllabus 1](#) by Dr. Matthew Lawrence

WELCOMING SYLLABUS 2

MICHAEL ROBERTSON, ANTHROPOLOGY

COURSE SYLLABUS

ANTHR 2 – Cultural Anthropology

Section 71408, Fall 2018

Long Beach City College

Welcome to Cultural Anthropology! Here are a few things you should know about me:

First of all, **I care about you and your success.** Each of you has something special to offer in ANTHR 2. I have designed this course to be accessible for diverse students of various backgrounds. Your perspectives in this class will never be “wrong,” however I will ask you to support your opinions by correctly using anthropological concepts and ideas. My job is to support your success, so please never hesitate to contact me with questions.

Next, **I LOVE anthropology.** I am very lucky to teach a subject that I am so passionate about, and I hope throughout this session you will get to share some of my passion for anthropology. Together we will explore many aspects of cultural behavior and patterns on a global scale and within our own community. We will not just learn about diversity; we will celebrate it.

Finally, **I respect you.** I respect students as academics, professionals, and individuals. I will never ask you to do something that does not support your learning (I do not assign “busy work”). I am most impressed by students who work hard, especially if a skill or concept may not come naturally to them. Show me how hard you can work in this class and it will be a sign of strong potential for your future academic goals.



Professor M. S. Robertson

mrobertson@lbcc.edu

Phone: (562)938-4553

Office: T-2357

Class meetings: MW, 9:35-11:00AM, Room T-1328

Student Hours: MW 11:10AM – 12:40PM, T 10:30AM – 12:30PM

[View the entire Welcoming Syllabus 2](#) by Michael Robertson

WELCOMING SYLLABUS 3

DR. JANÉT HUND, SOCIOLOGY



Grit is passion and perseverance
for very long-term goals.
Grit is having stamina.
Grit is sticking with your
future, day-in, day-out.
Not just for the week,
not just for the month,
but for *years*.
And working really hard
to make that future a
reality. Grit is living life
like it's a marathon,
not a sprint.

—Dr. Angela Lee Duckworth

Race & Ethnic Relations in the U.S.

Summer 2018

Section 50454

Prof Janét Hund

jhund@lbcc.edu

Summer Student Hours: email me for an
appointment

I earned my Master's Degree in Sociology twenty-five years ago, and I still have great passion for the study of sociology. I hope to rock my students' world (minds) like my professors rocked mine decades ago. I was amazed at the content I heard in my college sociology courses. It changed my life! I continue to be impressed with my students' sociological thinking. The tools you gain from the discipline of sociology will enable you to see our social world differently. We are always participating in something larger than ourselves. Sociology helps us to see what that something is! You will need some grit to get through this fast-paced summer course. I will always argue that perseverance is one of the most important keys to success in college and life! Prof Hund

**There is no progress
without struggle.**

*(Frederick Douglass,
1857)*

[View the entire Welcoming Syllabus 3](#) by Dr. Janét Hund

APPENDIX B

The Equity-Minded Syllabus Checklist is provided by Dr. Matthew Lawrence, who wrote, “It is a work in progress. Suggestions are welcome! Please send suggestions for improvement to Matt Lawrence at mlawrence@lbcc.edu

THE EQUITY-MINDED SYLLABUS CHECKLIST

1. STUDENT EQUITY COMPONENTS

WELCOME

- ☐ Is the tone of the syllabus welcoming?
- ☐ Is it personal and engaging?
- ☐ Does the syllabus generate a sense of excitement about the course?
- ☐ Does the instructor seem excited about teaching the course?
- ☐ Is the document visually stimulating?

CREATE A PARTNERSHIP

- ☐ Does the syllabus give students the sense that they will be both challenged and supported?
- ☐ Are students encouraged to come to office hours?
- ☐ Are students encouraged to utilize campus support services?
- ☐ Are students with disabilities informed that appropriate accommodations can and will be provided?

VALIDATE

- ☐ Does the syllabus communicate that the instructor believes that they can succeed in the course?
- ☐ Does the syllabus avoid treating students as “problems” to be fixed?
- ☐ Are students encouraged to participate in class discussions?
- ☐ Is it communicated that their voices matter?

REPRESENT AND DECONSTRUCT

- ☐ Are scholars of diverse racial and ethnic backgrounds included, or is Whiteness presented as the norm?
- ☐ Are women well represented, or are men presented as the norm?
- ☐ Are other historically underrepresented groups included?
- ☐ Are the topics and assignments designed to be personally relevant and engaging to the students?
- ☐ Does course content invite students to critically analyze the way race, gender, and other social factors have been represented (or underrepresented) in the field?

DEMYSTIFY

- ☐ Was the information clear and easy to follow?
- ☐ Does the instructor seem aware of the fact that some students are not familiar with college policies and cultural norms?
- ☐ Were course practices, policies, and information sufficiently explained?
- ☐ Were the campus policies and practices sufficiently explained?

- ☐ Was it clear to the student what they need to do to succeed in the course?
- ☐ Is the grading policy simple, straightforward, and clear?

2. COURSE INFORMATION COMPONENTS

BASIC COURSE INFORMATION

- ☐ Course Name and Number
- ☐ Location/Day/Time
- ☐ Textbook and Other Course Materials
- ☐ LMS or other Online Resources
- ☐ Course Description
- ☐ Student Learning Outcomes

INSTRUCTOR INFORMATION

- ☐ Instructor Name and Contact Information
- ☐ Office Location and Office Hours
- ☐ Welcome Statement/Teaching Philosophy

BASIC COURSE INFORMATION

- ☐ Course Description
- ☐ Textbook information
- ☐ Student Learning Outcomes

ASSIGNMENTS AND GRADING

- ☐ Schedule of Topics, Readings, Exams, and Assignments
- ☐ Description of Assignments
- ☐ Grading Details/Rubric for Assignments
- ☐ Course Grade Policy and Scale

COURSE AND CAMPUS POLICIES

- ☐ Attendance Policy
- ☐ Late and Missed Work Policy
- ☐ Classroom Expectations and Participation
- ☐ Academic Integrity Policy
- ☐ Disability Policy

KEYS TO SUCCESS

- ☐ Instructor's Tips for Success in the Course
- ☐ Campus Academic Resources (Tutoring Center, Writing Center, etc.)
- ☐ Campus Student Resources (Disabled Student Services, Veterans Services, Queer Space, etc.)

APPENDIX C

Canvas Step-by-Step Guides

Online Learning & Educational Technology (OLET) provides step-by-step guides to assist LBCC faculty with using Canvas. The following resources provide guidance for building a Canvas course and using assignments and the Gradebook. Because Canvas features and procedures may change over time, faculty should use the current OLET versions linked below.

Building Your Courses in Canvas: Part 1

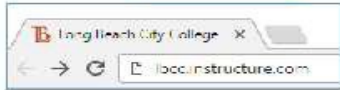
 LONG BEACH CITY COLLEGE
 canvas
ONLINE LEARNING & EDUCATIONAL TECHNOLOGY

BUILDING YOUR COURSE IN CANVAS: PART 1

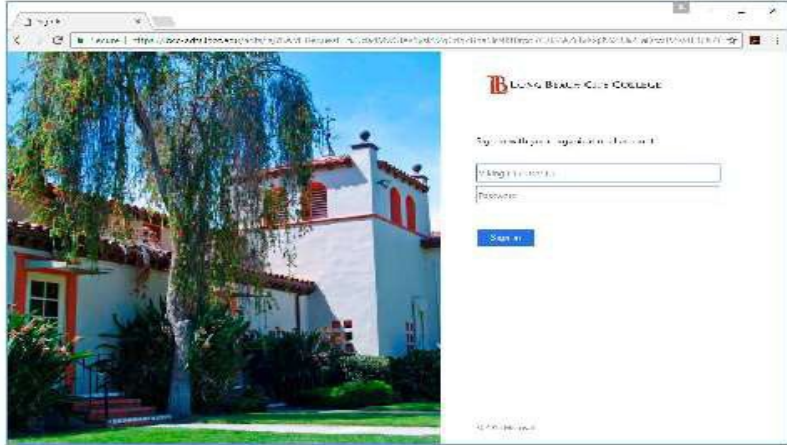
STEP 1: Logging Into Canvas
STEP 2: Canvas Layout Overview
STEP 3: Create a New Course
STEP 4: Customize Course Navigation Menu

STEP 1: Logging Into Canvas

Go to Canvas URL: lbcc.instructure.com



Login with your User ID and Password.



Office of OLET
CANVAS Introduction
1

[View the entire *Building Your Course in Canvas Part 1* Guide](#)

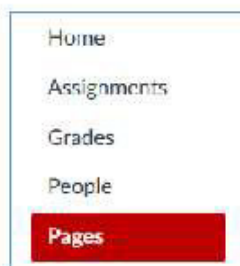
Building Your Courses in Canvas: Part 2



BUILDING YOUR COURSE IN CANVAS: PART 2

- STEP 1: Create a Introduction Page
- STEP 2: Add Course Information
- STEP 3: Add Syllabus
- STEP 4: Set Your Introduction Page as Home Page
- STEP 5: Publish Your Course

STEP 1: Create a Introduction Page



Select Pages from the left menu.

Click on the + Page to add a new page. Or you can also click on Add one! to add a new page too.



[View the entire *Building Your Course in Canvas Part 2* Guide](#)

Assignments & Gradebook in Canvas



ASSIGNMENTS AND GRADEBOOK IN CANVAS

STEP 1: Introduction

STEP 2: Create Assignments Groups

STEP 3: Create Assignments & a Basic Gradebook (Points-Based)

STEP 4: Create a Weighted Gradebook (Weighted/Percent-Based)

STEP 5: Drop the Lowest or Highest Score for Assignment Group

STEP 6: Extra Credit

STEP 1: Introduction

The Gradebook helps instructors easily view and enter grades for students.

Using the gradebook involves two different areas in your course, Grades and Assignments.

Grades is the course gradebook and Assignments is where you go to set-up your gradebook and view all assignments in your course.

Here are examples of two types of gradebook.

Sample 1: Basic Gradebook (Points-Based)

Attendance and Participation	
Attendance	5 points
Attendance Total	5 points
Assignments	
Assignment 1	25 points
Assignment 2	25 points
Assignment 3	25 points
Assignments Total	75 points
Quizzes	
Quiz 1	20 points
Quiz 2	20 points
Quiz 3	20 points
Quiz 4	20 points
Quizzes Total	80 points
Midterm	
Midterm	40 points
Midterm Total	40 points
Final Exam	
Final Exam	100 points
Final Exam Total	100 points
Course Total	300 points

[View the entire *Assignments and Gradebook in Canvas* Guide](#)

For Faculty Handbook feedback, suggestions, requests for additional content, please contact Kenna Hillman, Dean, Academic Affairs khillman@lbcc.edu

Published August 12, 2026