

Long Beach City College

FACULTY HANDBOOK



**Office of Academic Services
Long Beach City College
2022-2023**



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. Chapters 4 and 5 are especially helpful for new faculty to explain how to get started from basic “housekeeping” to more detailed information about governance and compliance, and other faculty concerns.

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CHAPTER 1

OUR STUDENTS



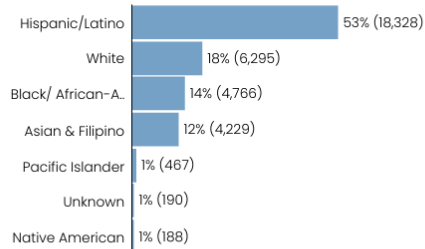
Meeting the educational needs of our students while stimulating learning is our mission. They come to class with an amazing variety of talents, skills, and motivations. Students' lives outside of college are often times complex. Some students will be working full time, others work and raise a family,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

Long Beach City College College Facts

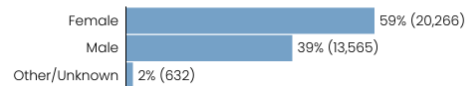
ACADEMIC YEAR 2020-2021

Total Enrollment	Financially Disadvantaged	Courses Offered	Sections Taught	Full-Time Faculty	Part-Time Faculty
34,463	68%	981	5,452	291	686

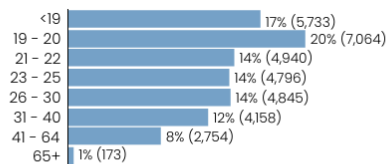
Students by Race/Ethnicity



Student Gender

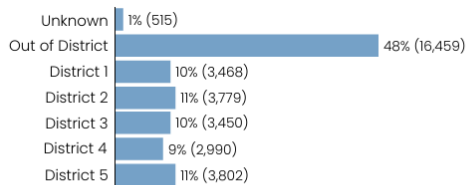


Student Age



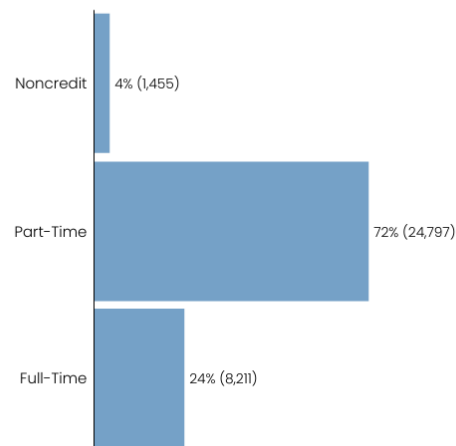
Students by Trustee District

(Estimate based on student addresses)



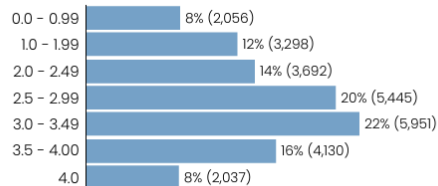
Unit Load

This analysis defines full-time students as having attempted greater than 6 units in a Winter/Summer term, 12 units in a Fall/Spring term, or 24 units across a year.



Cummulative GPA

(among students attempting at least 6 units)



CHAPTER 2

RESPONDING TO A CHANGING STUDENT BODY

According to the president and CEO of the Lumina Foundation, Jamie Merisotis, “higher education must change to reflect shifting student demographics.”¹ In 2010, a study was conducted by the Institute for Higher Education Leadership & Policy at Cal State Sacramento that encompassed data for California showing that only 30% of community college students are graduating or transferring.² Additionally, it highlighted the disproportionately impacted student groups who are not completing certificates, degrees, or transfer after 6 years: 26% black and 22% Latinx students. The college Facts graphic on page 3 of this handbook indicates that LBCC’s student population by ethnicity is Asian & Filipino at 12%, African American at 14%, and Hispanic at 53%. Additional demographic data comes from the California Community Colleges Chancellor’s Office, which provides district-specific data for its colleges. The 2018 Student Success Scorecard for LBCC indicates that overall only 39.5% (N=2,976) of LBCC students complete a certificate, degree and/or transfer to a 4-year higher education institution. Given that an estimated 65% of jobs nationally requires some form of postsecondary education, it is imperative to address students’ needs and help them reach their educational goals.

Through innovation, collaboration, and determination, LBCC can modernize our practices to meet the needs of our changing student body. In spring 2017, the district was selected as one of twenty community colleges to join the esteemed [California Guided Pathways Project](#). With additional and intensive support, LBCC has been implementing integrated, institution-wide approaches to improve student success. The framework of Guided Pathways contains four essential pillars with intentional practices that help to facilitate the outcomes of 1) providing clear paths to students to meet their educational goals, 2) helping students to choose and enter a pathway, 3) helping students to stay on their chosen path, and 4) ensuring that students are learning along the way.

All employees at LBCC impact student success and completion. Faculty certainly has a key role in and out of the classroom environment. For faculty who are teaching courses, there are important elements to highlight that align with the four pillars of Guided Pathways.



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

The first step in preparing for teaching is to obtain the course outline from the LBCC website at <https://apps.lbcc.edu/curriculum/>. The outline of record has been approved in accordance with state regulations so that the learning outcomes from each section will be 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**

One of the most important documents 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 continuing or dropping a class. Creating a **welcoming and inclusive syllabus** will help students to feel more comfortable with you and the classroom environment on that first day, thus, potentially helping with 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, hybrid 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. Rather than using an authoritarian approach, think about the classroom experience as one where the instructor and each student is in partnership where they work together to ensure success. Consider assignments, readings, and other materials used, be mindful to incorporate a variety of examples that touch on a wide range of racial/ethnic experiences and backgrounds so students are able to see themselves and relate to the course content. Strive to create a **welcoming syllabus** that validates each student's abilities to be successful.

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.

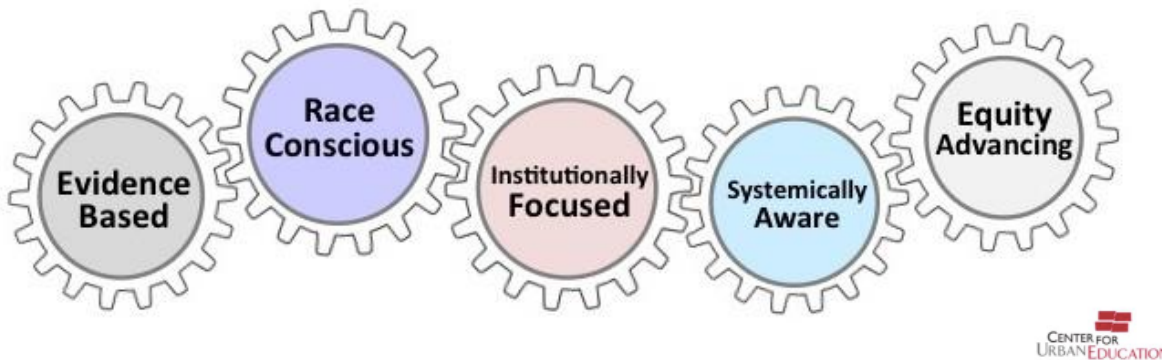
The more complete and detailed the syllabus is the better. Along with the information on the previous page, it is recommended that the syllabus also include:

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](#)

After the syllabus is created and finalized, be sure to submit a copy no later than two weeks from the start of the semester using the School-Level Syllabus Submission on Canvas process.

***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 has published an Equity-Minded Inquiry Series titled “Syllabus Review.” For faculty who have already developed syllabi, it might be helpful to conduct an equity minded review using the Syllabus Checklist provided in Appendix B. The same publication will help new faculty to develop syllabi that are inclusive and welcoming.

Along with creating a syllabus, consider how handouts, actions, words, etc. may impact how a student feels in the classroom environment. Also, consider doing something right now: change the words “Office Hours” to “Student Hours” in your mind and on the syllabus. Reflect on what a difference that shift makes: an “office” may sound too formal; the term may even make a student feel like they are “bothering” an instructor. Compare that to “Student Hours” which feels welcoming because it already belongs to the student.

CUE’s Equity-Minded Inquiry Series *Syllabus Review* 2018 highlights equity-minded practices in the syllabi. On pages 34-35, various checklists are provided to help determine “Equity as Fairness, Care, Partnership, and Transformation.” These checklists are great tools to ensure that faculty has

all the information that students' need to know about the class. This information will help students stay on their path. (Appendix B)

Being equity minded is a college-wide effort that is the responsibility of all constituencies. It is a process of reflecting on, and being aware of, perspectives that highlight inequity in student outcomes and then taking action by collaborating with others to improve teaching and the delivering services to students. Equity mindedness is also a way of approaching educational reform, to critically review policies and practices that contribute to the disparities in educational achievement.

The work of becoming equity-conscious takes considerable self-reflection; it requires managing and changing structures, policies, and practices on both the institution and the individual level. For faculty, this encompasses all interactions with students whether they are written (syllabi, PowerPoint, handouts, assignments, quizzes, exams, etc.) or spoken (lecture, student/office hours, appointments). Equity mindedness requires an understanding that everyone has a unique lens from which the world is given shape; it is the leadership role of faculty to question one's own perspectives, assumptions, and stereotypes, which at times can unintentionally harm student success. Through reflection, faculty can continually reassess practices to create change. There has been considerable effort at LBCC to utilize an equity lens, especially when analyzing the disproportionately-impacted student data, and taking personal and institutional responsibility to close the equity gaps.

According to CUE, "achieving parity in educational outcomes requires that faculty critically assess and change their practices to advance student equity. There needs to be a shared understanding that underperforming students have been underserved with inadequate resources that limited their success. To increase student success among these populations, it takes countering interpretations that fail to notice racial inequities and providing more resources and support to students who have not received it."³

Equality and Equity – What is the Difference?

Equity and student success are illustrated by CUE with the following explanation:

"Equality imagines an equal world; 'I care about all students equally.' But the world isn't equal. A poorly funded school has less-skills teachers, counselor ratios of 1:1,000, and truncated curriculum and includes bias and systemic racism with predominantly marginalized racial/ethnic groups, disproportionate remediation, implicit bias, and microaggressions"⁴

With an equity minded lens, LBCC can focus on areas with the greatest need in order to fix barriers and to provide intentional support. One way the institution has supported equity is through the procurement and implementation of technology that helps to close performance gaps. In fall 2017, the college purchased an early alert system called [Starfish](#), which was subsequently piloted it for two semesters before scaling it college-wide. Faculty may want to consider using Starfish as a means of ensuring that all students receive additional support (referrals) and encouragement (kudos). Starfish allows faculty to engage with more students with greater frequency and in a timely manner to promote students' academic success. Starfish is also a powerful tool that helps

LBCC analyze the disaggregated data of student performance, characteristics, and behavior. Being able to track, record, monitor and intercede will enable a better understanding of the potential obstacles and bottle-neck areas with which students struggle and consequently evaluated and potentially modernize processes and policies.

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

Grades for assignments, quizzes, exams are really a means of communication between the instructor and the student. Providing frequent and timely feedback about progress is vital for helping students stay on the path toward completion. LBCC instructors are encouraged to utilize a powerful communication tool in Canvas even if not teaching online. Canvas Gradebook is easy to use and is a great way to measure and monitor student progress and student learning. Gradebook has a “SpeedGrader” tool that may be used to provide timely feedback to students on assignments, quiz, or graded discussion (for online courses). For students, Gradebook contains a “What-if Grades” feature that allows them to calculate their total grade by entering hypothetical grades for assignments. This can be quite the motivational tool for students to learn and succeed. LBCC offers training sessions for learning how to use Canvas for any class regardless of modality, reference Appendix C for step-by-step instructions.

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

Teacher immediacy is a term used to describe the communication behaviors that reduce the physical and/or psychological distance between teachers and students. In her 1979 dissertation, Janis Andersen identified teacher immediacy as a nonverbal construct and she set about to demonstrate and measure the impact on instructional outcomes. After more than four decades of research, the outcomes are well understood as illustrated in the International Encyclopedia of Communication where Peter Andersen explains that “Immediacy behaviors are actions that simultaneously communicate warmth, involvement, psychological closeness, availability for communication, and positive effect.”⁵ Examples of verbal immediacy communication are using inclusive pronouns such as “us” and “we” instead of “I” and “you,” using humor, openness, praise, and having a willingness to meet and interact with students. Nonverbal examples include smiling, vocal expressions, movement about the classroom, and having a relaxed body position. Teacher immediacy has a proven correlation to student motivation as exhibited in research. ([Abstract](#)).

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

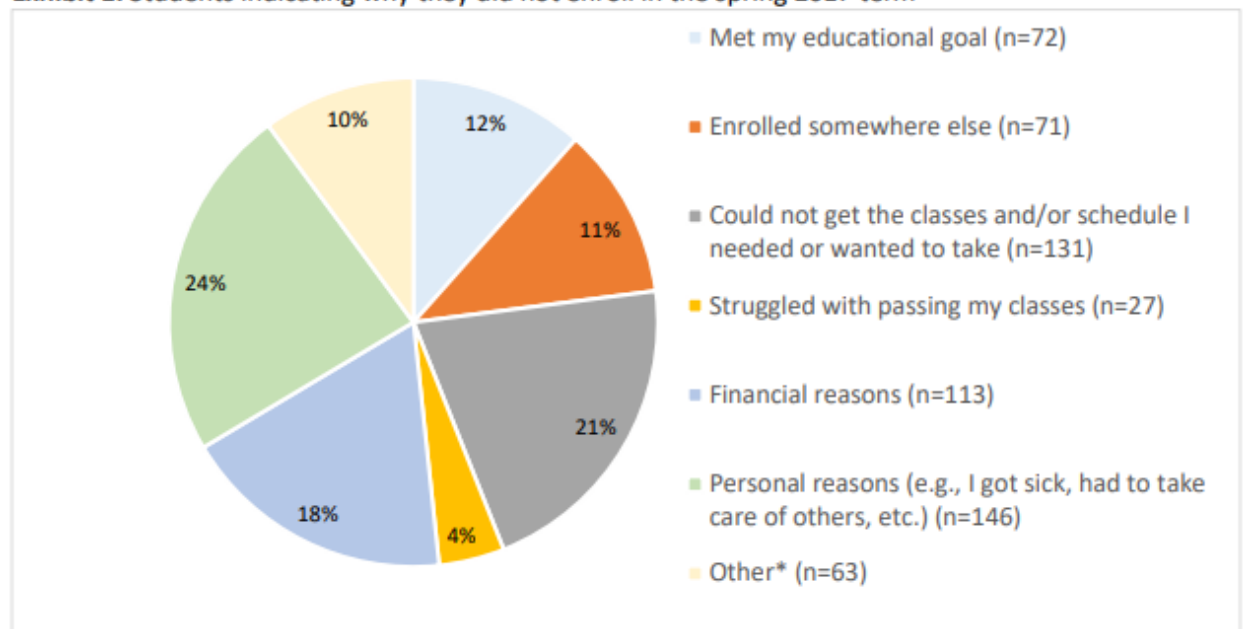
Student Learning Outcomes (SLO) are statements of the overarching knowledge, skills, abilities, and/or values students will acquire after completing a course or program. These broad learning outcomes demonstrate core student understanding and application of a subject. Every other academic year focuses on assessment though departments are encouraged to assess each semester. The process is to collect, evaluate, and use information to determine how well learning expectations are being met. The purpose is to use the results, positive or negative, 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. Assessment is a requirement of the [ACCJC](#).

CHAPTER 3

STRATEGIES FOR COMPLETION

As with many California Community Colleges, LBCC is challenged with students completing a given term and enrolling in the subsequent term. This is especially prevalent between the fall and spring semesters. A few years ago, the Institutional Effectiveness department conducted a survey of students who stopped attending LBCC to get a sense of what might be triggering the substantial drop in enrollment. Students who were enrolled in the fall 2016 term but did not enroll in the spring 2017 term were sent the survey via email. The sample excluded students who were dismissed because of poor academic performance (approximately 2,000 students) and students who had earned a degree. This resulted in a sample of 4,658 students with 595 (12.8%) who completed the survey.

Exhibit 1. Students indicating why they did not enroll in the spring 2017 term



*Other includes: still enrolled (3%), work schedule (2%), moved out of the area/too far (1%), plan on returning (1%), figuring out major/career (1%), bad experience (1%), waiting to hear if accepted into the nursing program (1%), and joined the military (.3%). It is important to note that IE pulled the sample before late registration had closed; thus, some students said they were enrolled.

How might this impact teaching and/or the classroom?

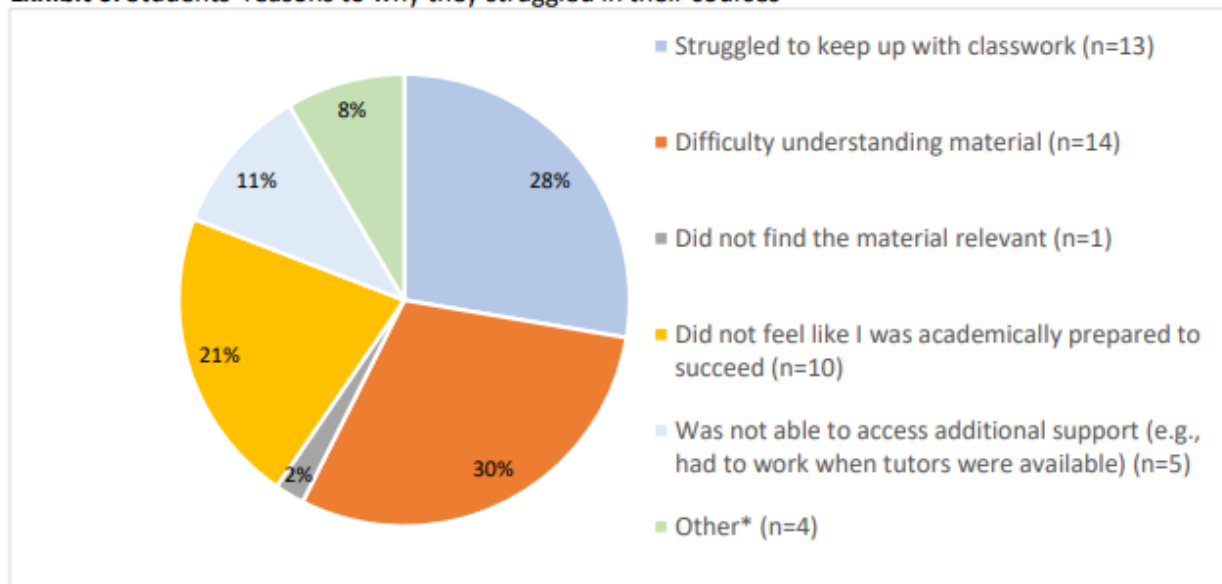
The largest reason students stopped attending college is for personal reasons (e.g. I got sick, had to take care of others, etc.) When a faculty member is viewed by students as someone who cares about them and is someone who is approachable and eager to help, they are more likely to seek assistance and/or advice. Explain that “Student Hours” are available so students may speak privately with an instructor about course content and/or factors that are impacting their success

(e.g. personal challenges). When students are absent from class, an instructor may want to send them an email indicating that they were missed in class, perhaps providing homework information and a brief explanation of the content that was covered.

The third largest reason students stopped attending was financial (18%). Many students do not purchase required textbooks due to financial challenges. LBCC has made great strides with helping students afford textbooks, such as offering textbook renting. Instructors can also help by ensuring that current copies of required textbooks are available in the Library on Reserve at both campuses (LAC and PCC). As a department, faculty may want to research how to incorporate low-cost and/or no-cost textbook through Open Education Resource (OER) materials.

Another factor in the Stopout Survey related to the classroom is found in Exhibit 6 where the students indicated why they were not doing well in their classes.

Exhibit 6. Students' reasons to why they struggled in their courses



*Other includes: having a difficult time working full-time and going to school, as well as personal reasons that interfered.

How might this impact teaching and/or the classroom?

The biggest challenge that students indicated was difficulty understanding the material. There are many strategies that faculty may use to ensure that students are learning. Providing frequent quizzes (graded or not) to test content comprehension, incorporating Polls (using cell phones or other methods) to ascertain understanding, providing frequent feedback, using the 1-minute essay conducted at the end of class which asks students what they learned in class that day and/or what they are still not understanding, offering extra credit for students to attend workshops provided by the [Learning and Academic Resources department](#) (these are also available on YouTube), and more. Talk with colleagues about strategies used to ensure learning.

Help Students Stay on their Path via LBCC Faculty Strategies

“Get to Know Student’s Name” Campaign

Students appreciate it when faculty and others refer to them by their names. This is especially important in the classroom environment. **Below are various strategies created by LBCC faculty.**

Begin before the semester.

- 1) Using the class roster, locate names that are unfamiliar and click [here](#) to use a website that assists with correct pronunciations.
- 2) Use Canvas and/or email students before the semester begins. This strategy includes a brief self-introduction, along with a professional-looking picture of the instructor, and includes a welcoming tone that may include information about the class, the text, basic first day challenges and providing solutions (parking, finding the classroom), and concluding with sharing the desire to learn students’ names quickly. If using email, the strategy asks students to send a close-up selfie to help with that process (of course, ensuring them that the picture will remain confidential). Some, but not all, students will comply – offering a few extra points may help, as does a quick follow-up email thanking them when they provide a picture.

- **Begin the first day of class.** Create desk/table tents with the student’s name. The instructor provides them to the students the first day of class and collects them at the end of class session (or lets the students hang onto them and bring them back for each class session.) If the instructor collects them, at each subsequent class session, they are placed in one location and students pick them up as they enter class. Toward the end of class, the instructor collects those remaining and can use that as a means of taking roll.
- **Begin within the first few class sessions.** Incorporate an engaging activity (an “ice-breaker”) that relates to students’ names, use a “pair and share” activity that results in students introducing each other to the class and instructor, and/or have students complete a short questionnaire (e.g. educational goals, major, previous courses taken related to the current course, personal data such as email, etc.)
- **Throughout the semester.** When students join in classroom discussions or ask a question, instructors have an opportunity to address the student by name. If the instructor does not know the student’s name, it is important to find a way to learn it – repetition is one way this can occur. Simply ask the student to share their name – this can be presented as a means for all students to learn each other’s’ names, along with the instructor.
- **Add A Picture to Outlook Email Profile.** Another way for students to easily identify an instructor is to add a photo in Outlook profile. Below are easy step-by-step instructions:
Use the My account page in Outlook Web App to view or update a photo and contact information.
 - To add or change a photo, select Photo and then click Change.
 - Click Browse, select a photo in Choose File to Upload dialog, and then select Open.

NOTE: Only photos on one's computer or from a network share linked to one's computer will work. Photos may be up to 500 KB in size.

- Select Save to save changes or Cancel to remove.

There are many other strategies that may be employed to ensure that students are acknowledged as individuals who are important to their instructor. Talk with colleagues and/or department heads for more ideas.

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

Being fully ready to teach at a community college requires planning and preparation. One step to take prior to the term beginning is to review the [Survival Notes Helpful Info for New Faculty](#) created by Academic Services, which includes information about how to obtain a class roster and permission numbers, the importance of Student Census Reporting, what to do if the classroom door is locked, safety and security, and more. On the Academic Services web page, locate the document on the right as titled in the black boxes.

General Strategies to Prepare for and Create an Inclusive Classroom

Faculty plays a critical role in creating a welcoming climate for the classroom experience. Preparing for and conducting a well-organized first class session helps to set the atmosphere for the remainder of the semester. As the leader in the classroom, faculty has the responsibility to balance the free exchange of ideas while maintaining a safe and welcoming environment for all students regardless of their backgrounds. Below are helpful suggestions for establishing and maintaining an inclusive classroom environment.

Visit the Classroom in Advance

Viewing the classroom in advance allows an instructor to ensure the proper functioning of equipment (computer and laptop connections, visual media projection system and screen, classroom lighting.) If there are any issues with equipment, contact [Academic Computing & Multimedia Services](#).

On the First Day, Arrive Early

Parking can be a challenge during the first few weeks of the term for both students and instructors. Arriving early ensures that there is ample time to secure a parking space. Refer to the [campus maps](#) to assist with finding staff parking lots and building locations. Understand that students may also find parking an issue with the added challenge that they may not have realized how difficult it would be to find parking. Faculty may consider allowing students to arrive late to class during the initial days of instruction.

Arriving early for faculty also affords an opportunity to duplicate materials, if needed. Click [here](#) for information about the Reprographics Centers. It is also important to arrive early to set up classroom technology, to use the whiteboard for information (class name, section #, instructor name), and most importantly to greet the students as they arrive to class. Arriving early will create a more serene environment for the classroom for all.

Build Community in the Classroom

Understanding equity, inclusion, and diversity is key for creating an inclusive classroom.

On the first day, plan an activity that allows students to interact with each other. Activities might include problem-solving, learning something about each other, completing an assignment together, and more. Research shows that when students actively engage in class, their learning experience becomes personal and material retention is higher.

Suggestions for Handling Situations

If a student is in class but not registered, instructors may want to allow the student to enroll by providing the student with a Permission Number after verifying if any students who are on the waitlist are present as they have first choice to add. With the permission number, the student may register online or in-person in [Admissions and Records](#).

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

Many students are unclear about their educational goals and may choose a major for a variety of reasons, sometimes without much knowledge or understanding about how the major fits with job outlook and/or transferability. Research conducted by the Institute for Higher Education Leadership and Policy² indicated that students who enter into a declared major within their first year were twice more likely to complete as compared to those who entered a major in their second year. With the recent changes in financial aid, course repeatability, unit limitations, and changing transfer requirements, now more than ever, counselors are critical to student success by helping them to make informed decisions about their education.

Prepare for Counseling

Faculty who serve students in the counseling role are key in creating a welcoming environment by building a relationship with every student they meet whether in the classroom or in the office. Counselors engage in the holistic approach of student development and assist students with their needs from orientation through transfer.

General Strategies to Prepare for and Create an Inclusive Counseling Environment

Faculty plays a critical role in creating a welcoming climate for a counseling appointment. Preparing for and conducting a well-organized appointment helps to set the atmosphere for future meetings. As the leader of the session, faculty has the responsibility to balance the free exchange of ideas while maintaining a safe and welcoming environment for all students regardless of their backgrounds. Below are helpful suggestions for establishing and maintaining an inclusive office environment.

The Office Space for Part-Time Counselors:

As a part-time counselor, the office used for student appointments may belong to a full-time counselor. Consider ways in which the space might be personalized with portable items. Creating a welcoming environment can be fostered by other means: learning to pronounce the student's name correctly, maintaining a welcoming attitude, and utilizing counseling skills. Arrive early to

the office in order to prepare technology to be used during counseling appointment. Utilize the SARS system to become acquainted with the students' background/appointment history. If there are any issues with office access, arriving early will allow support staff to identify alternate office space.



Build Rapport with Students

Counselors communicate information in ways that are both developmentally and culturally appropriate. Being mindful about the diverse population that LBCC serves may help to ensure that students are seen as valuable individuals who are seeking educational and career guidance.

According to the *Standards of Practice for California Community College Counseling Faculty and Program*,

Counseling faculty have “specific knowledge about the characteristics of the student populations with which they work...they (have developed) an understanding of how race, culture, ethnicity, gender, sexual orientation, age, physical or mental disability, religion, marital status, socioeconomic status and the like affect personality formation, career choices, learning styles, help-seeking behavior, and the appropriateness of counseling approaches....In any given counseling session, counseling faculty use their understanding of human and student development, as well as counseling theories, to provide the combination of services that address each student’s particular needs in an integrated fashion.”³

Suggestions for Handling Situations:

In the event that a situation presents itself where a counselor may need assistance, such as dealing with a distraught or upset student that appears to not be responding well in the conversation, a counselor may want to seek help from other available counselors, the department head, or the dean if other faculty are not available in the area.

CHAPTER 4

STUDENT PROGRAMS AND SERVICES



Long Beach City College offers a plethora of services for students. Each section listed on the next few pages contains a website link for more detailed information.

Academic Resources

Academic Computing Centers

These centers provide computer labs and printing services to LBCC students for academic purposes. All computers are connected to the printing stations and offer wireless printing at both campuses. (562) 938-4854 in L-251 at LAC and (562) 938-3049 in LL-122 at PCC.

Classroom and Lab Resources

Technology-equipped classrooms and computer labs are available for single-session or full-term use. Reservations are required, click on the link above to login or call (562) 938-4854 for L-251 at LAC or (562) 938-3049 for LL-216 at PCC.

Student Learning Resources

Student success begins with access to resources and assistance. Students can access supplemental materials for reading, writing, sentence revision, research and citation, grammar and mechanics, and writing for a specific purpose. Click on the above link to access these services.

[Study & Presentation Rooms](#)

These rooms offer space to practice for a presentation or to study in a quiet and private environment. Students are able to record themselves, watch the playback, gain skills and develop confidence. Located in L-212 at LAC and EE-206 at PCC.

[Study Skills Downloads](#)

The link above leads to an assembly of webpages and documents collected to help students with the challenges of academic demands and the college experience. Topics include Starting College, Study/Test Preparation, Note-Taking, Wellness, Test-Taking, Time, Textbook Reading, Math & Science.

[Study Skills Videos](#)

These include helpful tips and strategies to improve study skills. With more than 4 million views, topics range from *Improving Listening Skills* to *How to Predict Test Questions* to *Memory Tricks* and more.

[Textbooks on Reserve](#)

Students have free access to textbooks and software that is on reserve at both campuses. Click the above link for more information.

[Admissions and Records](#)

Although students tend to register for classes online, they may also do so in-person at the Admissions and Records office. Additional assistance is provided to apply for a degree or certificate, request an enrollment and degree verification, file for incomplete grades, petition for readmission, change of residency status, and more. (562) 938-4485 in A-1075 at LAC and in GG102 at PCC.

[Assessment & Placement](#) - Student Success & Support

The Assessment Office provides students with a quality testing environment in Math, English, Reading, ESL, and individual assessments for Chemistry and the English Essay. In addition, the Assessment Office provides students with assistance through the matriculation and enrollment processes. (562) 938-4049 in A-1040 at LAC and AA-101 at PCC.

[Bookstores](#)

The Viking Bookstore offers two convenient locations. Shop for textbooks, general supplies, academically discounted software, LBCC merchandise and gift items. Services are available in-person and online. LAC 4250 Faculty Avenue.

[CalWORKs](#)

The CalWORKs program at LBCC augments services provided by a student's county welfare office. CalWORKs services include case management, school supplies, childcare, academic/personal counseling, work-study, career development, advocacy and resource referrals, and more. (562) 938-3116 in GG-217 at PCC.

[Career Center](#)

The Career Center helps students explore career interests by meeting with a counselor or by enrolling in career exploration courses. Students can attend job fairs and workshops that help prepare a resume and develop job search and interview skills. (562) 938-5195 in A-1097 at LAC and LL-206 at PCC.

Child Development Center

The Child Development Center serves children of students, faculty, staff and the community, with locations at both campuses. Also provided is the Childcare & Preschool services and Lab School Observations. There are tuition costs and registration fees. (562) 938-4253 at 4630 Clark Avenue, Long Beach (off-campus location for LAC) and (562) 938-3079 or (562) 938-3082 at PCC.

Workforce Development

Program and services provided through Workforce Development include job training, business development, entrepreneurship, and Lifetime Learning Center (Senior Studies Program).

Job Training – providing a variety of programs for employment/career opportunities (562) 938-3248 in AA-109 at PCC.

Business Development – providing short term training and fostering entrepreneurship (562) 938-5020.

Entrepreneurship – providing individualized consulting and training to new and growing businesses.

Lifetime Learning Center – offering workshops, classes, and tours designed to engage older adults (562) 938-3047 in QQ-123 at PCC.

Counseling

Counseling services help students to identify and clarify personal, career, and educational goals. Appointments may be made in-person, online, or by telephone. (562) 938-4560 in A-1111 at LAC and (562) 938-3920 in GG-202 at PCC.

Disabled Student Program and Services (DSPS)

DSPS provides services that enable students with disability-related limitations to participate in college programs and activities. Services that compensate for a student's limitations may include note-taking assistance, interpretive services, test-taking assistance, and alternative media formations at no cost to students. For LAC call (562) 938-4558, FAX (562) 938-4457, TTY (562) 938-4833 in M-158; PCC call (562) 938-3921, FAX (562) 938-3272, TTY (562) 938-4833 in GG-107.

Distance Learning (Online Learning)

LBCC offers online learning opportunities three ways: fully online, partially on-campus and on-line (hybrid), and web-enhanced, which is a traditional on-campus course that also uses the online learning management system called Canvas. (562) 938-4818 in Building L at LAC.

Online Student Readiness

Student Technology Help Desk (562) 938-4250

Faculty Help Line: (562) 938-4537

Early College Initiatives

LBCC offers high school students the opportunity to accelerate their college and career pathways by earning college credit before completing high school. There are four early college programs that provide middle and/or high school students educational opportunities: 1) Individual Dual Enrollment, 2) Early College Pathways Partnership Program (ECPP), 3) High School Articulation Agreement and Credit by Exam, and 4) Early College @ Browning High School. (562) 938-5272 in AA-109 at PCC.

Employment Opportunities for Students – [Student Assistant](#), [Tutor](#)

The LBCC Success Centers are always looking for responsible and dynamic individuals to be Student Assistants to work at the front desks. Click the above links for more information.

[Extended Opportunity Programs and Services \(EOPS\)](#)

EOPS offers a variety of support programs and services to eligible community college students. Within EOPS is the Cooperative Agencies Resources for Education, or CARE, program for students who are single parents receiving public assistance (TANF/CalWORKs/Cash aid). (562) 938-4273 in A-1134 at LAC and (562) 938-3097 in GG-217 at PCC.

[ESL Learning Center](#)

The purpose of the ESL Learning Center is to provide positive and creative assistance to strengthen students' language skills. They offer workshops, online tutoring, technology guides, office hours, and online resources. (562) 938-3043 OR (562) 938-3255 in LL-216 at PCC.

[Foster Youth Support Services](#)

The Foster Youth program provides a smooth transition to college for current and former foster youth students. The support services also provide access to two programs: NextUp and Guardian Scholars. (562) 938-3278 in QQ-104 at PCC.

[Health & Wellness](#)

[Student Health Services](#) is a team of dedicated professionals who provide confidential health care to LBCC students. Staff includes Nurse Practitioners, Registered Nurses, and Health Technicians. Services include birth control prescriptions, over-the-counter medication, and urgent care; testing for Tuberculosis (TB), urinary tract infection (UTI), pregnancy; and referrals for sexually transmitted infections (STI), stop smoking/substance abuse, and health care. (562) 938-4210 in A-1010 at LAC and (562) 938-3992 in GG-117 at PCC.

[Mental Health Services](#) are provided by professionals licensed in Clinical Psychology and Social Work; appointments and walk-in services are available. (562) 938-4210 in A-1010 at LAC and (562) 938-3992 in GG-117 at PCC.

[LBCC Fitness Center](#) is for full-semester fitness and wellness classes; enrollment and requirement information is provided by attending an orientation in the FWC, attending equipment introductions, assessment introductions, and lectures. (562) 938-4432 in R-203 at LAC.

[Honors Program](#)

The Honors Program consists of specialized general education courses designed to develop academic ability and intellectual curiosity in highly motivated students as they prepare for transfer to the university. (562) 938-4354 in L-164 at LAC.

[International Student Program](#)

LBCC offers students from other countries the opportunity to study in the United States. The International Student Program offers specialized support and immigration advising to F-1 and M-1 status students. (562) 938-4745 in A-1040 at LAC.

Library

Connect with the Library and Librarians to find information such as books, articles and more, learn research strategies, attend workshops and orientation sessions. Search the Library Catalog, use wireless printing services, ask questions and find answers. (562) 938-4231 in Building L – first floor at LAC and (562) 938-3029 Building LL – first floor at PCC.

Math Success Center

This center is designed to support student success in the area of math through Supplemental Learning Activities (SLA) and free tutoring for all math levels. The SLA workshop and Directed Study Group schedules are available online. Students also have the opportunity to become Math Tutors or Student Assistants (562) 938-4228 in V-163 at LAC.

Multidisciplinary Success Centers

These centers offer free services to students through Instructional Specialists and Tutors. (562) 938-4699 in L-212 at LAC, (562) 938-3264 in EE-206 at PCC and ONLINE (562) 398-4393. Services include [Supplemental Learning Assistance](#) – workshops, directed study groups, directed learning activities

Police & Campus Safety

Contact the Police Department for the following: safety escorts, keys locked in vehicles, lost & found, thefts or other crimes. (562) 938-4910 or (562) 938-6711 in Building X at LAC (south of Lew Davis Street). For after-hours call 911. Parking Services information is (562) 938-4797.

[Emergency notifications](#) - To receive text messages, students must enter a ‘mobile’ number by logging into their Viking Student Service account.

Student Affairs

Innovative and traditional programs, events, and activities provide the opportunity to foster personal growth through learning, [Student Life](#), [Student Equity](#), [Culture & Heritage Communities](#), [African-American & Black Students \(AABSS\)](#), and [Homeless Students in Need](#). Student Affairs also deals with issues of [Student Conduct](#).

Student Technology Help Desk

The Student Technology Help Desk is a team of students who provide peer guidance via phone, email, and in-person. They support all LBCC students with accessing and using technology; however, they are not permitted to work on student computers and other personal devices such as laptops, phones, tablets, and they are not allowed to install software or provide instructions to users on how to fix computer problems. (562) 938-4250 in L, 2nd-floor landing at LAC and in EE Student Union at PCC.

Transfer Center

Transfer services help students make a smooth transition to universities. Students can make university appointments, attend transfer fairs, university tours, and/or university admission workshops. (562) 938-4670 in A-1097 at LAC and (562) 938-3916 in EE-105 at PCC.

Trio GO Project

The Growth and Opportunities (GO) Project is designed to increase the number of students with disabilities who transfer to four-year colleges and universities by providing comprehensive

academic support and personal development for low-income, first-generation college, and students with disabilities. (562) 938-3233 in GG-217 at PCC.

Tutoring

Tutoring is offered free of charge to all students who are enrolled in at least one class during the semester. Popular subjects include accounting, anatomy, biology, chemistry, economics, geology, foreign languages, mathematics, philosophy, physics, physiology, and psychology. Additional subjects may be requested. (562) 938-4474 in L-203 at LAC, (562) 938-3254 in EE-206 at PCC and ONLINE (562) 245-8656.

Upward Bound Program

The goal of Upward Bound is to prepare high school students from the Long Beach Unified School District area for LBCC. (562) 938-3177 in AA-109 at PCC.

Veteran Students

Veteran services assist who have never received their veteran benefits at LBCC. Services include assistance with the application process, applying for veteran's benefits, registering for classes, and more. (562) 938-4162 in A-1029 at LAC and GG-102 at PCC.

Viking Athletics

LBCC offers a variety of athletic opportunities in sports such as track & field, football, baseball, volleyball, water polo and more. Some of last year's highlights include the fourth consecutive winning season for the football team, women's beach volleyball claimed the SCC Conference Team Championship and the SCC Pairs Championship, men's volleyball went undefeated in conference for the third-consecutive year, and the baseball team had 9 players names to the All-Conference team.

Welcome Center

The Welcome Center is a one-stop shop that provides general information and services to ensure that a student has a smooth introductory experience at LBCC. Students can get enrollment assistance, educational planning, and answers to general questions. (562) 938-4049 in A-1001 at LAC and (562) 938-3270 in AA-101 at PCC.

Writing and Reading Success Center

The Writing & Reading Success Center helps students to write essays or research papers and can assist students with the SLA requirements for English and/or reading courses. A computer lab is available as well as a quiet place to study. (562) 938-4520 in E-09L at LAC and (562) 938-3991 in EE-206 at PCC.

Two s



CHAPTER 5

FACULTY SERVICES

Faculty services provides information on beginning steps, accessing information needed for the classroom and counseling, campus resources, campus leadership, important information, and helpful hints for a successful experience at LBCC.



GETTING STARTED

Academic Year

[Academic Calendar](#) The calendar identifies start and end of terms, holidays, Flex days, and more. Click on the calendar for the current year from the above link.

Office and Classroom Access

[Facilities](#) is the office that handles key and [OMNI code requests](#). To obtain keys and/or OMNI codes, contact Facilities in advance and allow a minimum of 2-3 business days for processing, during peak periods, it may be slightly longer. Department Heads must approve requests. When ready, keys will be issued at LAC in building Z at the corner of Conant and Clark. A photo ID is required for pick-up. Hours are 7:30am to 5pm Monday through Friday. The District has an Administration Regulations on [Building Access and Security](#) for further information.

During the day, if a room is locked and there is no key at hand, contact Facilities at (562) 938-4040; in the evening contact (562) 480-1467 for LAC and (562) 331-7739 for PCC; for concerns after hours and weekends call the Facilities Duty Manager at (562) 618-3982. A photo ID/employee ID is required for building access.

Emergencies

Public safety services are provided by the Long Beach Police Department. For emergencies dial x4911 for any LAC Campus land line or (562) 938-4911 from a cell phone, for PCC emergencies dial x3911 or (562) 938-3911 from a cell phone.

For non-emergency police services, such as theft reports or campus escorts, contact (562) 938-4910 or (562) 938-6711. All calls to these numbers go the LBPD dispatch center; let them know the call is from Long Beach City College, identify the campus, and the building/room number or parking lot locations. The [Police and Campus Safety](#) department has prepared several helpful items:

An [Emergency Procedures Guide](#) that serves as a contingency manual for LBCCD in the event of campus emergencies.

[Emergency Notifications](#) may be set up with a cell phone for students, employees, and community members.

An [Emergency Procedures wallchart](#) is available for download.

Access Course Sections Online

Login into the [Viking Student System](#) using your LBCC 7-digit ID# and password. The system should open to your course sections. From here you are able to download the Grade Roster, locate the section number, contact students using the system, view permission numbers, access important dates such as census, and DSPS Student Accommodations information. If you have any problems logging in, contact the IITS Help Desk or call (562) 938-4357 or email helpdesk@lbcc.edu. Also, refer to the [Survival Notes](#) for faculty and [Admissions & Records forms](#).

View and Print Class Roster – know which students are enrolled in class

Getting Permission Numbers – students may petition classes and will need a permission number to enroll on or before the day prior to Census. Be sure to honor the wait list.

Census Reporting (NS / NA) – although it is the responsibility of the student to drop a class they wish to no longer attend, the instructor is legally responsible to clear the roster prior to the Census date for students who never showed (NS) or stopped attending and is deemed as non-active (NA).

Pass/No Pass Option – if the class is deemed “letter grade or student option,” a student may decide to choose P/NP. Look in the class roster in PeopleSoft for the deadline and provide this information to the students early in the term. If a student selects the P/NP option, they are unable to change it back to the grade option after the posted date.

Readmission – if an instructor drops a student and then needs to reinstate them, the instructor will need to submit the Reinstatement form to Admissions and Records. Verify that the student has been readmitted via the class roster.

Notify Students by E-mail – Oracle PeopleSoft has an email system that links to Outlook

Drop Students with a “W” – After census and before the final drop date, a “W” may be entered

Enter Grades – faculty must enter grades online using this system as well as submitting hard copies of roll books at the end of the semester to Enrollment Services.

Campus Resources

[Parking](#) – All employees receive free parking permits that allow parking in staff stalls at either campus. (562) 938-4460 in X-110 at LAC.

[Duplicating/Reprographics](#) – Mail, print, and copy services for faculty and staff. Reprographics offers [online printing services](#) so that faculty may submit duplication requests days in advance of the class meeting. Located at LAC in building V near Clark Avenue. Please make every effort to use the most economical form of duplication for class materials and be cognizant of [copyright laws](#) for educators.

Family Education Rights and Privacy Act of 1974

FERPA is the Federal law that governs the access of educational information and records to public entities. FERPA protects the privacy of student educational records.

Faculty Help Desk

The Instructional and Information Technology Services Help Desk is a one-stop shop for all of your technology questions for the classroom, PeopleSoft, instructional technology and your office. The Help Desk can be reached by calling 562-938-4357(HELP), sending an email to helpdesk@lbcc.edu or through a self-service web site at <http://ticketsystem1.lbcc.edu/> The Help Desk is staffed from 8:00 am to 10:00 pm Monday through Thursday and 8:00am to 12:00pm (noon) on Fridays.

Online Learning and Educational Technology

[OLET](#) is a service specifically for instruction in the classroom. Staff will help faculty to set up class course sites in Canvas, provide training and support with online, hybrid, and web-enhanced courses as well as providing assistance with PeopleSoft faculty features. Workshops are offered online and in-person. Assistance is available via email, phone or walk-in. (562) 938-4357 in L-142 (enter through the back of the L-Building at LAC and LL-124 at PCC).

Instructional Media Production Services

Under *Communications & College Advancement*, media production includes the following services: television and video production, digital photo/graphic production (PC platform), duplication of non-copyrighted materials, audio production, satellite teleconferences, and consultation for script writing, program planning/development and technical support/creative assistance. They are located in the Library on the Liberal Arts campus (562) 938-4514 in L-244 (enter through the back of the L-Building) at LAC.

Interactive [Campus Maps](#) are available online.

TEACHING

Course Outline of Record

The [COR](#) is central to the curricular processes in the California community colleges and is the approved resource for understanding the requirements of the course including unit value, requisites, content, student learning outcomes, assignments, evaluations, textbooks, and more. All course outlines are public records. Faculty are to teach to the course outline. Both credit and non-credit courses must have a course outline of record that is approved locally and by the California Community College Chancellor's Office.

Using Canvas

Faculty are encouraged to use Canvas for all course types, fully-online, hybrid, and traditional. [OLET](#) serves all faculty by providing workshops and training, online self-paced tutorials, access to Open Educational Resources (OER) and Zero Textbook Cost (ZTC) information. Faculty who teach fully online or hybrid courses must be trained and certified. All faculty can use Canvas for traditional, hybrid, and fully online courses. Helpful step-by-step guides are available in Appendix C Below are various services provided by OLET:

[OLET Training & Workshops](#)

[Online Faculty Resource Site](#)

[Teach Online Seminar](#)

[Online Teaching, Training, Guidelines & Procedures](#)

[Prospective Online Instructors](#)

[Open Educational Resources Site](#)

[Zero Textbook Cost](#)

Copyright Laws

The American University Library published a document in 2010 titled [What Faculty Need to Know about Copyright for Teaching](#). For educational purposes, it is possible to use materials under the "Fair Use" act; however, there are limitations. The above document provides details.

Guest Speakers

Faculty who wish to invite guest speakers to their classrooms need to follow the procedures outlined in [Administrative Regulations 4007](#).

Library

The [Library](#) supports faculty by providing course reserve of textbooks, study guides, test reviews, quizzes, etc., interlibrary loan services, CSULB reciprocal borrowing, and Librarians can help supplement instruction by providing [research orientations](#) for students on a class-by-class basis.

Multimedia Equipment

Requests for computer projection and audio/visual equipment should be made at least 24 hours in advance to assure equipment availability. To reach a Multimedia Technical Specialist for training or questions about the equipment, or assistance with classroom technology needs contact (562) 938-4357.

Marketing, Enrollment, Scheduling and General Curriculum Information

[Communications & College Advancement](#)

The Public Affairs and Marketing department creates awareness of the college for the community through social media, strategic marketing campaigns, and advancing the LBCC brand identity. The department helps areas develop publicity and has a staff of graphic artists, web designers, photographers, and communication specialists. In addition, the area keeps the local media apprised of innovative programs, publishes the campus newsletter, the *Communication Line*, provides information about legislation affecting community colleges, and assists with brochure, flier, advertisement and public service announcement development. For services, submit a [Communications Request form](#).

[Academic Services](#)

The Office of Academic Services oversees the online Class Schedule, the LBCC catalogs, compliance related to curriculum, 25Live scheduling, and provides support for faculty and staff with enrollment management and class schedule planning. Every academic year, the office provides helpful information such as [Who is Who List](#), [What's What Guide](#), and [Survival Notes](#).

CURRICULUM

Curriculum development of courses and awards is at the heart of teaching; it defines the basis for content and requirements for students to complete certificates and degrees. Faculty have a critical role to ensure that curriculum is current, that it meets the needs of students and the community, and that it is compliant with local and statewide standards. The Board of Trustees relies primarily on the recommendations of faculty regarding curriculum and policies related to academic affairs. The Committee on Curriculum and Instruction is a subcommittee of the Academic Senate; members include representation from each constituent group of LBCC. There are 5 subcommittees of Curriculum that provide technical review and make recommendations to the Curriculum Committee: Academic Policy & Standards, Assessment of Student Learning Outcomes, Associate Degree/General Education, Course Evaluation, and Department Planning/Program Review. Administrative Procedures 4020 are overseen by the Academic Senate and govern the Curriculum Committee.

Course Development – Course Evaluation Subcommittee forms

[Course Evaluation Submission Checklist](#)

[Course Rotation Plan](#)

[New Credit Course Proposal](#)

[New noncredit Course Proposal](#)

[New noncredit Parallel Course Proposal](#)
[Course Modification](#)
[Requisite Validation](#)
[Materials Fee Request](#)
[Distance Learning Addendum](#)
[New Honors Course Request](#)
[Overview of Course Approval Process](#)

PROFESSIONAL DEVELOPMENT

Faculty Professional Development

[FPD](#) has developed a strong peer oversight of all the professional development for faculty at LBCC. FPD is responsible for developing faculty professional development opportunities such as Flex Day, College Culture Fridays for new faculty, supporting professional development at conferences, coordinating premium webinars and workshops. (562) 938-4022 in T-1021 at LAC

EMPLOYMENT INFORMATION

Human Resources Assistance

For assistance with questions related to employment, credentialing, leaves, salary placement, seniority status, grievances, or personal concerns, contact [Human Resources](#) in T-1045 at LAC, (562) 938-4372.

Payroll and Benefits


The [Payroll & Benefits office](#) is accountable for paying each of the college's faculty, staff, and student workers. The office also administers a comprehensive health, dental, vision, life insurance, and mental health insurance program for eligible employees and retirees. New eligible employees have 31 days from the first day of work to enroll in a [benefits package](#). Coverage for family members is not automatic, click for [enrollment information](#). (562) 938-4924 for Payroll and (562) 938-4531 for Benefits, located in T-1026 at LAC.

Title IX of the Education Amendments of 1972

[Title IX](#) prohibits discrimination based on sex in education and activities in federally funded schools, colleges, and universities. It applies to women and men, students and employees. LBCC provides a safe environment and does not tolerate sex discrimination, including sexual harassment and violence, and is committed to empowering all students and employees to take actions to eliminate sex discrimination on campus. Title IX has a team available for help: Faculty and Staff (562) 938-4095 in T-1040, LAC Students (562) 938-4095 in E-206 and PCC Students (562) 938-3032 in EE-102K.

CHAPTER 6

GOVERNANCE AND COMPLIANCE

hared governance within the California Community College systems is defined in Education Code Section 70901(b) which identifies the need to ensure that faculty, staff, and students have the right to participate effectively in district and college governance.

INTERNAL CONSTITUENCIES

College Leadership

The [Board of Trustees](#) governs LBCCD and consists of five elected members. Each member represents one of the five trustee areas of the district. Trustees are:

Area 1 – Uduak-Joe Ntuk



Area 2 – Vivian Malauulu



Area 3 – Sunny Zia



Area 4 – Herlinda Chico



Area 5 – Dr. Virginia Baxter



Superintendent-President Dr. Mike Muñoz



Executive

Vice President, Academic Affairs

Dr. O. Lee Douglas



Vice President, Student Services

Dr. Nohel Corral



Vice President, Human Resources

Loy Nashua, JD



Vice President, Business Services

Dr. Raymond “Chip” West



Faculty and Staff Organizations

Academic Senate – *Academic and Professional Matters*

The [Academic Senate](#) represents the faculty in academic and professional matters as identified in the 10+1 faculty roles regarding policy and implementation of curriculum, degree and certificate requirements, grading, program development, student preparation and success, governance structures, accreditation including self-study and annual reports, faculty professional development, program review, planning and budget development, and other academic and professional matters. Its members are elected for three-year terms and meets 8 times a semester. All faculty has online access to the Senate's [Constitution](#) and other vital information. [LBCC Committees](#) with full-time faculty representation are appointed by the Academic Senate. Address all questions to the Academic Senate Office at (562) 938-4721 in T-1021 at LAC.



Classified Senate – *Coordinating Classified Participation in Governance*

The [Classified Senate](#) strongly believes that classified staff participation is essential in providing valuable information and input that is directly related to their expertise and experience. LBCC's classified members provide essential input so that the college makes informed decisions. All Classified Professionals have online access to the Classified Senate [Constitution](#). Address all questions to the Classified Senate office at (562) 938-4255 in L-143.

Long Beach City College Faculty Associate – *Working Conditions*

[LBCCFA](#) is the sole and exclusive bargaining agent for academic employees who are members of the unit (contract and regular faculty members). LBCCFA is affiliated with the National Education Association (NEA). New employees may obtain a printed copy of the Master Agreement from the Human Resources Office. Questions regarding the contract may be addressed to LBCCFA or to Human Resources, Room T-1045, (562) 938-4372.

Certificated Hourly Instructors

[CHI](#) is a separate bargaining unit that specifically represents academic hourly instructors on matters related to collective bargaining. Membership is voluntary. Contact the Vice President of Human Resources, Room T-2043, (562) 938-4398.

College Planning Council

CPC is a participatory governance body that acts as the central coordinating and directive body for the college's planning efforts. CPC makes recommendations to the Board of Trustees; all constituent groups are represented on CPC.

Administrative Policies and Procedures

The Board of Trustees govern the district through the establishment of written [policies](#), which are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction. [LBCCD Procedures](#) are statements of method to be used in implementing Board

Policy. The policies are to be consistently written with provisions of law but do not encompass all laws relating to district activities. All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote and shall be introduced not less than one regular meeting prior to the meeting at which action is recommended.

EXTERNAL AGENCIES

California Community Colleges must adhere to external agencies that govern standards associated with accreditation, curriculum,

Accreditation

LBCC is accredited by the Western Association of Schools and Colleges ([WASC](#)) and the Accrediting Commission for Community and Junior Colleges ([ACCJC](#)). Their mission is to advance educational quality and student learning and achievement by working together with colleges to ensure continuous improvement via innovation, self-analysis, peer review, and application of standards. ACCJC is recognized by the U.S. Department of Education ([USDE](#)) as a reliable authority regarding the quality of education offered by colleges in keeping with the Higher Education Act of 1965.

California Community Colleges Chancellor's Office

The [CCCCO](#) empowers California community colleges through leadership, advocacy and support. California has the largest system of higher education in the nation with 1.8 million students attending 116 colleges. The 16-member Board of Governors sets policy and provides guidance for the 73 districts; members are appointed by the governor. The Board formally interacts with state and federal officials and organization and the Board selects the chancellor for the system. The CCCCCO Divisions include [College Finance & Facilities Planning](#), [Communications & Marketing](#), [Digital Innovation & Infrastructure](#), [Educational Services & Support](#), [General Counsel](#), [Government Relations](#), [Institutional Effectiveness](#), [Internal Operations](#), and [Workforce & Economic Development](#).

California Education Code – EDC

[Title 3 Division 7](#) of Ed Code governs the California Community Colleges. Education Code is the result of established laws from legislation. Ed Code always supersedes Title 5 regulations. Important sections of Ed Code are contained within Part 48 *Community Colleges, Education Programs* § 78015-79500, Part 47 *Students*, Part 50 *Finance*, Part 51 *Employees* and Part 54 *Basic Skills and Student Outcomes Transformation* with specific highlights below.

[Ed Code Review](#) for CTE - §78016

[California College Promise](#) – §76396-76396.4

[Apportionment](#) and the new Funding Formula - § 84750.4(f)(2)(A-C)

[Minimum Qualifications and Hiring Criteria](#) §87355-87359.5

[Financial and Professional Development Grants](#) § 88800-88810

REFERENCES

FOOTNOTES

¹ **Merisotis, Jamie P.**, The Hill, *Higher Education Must Change to Reflect Shifting Student Demographics* <http://thehill.com/blogs/congress-blog/education/228795-higher-education-must-change-to-reflect-shifting-student>

² **Moore, Colleen and Shulock, Nancy**, Institute for Higher Education Leadership & Policy, *Divided We Fail: Improving Completion and Closing Racial Gaps in California's Community Colleges*, October 2010

³ **ASCCC**, *Standards and Practice for California Community College Counseling Faculty and Programs*, Spring 1997; Revised and Adopted Fall 2008, p.6

⁴ **Center for Urban Education**, USC Rossier School of Education, <https://cue.usc.edu/equity/> and https://cue.usc.edu/files/2017/02/CUE-Protocol-Workbook-Final_Web.pdf

⁵ **Anderson, Peter; Anderson, Janis**, Article in *The International Encyclopedia of Communication*, 2011

APPENDICES

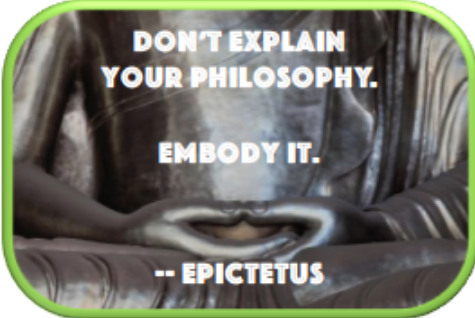


- A. Welcoming Syllabi examples are provided by Dr. Matthew Lawrence, Michael Robertson, Janét Hund, and
- B. The Equity-Minded Syllabus Checklist is provided by Dr. Matthew Lawrence, who wrote, "It is a work in progress. Suggestions are welcome! Please send suggestions for improvement to Matt Lawrence at mlawrence@lbcc.edu
- C. Canvas Step-by-Step instructions for Building Courses in Canvas Part 1 and Part 2, and Using Assignments and Gradebook in Canvas. Provided by the LBCC Distance Learning department.

For Faculty Handbook feedback, suggestions, requests for additional content, please contact Kenna Hillman, Dean, Academic Affairs khillman@lbcc.edu
Published August 20, 2022

APPENDIX A

WELCOMING SYLLABUS - 1

NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.

<p>COURSE SYLLABUS Philosophy 6 Introduction to Philosophy Spring 2018</p>  <p>DON'T EXPLAIN YOUR PHILOSOPHY.</p> <p>EMBODY IT.</p> <p>-- EPICTETUS</p> <p>Welcome to Introduction to Philosophy!</p> <p>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:</p> <p>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.</p> <p>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.</p>	<p>Your Guide: Matt Lawrence, Ph.D.</p>  <p>Over 20 years experience guiding novice philosophers through rugged metaphysical terrain and epistemological confusions.</p> <p>Office: T2353 Phone: (562) 938-4805 Email: mlawrence@lbcc.edu</p> <p>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!</p> <p>Learning Management System: (Canvas) https://www.lbcc.edu/student-lms</p> <p>Required Texts: All of the course readings are posted on Canvas.</p> <p>Course Theme: How to Live Like a Philosopher</p> <p>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.</p>  <p>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?</p> <p>— SENECA</p>
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WELCOMING SYLLABUS - 2

NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.

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

WELCOMING SYLLABUS - 3

NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.



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)*

APPENDIX B

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

NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.

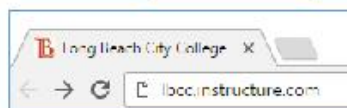


BUILDING YOUR COURSE IN CANVAS: PART 1

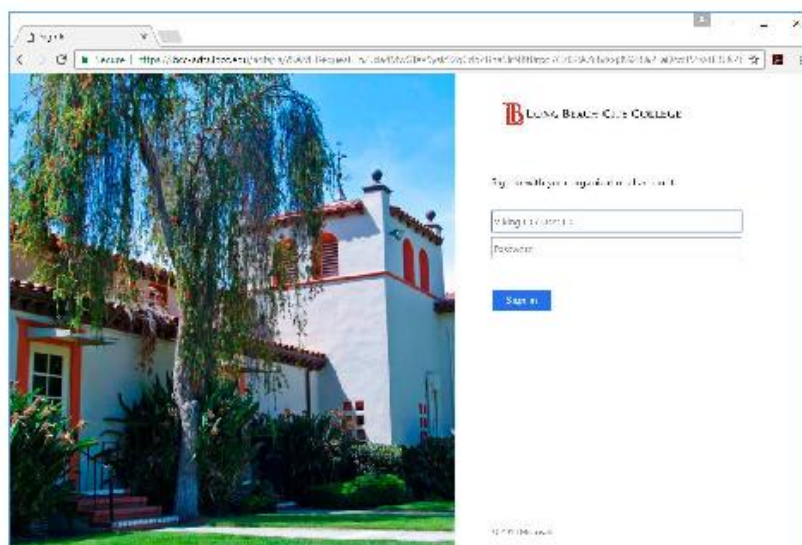
- STEP 1: Logging Into Canvas
- STEP 2: Canvas Layout Overview
- STEP 3: Create a New Course
- STEP 4: Customize Course Navigation Menu

STEP 1: Logging Into Canvas

Go to Canvas URL: lbcc.instructure.com



Login with your User ID and Password.



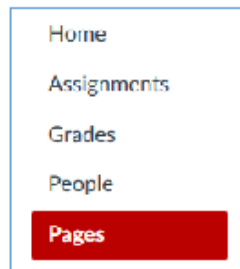
NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.



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.



NOTE: On the image below, right click and scroll to “Acrobat Document Object” and click “Open” to view the full document.



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