

HIST 151: World History I to c. 1500

Credits: 3 credit hours

Contact Hours: 3 lecture hours/week (if traditional classroom class)

Meeting Pattern: Online, Asynchronous

Instructor: Steven Austin

Term: Fall 2026

College: Richland Community College

HIST 151: World History I to c. 1500

V1, Fall 2026

Prerequisites: eligibility for ENGL 101 (or none, as this is a general-education survey)

Credits: 3-0-3

PCS/CIP Number: 1.1/540101

IAI Number: S2 912N

Liberal Arts Division

Illinois Articulation Initiative (IAI) Description

The history of the world, including the origins and development of its peoples and cultures. This course surveys the deep history of humanity from human origins through roughly 1500 C.E., emphasizing global patterns rather than nationalist narratives. We examine how societies emerged in Africa, Eurasia, the Americas and Oceania; how environmental conditions and technological innovations shaped complex societies; and how long-distance connections such as trade routes, migration and the spread of ideas wove an increasingly integrated world. Using frameworks like world-systems theory, we explore how peripheral and core regions interacted, how empires rose and fell, and how major belief systems evolved. Readings and discussions encourage students to analyze primary sources, consider multiple perspectives and assess how early global forces continue to influence contemporary societies.

ICCB Workload Statement

This 3-credit online course requires a total commitment of about 135 hours over the semester. Instead of classroom meetings, you will spend roughly 3 hours each week on structured online activities such as lectures, readings, discussions, quizzes, and assignments. You should also plan for about 6 additional hours per week on independent study, including reading, preparing written work, and reviewing for exams. Altogether, expect to spend about 9 hours per week engaging with the course.

Required Text

Jerry Bentley et al., *Traditions & Encounters: A Global Perspective on the Past* — 8th ed., 2025 Release. Volume 1 (to 1500): eText 9781266980893; Print 9781266880261. **Note:** Do NOT use the Brief edition.

Course Learning Outcomes

Upon successful completion of this course, a student should be able to:

- Explain the emergence of human societies from prehistory through the fifteenth century across Africa, the Americas, Asia, Europe, and Oceania.
- Identify major political, economic, social, and cultural developments in early civilizations and analyze their interactions.
- Compare and contrast belief systems, technologies, and institutions of classical and post-classical societies.
- Assess global patterns of trade, migration, and cross-cultural contact prior to c. 1500.
- Demonstrate historical thinking skills, including primary-source analysis and constructing evidence-based arguments.

Assessment & Grading

Grades are based on the following components

Assessment	Weight
Chapter Quizzes (16)	30 %
Doing History / DBA Projects	25 %
Video Documentary – Stream & Discuss	15 %
Exams (3)	30 %

Additional Course Assessment Information

Chapter Quizzes

A chapter quiz accompanies each textbook chapter. The quizzes may include multiple-choice questions, identification of key terms and people, map-reading exercises and other objective formats designed to reinforce your understanding of global developments. Quizzes are open-note and open-text, but they must be completed individually. Sharing answers or collaborating will be treated as an academic integrity violation.

Document-Based Assignments (DBAs)

History is not just a body of facts; it is a discipline rooted in the analysis of evidence. In most units you will complete a document-based assignment that asks you to work like a historian:

- Analyze primary and secondary sources from diverse regions and time periods.
- Compare and contrast interpretations to evaluate historical events and perspectives.

- Construct a clear, evidence-based argument in response to a guiding question.
- Situate specific developments within broader political, economic, social and cultural contexts.

Supplementary readings, films and worksheets accompany each DBA to provide background. Completing the associated quizzes and worksheets before submitting the DBA will ensure you have the context needed for effective analysis. These projects develop core historical thinking skills such as source interpretation, contextualization and persuasive writing.

Video Documentary – Stream & Discuss

High-quality documentary films will complement the readings and lectures by adding sights, sounds, and expert commentary to our study of world history. These documentaries, produced by major broadcasters such as PBS, BBC, and National Geographic, cover topics ranging from early human societies and the Silk Road to the Columbian Exchange and global revolutions. All films will be available for streaming through Canvas. After viewing, you will be asked to post thoughtful comments and respond to your classmates' posts in order to foster dialogue about the material.

Exams

Three exams will be given over the term, roughly after every five chapters. Each exam consists of approximately 50 multiple-choice questions covering the textbook chapters, documentary films, supplemental readings and class discussions. Exams focus on the material from the most recent units rather than being fully cumulative, but later exams may revisit major themes from earlier in the course.

Weekly Outline (16-Week Schedule)*

Week	Chapter and Title	Topics (Headings)	DBA (Sources from the Past)
1	Ch. 2 — The Emergence of Complex Societies in Southwest Asia and Encounters with Indo-European-Speaking Peoples	The Quest for Order (Mesopotamia); The Formation of Sophisticated Social and Cultural Traditions; The Broader Influence of Mesopotamian Society; Indo-European Migrations	<i>The Flood Story from the Epic of Gilgamesh; Hammurabi's Laws on Family Relationships</i>
2	Ch. 3 — The Emergence of Complex Societies in Africa and the Bantu	Early Agrarian Societies in Africa; The Formation of Complex Societies and Sophisticated Cultural Traditions; Bantu	<i>Harkhuf's Expeditions to Nubia; Hymn to Osiris</i>

Week	Chapter and Title	Topics (Headings)	DBA (Sources from the Past)
	Migrations	Migrations and Early Agricultural Societies of Sub-Saharan Africa	
3	Ch. 4 — The Emergence of Complex Societies in South Asia	The Indus Civilization; Indo-Aryan Migrations and the Early Vedic Era; Religion in the Vedic Age	<i>Laws of Manu (excerpt); The Mundaka Upanishad on the Nature of Brahman</i>
4	Ch. 5 — The Emergence of Complex Society in Mainland East Asia	Political Organization in Early China; Society and Family in Ancient China; Early Chinese Writing and Cultural Development; Thought and Literature in Ancient China; Ancient China and the Larger World	<i>Peasants' Protest; Family Solidarity in Ancient China</i>
5	Ch. 7 — The Empires of Persia	Empires of Persia; Imperial Society and Economy; Religions of the Persian Empires	<i>Zarathustra on Good and Evil</i>
6	Ch. 8 — The Unification of China	The Search for Political and Social Order in Zhou Dynasty China; The Unification of China; From Economic Prosperity to Social Disorder	<i>Confucius on Government; Laozi on Living in Harmony with Dao</i>
7	Ch. 9 — State, Society, and the Quest for Salvation in South Asia	The Fortunes of Empire in Ancient South Asia; Economic and Social Developments in South Asia; The Emergence of Religions of Salvation in South Asia	<i>Ashoka Adopts and Promotes Buddhism; Caste Duties according to the Bhagavad Gita</i>
8	Ch. 10 — Civilizations of the Mediterranean Basin: The Greeks	Before the Greeks; The World of the Polis; Greece and the Larger World; The Hellenistic Empires; Greek Economy and Society; Cultural Life in Ancient Greece	<i>Arrian on the Character of Alexander of Macedon; Socrates' View of Death</i>

Week	Chapter and Title	Topics (Headings)	DBA (Sources from the Past)
9	Ch. 11 — Civilizations of the Mediterranean Basin: The Romans	From Kingdom to Republic; From Republic to Empire; Economy and Society in the Roman Mediterranean; The Cosmopolitan Mediterranean	<i>Tacitus on the Abuse of Power in the Early Roman Empire; Jesus' Moral and Ethical Teachings</i>
10	Ch. 12 — Cross-Cultural Exchanges on the Silk Roads	Long-Distance Trade and the Silk Roads Network; Cultural and Biological Exchanges along the Silk Roads; China after the Han Dynasty; The Collapse of the Western Roman Empire	<i>St. Cyprian on Epidemic Disease in the Roman Empire</i>
11	Ch. 13 — The Resurgence of Empire in East Asia	The Restoration of Centralized Imperial Rule in China; The Economic Development of Tang and Song China; Cultural Change in Tang and Song China; Development of Complex Societies in Korea, Vietnam, and Japan	<i>The Poet Du Fu on Tang Dynasty Wars; The Arab Merchant Suleiman on Business Practices in Tang China</i>
12	Ch. 14 — The Expansive Realm of Islam	A Prophet and His World; The Expansion of Islam; Economy and Society of the Early Islamic World; Islamic Values and Cultural Exchanges	<i>The Quran on Allah and His Expectations of Humankind</i>
13	Ch. 15 — India and the Indian Ocean Basin	Islamic and Hindu Kingdoms; Production and Trade in the Indian Ocean Basin; Religious Developments in South Asia; Indian Social and Political Influence in Southeast Asia	<i>Three Sources on Chinese Trade with Ports and Regions of the Indian Ocean Basin</i>
14	Ch. 17 — Nomadic Empires and Eurasian Integration	Turkish Migrations and Imperial Expansion; The Mongol Empires; The Mongols and Eurasian	<i>William of Rubruck on Gender Roles among the Mongols; Marco Polo on Mongol</i>

Week	Chapter and Title	Topics (Headings)	DBA (Sources from the Past)
		Integration; After the Mongols	<i>Military Tactics</i>
15	Ch. 18 — States and Societies of Sub-Saharan Africa	Effects of Early African Migrations; African Societies and Cultural Development; Islamic Kingdoms and Empires	<i>Ibn Battuta on Muslim Society at Mogadishu</i>
16	Ch. 21 — Expanding Horizons of Cross-Cultural Interaction	Long-Distance Trade and Travel; Crisis and Recovery; Exploration and Colonization	<i>Ibn Battuta on Customs in the Mali Empire; John of Montecorvino on His Mission in China</i>

* Certain chapters are intentionally omitted to reflect the scope and timeframe of this course. The material covered in those chapters is addressed in other history courses at Richland.

Course Policies

Online Attendance Policy (Policy 4.6.4 and 4.6.5)

Online students are subject to the attendance policy for online courses as stated in the College Catalog. Student attendance in an online course is defined as active participation in the course. Participation in this course may take the form of posting to discussion forums, submitting assignments to Canvas or as directed by instructor, or completing quizzes or exams. Students need to participate each week in some way to satisfy the attendance requirement. **Important: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.**

A student can be dropped seven calendar days after the start of the semester for the following reasons:

1. Failure to meet the attendance requirement (as defined above) during the first week of class, OR
2. Failure to start the mandatory Canvas orientation during the first week of class, if not previously completed, OR
3. Failure to contact the instructor during the first week of class regarding an inability to complete either #1 or # 2 above.

At midterm the College will administratively drop any student who has failed to meet the attendance requirement as set forth by the instructor. After midterm, students who stop

participating in a class without officially dropping a class and who are not administratively dropped may receive a grade of "F" for the course. An administrative drop or grade of "F" may impact certain financial aid awards. Ultimately, the student is responsible for dropping a course.

Any student who cannot meet the attendance requirements for a given week should contact his or her instructor immediately.

If circumstances prevent you from attending or successfully completing the course, please officially withdraw yourself from the course. The professor has the right but not the obligation to withdraw you from the course if your lack of attendance, logging on to Canvas, or completion of coursework precludes you from successfully completing the course. After mid-term, the entire withdrawal process must be completed by the student

Cell Phone Policy: Students are expected to minimize digital distractions while completing coursework online. In face-to-face sessions, standard RCC cell phone policy applies.

Coursework Completion: All coursework and exams must be completed to receive credit for the course.

Due Date Policy: Adhering to due dates is a valuable real-world experience and should be practiced in college. Without due dates, students tend to procrastinate, leading to rushed grading. To encourage promptness, late coursework will be accepted but will incur a penalty of 10% per day. Coursework submitted more than one week after the due date will not be accepted.

Discussion assignments are time-sensitive. You must post your discussion and replies by the due date. Participation in discussions will close four days after the due date.

Extra Credit: Extra credit may be provided to enhance your education and offer make-up opportunities for a "bad day." In no case shall extra credit points exceed five percent of the total.

Final Exam Policy: Students must complete the final exam during the scheduled availability window in Canvas. No extensions will be granted except for documented emergencies.

Grade Book: You may view your grades at any time using the online classroom. Regularly check your individual assignment grades for accuracy. However, be aware that various settings affect how the software calculates and displays your final grade. For example, during the semester, incomplete assignments are counted as exempt, but before final grades are awarded, incomplete assignments will be calculated as zero. The final grade is not guaranteed until I certify its accuracy at the end of the semester. In all cases, the parameters of this syllabus prevail when awarding final grades.

Mature Themes: The study of human civilizations necessarily involves discussing mature themes. When relevant to the topic, this class may include discussions and depictions of violence, sexuality, and nudity.

Study Habits: History is a reading-intensive subject, so steady engagement is key to success. Break assignments into manageable portions and work on them consistently rather than waiting until the last minute. Active reading such as taking notes, asking questions, and connecting material across chapters will deepen your understanding and prepare you for discussions and assessments. Supplementary resources, including textbook study aids and Canvas materials, can further support your learning.

Syllabus Policy: Syllabi, including this one, are always works in progress and subject to change to best meet the educational needs of the class and students. Changes will be announced in class. A Welcome Letter has been produced to supplement and complement this official document.

Human Relations Policy: This course incorporates concepts regarding all races, creeds, sexes, and ethnic groupings and the belief that they must learn to live together.

RCC Core Values

- **Commitment** – We are dedicated to meeting the needs of the communities we serve.
- **Respect** – We recognize the expertise of all members of the College community and encourage individual contributions.
- **Excellence** – We strive to develop and pursue higher standards.
- **Integrity and Accountability** – We are accountable to the communities we serve and are truthful, sincere, transparent, and responsible for our actions.
- **Diversity, Equity, Inclusion, and Belonging (DEIB)** – We foster an environment where diversity, equity, inclusion, and belonging are incorporated across all levels of the organization and recognize the importance of eliminating barriers for students, employees, and community members.

RCC Academic Integrity Policy (Board Policy 4.15.6)

All students are expected to maintain academic integrity in their academic work and honesty in all dealings with the College. A student who cheats, plagiarizes, or furnishes false, misleading information to the College is subject to disciplinary action up to and including failure of a class or suspension/expulsion from the College.

With an increase in the availability of online writing tools, students should be aware that submitting work created by or assisted by AI software as their own could be considered plagiarism unless an instructor has pre-approved its use or a student's disability accommodations with Richland specifically permit limited use of AI applications.

Additional Integrity Procedures

Artificial Intelligence – I strive to maintain the integrity and quality of the educational experience for students in all of my classes. The use of Artificial Intelligence (AI) and related technologies can undermine the learning process and compromise the assessment

of students' individual understanding and skills. Moreover, plagiarism in any form is a violation of academic integrity. Therefore, it is important to establish clear guidelines regarding the use of AI, similar technologies, and plagiarism prevention measures in the completion of coursework.

It is the policy of this course that students shall not use AI or related technologies, including but not limited to, automated writing assistants, code generators, or content paraphrasing tools, to complete any assignments, examinations, or other coursework activities without the express permission of the instructor. Additionally, students are required to submit their work to plagiarism prevention services, as directed by the instructor. This policy applies to all forms of coursework, including written work, discussions, and assessments.

When working on any written assignment, you must use word processing software that tracks and logs each version of your work. For a free copy of Microsoft Word and assistance with enabling this feature, please consult the online help desk.

My full AI policy is found on Canvas module "Getting Started." Students will be required to read and agree to it before given access to the course content.

NetID Password and User Account Privacy: Your Richland NetID password should not be shared with anyone. Providing your password or account access to anyone else will be considered a violation of the RCC Academic Integrity Policy (Board Policy 4.15.6) and the Responsible Use of Information Technology Policy (Board Policy 5.8.1).

To protect your account, you should always log off of College computers and online systems before exiting a classroom or public location.

Responsible Use of Classroom Content: Class discussions, papers, pictures, video, and any other work created for a course are all considered official course content. Work including papers, discussions, quizzes, assignments, etc., must be confined to the classroom (either on-campus or virtual) and should not be shared outside the classroom without the express permission of the person who created it. Students should respect the privacy of person-to-person or person-to-class communication in all forms. Violating others' privacy may result in removal from the course. Significant or repeated violations may result in suspension or expulsion. This standard is pursuant to Board Policy 5.8.1 (Responsible Use of Information Technology) and the Code of Student Conduct.

Copyright Notice: The materials used in this course are protected by Copyright law. Faculty lectures, course supplementary materials, articles, quizzes and exams, papers, data, web pages, and artwork are among the properties protected. This is not an exhaustive list. Items may or may not be marked with a Copyright symbol ©. Regardless, the intellectual property used in this course is owned by the creator, who is the sole determiner of how the property is used, including but not limited to copying, distribution, performance, display, or revisions.

Any questions a student may have about the use of course materials can be explained by the instructor or Library staff.

Retention/Completion and Richland Thrive:

This course participates in Richland Thrive, an early alert identification and intervention system designed to boost academic success, retention, and graduation. When academic indicators suggest that a student may be experiencing difficulties that may negatively impact academic success, the instructor may raise a referral flag that

1. notifies the student about the concern through an e-mail to the student's Richland (Outlook) e-mail,
2. encourages the student to discuss the matter with the instructor, and
3. requests that a Student Success Coach or Student Success staff member contact the student to discuss and follow up on the issue.

Students who receive an e-mail notification of a referral flag in any course should contact the instructor as soon as possible to assess any potential impact on course progress and completion and to plan and put into action steps for success. For more information about the Richland Thrive system, contact thrive@richland.edu or the Student Success Center at Ext. 6267.

myRichland

Richland uses myRichland as the information portal for students. Users can access a wide variety of web-based services, including online registration, academic information, Richland e-mail, the Canvas Learning Management System, and the Library research databases. Academic information available includes current semester schedule, unofficial transcripts, grade point average projection, financial aid information review, online payment services, and degree audit to determine degree completion progress. Student grades are posted only on myRichland. Grades will not be mailed to students unless requested.

Students with a "hold" placed on their records due to a financial obligation to the College or other unmet requirement will be unable to view academic records.

Title IX and Sexual Misconduct

Richland Community College is committed to providing for all students a safe learning environment that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone.

All Richland Community College faculty members are "responsible employees," which means that if you tell any faculty or staff about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, that individual must share the information with the Title IX Coordinator. Although the notification is required, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Richland's goal is to make sure students are aware of the range of available options and have access to the needed resources.

If you wish to speak to someone privately, you can contact Growing Strong Sexual Assault Center at 217.428.0770.

More information about Title IX purposes and regulations can be found at <https://www.richland.edu/campus-police/>. Richland's Title IX Coordinator can be reached at titleix@richland.edu 217.875.7211, Ext. 6256.

Student Success Center – Services located in Room N117

Registration and Enrollment, Ext. 6267 admissions@richland.edu

Responsibilities: Success Coaching (advisement), registration, general student services, transfer assistance

Cashier, Ext. 6227/6226 businessoffice@richland.edu

Responsibilities: tuition and other payments, payment-related information, student schedules/ payment invoices

Career and Completion Center, Ext. 6280 careers@richland.edu

Responsibilities: career exploration, job search, internships, resumé review, on-campus student employment. Richland Community College has partnered with Handshake <http://joinhandshake.com/about/>, a modern career development platform to be a one-stop shop for launching your career. Access Handshake through your Richland Student Email account {ex: student@richland.edu}, to complete your profile and access personalized job recommendations based on your degree and interests, register for career fairs and events, manage on-campus interviews with top companies, and search internship opportunities. Update your profile each term with your current classes.

Financial Aid, Ext. 6271 financialaid@richland.edu

Responsibilities: FAFSA, financial aid document tracking, federal and state financial aid, other financial resources

Service Center, Ext. 6543 sara7159@richland.edu

Located within Student Success, the Service Center is dedicated to helping students discover the resources available at Richland to overcome challenges and achieve their academic and personal goals.

Student Records/Registrar, Ext. 6267 registrar@richland.edu

Responsibilities: grades, transcripts, graduation

Testing, Ext. 6238 testingcenter@richland.edu

Responsibilities: placement testing in English, mathematics, reading, health courses; make-up testing as arranged by instructor; testing for online courses; CLEP testing

Veterans' Affairs, Ext. 6205 dmcalpin@richland.edu

Responsibilities: veteran and entitlement benefits, comprehensive college services available to veterans

Support Services

To learn how to access campus support services, visit <https://jics.richland.edu/syllabi/MasterSyllabus-StudentServices.pdf>

Services below are available either in person or virtually. Please contact by e-mail for assistance.

Academic Success Center

Accommodations, Room S134, Ext. 6379

Responsibilities: support of students with documented physical, psychiatric, or learning disabilities. Visit <https://www.richland.edu/accommodations> or contact accom@richland.edu as early in the semester as possible. Students who have approved accommodations are encouraged to meet privately with course faculty to discuss accommodations implementation.

Mathematics Enrichment Center, Room S102, Ext. 6383 tutoring@richland.edu

Responsibilities: online and walk-in mathematics tutoring, placement testing preparation, and help with study skills in math subjects.

Tutoring, Room S134, Ext. 6379 tutoring@richland.edu

Responsibilities: online and in-person tutoring by appointment or walk-in, placement test preparation, and help with study skills. Evening and weekend tutoring available via TutorMe/Pear Deck Tutoring on Canvas. For current tutoring schedule and study resources, visit <https://richland.instructure.com/courses/1830817>.

Learning Resources Center (Library),

Room C152, Ext. 6303 askalibrarian@richland.edu

Responsibilities: manages print and electronic resources for students, faculty, and the broader College community. Offers research assistance, information literacy sessions, course reserves, and individual and group study areas. Open computer work stations with free printing for students.

Mental Health Services

Recognizing the significance of mental health in student success, Richland Community College offers several options for support.

In partnership with TimelyCare, Richland offers 24/7 virtual health and well-being support at no cost to students. Through TimelyCare, students can access TalkNow for on-demand emotional support, schedule up to six (6) free counseling sessions per year, receive health coaching, connect to basic needs resources, and explore self-care content such as yoga and

meditation. These services are accessible via the TimelyCare app or desktop from anywhere in the United States. To get started, visit www.timelycare.com/richland or download the app and register using your Richland e-mail. After the initial six free sessions, student can opt for additional sessions through self-pay or personal insurance.

For those seeking in-person support, Memorial Behavioral Health provides free in-person and telehealth counseling with a licensed professional located in the Macon County Soil and Water Conservation Building, located at 4004 E. College Park (north of the main campus building). To schedule a private appointment, call 217-876-4646. If no one answers, leave a message for contact by the end of the next business day.

We understand that mental health is essential to student success, and Richland is committed to offering support. If you have questions or need further information, please contact mentalhealth@richland.edu.

Your mental health and well-being are important. If you or someone you know is struggling with thoughts of suicide, experiencing a mental health crisis, or simply needing someone to talk to, you can call or text 988 at the National Suicide Prevention Lifeline for free, confidential support 24/7. Don't hesitate to reach out for help--your well-being matters.

HOUSE Initiative and Support Services

Beginning August 1, 2022, each institution of higher education is required to designate a Housing and Opportunities that are Useful for Students' Excellence (HOUSE) Liaison to assist students who may be facing housing insecurity or homelessness. Richland's HOUSE Liaison can connect students to campus and community resources to address housing issues.

Contact Allison Shuppara-Ooton, shuppara@richland.edu, in the Student Success Center, Room N120, or by calling 217.875.7211, Ext. 6304.

Undocumented Student Liaison and Resource Center

The Richland Undocumented Student Liaison provides information and resources for undocumented students and their families regarding enrollment, eligibility for Richland in-District tuition, and information on financial resources to assist with the cost of college. Richland's Undocumented Student Resource Center, located in the Student Success Center, offers information for undocumented, DACAmented, and mixed-status students and members of the community.

Contact the Student Success Center for more information.

Microsoft Office Student Advantage

The Microsoft Student Advantage Program allows Richland Community College students to download and install the Microsoft Office ProPlus software on their personal technical devices AT NO ADDITIONAL COST. This program is part of Richland's software licensing agreement with Microsoft and is offered to all Richland students currently enrolled in College credit courses. To access the Microsoft Office software, go to <https://office.com> and log in using your Richland e-mail address and NetID password. For questions or assistance

with Microsoft Office, contact Student Tech Support by e-mail at student.tech@richland.edu, phone 217.875.7211, Ext. 6376, or in person at the Teaching and Learning Center, Room W202.

Note: Your computer's operating system must be Windows 7, 8, or 10, or Mac OSX or higher.

Office of Public Safety

Responsibilities: manages campus safety and security. Officers are stationed on campus around the clock. Emergency procedures are posted in all classrooms and offices and can be found at <https://www.richland.edu/campus-police/emergency-procedures>.

Student Tech Support

student.tech@richland.edu Located inside the Teaching and Learning Center, Room W202, Ext. 6376

Responsibilities: provide technical support for students, including answering questions about Canvas, myRichland, e-mail, cell phones, tablets, and laptops. Also troubleshoot computer issues and assure that computers are ready for coursework. Staff provide technical support through e-mail, telephone, and walk-in service.

To contact Student Tech Support:

From Canvas – click on the “Help” link in the left column, and choose Report a Problem.

Non-Canvas related issues: e-mail student.tech@richland.edu. The Request goes directly to the Student Tech Support e-mail, which staff check regularly.

Open Computer Labs

Students may use computers in the Learning Resources Center (Library) and in the Academic Success Center (Room S134). Wi-Fi is also available throughout the main campus.

Perkins Program

Room W172, Ext. 6327 perkins@richland.edu

Limited direct student support may be available to some students enrolled in Career and Technical Education (CTE) programs under certain circumstances. The CTE student must be enrolled in 12 or more credit hours in the academic year, qualify in at least one special population as defined by Perkins guidelines, and be facing a barrier that imminently threatens continued education.

Resources for Students

The Student Success Center, Room N117, and the Office of Student Engagement, Room W143, stock a variety of supplies and food available for students who need those items while on campus. The Student Success Center has coffee and snacks available daily, school

supplies such as paper, pens, and highlighters, and personal supplies such as toothpaste, toothbrushes, and cough drops.

The Pantry at Richland provides grab-and-go food for students who are short on cash while on campus or who did not have time to grab a meal before coming to campus.

Students who need to pump or breast feed can use the private lactation room, S104.

Women's restrooms and gender-neutral restrooms on campus are stocked with free menstrual supplies.

Gender Neutral Restrooms are located on the first floor near the Erlanson Art Gallery and across from the Academic Success Center, Room S134, and on the second floor near Room W240.

Student Engagement

Room W143, Ext. 6243 swebster@richland.edu

Responsibilities: supports new student orientation, clubs and organizations, student leadership and service opportunities.

The Pantry at Richland Community College

The Pantry at Richland Community College is a partnership with Northeast Community Fund to provide Richland students and their families with a more readily accessible source of free food assistance on an ongoing basis. The Pantry is located in the East Wing of the Richland campus. Visit the Student Success Center or your Navigator to access services.

Grab-and-Go stations are also available in the Student Success Center for immediate access.

Additional information can be found in myRichland under the My Student Info Tab on the Scholarships (RCC Foundation) page or by contacting studentassistance@richland.edu.