

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**MGT6505.E1 Agile Project Management**  
**SPRING 2023**

**PROFESSOR INFORMATION:**

Name: Dr. Blair Stephenson, Ph.D., PMP  
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**COURSE INFORMATION:**

MGT6505.E1 Agile Project Management

Level: Graduate

Beginning Date of Session: Saturday, March 11, 2023

Ending Date of Session: Thursday, May 18, 2023

**Student access available to the Student Portal: Saturday, March 11, 2023 .**

*Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.*

**COURSE PREREQUISITES:**

None

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Agile Project Management for Dummies  
Author: Mark C. Layton, Steven J. Ostermiller  
Publisher: John Wiley & Sons, Inc  
Year Published: 2020  
Edition: 3<sup>rd</sup>  
ISBN: 10: 1119676991 or 13: 9781119676997  
Price: Available at <http://amberton.ecampus.com>

Title: Making Sense of Agile Project Management Balancing Control and Agility  
Author: Charles G. Cobb, PMP  
Publisher: John Wiley & Sons, Inc.  
Year Published: 2011  
Edition: 1<sup>st</sup>  
ISBN: 10: 047094336X or 13: 9780470943366  
Price: Available at <http://amberton.ecampus.com>

Title: Agile Practice Guide  
Author: Project Management Institute  
Publisher: Project Management Institute  
Year Published: 2017  
Edition: 1<sup>st</sup>  
ISBN: 10: 1628251999 or 13: 9781628251999  
Price: Available at <http://amberton.ecampus.com>

**Note:** This book and all PMI publications are available in PDF format with a PMI Student membership. See the PMI Student Membership webpage at <https://www.pmi.org/membership/student> for more information.

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment

of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

### APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

### COURSE COMPETENCIES:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

This course focuses on the values, principles, frameworks, and methods that comprise the agile project management body of knowledge. Topics include the origins, philosophy, and practice of agile project development including value driven product delivery systems, stakeholder, and team performance; adaptive planning; problem detection and resolution; guided continuous improvement; and ethical leadership, in the agile project context. Student in this course evaluate influential agile project research and appraise the project management tools, techniques, knowledge, and skills necessary for successful value delivery.

### UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating and appraising influential research from the agile project domain.
2. Discussing the history, origins, and benefits of Agile and agile project management.
3. Comparing the advantages and disadvantages Adaptive, Predictive, and Hybrid approaches to project value delivery.
4. Defending the value proposition of principle-based project delivery systems.
5. Differentiating among agile project management lifecycles, frameworks, and methods.
6. Selecting the components of value driven delivery in the agile project management context.
7. Evaluating components of the Stakeholder Performance Domain in the agile project management context.
8. Evaluating components of the Team Performance Domain in the agile project context.
9. Planning a proactive and adaptive development approach for the creation of project deliverables.
10. Explaining risk, ambiguity, and complexity associated with problem detection and resolution in adaptive/agile projects.
11. Evaluating the components of guided continuous improvement in the agile project context.
12. Adapting ethics and moral leadership in the agile project development approach.

### COURSE POLICIES:

1. Read and complete all assignments, papers, and exercises by the scheduled due date. Assignments are due **no later than midnight**, Central Standard Time (time in Dallas, TX) on the published due date.
2. **Late Assignments:** An assignment submitted after the due date will be assessed a penalty of **5%** for each day or partial day that it is late. Work submitted more than five (5) days after the scheduled due date will **NOT** be accepted without written permission from Dr. Stephenson. There are **no options for extra-credit or make-up work** in this course.
3. Assignments must be submitted through Moodle Learning Management System and Dr. Stephenson must be able to open each assignment in order for it to be considered on time.

4. Assignments will typically be available at one (1) minute after midnight on the first day the assignment is open on Moodle; and will close at one (1) minute (23:59) until midnight on the last day the assignment is open on Moodle.
5. When submitting an assignment as an attachment to an email or an attachment to a Moodle assignment, please include your name, MGT6505.E1, and the assignment number in the subject line of the email as well as on the first page or title page of the assignment. If required, file attachments may be submitted in **Word 2010 or later versions of Word** for this course. **Do NOT submit files in pdf format.**
6. **Plagiarism is strictly forbidden in this class. All written assignments will be submitted to an online review service to check for plagiarized material. If 15% or more of a student's assignment is found to be plagiarized, the assignment will be given a zero score. Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA 7<sup>th</sup> ed. standards.**
7. **The last day to submit ALL assignments is May 16, 2023.**

### ***Student's Responsibilities***

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

### ***Attendance Policy:***

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

### ***Plagiarism Policy***

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help

students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

**COURSE OUTLINE AND CALENDAR:**

**Moodle Message Contact:** Send a message via Moodle to Dr. Stephenson by March 19<sup>th</sup> to verify your ability to send and receive messages via the Moodle MGT6505.E1 course’s messaging function. Your message should confirm that you have read and understand the course syllabus, course expectations, and Moodle Communications Guide. *To send a message through Moodle, log onto this course in Moodle; click on “Participants” in the left navigation bar; select my name; click on “Send a Message”; type your confirmation message in the box provided; and click “Send Message”.*

This The course will be divided into sections covering the history of Agile project management, Agile value proposition, Agile stakeholders/product owners, science of adaptation, Agile teams, scaling Agile, continuous improvement, and variations of Agile models. One written exercise (20%), five discussion forums (6% each), a literature review topic selection plus annotated bibliography (15%), and a final research paper (35%) will be included. The written exercise will contain essay-type questions. Each discussion forum will require that a student posts a well-developed answer to the question(s) posed by Dr. Stephenson for that specific forum – AND a well thought out response to **at least two** other student’s postings.

- See Moodle Course Calendar for Weekly Assignment Due Dates.
- See Moodle Weekly Assignments for the Content of Specific Assignments and Readings

Week	Topic	Assignment	Competencies Covered	Due Date
<b>Week #1: March 11 - 18</b>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Welcome to Class</li> <li>• History &amp; Origins of Agile Project Management</li> <li>• The Paradigm Shift from Plan-Driven Methods</li> <li>• Agile Manifesto Values &amp; Principles</li> </ul>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1.) Layton &amp; Ostermiller (2017) Chapter 1</li> <li>2.) Cobb (2011), Chapter 1</li> <li>3.) PMI (2017), Chapter 2</li> <li>4.) Week #1 -Articles/Videos (See Moodle page)</li> </ol> <b>Assignment:</b> Expectations Acknowledgement and Introductory Discussion Forum Graded 1 Point	1, 2, 3, 4, 5	March 19
<b>Week #2: March 19 - 25</b>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Advantages and Disadvantages of Traditional and Agile Approaches to Project Management</li> <li>• Value Proposition for Agile Projects</li> <li>• Agile Product Management</li> <li>• Incremental Value-Driven Product Delivery</li> <li>• Continuous Innovation</li> </ul>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1.) Layton &amp; Ostermiller (2017) Chapters 2, 3</li> <li>2.) Cobb (2011), Chapters 2, 6</li> <li>3.) The Manifesto for Agile Software Development</li> <li>4.) Week #2 -Articles/Videos (See Moodle page)</li> </ol> <b>Assignment:</b> Week #2 – Discussion Forum #1: Graded 6 Points	1, 2, 3, 4, 5	March 26
<b>Week #3: March 26 – April 1</b>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Stakeholder Engagement in the Agile Project Management.</li> <li>• Product Owners in an</li> </ul>	<b>Readings:</b> <ol style="list-style-type: none"> <li>1.) Layton &amp; Ostermiller (2017) Chapters 7, 8, 10</li> <li>2.) Cobb (2011), Chapter 7</li> <li>3.) Week #3 -Articles/Videos (See Moodle page)</li> </ol>	1, 2, 6, 8,	April 2

	<p>Agile Environment</p> <ul style="list-style-type: none"> <li>• Value Driven Delivery in Agile Project Management.</li> </ul>	<p><b>Assignment:</b> Week #3 – Discussion Forum #2: Graded 6 Points <b><u>TOPIC SELECTION FOR FINAL RESEARCH PAPER DUE APRIL 9<sup>th</sup></u></b> [Your topic may address any subject suggested by Dr. Stephenson; OR a topic of special interest to you that is directly related to Agile Project Management. See Table Below]</p>		
<p><b>Week #4: April 2 - 8</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Agile Project Management Frameworks and Methods.</li> <li>• Process Tailoring to Formulate an Agile Project Management Approach for an Organization</li> <li>• Adaptive Planning in the Agile Project Context</li> <li>• The Science of Adaptation</li> <li>• Responding to Change</li> <li>• Adapting over Conforming</li> </ul>	<p><b>Readings:</b> 1.) Layton &amp; Ostermiller (2017) Chapters 4, 5, 2.) Cobb (2011), Chapter 8 3.) PMI (2017), Chapter 3, Appendix X2 4.) Week #4 -Articles/Videos (See Moodle page)</p> <p><b>Assignment:</b> Week #4 – Discussion Forum #3: Graded 6 Points <b><u>Literature Review: Topic Selection</u></b> (Graded 5 Points) Due by 4/9/23</p>	1, 2, 7,	April 9
<p><b>Week #5: April 9 - 15</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Graded Exercise</li> </ul>	<p><b>Readings:</b> N/A</p> <p><b>Assignment:</b> <b>Graded Exercise: 20 points</b></p>	3, 4, 5, 6, 7, 8,	April 16
<p><b>Week #6: April 16 - 22</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Stakeholder engagement in the agile project management context.</li> <li>• Universal ethical principles anchored in an agile project management perspective</li> <li>• Scaling Agile Projects</li> <li>• Distributed Projects</li> </ul>	<p><b>Readings:</b> 1.) Layton &amp; Ostermiller (2017) Chapters 16, 18 2.) PMI (2017), Chapter 6 3.) Week #6 -Articles/Videos (See Moodle page)</p> <p><b>Assignment:</b> Literature Review: Annotated Bibliography (Graded 10 Points): [Prepare an annotated bibliography that is APA style and format compliant, listing at least five (5) sources that you have located and evaluated for your Final Research Paper assignment</p>	1, 2, 9,	April 23
<p><b>Week #7: April 23 - 29</b></p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Team Performance in Agile Project Management</li> </ul>	<p><b>Readings:</b> 1.) Layton &amp; Ostermiller (2017) Chapters 9, 10, 14, 17 2.) PMI (2017), Chapters 4, 5 3.) Week #7 -Articles/Videos</p>	1, 2, 10	April 30

		(See Moodle page) <b>Assignment:</b> Discussion Forum #4 Graded 6 points		
<b>Week #8: Apr. 30 – May 6</b>	<b>Topics:</b> • Agile Project Management Models • Problem Detection and Resolution in the Agile Projects • Continuous Improvement in Agile Project Management • Adaptive Planning in Agile Project Management	<b>Readings:</b> 1.) Layton & Ostermiller (2017) Chapters 10, 15, 21 2.) Week #8 -Articles/Videos (See Moodle page) <b>Assignment:</b> Week #8 - Discussion Forum #5 Graded 6 points	1, 2, 11, 12,	May 7
<b>Week #9: May 7 - 13</b>	<b>Topics:</b> • Future Trends in Agile Project Management • Agile Portfolio Management • Agile Earned Value Management	<b>Readings:</b> 1.) PMI (2017), Chapter 5 <b>Assignment: Prepare Final Research Report</b>	9, 10, 11, 12,	None
<b>Week #10: May 14 - 16</b>	<b>Topics:</b> Final Research Paper	<b>Readings:</b> Research for Final Report <b>Assignment: Prepare and Submit Final Report: 35 Points</b>	2, 3, 5, 11, 12,	May 16
		<b><u>Potential Research Topics:</u></b> 1. Stakeholder Engagement 2. Overcoming Cultural Resistance 3. Applying Agile to Large Projects 4. Project Manager vs. Scrum Master 5. Agile versus Waterfall Methods 6. Building Self-Organizing Agile Teams 7. Incremental Delivery of Value/Results 8. Myth of “Knowable” Project Requirements 9. Pros & Cons of Various Agile Methodologies <b>10. Agile versus “Scope Creep”</b>		

**GRADING CRITERIA:**

Since the assignments in this course contain written assessments, Dr. Stephenson expects each student to present his/her material with well-written, coherent, properly structured English appropriate for a high level, undergraduate course with reference citations included correctly. The thoughts and material presented should be original, well-developed, and relevant to the specific topic(s) of the assignment. An assignment that is too brief or sparse will typically **NOT** provide an adequate basis for assessing a student’s knowledge and research

effort on that particular assignment topic. English grammar, spelling, word choice, and usage (APA 7<sup>th</sup> edition compliant) are a part of your grade. **Your final report will be submitted to an online assessment tool to evaluate both your grammar score and a plagiarism score. If 15% or more of your assignment is found to be plagiarized, the assignment will be given a zero score.** Be certain that all of the material that is drawn from a specific reference source is properly cited according to APA standards.

Grading for this course will be as follows:

Exercise	20%
Discussion Forums (5)	30%
Topic & Literature Review	15%
Final Research Paper	35%

### **Zoom Chat Sessions**

During the semester, **Dr. Stephenson will be available for online Zoom sessions each Thursday evening from 8:30 to 9:15 p.m. CST.** These online Zoom sessions will be an opportunity for students to exchange ideas and ask questions. This time is provided as a resource to students in this course. Participation is optional; but Dr. Stephenson does encourage each student to take advantage of this option for personal interaction with other classmates and the instructor. These Zoom sessions offer an opportunity to gain insight and clarification regarding Dr. Stephenson's expectations – and occasionally, hints that might improve a student's grade. Just sayin'!

### **Moodle Discussion Forums**

Courses offered on Moodle are also provided with a Discussion Forum area. During this semester, Dr. Stephenson will post a weekly discussion topic question on the Moodle Discussion Forum. During the following week, students are expected to post their **thoughts and responses** regarding the posted topics. These postings will be graded (**30 points during the semester**); and they do provide an excellent tool for interaction and discussion regarding business-related topics of interest. Each discussion forum will require that a student posts a well-developed answer to the question(s) posed by Dr. Stephenson for that specific forum – **AND** a well thought out response to **at least two other student's postings.**

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

### **GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

### ***Incomplete Grades***

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has

30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

### ***How To Withdraw From a Course***

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
  - Internet browser settings and configuration
  - e-mail and file attachments
  - Uploading and downloading files
  - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

### **HOW TO ACCESS YOUR COURSE:**

#### ***Through the Amberton University Student Portal***

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

\* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789

Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: [e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)



If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or [advisor@Amberton.edu](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

### **Through the Amberton University Moodle Website**

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

### **Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

### **COURSE COMMUNICATIONS:**

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](mailto:my.Amberton.edu)). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be `Username@my.Amberton.edu`

Example: `LJones-Smith789@my.Amberton.edu`

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith    SSN: 123-45-6789  
Email Address = `LJones-Smith789@my.Amberton.edu`

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: `LJones-Smith789`) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your [my.Amberton.edu](mailto:my.Amberton.edu) email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

**Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

**FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

**INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

**RESEARCH RESOURCES:**

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

**RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The Library telephone is (972-279-6511 ext. 136, 137, or 138. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the Library in person on the Garland campus for assistance.