

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

**HBD6768.E1 Aging and End of Life Issues  
Summer 2025**

**PROFESSOR INFORMATION:**

Name: Aimee Herring  
Phone Number: 972-279-6511 ext. 216  
Email Address: **AHerring@Amberton.edu**

**COURSE INFORMATION:**

HBD6768.E1 Aging and End of Life Issues  
Level: Graduate  
Beginning Date of Session: Saturday, June 14, 2025  
Ending Date of Session: Thursday, August 21, 2025  
**Student access available to the Student Portal: Saturday, June 14, 2025.**

**Holiday Closings:**

**Juneteenth Observance- There will be no classes held and no assignments due on Thursday June 19, 2025.**

**4<sup>th</sup> of July Holiday: There will be no classes held and no assignments due on Friday, July 4, 2025.**

*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: Aging, the Individual, and Society  
Author: Susan M. Hillier; Georgia M. Barrow  
Publisher: Cengage  
Year Published: 2015  
Edition: 10th  
ISBN: 13: Ebook: 9781305320970 Paperback: 9781285746616  
Price: Available at <http://amberton.ecampus.com>

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 7<sup>th</sup> 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*, (7<sup>th</sup> 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 explores the critical social issues facing our aging society. Coverage includes the major social, psychological, and biological perspectives in aging and old age from the standpoint of the individual, family, and community.

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

1. Understanding aging within its evolving historical and social context.
2. Examining the changing demography and assessing the direction of social change brought on by the aging society.
3. Exploring issues in aging related to race, ethnicity, culture, socioeconomic position, and gender, including bereavement and widowhood.
4. Comparing policies and practices of other countries in meeting the needs of older people.
5. Exploring how older people construct their self-concept, individuality, and actions in old age and how this affects meaning, value, and purpose in their lives.
6. Examining the physical, social, psychological, spiritual, and economic realities of growing older.
7. Discussing variations in household structure, patterns of home ownership, and alternative living arrangements among the aged to include family and institutional care options.
8. Identifying the major issues regarding elders in the health care system, labor force participation and retirement, and legislation affecting health and economic well-being.
9. Exploring the role of employers, human resource managers, and public policy makers in increasing support for career and work life extensions among older workers.
10. Exploring how new lifestyles and improved health among today's elderly challenge traditional views of old age.
11. Evaluating strategies for assessing older persons' needs for care, ensuring their safety and seeking elder care options.
12. Understanding the importance of the individual, family, neighborhood, community, and societal contributions to optimal aging.
13. Discussing the essential topics of elder law – advanced directives, patient rights, social security, guardianship, elder abuse.
14. Identifying rituals, traditions, and responsibilities in matters of death and dying among different cultural and religious groups.
15. Identifying special problems among the aging including suicide, elder abuse, fraud, crimes against older people and drug abuse.
16. Developing a source of information for use by professional caregivers, families of the aging, and the public who are addressing issues of aging.
17. Identifying myths regarding sexuality in the elderly, identify the intimacy needs of the elderly, and ways communal living situations can respect their needs.
18. Understanding the ageist attitudes of different age groups and be able to identify ways to change negative attitudes to more positive attitudes.
19. Describing the caregiving of the oldest-old by spouses and the adult children and the effects of gender, ethnicity, and the number of siblings on the care given.
20. Differentiating between functional mental health disorders and organic mental health disorders, analyzing the need for improved mental health services for the elderly, and identifying good mental health safeguards.

**COURSE POLICIES:**

1. I am willing to work with students when they communicate with me prior to due dates and have documentation as to why they cannot meet a due date or attend a chat.
2. I am available to answer questions, clarify directions, and give feedback.
3. I will provide you with resources on writing in APA format since that is what is required. A scoring rubric is used in grading your work. Also, I will expect a list of requirements to be met for each paper due, discussion question, and chat. Students will need to read the resources provided in the General section of the course page and thoroughly read and adhere to the scoring rubric and requirements of each assignment/discussion question/chat and stay aware of due dates in order to produce "A" work.
  - a. Read and complete all assignments, discussion questions, and projects by 11:55 p.m. (CST) on the scheduled due date.
  - b. Should you encounter a problem, please **communicate with me before the due date** otherwise late work will receive a **25% deduction for each day late**.
  - c. Work that is more than 2 days late will not be accepted.
4. **Include the initial of your first name, your full last name, and the name of the assignment in the file name of all work submitted.** Points are deducted on assignments that are not saved in the correct format i.e. **FLastassignment1.doc**.
5. Attendance is required during Chats. There will be an alternative assignment if you have documentation that you have a class or work during the same time. You will **need to notify me and provide documentation at least a week prior to the chat** that you will not be able to attend to be able to have an alternative assignment.
6. To receive full credit for the Discussion Questions, responses must be posted by 11:55 p.m. (CST) on the due date. Points will be deducted for late postings. Complete 3 requirements for each discussion:
  - a. Respond to the Discussion question(s) from the instructor.
  - b. Respond to another classmate's question.
  - c. Post a question of your own.
7. Make sure you are giving credit for another person's work when writing papers by using proper punctuation and citations. Using the APA format resources given in the General section of the course page will help with this. Also, do not use a paper written by someone else. **Student papers are monitored for plagiarism.** Please read the section on plagiarism below. Student work containing plagiarism will receive a 0 and be turned into the Dean of Academic Affairs.

### ***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. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

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 assigned a grade of an "F" or withdrawn 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.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

**Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

**Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

**Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

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 and self-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:**

Aging and End of Life Issues will require 5 participation assignments (2 assignments are not graded: submit Student Information Form and Post Student Introduction and 4 graded participation assignments: 2 Zoom Chats and 2 Discussion Questions), two written assignments (a Hospice Research Assignment and an Aging Guidance and Resource Booklet), and 2 exams (midterm and final over your book, *Aging, the Individual, and Society*). Your readings, discussions, chats, assignments, and exams will help you master the competencies for this course.

Week	Topic	Assignment	Competencies Covered	Due Date
------	-------	------------	----------------------	----------

<p><b>Week 1</b> <b>June 14</b></p>	<p>Aging and Ageism in America</p>	<p><b>Read:</b> 1. Aging in America 2. Stereotypes &amp; Images</p> <p><b>Due:</b> Submit Student Information Sheet.</p> <p><b>Juneteenth Holiday</b></p> <p>Make a post on the Discussion Forum Introducing Yourself</p>	<p>1-3, 10, 12, 15, 18 &amp; 19</p>	<p>Due by Wednesday, June 18 by 11:55 p.m. CST</p> <p>Thursday, June 19 – No classes or assignments due.</p> <p>Due by Friday, June 20 by 11:55 p.m. CST</p>
<p><b>Week 2</b> <b>June 21</b></p>	<p>Broken Heart Syndrome</p>	<p><b>Read:</b> 3. Social &amp; Psychological Theories in Later Life Development 4. Physical Health &amp; Well Being - Reading on Broken Heart Syndrome</p> <p><b>Due:</b> Attend Zoom meeting to discuss The Aging Guidance and Resource Booklet, Assignments, Course Resources, Expectations, Q&amp;A,</p> <p>Respond to Discussion Question: Broken Heart Syndrome</p>	<p>1-7, 10, 12, 15-16 &amp; 20</p>	<p>Summary of readings for chat and answers to questions due by Saturday, June 21 by 11 a.m. CST.</p> <p>Chat will take place on Zoom on Saturday, June 21 at 11 a.m. CST. Approximately 1-1.5 hrs.</p> <p>Make posts to Discussion Question by 11:55 p.m. CST on Thursday, June 26.</p>

		Optional Midterm review for 3 points extra credit on the Midterm will be available.		The Review will be turned in with Midterm on Saturday, July 12 by 11:55 p.m. CST.
<b>Week 3 June 28</b>	Integrity vs. Despair	<b>Read:</b> 5. Mental Health 6. Friends, Family, & Community  <b>Due:</b> Choose Hospice Assignment # FCFS basis. ( See Assignment in Week #6  4 <sup>th</sup> of July Holiday	3-4, 6-8, 10, 12-13, 15 & 19-20	Submit Choice in Forum by Saturday, June 28 at 11:55 pm CST.  Friday, July 4 – No assignments due.
<b>Week 4 July 5</b>	Seniors & Sexuality	<b>Read:</b> 7. Intimacy and Sexuality 8. Work and Leisure  Reading for Aging Guidance and Resource Booklet  <b>Due:</b> Respond to Discussion Question: Seniors and Sexuality	3, 4, 6-7, 9-12, 17 & 19	Make posts to Discussion Question by 11:55 p.m. CST on Thursday, July 10.
<b>Week 5 July 12</b>	Midterm	<b>Due:</b> <b>Midterm Exam</b> – will cover chapters 1-8. (Optional: Attach the Midterm Review for 3 points extra credit on the exam. Must be turned in at the same time of the exam.)	1-4, 6-13, 15 & 19	<b>Due by 11:55 p.m. on Saturday, July 12.</b> Exam will be posted <b>Thursday, July 10, by noon.</b>
<b>Week 6 July 19</b>	End of Life Care	<b>Read:</b> 9. Finances and Lifestyles	3-4, 6-10, 12-14, 16 & 19	

		<p>10. Living Environments</p> <p><b>Due:</b> Submit: Hospice Assignment AND post on Discussion Board</p>		<p>Submit by Thursday, July 24 at 11:55 p.m. CST</p>
<p><b>Week 7 July 26</b></p>	<p>Poverty among the Elderly</p>	<p><b>Read:</b> 11. The Oldest-Old and Caregiving 12. Special Problems</p> <p><b>Due:</b> <b>Attend Zoom Chat:</b> Poverty and Aging, Aging Guidance and Resource Booklet, and end of class concerns.</p> <p>Read and comment: on each peer's Hospice Assignment on the Discussion Board</p> <p>Optional Final review for 3 points extra credit on the Final will be available.</p>	<p>3-4, 8-11, 13-14, 16-17, 19 &amp; 20- 21</p>	<p>Summarize readings for chat due by Saturday, July 26 by 11 a.m. CST.</p> <p>Chat will take place on Zoom at 11 a.m. CST, Saturday, July 26. The chat will last approximately 1-1.5 hours.</p> <p>Read and post comments by 11:55 p.m. CST, Thursday, July 31.</p> <p>The Review will be turned in with the Final on Saturday, August 16 by 11:55 p.m. CST.</p>
<p><b>Week 8 August 2</b></p>	<p>Elderly Women and Ethnicity/Death and Dying in the Elderly</p>	<p><b>Read:</b> 13. Women and Ethnic Groups 14. Death and Dying</p> <p><b>Due:</b></p>	<p>3-4, 8-11, 13-14, 16-17, 19 &amp; 20- 21</p>	

		<b>Submit</b> Aging Guidance and Resource Booklet		Due on <b>Saturday August 2 by 11:55 p.m. CST</b>
<b>Week 9 August 9</b>	What's Available for the Elderly?	<b>Read:</b> 15. Politics, Policies, and Programs	2, 4, 7-11, 16-17 & 20-21	
<b>Week 10 August 16</b>	Final Exam	<b>Due:</b> Submit: Final Exam - will cover chapters 9- 15. (Optional: Attach the Final Review for 3 points extra credit on the exam. Must be turned in at the same time of the exam.)	2-14, 16-18 & 20-21	Due by <b>Saturday, August 16 by 11:55 pm CST.</b> Exam will be posted <b>Thursday, August 14 by noon.</b>

### GRADING CRITERIA:

Participation: 2 Discussion Questions & 2 Chats 30%

Assignments: 2 Assignments 35%

Exams: Midterm & Final 35%

#### 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 and Research Tutorials.

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 an 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.

### **Email Communication**

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 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. 185. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.

### ***Microsoft Office 365 Education:***

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Office365\\_Setup\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf)

### ***Google Workspace for Education:***

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: [https://amberton.edu/wp-content/uploads/2025/01/Google\\_Drive\\_Students.pdf](https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf)

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments

- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work