

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

PSY3735.E1 Perspectives of Death/Dying
Fall 2025

PROFESSOR INFORMATION:

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COURSE INFORMATION:

PSY3735.E1 Perspectives of Death/Dying
Level: Undergraduate
Beginning Date of Session: Saturday, September 13, 2025
Ending Date of Session: Thursday, November 20, 2025

Student access available to the Student Portal: Saturday, September 13, 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: Understanding Dying, Death, and Bereavement
Author: Michael R. Leming, George E. Dickinson
Publisher: Cengage
Year Published: 2021
Edition: 9th
ISBN: 13: 9780357703595 or 9780357045084
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. 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:

This course explores the multifaceted concepts of death and dying across cultures through various lenses, including sociological, psychological, cultural, and philosophical perspectives. Students will examine historical attitudes toward death, the rituals surrounding dying, and the significance of grief and mourning in different cultures. The course will also address contemporary issues such as end-of-life care, ethical dilemmas, and the impact of technology on the dying process. Through discussions, readings, and assignments, students will develop a deeper understanding of how personal, societal, and cultural beliefs shape our perceptions of death and our responses to loss. Another goal of the course is its aims to cultivate empathy and critical thinking skills while encouraging students to confront and articulate their own perspectives on mortality.

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

1. Describing the practices related to death and dying across cultures, with particular emphasis upon the United States.
2. Identifying stereotypical relationships established between aging and dying.
3. Analyzing the societal attitudes toward controversial issues, such as euthanasia, selling of organs, and organ donation list.
4. Exploring the responses of family, co-workers, and friends to a dying person.
5. Analyzing, comparing, and contrasting the psychological and philosophical foundations for dying found in the predominant literature and media of the past and present.
6. Examining the interrelationship between the process of living and dying.
7. Analyzing public policies and practices related to issues of dying.
8. Comparing and contrasting healthy and unhealthy grieving.
9. Focusing on issues of dying and grieving specific to cases of suicide.
10. Analyzing the factors that contribute to higher suicide rates in certain populations and focusing on solutions for lowering these rates.
11. Examining the relationship among selected demographics such as age, gender, religious preference, educational level and one's expressed death anxiety.
12. Identifying sources of information for use by oneself, professionals and the public who are addressing issues of death and dying of others.
13. Exploring areas of thanatology study that require further research and increasing awareness of how many thanatology courses medical professionals are exposed to in their studies.
14. Identifying the different cultural and religious perspectives on the meaning of death.
15. Defining and explaining near-death experiences.
16. Identifying the list of tasks that have to be completed from the point someone dies until the funeral or the burial/cremation.
17. Identifying and understanding death certificates and the importance of other documents one needs to have completed at death or early in life in order to avoid undesirable outcomes.
18. Analyzing information from headstones in cemeteries in order to understand cultural, sociological factors, and historical events about individuals, families, and communities from different periods in history
19. Defining and explaining what people consider to be a "good death".
20. Utilizing Artificial Intelligence (AI) to efficiently locate and evaluate professional resources published in the last five years for use in assignments, ensuring access to current research, best practices, and innovative approaches in the field of the perspective of death and dying.

ACQUIRED SKILLS:

1. Critical Thinking
2. Utilizing Artificial Intelligence (AI) for research
3. Social Relations

COURSE POLICIES:

1. Read, complete, and submit all assignments through Moodle by the scheduled due date. Late work will receive a 25% deduction for each day it is late. Work that is more than 2 days late will not be accepted. Students are expected to submit the exam during the allotted time. A make-up exam will be determined on an individual basis. A make-up exam will only be allowed under extenuating circumstances. Work may be submitted earlier than the scheduled due date. Please take time to review the Moodle training course found in the General Section of the course page if you haven't already.

2. It is important to maintain communication with the professor if circumstances come up that may prevent you from submitting an assignment on time, submitting an exam on the due date, or attending a Zoom Chat. It is rare that late assignments will be accepted since you know in advance when they are due and have plenty of time to work on them. It is important to manage your time and not wait until the last minute to complete an assignment. Communication needs to happen BEFORE the due date or date of the Chat to have extended time or alternative assignments to the Chat. Also, documentation of the circumstance keeping you from completing the assignment or attending a Chat is required.
3. All assignments submitted must include the following for the filename: your name followed by the name of the assignment i.e., AHerringAssignment1. POINTS WILL BE DEDUCTED IF NOT SAVED IN THIS FORMAT. All submitted work will have to be compatible with Microsoft Word 2010.
4. Read all requirements and scoring rubrics prior to completing assignments, discussions, and the Zoom Chat to be able to understand what is expected of you and to fully participate. Also, review any examples of “A” papers for assignments.
5. Students are required to ensure their assignments and tests do not violate ACADEMIC HONESTY/PLAGIARISM or the ETHICAL STANDARDS EXPECTED OF STUDENTS in the Amberton’s Student Handbook. Any work submitted for grading that violates these standards will receive a zero and may result in disciplinary action as stated below. Plagiarism is the presentation of someone else’s information as though it were your own. If you use another person’s words, ideas, or information or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University’s ethics policy. See more information about plagiarism below under Plagiarism Policy. Also, you are expected to view the Turn It In Power Point in the General Section of the course. It explains the different types of plagiarism. Each of your assignments will be analyzed by the Turn It In program for similarity. You will want to revise your paper before the due date if it has a high similarity score or there could be consequences as reported in Amberton’s Plagiarism Policy.

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:

(Perspectives on Death and Dying will require participation assignments (3 discussion questions and 2 chats), one written assignment, one project, and 2 exams (midterm and final). The discussion questions require you to answer questions from the professor over a topic you read about, write your own question, and answer another student's question in a Discussion Forum. The Chats take place on Zoom and you must be present at the time and date specified to discuss the selected topic. The assignment will be a research paper comparing and contrasting information obtained from the headstones of 2 cemeteries. You have choices to choose from for the Project, or you can come up with your own topic with approval. You will be reading Understanding Dying, Death, and Bereavement and tested over it on the midterm and final.)

Week	Topic	Assignment	Competencies Covered	Due Date
1 September 13	Thanatology	Read Chapters:	1,2,5,10,12,13	

		<p>1. Studying Dying, Death, & Bereavement 2. The American Experience of Death</p> <p>Submit: Student Information Form.</p> <p>Post to Forum: Student Introduction.</p> <p>Post to Forum: OPTIONAL Extra Credit for Midterm Exam - Portrayal of Death through Media and Literature.</p>		<p>Submit by Thursday, September 18 by 11:55 p.m. CST.</p> <p>Post to forum by Friday, September 19 by 11:55 p.m. CST.</p> <p>Can start posting to forum on Saturday, September 13 but not due until Saturday, October 4, at 11:55 p.m. CST. A reminder will appear in Week 4.</p>
2 September 20	Experiencing Death through Life	<p>Read Chapters: 3. Growing Up with Death/Growing Old 6. Living with Dying</p> <p>Optional Midterm Review will be Posted</p> <p>Zoom Chat: Introduction to the course and summary Prior to the chat, review</p>	2,3,5,6	<p>Posted by noon CST on Saturday, September 20 and due with the Midterm Exam on Saturday, October 11 at 11:55 p.m. CST for a maximum of 3 extra points on the Midterm.</p> <p>Chat summary submitted by 7:00 p.m. CST. Be in Chat on Monday, September 22 at 7 p.m. CST (Alternative assignments are available to those who</p>

		course resources and requirements listed in the General Section of the course page, reading the syllabus, and assignment/project requirements.		work or have a class and turn in their documentation prior to the Chat. Must have communicated with me a week before the chat.
3 September 27	The Mechanics of Dying	Read Chapters: 5. The Dying Process 7. Dying in the American HealthCare System Submit Assignment 1: Cemeteries: A Cultural, Sociological and Historical Lesson.	1,4,6,10,11,13,17,18	Submit by Friday, October 3, at 11:55 p.m. CST.
4 October 4	Choices?	Read Chapters: 8. Biomedical Issues & Euthanasia Reminder Post to Forum: OPTIONAL Extra Credit for Midterm Exam - Portrayal of Death through Media and Literature found in Week 1. Post Discussion 1: Biomedical Issues and Euthanasia.	3,4,7,11,15,16	Last day to post is Saturday, October 4, at 11:55 p.m. CST. Post to forum by Thursday, October 9, at 11:55 p.m. CST.
5 October 11	Midterm Exam	Midterm Exam: Chapters 1-3 and 5-8	1-7,1-13,15-18	Will be posted on Thursday, October 9 by noon and due by Saturday, October 11

				at 11:55 p.m. CST. (Optional Midterm Exam Review from Week 2 will also be submitted at this time.)
6 October 18	Traumatic Deaths & Death Rituals	Read Chapters: 9. Suicide and Other Sudden, Unnatural Traumatic Deaths 10. Diversity in Death Rituals Post Discussion 2: Suicide at Home and Abroad.	8,9,11,12,13,15,16	Post to forum Thursday, October 23, at 11:55 p.m. CST.
7 October 25	Getting My Affairs in Order	Read Chapters: 11. The Business of Dying 12. The Legal Aspects of Dying Post Discussion 3: Dying without a Will Optional Final Review: Available.	1,7,11,12,13,15,16,17	Post to forum Thursday, October 30, at 11:55 p.m. CST. Submit on Saturday, November 15 with the Final by 11:55 p.m. CST for a maximum of 3 extra points on the Final.
8 November 1	What happens now?	Read Chapters: 4. Perspectives on Death & Life after Death Zoom Chat 2: What Happens from the Moment of Death and summary.	1,4,7,11,12,13,14,15,16,17	Submit Chat summary by 7 p.m. CST on Monday, November 3. Be in the Chat on Monday, October 3 at 7 p.m. CST (Alternative assignments available to those who work or have a class and turn in their documentation prior to the Chat. Must

		<p>Submit Project: You will pick a topic from a list or have one approved by the professor. Follow the requirements.</p>		<p>have previously week prior to the chat with the professor you will be missing the Chat.</p> <p>Submit Thursday, November 6 at 11:55 p.m. CST</p>
9 November 8	Grief	<p>Read Chapters: 13. Coping with Loss 14. Grieving throughout the Life Cycle</p> <p>Online Course Evaluation: Will be available in Week 9.</p> <p>Post to Forum: OPTIONAL Extra Credit for Final Exam – Matthew Logelin One Question Forum</p>	4,8	<p>Please complete the course evaluation. It is anonymous.</p> <p>Post to forum by Thursday, November 13, at 11:55 p.m. CST. You will choose a question to answer from a list for a maximum of 2 extra credit points on your final. Only one person per question.</p>
10 November 15	Final Exam	Final Exam: Chapters 4 and 9-14	1,4,7-9,11-17	<p>Posted on Thursday, November 13 by noon and need to submit by Saturday, November 15, at 11:55 p.m. CST. Optional Final Exam Review found in Week 7 will also be submitted at this time.</p>

GRADING CRITERIA:**(Extra Credit (Optional):**

Portrayal of Death through Media and Literature (3-point extra credit on midterm)

Midterm Exam Review (3-point extra credit on midterm)

Matthew Logelin Article Response (2-point extra credit on final)

Final Review (3-point extra credit on final)

Participation (25%):

Information Sheet (no grade)

Student Introduction (no grade)

Zoom Chat 1: Introduction to the course and summary

Discussion 1: Biomedical Issues and Euthanasia

Discussion 2: Suicide at Home and Abroad Discussion

3: Dying Without a Will

Zoom Chat 2: What Happens from the Point of Death Until the Funeral and summary.

Assignment (25%):

Assignment 1: Cemeteries: A Cultural, Sociological and Historical Lesson

Project (20%):

Project on a topic chosen from a list of selected topics related to death and dying or at topic you developed and approved by the professor.

Exams (30%):

Midterm

Final

Undergraduate

90 b 100 A

80 b 89 B

70 b 79 C

60 b 69 D

Below 60 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

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or 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.

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (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.

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) or the library site (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 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:

- I Microsoft Word for document creation
- I Excel for spreadsheets and data analysis
- I PowerPoint for presentations
- I OneNote for digital note-taking
- I Microsoft Teams for collaboration
- I 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

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

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