**HBD4890.E1  Motivation for Success**
**Winter 2026**

**PROFESSOR INFORMATION:**
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**COURSE INFORMATION:**
HBD4890.E1                    Motivation for Success
Level:                            Undergraduate
Beginning Date of Session:  Saturday, December 6, 2025
Ending Date of Session:      Thursday, February 26, 2026
**Student access available to the Student Portal: Saturday, December 6, 2025.**

**Winter Holiday Break:**
**Saturday, December 20th, 2025, through Friday, January 2nd, 2026.**
**(Classes resume on Saturday, January 3rd, 2026)**

*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:            The 7 Habits of Highly Effective People: 30th Anniversary Edition
Author:          Stephen R. Covey
Publisher:      Simon & Schuster
Year Published:      2020
Edition:          Anniversary Edition
ISBN:            13: 9781982137274
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 presents an in-depth examination of practical time-tested principles on motivation and success. Practical applications to real-life situations include goal development for personal improvement, relational enhancement, vocational support, and achievement strategies. Topics of study include healthy self-image, positive attitude, energizing desire, time management, effective habits, and how to maintain a healthy life-work balance.

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**
1. Defining practical applications of motivation and success for a desired outcome.
2. Examining anecdotes, teachings, and counsel from renowned innovators of motivation and success principles.
3. Completing a self-analysis of personal strengths and weaknesses affecting motivation and success with strategies for improvement.
4. Discovering how to keep a healthy balance with self-interests, relational unity, and vocational pursuits.
5. Learning how and why procrastination negatively affects mental health and high performance.
6. Developing proficient time management techniques to enhance success.
7. Identifying how the outcome of events can be influenced by a constructive change of attitude, habits, and response.
8. Learning how to overcome inner and outer obstacles that challenge motivation and success.
9. Acknowledging personal responsibility to create a desired result.
10. Describing effective communication and feedback techniques to synergize relationships.
11. Discovering how effective applications of purpose, planning, passion, and persistence bring about prosperity.
12. Developing a positive self-image and self-confidence to achieve a desired dream or goal.
13. Forming clear, realistic, meaningful, and achievable goal strategies.
14. Implementing desire, courage, and drive to complete a committed goal.
15. Examining the importance of physical, mental, emotional, and spiritual health for lasting motivation and success.
16. Applying techniques for self-motivation, approaches to motivate others, strategies to achieve successful business SMART goals, and personal development principles.
17. Presenting concise research through Artificial Intelligence (AI) that applies to the required course study materials and providing a range of specific data that helps promote personal motivation and enhances goal success.

**Acquired Skills:**
1. SMART Goals
2. Personal Development
3. Motivation Management
4. Health Management

**COURSE POLICIES:**
The purpose of this course is to help each student grow from where they are to where they want to be at home, at work, or elsewhere. Students are asked to give written responses on how course principles can be applied toward improving personal real-life conditions and in developing two personal success goals and a brief research study. PowerPoint supplements to the textbook are provided to aid in course understanding and to help with written assignments.

Only serious-minded students who are ready to work on personal growth should enroll in this course. Honestly working on self-improvement can be quite challenging, yet beneficial. Generally, students find that a detailed personalizing of answers results in a helpful growth experience. However, if the readings and/or questions invoke strong personal feelings on sensitive issues, each student is asked to consider his or her best interest and not share details which are considered as too private.

Since this is a personal development course, for written responses, students are asked to refer only to the assigned textbook and PowerPoint teachings, unless otherwise instructed, that will best apply to the student's most needed and most challenging motivational success goals.

For late assignments submitted past the Central Standard Time due date, one point is deducted each hour thereafter, up to a total of ten points. Excessive lateness could mean additional point deductions. The professor may consider exceptions in very rare cases, only after reviewing the circumstances and with a committed student plan and timetable for completion. Students' choices to procrastinate or to take an overload of courses are not considered as excusable. Students are encouraged to work ahead to avoid an unexpected time challenge. Assignments need to be done in a Word format with Arial 12 print.

**Students must purchase the required paper bound textbook** and NOT an electronic version such as Kindle. For grading purposes, specific page numbers in the paper bound textbook are needed for the instructor to check student references.

**A required Zoom meeting is set for the first Monday of the session at 8:00 pm CST**. The Week 1 instructions will have Zoom link information. This meeting is to discuss and clarify general course-related expectations and to answer student questions. Students attending the full Zoom session live on-screen will receive a bonus "A".

Optional Zoom meetings will be scheduled for each Wednesday at 8:00 pm for Weeks 2-9 only if a student or students request(s) it via Moodle Messages. Very personal issues need to be messaged directly to the instructor. Students will be notified of a necessary schedule change and an alternate Zoom time.

Please correspond with the instructor via Moodle Messages rather than by phone or email.

*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:**
(Outline the course with topics and learning activities required to gain knowledge of course competencies, include number of assignments required, etc.  Describe the kinds of activities that will be used in the course.

The course outline is the critical component of the course.  It is in the outline that topics and learning resources are brought together.  Aside from a personal lecture (not available to e-Course students) the course outline should sufficiently inform the student of all the information (type, source, and important due dates) that will be learned during the course. Do not include the actual assignments and exercises within the syllabus, but do include important due dates, activities scheduled, as well as examination dates.)

| Week | Topic | Assignment | Competencies Covered | Due Date |
|---|---|---|---|---|
| **Week 1** | Assignment One- Pre-Evaluation and | During the first week after enrolling in the class, read | Course competencies are | Required Zoom meeting at 8:00 pm |

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|---|---|---|---|---|
| | Course Overview | the 7 Habits Introduction from the textbook. Cover the three introductory PPTs as instructed. Note that the questions for Habit 7 Introduction and the PPTs will be asked in Assignment 2. Refer to the Self- Evaluation and do the Pre-test and Goals, later to be compared to the Post-test in Week 8. Also, complete and score the Personality Temperance Test. Read the 7 Habits Introduction from the textbook. Look over the 3 introductory PPTs as instructed. Do not submit any results. Attend a required Zoom meeting on the first Monday of class for a course review as instructed. This assignment represents 10% of the final grade. | not directly addressed for Week 1. | on Monday, **December 8, 2025** (CST). See the Zoom Link in the Course Supplements section, which is also used for all Zoom meetings. Students attending the whole session live on-screen will receive a bonus "A". |
| **Week 2** | Assignment Two- Relating Principles of Motivation to Personal Success | Read Habit 1 from the textbook. Cover the PPTs as instructed. Note the questions cover the textbook and PPT portions in both Assignments 1 & 2. Complete and submit the written exercise. This assignment represents 10% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **December 15, 2025** (CST).<br><br>Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| **Week 3** | Assignment Three- Understanding Principles of Motivating Self | Read Habit 2 from the textbook. Cover the PPTs as instructed. The student will develop one Personal Improvement Goal as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **January 5, 2026** (CST).<br><br>Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |

| Week 4 | Assignment Four-Personalizing Principles of Motivating Self | Read Habit 3 from the textbook. Cover the PPTs as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **January 12, 2026** (CST). <br><br> Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| --- | --- | --- | --- | --- |
| Week 5 | Assignment Five-Understanding Principles of Motivating Others | Read Habit 4 from the textbook. Cover the PPTs as instructed. Complete and submit the written exercise including an article report. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **January 19, 2026** (CST. <br><br> Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| Week 6 | Assignment Six-Personalizing Principles of Motivating Others | Read Habit 5 from the textbook. Cover the PPTs as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **January 26, 2026** (CST). <br><br> Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| Week 7 | Assignment Seven-Maximizing Principles of Motivational Success with Others | Read Habit 6 from the textbook. Cover the PPTs for Assignment 7 & 8 as instructed. The student will develop one Relational Improvement Goal as instructed. Complete and submit the written exercise. This assignment represents 11% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **February 2, 2026** (CST). <br><br> Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| Week 8 | Assignment Eight-Report and Online Discussion Group: Personal Progress in Applying Motivational | Read Habit 7 from the textbook. Note that the questions for Habit 7 will be asked in Assignment 9. A required Week 8 Class | This assignment may cover competencies 1-16 according to the student's focus. | A Class Progress Discussion by Zoom will be held at 8:00 pm on Monday, **February 9, 2026** |

| | Principle | Discussion on Monday at 8 pm CST will be by Zoom unless otherwise instructed. The discussion topic is Personal Relational Progress, Future Plans, and Unresolved Questions. A 1 – 2 -page personal progress report is due to be submitted to the instructor before the Zoom session. This progress report will be summarized in the session, which will be open for student interactions. This assignment represents 10% of the final grade. | | (CST). Also, a 1 - 2 -page progress report is due to the instructor on the above date <u>before</u> 8:00 pm CST. During the session students will discuss individual progress and interact with others as instructed.<br><br>Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
|---|---|---|---|---|
| **Week 9** | Assignment Nine- Analyzing Motivational Behaviors | The assigned reading review covers all 7 Habits. Include the PPTs shown in both Assignments 9 & 10 as instructed. Also, the student is to view a selected movie with a "motivational success" theme and report as instructed. Complete and submit the written exercise. This assignment represents 13% of the final grade. | This assignment may cover competencies 1-16 according to the student's focus. | The written exercise is due anytime on Monday, **February 16, 2026** (CST).<br><br>Optional Zoom Meeting on Wednesday, 8:00 pm (CST), only if requested by student(s). |
| **Week 10** | Assignment Ten- Reflection and Conclusion | Any remaining incomplete work from the last assignment needs to be submitted no later than anytime on Monday of Week 10. For course closure, read the remaining parts of the 7 Habits textbook. Look over the unread PPTs as instructed. When all work and assigned readings are completed, there is no further course requirement. | Course competencies are not directly addressed for Week 10 | Cover the remaining course materials as instructed. Late Assignment 9 work must be submitted no later than anytime on Monday, **February 23, 2026** (CST). When the above is completed, there is nothing else due. |

**GRADING CRITERIA:**
**Undergraduate Grading Values:**
The percentages for each assignment are listed above in the Course Outline and Calendar.
Grades will be recorded on each returned graded assignment and <u>not</u> on Moodle Grades.

More details on the grading breakdown is listed below.

| Performance | Range | Upper | Middle | Lower |
|---|---|---|---|---|
| Excellent | A= 100-90 | A+/100-97 | A/96-93 | A-/92-90 |
| Good | B= 89-80 | B+/89-87 | B/86-83 | B-/82-80 |
| Fair | C= 79-70 | C+/79-77 | C/76-73 | C-/72-70 |
| Poor | D= 69-60 | D+/69-67 | D/66-63 | D-/62-60 |
| Failing | F= Below 60 | | | |

Undergraduate
| | |
|---|---|
| 90 – 100 | A |
| 80 – 89 | B |
| 70 – 79 | C |
| 60 – 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 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). 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:
• 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

*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