

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

**CSL6796.E1 Adult & Geriatric Psychopathology Treatment
Summer 2026**

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6796.E1 Adult/Geriatric Psychopathology
Level: Graduate
Beginning Date of Session: Saturday, June 13, 2026
Ending Date of Session: Thursday, August 20, 2026

Student access available to the Student Portal: Saturday, June 13, 2026

Holiday Closing:

4th of July Holiday: There will be no classes held and no assignments due on Saturday, July 4, 2026.

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

COURSE PREREQUISITES:

CSL 6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Diagnostic & Statistic Manual of Mental Disorders - 5th Edition - Text Revision
Author: American Psychiatric Association
Publisher: American Psychiatric Association
Year Published: 2022
Edition: 5th - Text Revision
ISBN: 13: 9780890425763
Price: Available at <http://amberton.ecampus.com>

Title: Psychopathology: An Integrative Approach to Mental Disorders
Author: David H. Barlow, Mark Durand, Stefan G. Hofmann
Publisher: Cengage
Year Published: 2023
Edition: 9th
ISBN: 9780357657843
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.

LINKS TO COUNSELING HANDBOOKS

MA in Clinical Mental Health Counseling

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

MA in Marriage and Family Therapy

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

MA in School Counseling

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.pdf>

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 the cognitive, affective, biological, and systemic bases of psychopathology and abnormal behavior in adults and older adults as specifically defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition – Text Revision (DSM-5-TR). Students develop skills for psychiatric diagnostic interviewing, appropriate use of psychodiagnostic tests and assessments, conducting mental status exams, developing theoretically congruent treatment plans, and providing evidenced bases psychotherapy for adults and older adults.

The course will also examine the common medical etiologies of psychopathology, normal versus abnormal aging as it relates to emotional/behavioral and personality functioning, neurocognitive decline, and the unique ethical and clinical considerations for diagnosing and treating mental illness in adults from diverse cultural backgrounds. Practical fundamentals of clinical psychopharmacology for professional counselors, and the role of professional counselors as clinical collaborators with prescribers of psychotropic medication will also be presented.

Additionally, students will gain foundational knowledge in emerging technologies and artificial intelligence applications in adult and geriatric counseling. The course examines technology-enhanced differential diagnosis of mental disorders and therapeutic interventions while maintaining ethical practice standards in the treatment of aging populations. Students will explore AI-assisted assessment techniques and evidence-based treatment planning, with special emphasis on aging and end of life issues certification requirements in the context of contemporary professional counseling.

This course in adult and geriatric psychopathology will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of adult and geriatric clients suffering from mental illnesses.

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

1. Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
2. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
3. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in adult and geriatric clients.
4. Understanding fundamental normal and abnormal central nervous system function and brain neuroanatomy, neurophysiology, and development in adults and older adults.
5. Evidencing practical skills and integration of evidence-based research in psychiatric diagnostics and treatment in adults and older adults within forensic and other non-clinical settings.
6. Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.
7. Performing a differential diagnosis while integrating an advanced understanding for psychopathology in adulthood as it relates to potential medical etiologies vs. psychiatric illness, and commonly encountered general medical, psychiatric, and neurological comorbidities.
8. Conceptualizing adult psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidenced-based treatment plans.
9. Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for both diagnostic and treatment outcome measurement purposes.
10. Understanding ethical, legal, and cultural factors related to psychiatric diagnostics, use of evidenced-based therapeutic interventions, and treatment outcomes.
11. Comprehending and examining the role of physical aging in adulthood as it pertains to general physical, neurological, and neuropsychological factors associated with the clinical presentation and treatment of mental illness in adults and older adults.
12. Integrating and conceptualizing the psychosocial and physical effects of end-of-life issues in adults and older adults suffering from mental illness.
13. Developing agility in the clinical application of evidence-based assessment and treatment modalities of psychiatric disorders in adults and older adults within the context of rapidly evolving and devolving microand macro-systems, cultural norms, laws, and access to information, technologies, and mental health treatment.
14. Understanding and ethically implementing AI-assisted assessment tools and therapeutic interventions in adult and geriatric counseling while maintaining appropriate clinical boundaries and professional judgment in technology-enhanced differential diagnoses for mental disorders, treatment planning and delivery, with particular attention to age-related considerations and limitations.

ACQUIRED SKILLS:

1. Proficiency in utilizing AI-enhanced assessment tools for adult and geriatric diagnostic evaluation.
2. Integration of AI-assisted treatment planning while maintaining clinical expertise and ethical boundaries in aging populations.
3. Critical evaluation of AI applications in adult and geriatric counseling contexts with emphasis on age-appropriate interventions.

COURSE POLICIES:

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.

Please see below for instructions.

Late Work Policy:

Assignments should be submitted by the posted deadlines. Because discussion forums are designed to support ongoing class dialogue, **late discussion submissions may not receive full credit.**

Students experiencing unforeseen circumstances that may affect their ability to complete coursework should contact the instructor as soon as possible.

Communication:

Course announcements, updates, and important information will be posted through the course learning platform. Students are responsible for **regularly checking course announcements and their university email.**

Students should use the course messaging system when contacting the instructor and should allow **24 hours for a response during the academic week.**

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	DSM-5-TR Text Revision Psychopathology in Historical Context An Integrative Approach to Psychopathology	Reading: Handout on DSM-5-TR Revision Chapter 1 Chapter 2 Quiz: Week 1 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 1 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.
2	Clinical Assessment and Diagnosis End of Life Issues for Older Adults (Video) Research Methods	Reading: Chapter 3 Chapter 4 Quiz: Week 2 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 2 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.

3	<p>Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders</p> <p>Somatic Symptom and Related Disorders and Dissociative Disorders</p>	<p>Reading: Chapter 5</p> <p>Chapter 6</p> <p>Quiz: Week 3</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 3 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight.</p> <p>Response posts are due by Friday at midnight.</p>
4	<p>Mood Disorders and Suicide</p> <p>Eating and Sleep-Wake Disorders</p>	<p>Reading: Chapter 7</p> <p>Chapter 8</p> <p>Quiz: Week 4</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 4 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight.</p> <p>Response posts are due by Friday at midnight.</p>
5	<p>MIDTERM ASSIGNMENT</p>	<p>Psychological Case Study Analysis: Portrayal of Mental Health in Film</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Assignment due by Friday of Week 5 at midnight</p> <p>(Submit early or submit on time. No late submissions will be accepted)</p>
6	<p>Physical Disorders and Health Psychology</p> <p>Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</p>	<p>Reading: Chapter 9</p> <p>Chapter 10</p> <p>Quiz: Week 6</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 6 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight.</p> <p>Response posts are due by Friday at midnight.</p>
7	<p>Substance-Related, Addictive, and Impulse-Control Disorders</p> <p>Personality Disorders</p>	<p>Reading: Chapter 11</p> <p>Chapter 12</p> <p>Quiz: Week 7</p> <p>Discussion Question</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Week 7 Quiz due Friday by midnight CST</p> <p>Initial post due by Wednesday at midnight.</p> <p>Response posts are due by Friday at</p>

				midnight.
8	Schizophrenia Spectrum and Other Psychotic Disorders Neurodevelopmental Disorders Fundamentals of Psychopharmacological Theory & Treatment of ADHD in Adults and Older Adults	Reading: Chapter 13 Chapter 14 Quiz: Week 8 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 8 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.
9	Neurocognitive Disorders Mental Health Services: Legal and Ethical Issues	Reading: Chapter 15 Chapter 16 Quiz: Week 9 Discussion Question	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Week 9 Quiz due Friday by midnight CST Initial post due by Wednesday at midnight. Response posts are due by Friday at midnight.
10	FINAL EXAMINATION	FINAL EXAM ADMINISTERED IN MOODLE	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Final Exam Opens Saturday of Week 10 at midnight and Closes Tuesday of Week 10 at midnight.

All work must be submitted by Tuesday, Week 10, by 12AM MIDNIGHT.

Graded assignments are marked in Moodle with an asterisk (*).

Students must access graded assignments via the links in Moodle only.

READING ASSIGNMENTS

Each week, students are assigned between two and four chapters from the course text. These readings are due prior to the Wednesday class meeting and should be completed in advance of the lecture.

The purpose of these assignments is to ensure that students arrive to class with a working knowledge of the material. Class sessions will not simply repeat the readings. Instead, lecture time will be used for scholastic review, clarification of complex concepts, discussion, and application of the material.

Students are expected to:

- Read all assigned chapters before class session.
- Familiarize themselves with key terms, concepts, and frameworks presented in the readings.

- Be prepared to engage in academic discussion, respond to questions, and participate in critical analysis of the material.
- Connect the readings to course themes and professional practice when appropriate.

Completing the readings prior to class is essential for meaningful participation and for gaining the full benefit of the lecture and discussion periods. Students who arrive prepared will be better positioned to contribute to the learning environment and deepen their understanding of the course content.

DISCUSSION FORUMS

Students will participate in a **weekly written discussion forum** designed to deepen understanding of the course material and promote scholarly dialogue among classmates.

Each week, **at least one discussion question will be posted** related to the assigned readings and lecture content. Students are required to submit **one substantive response to either of the discussion question** based on their preference and engage with their classmates through a peer response. Therefore, students are only **submitting one written discussion** post per week with the expectation that they will engage in classroom discourse during the lecture.

Discussion Timeline

Students should follow the schedule below each week:

- **Initial Response:** Due by **Wednesday at midnight**
- **Peer Engagement Response:** Due by **Friday at midnight**

The initial response should demonstrate a thoughtful and well-developed understanding of the discussion prompt. The peer engagement response should meaningfully interact with a classmate's post by expanding on their ideas, offering additional insights, or respectfully presenting an alternative perspective.

Expectations for Discussion Responses

Students should:

- Provide a **thoughtful, graduate-level response** that demonstrates comprehension of the assigned readings and course concepts.
- Support ideas with **relevant examples, course material, and scholarly sources when appropriate.**
- Write clearly and professionally using **proper grammar and academic tone.**
- Contribute meaningfully to the academic conversation by **expanding on concepts rather than providing brief or surface-level responses.**

Each discussion question is worth **30 points**. Responses will be evaluated using the **Discussion Post Grading Rubric**, which is available in the **Course Dashboard**. Students are responsible for reviewing the rubric prior to submitting their responses to ensure they understand the expectations for content quality, critical analysis, engagement with peers, and writing quality.

MAJOR ASSIGNMENT: Psychological Case Study Analysis – Portrayal of Mental Health in Film

Students will select a film that portrays a character experiencing symptoms of a psychological disorder and analyze the character as a clinical case study. The paper should identify observable symptoms, discuss possible diagnoses using DSM-5-TR criteria, and evaluate the accuracy of the film's portrayal of mental health. Students should also consider contextual factors influencing the character and discuss potential treatment recommendations.

The analysis should integrate course concepts and at least a few scholarly sources to support conclusions. The final paper must be written in APA 7 format and demonstrate critical thinking regarding how mental illness is represented in media.

Value: 100 points (20% of final grade).

EXAMINATIONS

This course includes two examinations designed to assess students' understanding of the assigned readings, lecture material, and key concepts presented throughout the semester.

Final Examination

The final exam will cover the course text.

The examination will include a combination of multiple-choice, true/false, and essay questions. The exam is intended to evaluate students' comprehension of the material, their ability to apply course concepts, and their capacity to articulate ideas clearly in written form.

Administration of Exams

- The exam will be distributed and completed online through the course learning platform.
- Students are expected to complete the exams independently and within the time frame specified in the course schedule.
- The essay portion of each exam should reflect the student's own understanding and synthesis of the course material.

Academic Integrity

Students are not permitted to use Artificial Intelligence tools (including but not limited to ChatGPT or similar platforms) to generate or assist with exam responses. All work submitted must represent the student's original knowledge and writing. The use of AI or other unauthorized assistance during examinations will be considered a violation of the course's academic integrity standards and may result in disciplinary action according to university policy.

Students are encouraged to prepare for examinations by completing the assigned readings, attending lectures, and actively engaging in course discussions throughout the semester.

GRADING CRITERIA:

Course Requirement	Quantity	Points Each	Total Points	Weight
Discussion Posts	7	30	210	40%
Major Assignment	1	100	100	20%
Final Exam	1	100	100	20%
Weekly Quizzes	8	10	80	20%

Total **490** **100%**

Percentage Range	Raw Score Range	Letter Grade
92–100%	451–490	A
82–91%	402–450	B
72–81%	353–401	C
62–71%	304–352	D
Below 62%	0–303	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:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Amberton University uses a Single Sign-On (SSO) portal to provide secure, one-time access to various systems like Moodle, Amberton Email (Gmail), and Campus Web.

Here are the step-by-step instructions for logging into the SSO portal:

1. Access the SSO Portal

You have two main ways to reach the login page:

- Direct URL: Open your web browser and go directly to the SSO login page:
<https://sso.amberton.edu>

Via University Website (Alternative):

1. Go to the Amberton University website: <http://amberton.edu>.
2. Click the menu icon (often represented by 3 horizontal bars typically found on the right side of the screen).
3. Click the SSO Login link.

2. Enter Your Credentials

When prompted, enter your Amberton University credentials:

- Username: This is the same as your University email account name (the part before @my.Amberton.edu).
 - Format: Your capitalized first name initial + your entire last name + the last three digits of your SSN.
 - Example: If your email is JSmith789@my.Amberton.edu, your Username is JSmith789.
- Password: This is your Amberton University ID # (AUID), and it must include the dashes.
 - Example: 07-999-876

3. Set Up Multi-Factor Authentication (Initial Login Only)

- First-Time Users: During your initial log-in, the system will prompt you to set up Two-Factor Authentication (2FA) for added security.
- Follow the on-screen steps to establish your preferred authentication method (e.g., text message, or an authenticator application like Google Authenticator).

4. Access Your Applications

- Once successfully logged into the SSO portal, you will see a dashboard with icons or links for the various applications you can access.
- Click on the application you wish to use (e.g., Moodle, Gmail, or CampusWeb), and you will be taken directly to it without needing to log in again

If you have lost or do not know your University email address or have access issues, please contact the IT Help Desk at:

(972-279-6511 ext. 128
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.

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

Turnitin Draft Coach

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

Step-by-Step Guide

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.
4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
 - *Note: If the option does not appear immediately, refresh your page and try again.*
5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:
 - Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
 - Citations Check: Analyzes your document for correct citation and referencing practices.
 - Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).

You are now ready to use Turnitin Draft Coach to review and improve your writing!