

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL 6832.01 Multicultural Counseling
Summer 2026

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL 6832.01 Multicultural Counseling
Level: Graduate
Beginning Date of Session: Saturday, June 13, 2026
Ending Date of Session: Thursday, August 20, 2026
The first class meeting is Wednesday June 17, 2026, in Room **#17 (Garland)**

Holiday Closing:

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

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.
All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Counseling the Culturally Diverse: Theory and Practice
Author: Derald Wing Sue, David Sue, Helen A. Neville, Laura Smith
Publisher: Wiley
Year Published: 2022
Edition: 9th Edition
ISBN: 13: 9781119861904
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 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 Multicultural Counseling course presents an in-depth study of mental health, counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the multicultural counseling course focuses on the development of skills needed to work with culturally different systems, individuals and families.

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

1. Describing the multicultural counseling competencies as defined by the American Counseling Association.
2. Analyzing major theories of multicultural counseling.
3. Recognizing unique and universal characteristics of culturally diverse populations.
4. Discussing sociopolitical factors such as poverty, environment, economics and how they affect families and various cultural groups.
5. Understanding discrimination, prejudice, racism, and the history of oppression from a multicultural perspective.
6. Discussing the psychology of gender and sexual orientation from a multicultural perspective.
7. Understanding the family structure and family dynamics from a multicultural perspective.
8. Understanding ways to create, maintain, and advocate for a school environment that is culturally sensitive, responsive, and inclusive to all learning environments.
9. Understanding the impact of environmental influences on learners' development and achievement and facilitating learners' development of strategies that help them cope with situations that may hinder learning.
10. Demonstrating an appreciation of human diversity by providing equitable guidance and multicultural counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.
11. Describing cultural values, educational needs, and attitudes of culturally different clients and their relevance to learning development.
12. Demonstrating the differences in assessment, evaluation, and treatment skills required when working with culturally diverse populations.
13. Defining culture as it relates to multi-ethnic populations including gender and its relevance to learning development.
14. Understanding multicultural counseling and guidance from the perspective of various ethnic groups.
15. Demonstrating culturally appropriate approaches, skills, and strategies for various cultural groups.
16. Examining, understanding and articulate, in the students own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS:

1. Ability to utilize Sue's 5 stages of Racial Identity Development Model
2. Ability to Utilize Culturally Appropriate Communication Skills
3. Critical Thinking

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 DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

This course is delivered through a **blended instructional format** that integrates assigned readings, lecture-based instruction, and written discussion forums. The structure is designed to promote critical thinking, scholarly dialogue, and application of course concepts to professional practice.

Students are expected to complete the **assigned chapter readings prior to the Wednesday class session.** Class meetings will focus on **scholastic review of key concepts, clarification of complex material, and instructor-led discussion** rather than repeating the textbook content. Students should come to class prepared with a working knowledge of the assigned readings in order to actively participate in the lecture and discussion.

The course also includes a **weekly written discussion forum** that allows students to engage more deeply with the course material and exchange perspectives with classmates. These discussions encourage students to synthesize information from the readings, lectures, and their own professional experiences.

Course learning is reinforced through **two examinations** that assess comprehension of major concepts across the semester.

Instructional materials and assignments will be distributed through the **course learning management system**, which will serve as the central hub for course communication, submission of assignments, and access to course resources.

This course emphasizes **active engagement with the material, scholarly discussion, and the development of critical thinking skills** expected at the graduate level.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	Ch. 1 Understanding Resistance to Multicultural Training Ch. 2 Multicultural Counseling and Therapy Ch. 3 Cultural Perspectives and Barriers	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
2	Ch. 4 Microaggressions Ch. 5 Sociohistorical Privilege and Oppression Ch. 6 Racial, Ethnic, Cultural Identity Attitudes in People of Color	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
3	Ch. 7 White Racial Consciousness Ch. 8 Multicultural Counseling Competence Ch. 9 Multicultural Evidence-Based Practice	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
4	Ch. 10 Indigenous and Cultural Methods of Healing: Implications for Counseling and Therapy Ch. 11 Culturally Competent Assessment	Reading Assignments for designated chapters Weekly Discussion Forum	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight

		Weekly Peer Engagement		Peer Engagement: Sunday at midnight
5	MIDTERM	Chapters 1 - 11	1, 2, 4, 5, 8, 10, 11, 12, 13.	
6	Ch. 12 Counseling African Americans Ch. 13 Counseling American Indians and Alaskan Natives Ch. 14 Counseling Asian Americans and Pacific Islanders	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
7	Ch. 15 Counseling Latinx Populations Ch. 16 Counseling Multiracial Populations Ch. 17 Counseling Arab and Muslim Americans Ch. 18 Counseling Marginalized Religious Communities	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
8	Ch. 19 Counseling Immigrants and Refugees Counseling Jewish Americans Ch. 20 Counseling LGBTQ Populations Counseling Individuals with Disabilities Ch. 21 Counseling Older Adults	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
9	Ch. 22 Counseling Women Ch. 23 Counseling Individuals in Poverty Ch. 24 Counseling Individuals with Disabilities	Reading Assignments for designated chapters Weekly Discussion Forum Weekly Peer Engagement	1, 2, 4, 5, 8, 10, 11, 12, 13.	Reading: Wednesday so that you can engage in class discussion Discussion Forum: Friday at midnight Peer Engagement: Sunday at midnight
10	FINAL EXAM	Chapters 12 - 24	1, 2, 4, 5, 8, 10, 11, 12, 13.	Online administration is due by Tuesday at midnight of the 10th week of course.

				Details are in the course moodle.
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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 Wednesday's 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

Although the university's academic week **officially begins on Saturday**, this course extends each discussion period into the following week due to the **midweek lecture schedule**. This structure allows students to complete the assigned readings, participate in the Wednesday lecture, and then engage thoughtfully in the discussion forum.

Students should follow the schedule below each week:

- **Initial Response:** Due by **Friday evening**
- **Peer Engagement Response:** Due by **Sunday evening**

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.

EXAMINATIONS

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

Midterm Examination

The midterm exam will cover Chapters 1–11 of the course text.

Final Examination

The final exam will cover Chapters 12–24 of the course text.

Both examinations will include a combination of multiple-choice, true/false, and essay questions. The exams are 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

- Exams 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.

COURSE EVALUATION AND GRADING

Student performance in this course will be evaluated through participation in the written discussion forum, class attendance, and two examinations. These components are designed to assess comprehension of course readings, engagement with scholarly discussion, and mastery of key concepts presented throughout the semester.

Assignment	Quantity	Points Each	Total Points	Percentage of Final Grade
Discussion Forum Posts	10	30	300	20%
Class Attendance	10	10	100	10%
Midterm Examination (Ch. 1–11)	1	100	100	35%
Final Examination (Ch. 12–24)	1	100	100	35%
			600	100%

Grade	Percentage Range	Raw Point Range (out of 600)
A	92 – 100	552 – 600
B	82 – 91	492 – 551
C	72 – 81	432 – 491
D	62 – 71	372 – 431
F	Below 62	0 – 371

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner, along with appropriate commentary.

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 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” for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended.

This lecture course utilizes several technological tools to enhance communication among faculty and students, both during and after the session.

- Email Access via Single Sign-On (SSO):

You must use your SSO credentials to access your email.

- **Access the SSO Gateway:** The Student Portal can be accessed through a link on the University’s website at <http://www.Amberton.edu> or directly at <http://sso.amberton.edu>.
- Moodle Messaging:

For quick, course-specific communication, please utilize the messaging feature available within Moodle. This is often the fastest way to reach your instructor or classmates regarding course topics.

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.

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](mailto: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

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Single Sign On (SSO) Login page or 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 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.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. 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. Students' identities are not disclosed.

Students will be notified through the Amberton email system of the Course Evaluation procedures. Usually, the evaluations take place in class during week 9 of the session. Please take advantage of this opportunity and participate in the evaluation process.

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!