

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

**MGT6172.E1 HUMAN RESOURCE MANAGEMENT LAW
SUMMER 2026**

PROFESSOR INFORMATION

Name: Dr. Rachael K. Peters, SHRM-SCP, ACNP
Phone Number: 972-279-6511 ext. 227
Email Address: RPeters@Amberton.edu

COURSE INFORMATION

MGT6172.E1 Human Resource Management Law
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

MGT6177

TEXTBOOK(S) AND REQUIRED MATERIALS

Title: Law at Work: Legal Studies for Human Resources
Author: Elaine W. Shoben, L. Camille Hébert, Angela D. Morrison
Publisher: Pearson Education, Inc
Year Published: 2018
Edition: First Edition
ISBN: 13: 9781683289104
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 intensive exploration of statutes and regulations governing non-discrimination and employment. Emphasis will be placed on understanding and applying various regulatory requirements such as the National Labor Relations Act, the Social Security Act, the Fair Labor Standards Act, the Civil Rights Acts of 1866, 1871, 1964, and 1991, Executive Order 11246, Revised Order No. 4, Age Discrimination in Employment Act, Equal Pay Act, Pregnancy Discrimination Act, Immigration Reform and Control Act, and other employment statutes. Extensive examination of court decisions will be utilized.

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

1. Analyzing the evolution of human resource management law and hypothesizing relative to future developments.
2. Comparing and contrasting the various Civil Rights Acts and their relationships with each other.
3. Demonstrating knowledge of provisions of all federal statutes relative to the protection from discrimination of all protected classes and applying these provisions to specific situations.
4. Demonstrating knowledge of the various federal agencies such as the Equal Employment Opportunity Commission, the Department of Labor, the Office of Federal Contract Compliance, etc. and their roles in enforcing and overseeing the various human resource management statutes.
5. Demonstrating knowledge of adverse impact, disparate treatment, the four-fifths rule, Affirmative Action Programs, and other measures and remedies applied to protected classes.
6. Comparing and contrasting the forms of sexual harassment identified by the courts and analyzing the remedies suggested under the law.
7. Analyzing issues such as the glass ceiling and reverse discrimination and interpreting them in light of federal legislation and court decisions.
8. Demonstrating knowledge of the Uniform Guidelines on Employee Selection Procedures and applying the principles outlined to specific human resource management situations.
9. Analyzing various Supreme Court decisions on human resource management practices and their impact on employees and hypothesizing relative to future developments.
10. Demonstrating knowledge of bona fide occupational qualifications and their use as a defense in discrimination cases.
11. Demonstrating knowledge of Executive Orders and their impact on human resource management practices of federal contractors and subcontractors.
12. Demonstrating knowledge of disabilities covered by federal statutes and the requirements placed upon employers to accommodate disabilities.
13. Demonstrating knowledge of employment law torts, such as assault, battery, defamation, negligence, and intentional infliction of emotional distress, and their uses as a cause of action in human resource management lawsuits.
14. Demonstrating knowledge of federal legislation regulating labor-management relations, union organizing attempts, contract negotiation, and unfair labor practices.
15. Analyzing the provisions of the various federal statutes regulating wages, social security, retirement benefits, and health insurance coverage and their effect on employers.
16. Demonstrating knowledge of employee privacy rights in the workplace.
17. Demonstrating knowledge of whistleblower protection, reference checking, and other federal and state employment regulations.
18. Understanding the difference between Employee and Labor Relations and the effects on organizations.
19. Developing a foundational understanding of how Artificial Intelligence (AI) impacts HR legal practices, including the ethical and regulatory implications of AI in hiring, employee monitoring, and decision-making processes.

ACQUIRED SKILLS

1. Regulatory Compliance Auditing
2. Compliance Audits for HR policies and practices, ensuring adherence to employment laws such as FMLA, ADA, and EEOC guidelines
3. Critical Thinking

COURSE POLICIES

GUIDELINES FOR WRITTEN ASSIGNMENTS

- All written assignments must use APA formatting (see using APA style in the library resources). The following website will provide some examples of proper APA citations (<http://www.apastyle.org>), but the best source is The Publication Manual of the American Psychological Association (7th edition).
 - Please do not alter formatting to extend length. If I see this has been done, I will change the formatting to acceptable APA, and you will be graded accordingly.
- Please save your assignments in the following format:
 - HRLaw_AssignmentName_LastName_FirstName
 - Example: HRLaw_PowerPoint_Smith_Joanna

LATE POLICY FOR ASSIGNMENTS

Each student is responsible for getting their assignments completed and submitted on time. Late assignments will not be accepted.

- If circumstances arise that preclude meeting this course requirement or assignment deadline, you must notify me immediately and in advance, when possible.
- Assignments not submitted correctly will not be graded and will be returned. Resubmitted assignments must still be turned in by the due date. Credit will not be given for assignments that are returned ungraded.
- All assignments must be submitted by 11:55 p.m. (CST) on the dates listed. The student is responsible if a file is submitted that cannot be read and, therefore, cannot be graded. It is acceptable to submit assignments early, however; grading will be according to the stated schedule for the due dates. All assignments uploaded to Moodle must be able to be opened for them to be considered on time.
- Please ensure you are not submitting in “draft” format.

EXTRA CREDIT

There is no extra credit work in this class.

ACADEMIC RESOURCES

When conducting research for an assignment, your sources should be the textbook or peer-reviewed academic journals, such as those found in the university library databases. Internet searches will often take you to non-academic information resources such as Wikipedia.com, Ask.com, Encarta.msn.com, Infoplease.com, etc. Information gathered from these sites may be unreliable and inaccurate since they do not follow the formal oversight of the peer-review process. Please avoid using these sites. They will not be permitted in this course and will not count towards fulfilling assignments.

- **Feedback:** Feedback is provided for graded exercises and assignments within 5-6 days of the due date. Moreover, if you need feedback at any time regarding participation assignments, please ask.
- **Incompletes:** Amberton University policy states that it is up to an instructor's discretion as to whether he or she grants an “Incomplete” at the end of the course.
- **Course Contribution:** You are expected to study and learn, provide on-time completion of assignments, and regularly participate in and supply effective contributions to online discussions and activities. Those who demonstrate consistently high quality, professional performance, and who regularly contribute to course activities will earn high grades in this course. As a guideline, you should log in to the course and participate in the discussion, at least, two (2) times per week. Please plan on meeting the course requirements schedule. On rare occasions, circumstances beyond your control may

result in your missing a course commitment. Please contact me in advance of the due dates to discuss your situation.

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.

COURSE OUTLINE AND CALENDAR

WELCOME DISCUSSION (50 POINTS)

Students will complete a welcome discussion designed to help the students and instructor get to know each other.

DISCUSSION FORUM (50 POINTS EACH)

Each weekly unit will cover multiple chapters in the textbook. The assignments will help students digest the material required for each week. One (or more) of the chapters will be discussed on the discussion board. The discussion question(s) will ask students to post a substantive response and demonstrate insight gained from the course material. The initial discussion post is to be no less than 300 words, must reference material from the textbook, and is to be posted no later than **SUNDAY** at 11:55 p.m. CST. In addition to an initial post to the discussion, students are required to respond to the posts of TWO other students in the class. These responses should be a minimum of 50 words and be substantive. A response such as "I agree with her" or "I like what he said about that" is not considered a substantive post and will not be counted for assignment credit. Students must complete two response posts by **TUESDAY** evening at 11:55 p.m. CST.

Grading of discussion postings will be proportioned as follows:

- 80% - Original Post
- 10% - Reply to a Classmate
- 10% - Reply to a Classmate

The student should read the feedback provided and ensure future assignments follow suggestions.

POWERPOINT ON RESEARCH TOPIC (100 POINTS)

Each student will be required to create a PowerPoint presentation regarding their chosen research paper topic. The student should prepare the PowerPoint as if they are an HR leader charged with convincing senior leadership of an HR initiative.

1. The PowerPoint covers the exact same topic as the research paper, just in a more condensed form, as such, the topic should be sent to Dr. Peters no later than **07/08/26** for approval.
2. The PowerPoint presentation should be a minimum of 12 slides, to include the title/introductory slide and reference slide(s), i.e., 10 slides of researched content.

3. Voiceovers are not required.
4. Ten scholarly references are required and these references should be the **same ten references** used in the research paper assignment, one of which should be the textbook.
5. In-text citations are required.
6. Slides with minimum information/content will not count towards the minimum length requirement.

GRADUATE RESEARCH PAPER (500 POINTS)

Each student will be expected to complete one research paper wherein the student will select a topic **from the textbook** to research in-depth.

1. This topic should be sent to Dr. Peters for approval no later than **07/08/26** (in 50 words or less submitted in Moodle). Please reference the page number from the text where this topic was found.
2. The research paper will be completed in strict APA format and should use a minimum of ten **scholarly** references (the textbook should count as one of these).
3. The content should be a minimum of ten pages (in the body/narrative) with **ten scholarly (peer-reviewed) references**.
4. An abstract is not required, nor will it count toward the length requirement.
5. Pages with additional spacing made in an attempt to lengthen the document will not be graded.
6. This paper should be written for this 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
1 06/13/2026- 06/19/2026	Orientation and Review Syllabus	Welcome Discussion Board Post Please note <u>all</u> due dates and add them to your calendars!	Feel free to get a head start on week 2.	<ul style="list-style-type: none"> ● Introduction discussion board post due by: SUNDAY, 06/14/2026 at 11:55 p.m. CST. ● Two peer replies by: TUESDAY, 06/16/2026 at 11:55 p.m. CST.
2 06/20/2026- 06/26/2026	PART I: Introduction Ch. 1: Introduction to Law at Work Ch. 2: The American Legal System Ch. 3: An Overview of the Employee/Employer Relationship	Read Chapters: 1-3	1, 3, 4, 6, 9, 12, 15, 16	<ul style="list-style-type: none"> ● Discussion forum initial post due by: SUNDAY, 06/21/2026 at 11:55 p.m. CST. ● Two peer replies due by: TUESDAY, 06/23/2026 by 11:55 p.m. CST.

<p>3 06/27/2026-07/03/2026</p>	<p>PART II: Fair Treatment of Workers</p> <p>Ch. 4: Prohibited Discrimination</p> <p>Ch. 5: Responding to a Discrimination Complaint</p>	<p>Read Chapters 4-5</p> <p>1 Discussion post and 2 responses.</p>	<p>1, 2, 3, 5, 6, 7, 9, 10, 12, 14, 16, 17</p>	<p>● Discussion forum initial post due SUNDAY, 06/28/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by TUESDAY, 06/30/2026 by 11:55 p.m. CST.</p>
<p>FOURTH OF JULY HOLIDAY NO ASSIGNMENTS DUE</p>				
<p>4 07/05/2026-07/10/2026 SHORT WEEK</p>	<p>PART III: Finding Employees</p> <p>Ch. 6: Best Practices in Hiring and Promotion</p> <p>Ch. 7: Employer Responsibilities Under Federal Immigration Laws</p>	<p>Read Chapters 6-7</p> <p>1 Discussion post and 2 responses.</p> <p>Submit research topic approval.</p>	<p>1, 2, 4, 8, 9, 12, 13, 15, 16</p>	<p>● Discussion forum initial post due by: SUNDAY, 07/05/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by: TUESDAY, 07/07/2026 by 11:55 p.m. CST.</p> <p>● Must submit approval for research topic to Dr. Peters by: WEDNESDAY, 07/08/2026.</p>
<p>5 07/11/2026-07/17/2026</p>	<p>PART IV: Legal Issues on the Job</p> <p>Ch. 8: Employer Duties of Accommodation</p> <p>Ch. 9: Harassment in the Workplace</p> <p>Ch. 10: Privacy in the Workplace</p> <p>Ch. 11: Limiting Expression: Appearance Codes and English-Only Rules</p> <p>Ch. 12: Health and Safety on the Job</p>	<p>Read Chapters 8-12</p> <p>1 Discussion post and 2 responses.</p>	<p>1, 2, 9, 12, 18</p>	<p>● Discussion forum initial post due by: SUNDAY, 07/12/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by: TUESDAY, 07/14/2026 by 11:55 p.m. CST.</p>
<p>6 07/18/2026-</p>	<p>PART V:</p>	<p>Read Chapters 13-15</p>	<p>1, 2, 4, 12, 15, 18</p>	<p>● Discussion forum initial post due by:</p>

<p>07/24/2026</p>	<p>Pay, Benefits, and Leave</p> <p>Ch. 13: Compensation</p> <p>Ch. 14: Employee Benefits</p> <p>Ch. 15: The Family Medical Leave Act</p>	<p>1 Discussion post and 2 responses.</p>		<p>SUNDAY, 07/19/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by: TUESDAY, 07/21/2026 by 11:55 p.m. CST.</p>
<p>7 07/25/2026-07/31/2026</p>	<p>PART VI: The End of the Employment Relationship</p> <p>Ch. 16: Discipline and Termination</p> <p>Ch. 17: Retaliation and Whistleblowing</p> <p>Ch. 18: Unemployment Compensation</p> <p>Ch. 19: Post Employment Competition</p>	<p>Read Chapters 16-19</p> <p>1 Discussion post and 2 responses.</p>	<p>1, 5, 12, 14, 17</p>	<p>● Discussion forum initial post due by: SUNDAY, 07/26/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by: TUESDAY, 07/28/2026 by 11:55 p.m. CST.</p>
<p>8 08/01/2026-08/07/2026</p>	<p>PART VII: Special Issues in Employment</p> <p>Ch. 20: Constitutional Issues for Public Sector Employers</p> <p>Ch. 21: Unionization and Collective Bargaining in the Public and Private Sectors</p>	<p>Read Chapters 18-21</p> <p>1 Discussion post and 2 responses.</p>	<p>1, 14, 18</p>	<p>● Discussion forum initial post due by: SUNDAY, 08/02/2026 at 11:55 p.m. CST.</p> <p>● Two peer replies due by: TUESDAY, 08/04/2026 by 11:55 p.m. CST.</p>
<p>9 08/08/2026-08/14/2026</p>	<p>PowerPoint on Research Topic</p>		<p>1-18</p>	<p>● Due TUESDAY, 08/11/2026 by: 11:55 p.m. CST</p>

10 08/15/2026- 08/20/2026 SHORT WEEK	Final Graduate Research Paper		1-18	● Due NO LATER than TUESDAY, 08/18/2026 by: NOON CST. Late submissions will NOT be accepted for this assignment.
---	-------------------------------	--	------	--

GRADING CRITERIA

(Grading Scale – Provide the number and percent value of assignments, exams, papers, reports, group projects, etc. **along with** the appropriate University’s grading scale below. Be DETAILED to give your students the most information possible prior to the start of the session.)

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student’s Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in the 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.

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](mailto:LJones-Smith789@my.Amberton.edu)) 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 database 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 databases 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!