AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6832.E1 Multicultural Counseling
Winter 2027

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6832.E1 Multicultural Counseling
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2026
Ending Date of Session: Thursday, February 25, 2027

Student access available to the Student Portal: Saturday, December 5, 2026.

Winter Holiday Break:
Saturday, December 19, 2026, through Friday, January 1, 2027
(Classes resume on Saturday, January 2, 2027.)

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

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: 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: 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 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
CMHC Handbook

MA in Marriage and Family Therapy
MFT Handbook

MA in School Counseling
SC Handbook

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.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE
Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

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.
12. Describing cultural values, educational needs, and attitudes of culturally different clients and their relevance to learning development.

13. Demonstrating the differences in assessment, evaluation, and treatment skills required when working with culturally diverse populations.
14. Defining culture as it relates to multi-ethnic populations including gender and its relevance to learning development.
15. Understanding multicultural counseling and guidance from the perspective of various ethnic groups.
16. Demonstrating culturally appropriate approaches, skills, and strategies for various cultural groups.
17. Examining, understand 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.

COURSE OUTLINE AND CALENDAR:

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.

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	1, 2, 4, 5, 8, 10, 11, 12, 13.	**Reading**: Wednesday so that you can engage in class discussion
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**: Friday 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 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
5	MIDTERM	Chapters 1 - 11	1, 2, 4, 5, 8, 10, 11, 12, 13.	Final examination will open on

				Saturday at 8 am of Week 5
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 Engagemen**t: 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 Engagemen**t: Sunday at midnight
8	Ch. 19 Counseling Immigrants and Refugees Ch. 20 Counseling LGBTQ Populations 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 Engagemen**t: 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 Engagemen**t: Sunday at midnight
10	FINAL EXAM	Chapters 12 - 24	1, 2, 4, 5, 8, 10, 11, 12, 13.	Online administration due by Tuesday at midnight of the 10th week of course. Details are in the course moodle.

GRADING CRITERIA:
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	7	30	210	20%
Class Attendance	8	10	80	10%
Midterm Examination (Ch. 1–11)	1	100	100	35%
Final Examination (Ch. 12–24)	1	100	100	35%
			490	100%

Grade	Percentage Range	Raw Point Range (out of 600)
A	92 – 100	450 - 490
B	82 – 91	401 - 449
C	72 – 81	352 - 400
D	62 – 71	303 -351
F	Below 62	0 – 302

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:

1. Read all assigned chapters before Wednesday's class session.
2. Familiarize themselves with key terms, concepts, and frameworks presented in the readings.
3. Be prepared to engage in academic discussion, respond to questions, and participate in critical analysis of the material.
4. 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:

6. **Initial Response:** Due by **Friday evening**
7. **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:

5. Provide a **thoughtful, graduate-level response** that demonstrates comprehension of the assigned readings and course concepts.
6. Support ideas with **relevant examples, course material, and scholarly sources when appropriate**.
7. Write clearly and professionally using **proper grammar and academic tone**.
8. 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

1. Exams will be distributed and completed online through the course learning platform.
2. Students are expected to complete the exams independently and within the time frame specified in the course schedule.
3. 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.

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 Single Sign-On (SSO) as the primary access point for University systems, including Moodle, Amberton Email (Gmail), CampusWeb, Library resources, financial information, and other University applications.

Access the Amberton SSO Portal
Go to:
https://sso.amberton.edu

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at https://amberton.edu.

Activate Your Account
New students receive an Amberton University welcome email with an account activation link.

Select the activation link in that email and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:
username@my.amberton.edu

Sign In to SSO
After your account has been activated, go to:
https://sso.amberton.edu

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

Access Your Amberton Applications
After signing in, the SSO dashboard will display the applications available to your account.

These may include:

- Moodle
- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Other University applications and services

Select the appropriate application from the SSO dashboard.

Access Moodle
Students should access Moodle through the Amberton SSO portal.

Go to:
https://sso.amberton.edu

Sign in and select Moodle from the SSO dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Password activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, assignments, communication, examinations, grades, and other Moodle functions.

Technical Support
If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:
support@amberton.edu

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or their Amberton University email account.

Email Communication
Each student is assigned an Amberton email address in the following format:
username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at:
https://sso.amberton.edu

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students are responsible for reviewing the "Communication Guidelines" provided in the individual e-Course for specific instructor requirements.

Students who need to retain course communications, assignments, or other materials should download and save them before the course closes.

For assistance accessing SSO, Moodle, or Amberton email, contact support@amberton.edu.

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.

TEXAS EDUCATION AGENCY COMPETENCIES
This course addresses the School Counselor Competencies set forth by the Texas Education Agency.

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