

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6740.E1 Counseling Ethics
Summer 2025

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6740.E2 Counseling Ethics

Level: Graduate

Beginning Date of Session: Saturday, June 14, 2025

Ending Date of Session: Thursday, August 21, 2025

Student access available to the Student Portal: Saturday, June 14, 2025.

Holiday Closings:

Juneteenth Observance- There will be no classes held and no assignments due on Thursday June 19, 2025.

4th of July Holiday: There will be no classes held and no assignments due on Friday, July 4, 2025.

Zoom sessions for this course are offered on Tuesday evenings at 6:30pm on the following dates: June 17, July 15, August 11. Attendance is optional, but highly recommended.

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: Issues and Ethics in the Helping Professions
Author: Gerald Corey, Marianne Schneider Corey, and Cindy Corey
Publisher: Cengage Learning Publishing Company
Year Published: 2024
Edition: 11th
ISBN: 13: 9780357622599
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 Professional Counseling

https://amberton.edu/wp-content/uploads/2023/06/LPC_Handbook_2023_2024.pdf

MA in Marriage and Family Therapy

https://amberton.edu/wp-content/uploads/2023/06/MFT_Handbook_2023_2024.pdf

MA in School Counseling

https://amberton.edu/wp-content/uploads/2024/10/School_Counseling_Handbook_2425.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:

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course is specifically designed to prepare graduate students to function in the formal role of a professional practitioner. Major emphasis is placed upon ethical and legal issues, standards, and conditions of preparation for the professions, and role identity matters. Models of decision making are presented with emphasis on application in mental health settings.

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

1.	Discussing the historical development of professions, in general, and the counseling profession specifically.
2.	Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
3.	Discussing high-risk practices with clients such as social, business, and personal relationships, sexual contact with clients, and other boundary issues.
4.	Describing and analyzing the ethical, legal, and professional standards of the counseling and guidance profession, including local, state, and national ethical and legal codes related to mental health counselors and Christian counselors.
5.	Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, and the rights of clients in mental health and Christian counseling settings.
6.	Discussing ethical and professional issues specific to group counseling and group guidance in mental health settings.
7.	Considering the various roles and responsibilities of the counselor within mental health settings, Christian counseling settings, and the community.
8.	Discussing the professional Codes of Ethics for Counselors, Marriage & Family Therapists, Christian Counselors, and other specialized helping professionals.
9.	Explaining the ethical issues in counseling-therapy research practices in mental health settings.
10.	Describing the nature of professional liability, malpractice, and treatment of dangerous and difficult clients in mental health settings.
11.	Defining and understanding crisis intervention in the helping professions.
12.	Examining the differences between crisis and psychotherapy.
13.	Defining consultation and supervision as related to the counseling profession.
14.	Examining the relationship among counseling, ethics, and professional responsibility in order to promote the growth of the counselor and the counseling profession.
15.	Identifying ways to apply core principles, values, and qualities to guide therapist behavior and therapeutic relationships.
16.	Identifying and developing hard and soft skills needed for effective ethical decision-making.

17. Understanding that cultural competence provides honest and fair services to those from diverse and minority population groups.

COURSE POLICIES:

- Beginning in the Fall 2023 session, students who are enrolled in the **Professional Counseling** degree program must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) practice exam before registering for CSL6839 Pre-Practicum. Detailed information about the exam and program requirements can be found in the LPC Handbook as well as the information page on our website: [CPCE Information Page](#)
- Beginning in the Fall 2023 session, students who are enrolled in the **Marriage & Family Therapy** degree program must successfully pass the American Association of Marriage & Family Therapy Regulatory Board practice exam (AMFTRB) before registering for CSL6839 Pre-Practicum. Detailed information about the exam and program requirements can be found in the MFT Handbook as well as the information page on our website: [AMFTRB Information Page](#)
- **Make-Up Exam Policy:**
- Make-up exams for the midterm exam will be given by appointment only. Please notify the instructor (via course email AND in person) if you are unable to be present for the midterm exam. Make-up exams for the final exam will **only be given in extreme situations**. Make-up exams for the final exam must be approved by the instructor. Students not taking the final exam will be given a grade of “F” for the course. Upon completion of the exam and all required coursework, a grade will be submitted to the Academic Services Office.
- **Late Assignment Policy:**
- **All assignments will be submitted on the due date that is noted on the syllabus unless otherwise notified. All assignments are to be submitted via Moodle using PDF format unless otherwise notified.** Any assignment submitted at the end of class or after the due date will automatically lose a letter grade. All assignments submitted after the second week will automatically receive a failing grade.

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. 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 dropped 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 an Online course for this semester. Please review Moodle for course assignments and submissions.

Week	Topic	Assignment	Competencies Covered	Due Date
Week 1:	Chapter 1: Introduction to Professional Counseling Chapter 2: The Counselor as a Person and as a Professional	ZOOM MEETING SEE MOODLE FOR INSTRUCTIONS	1-16	SEE MOODLE

Week 2:	Chapter 3: Values in a Helping Relationship Chapter 4: Multicultural Perspectives and Diversity Issues COURSE FORUM #1	COURSE FORUM #1 SEE MOODLE	1-16	SEE MOODLE
Week 3	COURSE FORUM #2	COURSE FORUM #2 SEE MOODLE	1-16	SEE MOODLE
Week 4	Chapter 5: Clients Right and Counselors Responsibility Chapter 6: Confidentiality: Ethical and Legal Issues Chapter 7: Managing Boundaries and Multiple Relationships	INTERVIEW WITH A PROFESSIONAL COUNSELOR REFLECTION PAPER (SEE MOODLE FOR INSTRUCTIONS)	1-16	SEE MOODLE
Week 5:	Chapter 8: Professional Competence and Training Chapter 9: Ethical Issues in Supervision	COURSE FORUM #3 SEE MOODLE ZOOM MEETING SEE MOODLE FOR INSTRUCTIONS	1-16	SEE MOODLE
Week 6:	MIDTERM	Midterm Exam: Chapters 1-9	1-16	SEE MOODLE
Week 7:	Chapter 10: Ethical Issues in Theory and Practice	Six moral principles to ethical dilemmas paper (SEE MOODLE FOR INSTRUCTIONS)	1-16	SEE MOODLE
Week 8:	Chapter 11: Ethical Issues in Couples and Family Therapy Chapter 12: Ethical Issues in Group work	COURSE FORUM #4 SEE MOODLE	1-16	SEE MOODLE
Week 9:	Chapter 13: Community and Social Justice Perspectives	ZOOM MEETING SEE MOODLE FOR INSTRUCTIONS	1-16	SEE MOODLE

Week 10:	FINAL EXAM	FINAL Exam: Chapters 10-13 Exam will be on Moodle from 6:30pm to 8:30pm CST	1-16	SEE MOODLE
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GRADING CRITERIA:

Final grades will be based on the midterm and final exams, course forums, and written reports.

Assignments	Points
Assignment #1: Course Forum (Main and Response Post) SEE MOODLE FOR DETAILS- 10 POINTS PER FORUM	30
Assignment #2: Interview-Professional Counselor Reflective Paper (SEE MOODLE FOR INSTRUCTIONS)	10
Assignment #3: (1) Course Forum Q&A (NOT A MAIN AND RESPONSE POST) (SEE MOODLE FOR INSTRUCTIONS)	20
Assignment #4: Six moral principles to ethical dilemmas paper (SEE MOODLE FOR INSTRUCTIONS)	10
Midterm Exam: Chapters 1-9	15
Final Exam: Chapters 10-13	15
Total Possible	100

Rubric for Discussion Board Posts (Main and Response) Main Post (10 points – Students are required to submit two Main Posts in each Forum).

Main Posts are new threads that are responses to the instructions for specific chapters noted on Moodle and within Syllabus. Main posts must be submitted BY THURSDAY of the week that the main post is due so that others can respond accordingly. Recommendation: Main post should be posted before 72 hours of the due date. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all questions noted in the assignment prompt, supported by references from the assigned reading.
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the main post should be made days before the discussion closes so that others can post responses).

Response Post (5 points are included with the 10 points for the Main Post points) – Students are required to make two different response posts to two different students in each forum). Response posts should illustrate that the student has read all postings per that chapter.

RESPONSES are DUE NO LATER THAN the Saturday that is listed on the syllabus and on Moodle by 11:55pm. Reminder: The main post is due by that Thursday and the Responses are due no later than that Saturday. Requirements of each response post include the following:

- A. At least 100 words in length

- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness (the response post is due by 11:55 pm CST on the date the discussion closes.

Discussion Post Rubric for Main and Response Posts: Criteria

MAIN POST

Critical Thinking/Application

10 Points Possible - Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content, while including examples and elaboration on chapter question. Incorporation of references from the topic's associated readings.

Formatting, Grammar, and Word Count - No mistakes. Word count met.

Timeliness- On time. Post is made so other students have time to read.

6 Points Possible - Examples within posts are limited. References may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion.

3 Point Possible - Lack of critical thinking and application. Limited evidence that required reading was completed and applied. References are not used, do not apply to the chapter question or the post being responded to, or appear haphazardly chosen.

Response Post is excellent in the areas (a) critical thinking/application; (b) formatting, grammar, and word count (**5 Points Possible**)

Response post is satisfactory; and may be limited in any of the following areas: (a) critical thinking/application; (b) formatting, grammar, and word count (**3 Points Possible**)

Post hardly meets the required criteria. (**1 Point Possible**)

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 *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

Through the Amberton University Student Portal

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>) or at <http://apps.Amberton.edu>. After selecting the "Student Portal" link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

Username = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

Password = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

Through the Amberton University Moodle Website

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

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

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

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

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic

timetable

- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work