CSL6798.01 Child & Adolescent Psychopathology
Winter 2026
Location: Garland Campus

PROFESSOR INFORMATION:

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COURSE INFORMATION:
CSL6798.01   Child & Adolescent Psycholathology
Level: Graduate
Beginning Date of Session: Saturday, December 6th 2025
Ending Date of Session: Thursday, February 26th 2026
The first class meeting is **Monday December 8th 2025**, in **Room 8 (Garland Campus**

**Winter Holiday Break:
Saturday, December 20th, 2025, through Friday, January 2nd, 2026.
(Classes resume on Saturday, January 3rd, 2026)**

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

COURSE PREREQUISITES:
CSL6801

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title:	Diagnostic & Statistical Manual of Mental Disorders – 5th edition – Text Revision
Author:	American Psychiatric Association
Publisher:	American Psychiatric Association
Year Published:	2022
Edition:	5th Edition – Text Revision
ISBN:	13: 978089042576 or 9780890425763
Price:	Available at http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks

may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

LINKS TO COUNSELING HANDBOOKS
MA in Clinical Mental Health Counseling
https://amberton.edu/wp-content/uploads/2023/12/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/2025/06/MA-SC-Handbook-June-2025.pdf

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

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 Art in School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

COURSE COMPETENCIES:
This course presents the genetic, neurodevelopmental, biological, and systemic bases of psychopathology and abnormal behavior in children and adolescents as specifically defined by the American Psychiatric Association (APA, 2022) in the Diagnostic and Statistical Manual of Mental Disorders 5th Edition – Text Revision (DSM-5-TR). Students develop skills for conducting psychiatric interviews with parents/guardians and pediatric populations, appropriate use of psychodiagnostic tests and assessments, developing treatment plans, and providing developmentally appropriate, culturally aware, and systems-based psychotherapeutic interventions.

The course will also examine the unique symptom presentations and treatment approaches for pediatric populations with mental illnesses as mediated by exposure to drugs/diseases while in utero, perinatal complications, early childhood disease/injuries, parent/caretaker and peer-relationships, and trauma/chronic stress as it relates to normal versus abnormal neurodevelopment and psychological development. Additionally, this course will review the common primary medical etiologies of psychopathology and psychiatric comorbidities seen in pediatric populations, as well as contemporary theories and practice of clinical psychopharmacology in children and adolescents.

Additionally, students will gain foundational knowledge in emerging technologies and artificial intelligence applications in child and adolescent counseling. The course provides comprehensive training in child and adolescent counseling techniques enhanced by AI-assisted assessment tools, while examining ethical considerations in technology-assisted therapeutic interventions. Students will explore the integration of AI in counseling assessment techniques and evidence-based treatment planning, preparing them for the evolving landscape of contemporary professional counseling.

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

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PREREQUISITE:CSL6801

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

1. Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
2. Comprehending and examining the developmental theories upon the manifestation and treatment of mental disorders in child and adolescent clients.
3. Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in child and adolescent clients.
4. Developing comprehensive skills with regard to effective collaboration and consultation with schools, parents, and caretakers of children and adolescents.
5. Conceptualizing and integrating classical, contemporary, and emerging research evidence, which highlight the importance of considering physical, social, neurodevelopmental, neuropsychological, and general psychological developmental theories in relation to both the assessment/diagnostic process and treatment of mental disorders in children and adolescents.
6. Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.
7. Understanding fundamental normal and abnormal central nervous system function and brain neuroanatomy, neurophysiology, and development in children and adolescents.
8. Performing a differential diagnosis while integrating an advanced understanding for the bases of neurodevelopment in relation to psychopathology in early/middle childhood, pre-adolescence, and adolescence.
9. Comprehending and assessing for the most commonly encountered medical etiologies vs. primary psychiatric illness, as well as the commonly encountered general medical, psychiatric, and neurological comorbidities of mental illness in children and teen.
10. Conceptualizing child and adolescent psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidenced-bases treatment plans utilizing both individual counseling interventions and systemic approach.
11. Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for psychodiagnostics, educational diagnostics, and measurement of treatment progress and outcomes.
12. Understanding ethical, legal, and cultural factors related to psychiatric use of evidenced-based therapeutic interventions, prognostics, treatment planning, and treatment outcomes.
13. Comprehending and examining the role of prenatal, perinatal, early childhood, and general neurodevelopment as it pertains to mental illness in children and adolescents.
14. Synthesizing and integrating the general physical psychosocial, educational, systemic, cultural, and neuropsychological factors associated with the psychological and neurobiological pathophysiology of mental illness in children and adolescents.
15. Developing agility in clinical applications of evidence-based assessment and treatment modalities of psychiatric disorders in children and adolescents within the context of rapidly evolving and devolving micro- and macro-systems causing dramatic changes to accessing information, advancing technologies, exposure to societal stressors, and the modification of laws, ethics, and cultural and societal norms.
16. Understanding and ethically implementing AI-assisted assessment tools and therapeutic interventions in child and adolescent counseling while maintaining appropriate clinical boundaries and professional judgment in technology-enhanced differential diagnoses for mental disorders, treatment planning and delivery.

ACQUIRED SKILLS:

1. Proficiency in utilizing the latest AI-enhanced assessment tools for child and adolescent diagnostic evaluation.
2. Integration of AI-assisted differential diagnosis and treatment planning while maintaining clinical expertise and ethical boundaries.
3. Critical evaluation of AI applications across all child and adolescent counseling contexts.

COURSE POLICIES:

All assignments are due by the due dates outlined in Moodle. Requests for deadline extensions to complete online tests are considered on a case-by-case basis and are not guaranteed. Dr. Armstrong reserves the right to modify any of the course assignments and will provide an updated syllabus if that occurs.

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

Lecture and In-Person Class Discussions

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
1	Introduction to Psychiatric Diagnostics & Conducting Psychiatric Diagnostic Interviews / Performing a Differential Diagnoses Review of Fundamental DSM-5-TR Nosology DSM-5 vs. DSM-5-TR: A Review of What Has Changed Introduction to Fundamental Principles of Disordered Neurodevelopment and Psychopathology in Children & Adolescents	Complete Week 1 Quiz Begin Reading DSM-5-TR Introductory Chapters (i.e., all sections prior to Neurodevelopmental Disorders in the DSM)	1, 3, 6, 8, 10	**IMPORTANT NOTE: WEEK 1 QUIZ MUST BE COMPLETED BY 12/18/2025 IN ORDER FOR STUDENTS TO BE COUNTED AS "ENROLLED" IN THE COURSE. ALL OTHER QUIZZES AND EXAMS ARE DUE NO LATER THAN THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS.
2	Contemporary Diagnostics & Treatment of:	Complete Week 2 Quiz	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

		Read DSM-5-TR Chapter: Neurodevelopmental Disorders		
3	Contemporary Diagnostics & Psychotherapeutic Treatment of: ADHD in Children & Adolescents Fundamentals of Psychopharmacological Theory & Treatment of ADHD & Tourette's/Tics in Children and Adolescents	Complete Week 3 Quiz Finish Reading DSM-5-TR: Neurodevelopmental Disorders Begin Reading DSM-5-TR: Schizophrenia Spectrum and Other Psychotic Disorders Bipolar and Related Disorders Depressive Disorders	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
4	Contemporary Diagnostics and Psychotherapeutic Treatment of: Mood Dysregulation in Children and Adolescents: DMDD, Depression, and Pediatric Bipolar Disorder Fundamentals of Psychopharmacological Theory & Treatment of Mood Dysregulation and Explosive Anger in Children and Adolescents Risk Factors and Underlying Neurodevelopmental Pathophysiology Associated with Executive Dysfunction-related Mood/Behavioral Dysregulation in Children and Adolescents	Complete Week 4 Quiz Finish Reading DSM-5-TR: Schizophrenia Spectrum and Other Psychotic Disorders Bipolar and Related Disorders Depressive Disorders	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
5	MID-TERM EXAM **NO IN PERSON CLASS THIS WEEK**	MID-TERM EXAM ADMINISTERED IN MOODLE	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	MID-TERM EXAM IS DUE NO LATER THAN THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS.

6	Contemporary Diagnostics and Psychotherapeutic Treatment of: Anxiety, Trauma, and Compulsive Disorders in Children and Adolescents Fundamentals of Psychopharmacological Theory & Treatment of Anxiety/OCD/Stressor-Based Symptoms in Children and Adolescents Exposure to Psychological Stress, Physiological Stress, and Trauma and the Developing Brain	Complete Week 6 Quiz READ DSM-5-TR: Anxiety Disorders Obsessive-Compulsive and Related Disorders Trauma- and Stressor-Related Disorders Feeding and Eating Disorders Disruptive, Impulse-Control, and Conduct Disorders	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
7	Contemporary Diagnostics and Psychotherapeutic Treatment of: Addiction & Substance-Related Disorders in Children and Adolescents Differential Diagnosis of Substance-Related vs. Primary Etiologies of Mental Disorders Fundamentals of Psychopharmacological Theory & Treatment of Addiction	Complete Week 7 Quiz READ DSM-5-TR: Substance-Related Disorders	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
8	Contemporary Diagnostics and Psychotherapeutic Treatment of: Dissociative Disorders Somatic Symptom and Related Disorders Sleep-Wake Disorders Childhood Temperament / Attachment Styles / & Personality Traits in the Developing Brain	Complete Week 8 Quiz READ DSM-5-TR: Dissociative Disorders Somatic Symptom Disorders Sleep-Wake Disorders Begin Reading DSM-5-TR: Personality Disorders	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	
9	Contemporary Diagnostics and Psychotherapeutic Treatment of:	Complete Week 9 Quiz	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	

	Emerging Disordered Personality Traits in Pre-Adolescence and Adolescence Gender Dysphoria in Children and Adolescents Evaluation and Treatment of the Psychosocial and Neurodevelopmental Sequelae Associated with Neurocognitive Disorders in Children and Adolescents	Read DSM-5-TR: Personality Disorders Gender Dysphoria Neurocognitive Disorders		
10	FINAL EXAM **NO IN PERSON CLASS THIS WEEK**	FINAL EXAM ADMINISTERED IN MOODLE	1, 2, 3, 4, 5, 6, 7, 8, 9, & 10	FINAL EXAM DUE BY THE LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS. ALL QUIZZES AND EXAMS DUE BY LAST DAY OF CLASS 12PM NOON AS NOTED ON PAGE 1 OF THIS SYLLABUS.

GRADING CRITERIA:
MID-TERM EXAM = 30 POINTS
FINAL EXAM = 30 POINTS
WEEKLY QUIZZES (TOTAL) = 40 POINTS (5 POINTS X 8 WEEKLY QUIZZES)

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

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

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

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

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

How to Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE COMMUNICATIONS:
This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to email, Remote Research and General Tools. The Student Portal may be accessed through a link on the University's website, 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:

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 online course materials, email access, Remote Research, General Tools, all Syllabi, and Research Tutorials.

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

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

> Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

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

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

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

If you already have a Google Gmail account, you might be prompted to add this account to your current settings. 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

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: http://moodle.Amberton.edu

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

Moodle Tutorial:

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

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

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

RESEARCH RESOURCES:

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

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

RESEARCH ACCESS:

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

Library Live Chat Feature

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

Microsoft Office 365 Education:
Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:
• Microsoft Word for document creation
• Excel for spreadsheets and data analysis
• PowerPoint for presentations
• OneNote for digital note-taking
• Microsoft Teams for collaboration
• Additional classroom tools to enhance your learning experience
To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

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

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

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:
- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work