

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**CSL6833.E1 Counseling Children and Adolescents**  
**Summer 2026**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

CSL6833.E1 Counseling Children and Adolescents  
Level: Graduate  
Beginning Date of Session: Saturday, June 13, 2026  
Ending Date of Session: Thursday, August 20, 2026

**Student access available to the Student Portal: Saturday, June 13, 2026**

**Holiday Closing:**

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

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

**COURSE PREREQUISITES:**

**None**

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: Counseling Children and Adolescents; Connecting Theory, Development, and Diversity  
Author: Smith-Adcock, Sondra & Tucker Catherine  
Publisher: Sage  
Year Published: 2023  
Edition: 2nd  
ISBN: 13: 978-1544385990  
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](http://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**

<https://amberton.edu/wp-content/uploads/2026/01/CMH-Handbook-1-5-26.pdf>

## **MA in Marriage and Family Therapy**

<https://amberton.edu/wp-content/uploads/2026/01/MFT-Handbook-1-5-26.pdf>

## **MA in School Counseling**

<https://amberton.edu/wp-content/uploads/2025/06/MA-SC-Handbook-June-2025.pdf>

### **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7<sup>th</sup> 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*, (7<sup>th</sup> 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 course addresses the major issues related to counseling children and adolescents within a developmental, familial, and social framework, with a focus on supporting both typical and neurodiverse learners. Students enrolled in children and adolescent counseling graduate programs will benefit from a conceptual model of treatment planning, clinical assessment, and protocols discussed in class, including areas of developmental adjustment, abuse and neglect, and individual interpersonal issues. The course applies to those pursuing a children and adolescent counseling certification, professional counseling, school counseling, or others who will work with children or adolescents in a therapeutic or educational setting. Treatment approaches will include an extension of behavioral, art, and play therapy options. Issues of professional practice include codes, ethical standards, documentation, and safe practice in counseling children and adolescents.

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

1. Thinking critically about what it means to grow up in the 21st century.
2. Describing a developmental perspective for counseling with children.
3. Describing a developmental perspective for counseling with adolescents.
4. Compare historical social and economic patterns to recent trends experienced as adolescents transition to young adulthood.
5. Exploring the relevance of growing up in an abusive and/or neglectful environment.
6. Developing a conceptual framework for assessment and treatment planning with children, adolescents, and their families.
7. Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents, and their families.
8. Developing skill sets for working with both individually and in groups with children, adolescents, and their families, utilizing the diagnostic criteria of diagnostic and statistical manual of psychological disorders.
9. Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
10. Including parents and families and the overall treatment of issues and children and adolescents.
11. Clarifying protocols for addressing serious developmental behavioral or interpersonal issues that the profession has identified as being high priority.
12. Writing and maintaining appropriate documentation of counseling work with children and adolescents utilizing AI and technology to streamline processes, enhance accuracy, and ensure confidentiality.

13. Addressing issues related to developing one's own clinical style for counseling with children and adolescents.
14. Investigating professional issues that arise across various treatment settings.
15. Identifying the value of utilizing play therapy with children.
16. Researching developmentally appropriate play-based therapeutic interventions to be used with children.
17. Developing child-focused treatment plans that include necessary parental psychoeducational components, empowering the child and their family towards health and healing.
18. Incorporating expressive art strategies into work with children and adolescents.
19. Developing cognitive behavioral approaches to practice with children, adolescents, and families.
20. Analyzing the unique neuropsychological profiles of children and adolescents with ADHD, Autism, and Dyslexia to inform tailored counseling approaches.
21. Understanding the impact of artificial intelligence tools in assessing and supporting the mental health needs of children and adolescents.

### **ACQUIRED SKILLS:**

1. Therapeutic Treatment Planning for Children and Adolescents
2. Therapeutic Goal Writing for Children and Adolescents
3. TEA Dyslexia Continuing Education Certificate

### **COURSE POLICIES:**

Due dates for all assignments are provided at the beginning of the course. Students are expected to plan accordingly and submit all work by the listed deadlines. Weekly assignments should be completed according to the schedule provided on the Moodle course page.

All assignments are due **Friday at midnight**, unless otherwise noted in the course schedule.

Assignments must be submitted in **Word or Pages format only**. PDF submissions will not be accepted.

Late assignments are generally not accepted. In emergency situations, assignments may be submitted up to **seven days late with a 50 percent penalty**. No exceptions will be made beyond this window. Late submissions that are received will be evaluated **at the end of the semester** and will not be graded within the normal weekly grading timeframe.

Students experiencing hardships are encouraged to reach out **prior to assignment due dates** so that their situation can be discussed and, when appropriate, alternative arrangements may be considered.

This is a graduate-level course. Students are expected to demonstrate professionalism, thoughtful engagement with course material, and timely completion of all assignments. By enrolling in and remaining in this course, students indicate that they have read and agree to follow **Dr. Flatt's course requirements, expectations for professional conduct, and assignment deadlines**.

### **Student's Responsibilities**

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

### **Attendance Policy:**

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period

for Saturday classes) of the class meetings may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

### **Plagiarism Policy**

Plagiarism is the presentation of someone else’s work as though it were your own. If you use another person’s words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

**Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

**Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

**Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help

students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Please see below for instructions.

### **COURSE OUTLINE AND CALENDAR:**

This is an online course. A minimum of three optional Google Meet discussion sessions will be offered during the semester to review course concepts, clarify expectations, and extend discussions related to the textbook and course activities. Meeting details will be posted in Moodle.

This graduate-level course is designed to equip students with both theoretical knowledge and practical skills in child and adolescent counseling. The course is organized into two phases to provide a strong understanding of both developmental processes and counseling approaches.

In the first phase of the course, students will examine the developmental stages of children and adolescents. Attention will be given to the emotional, cognitive, and social development that occurs from early childhood through young adulthood. This developmental foundation provides an essential framework for understanding the challenges and strengths that children and adolescents experience at different stages of growth.

In the second phase of the course, students will explore counseling modalities commonly used with children, adolescents, and young adults. Emphasis will be placed on evidence-based strategies and interventions that address the diverse needs of this population. Special attention will be given to supporting neurodiverse clients, including individuals with Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD), and Dyslexia.

Course activities are designed to integrate developmental theory, counseling skills, and ethical considerations consistent with professional counseling standards. Through case studies, discussion activities, and applied learning experiences, students will develop the skills needed to foster inclusive, supportive, and developmentally appropriate counseling environments.

By the end of the course, students will be prepared to provide effective counseling to children and adolescents using developmentally informed and evidence-based approaches.

Week	Topic	Assignment	Competencies Covered	Due Date
<b>Week 1</b> June 13–19	Chapter 1 – Historical and Contextual Trends and Counseling Children and Adolescents	Discussion 1	1	<b>Friday, June 19</b>
<b>Week 2</b> June 20–26	Chapters 10 & 11 – Young Children (ages 0–4 & 5–8)	Discussion 2	2, 10	<b>Friday, June 26</b>
<b>Week 3</b> June 27–July 3	Chapters 12 & 13 – Older Children (ages 9–11 & 12–14)	Discussion 3 <b>Case Study 1</b>	2, 3, 10	<b>Friday, July 3</b>
<b>Week 4</b> July 4–10	Chapters 14 & 15 – Older Adolescents / Young Adults (ages 15–19, 18–24)	Discussion 4	2, 3, 10, 11, 15	<b>Friday, July 10</b>
<b>Week 5</b> July 11 – July 17	Chapters 2 & 4 – Legal Issues & The	Discussion 5	4, 5, 6, 12	<b>Friday, July 17</b>

	Therapeutic Alliance			
<b>Week 6</b> July 18 – July 24	Chapter 3 – Attachment & Trauma	Discussion 6 <b>Case Study 2</b>	5, 6, 13, 17	<b>Friday, July 24</b>
<b>Week 7</b> July 25 – July 31	Chapters 5 & 6 – Psychodynamic & Humanistic Theories	Discussion 7	5, 6, 14	<b>Friday, July 31</b>
<b>Week 8</b> August 1 – August 7	Chapter 7 – Cognitive / Behavioral Theories	Discussion 8 <b>Case Study 3</b>	7, 8, 9, 14	<b>Friday, August 7</b>
<b>Week 9</b> August 8 – August 14	Chapters 8 & 9 – Family Systems & Constructivist Approaches	Discussion 9 <b>Final Project – Parent Interview</b>	7, 8, 9, 14	<b>Friday, August 14</b>
<b>Week 10</b> August 15 – August 20	Reflections Week	Discussion 10	1, 2, 3, 8, 15,	<b>Thursday, August 20</b>

### GRADING CRITERIA:

10 Discussion posts or activities (10 @ 4 points each = 40 points)

Case Studies (10 @ 3 points each = 30 points)

Parent–Child Interview Project (Final Exam) = 30 points

**Total of 100 possible points**

*Notice: Grades are based on cumulative points and not assignment averages.*

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:**

### **SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY**

Amberton University uses a Single Sign-On (SSO) portal to provide secure, one-time access to various systems like Moodle, Amberton Email (Gmail), and Campus Web.

### **Here are the step-by-step instructions for logging into the SSO portal:**

#### **1. Access the SSO Portal**

You have two main ways to reach the login page:

- Direct URL: Open your web browser and go directly to the SSO login page:

<https://sso.amberton.edu>

- Via University Website (Alternative):

1. Go to the Amberton University website: <http://amberton.edu>.
2. Click the menu icon (often represented by 3 horizontal bars typically found on the right side of the screen).
3. Click the SSO Login link.

#### **2. Enter Your Credentials**

When prompted, enter your Amberton University credentials:

- Username: This is the same as your University email account name (the part before @my.Amberton.edu).
  - Format: Your capitalized first name initial + your entire last name + the last three digits of your SSN.
  - Example: If your email is JSmith789@my.Amberton.edu, your Username is JSmith789.
- Password: This is your Amberton University ID # (AUID), and it must include the dashes.
  - Example: 07-999-876

#### **3. Set Up Multi-Factor Authentication (Initial Login Only)**

- First-Time Users: During your initial log-in, the system will prompt you to set up Two-Factor Authentication (2FA) for added security.

- Follow the on-screen steps to establish your preferred authentication method (e.g., text message, or an authenticator application like Google Authenticator).

#### 4. Access Your Applications

- Once successfully logged into the SSO portal, you will see a dashboard with icons or links for the various applications you can access.
- Click on the application you wish to use (e.g., Moodle, Gmail, or CampusWeb), and you will be taken directly to it without needing to log in again

If you have lost or do not know your University email address or have access issues, please contact the IT Help Desk at:

(972-279-6511 ext. 128  
[e-sysop@amberton.edu](mailto: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](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send an email to your professor.

#### **Amberton University Moodle Website**

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

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

#### **Moodle Tutorial:**

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

#### **COURSE COMMUNICATIONS:**

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

#### **Email Communication**

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](http://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](mailto:Username@my.Amberton.edu)

Example: [LJones-Smith789@my.Amberton.edu](mailto: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](mailto: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.

**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](mailto: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](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://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](mailto: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](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](https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf)

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

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

### **Turnitin Draft Coach**

Instructions for Accessing Turnitin Draft Coach in Google Docs

Turnitin Draft Coach is typically available as an add-on or extension within Google Docs, allowing you to check for similarity, citations, and grammar *before* final submission.

Important Pre-requisites:

- Institutional Access: Draft Coach must be licensed and enabled by your school or institution's Turnitin and Google Workspace administrators. If you cannot find the extension, contact your instructor or IT support.
- Account: You must be signed into Google Docs using your institutional/school email account, not a personal Gmail account, for the extension to appear and work correctly.
- Document Type: The document must be a native Google Doc (not an uploaded .doc, .docx, or .pdf file opened in Docs). If you have another file type, copy and paste the text into a new, blank Google Doc.

### **Step-by-Step Guide**

1. Open Google Docs: Sign in to your institutional Google account and navigate to Google Docs.
2. Open Your Document: Open an existing assignment draft or start a new document and paste your writing into it.
3. Access the Extension: In the top menu bar of your Google Doc, click on Extensions.

4. Select Draft Coach: Hover over or click Turnitin Draft Coach, and then select Turnitin Draft Coach again from the submenu.
    - *Note: If the option does not appear immediately, refresh your page and try again.*
  5. Draft Coach Panel: The Draft Coach panel should now appear on the right-hand side of your screen.
  6. Get Started: The first time you open it, you may need to click a "Get Feedback" or similar button, and you will likely need to read and accept the Terms and Conditions to continue.
  7. Run Reports: Once loaded, you can select the tabs or cards in the panel to run different checks:
    - Similarity Check: Checks against Turnitin's database. (*Note: You typically have a limited number of checks for similarity, often three.*)
    - Citations Check: Analyzes your document for correct citation and referencing practices.
    - Grammar Guide: Provides feedback on grammar and mechanics (usually US-English rules).
- You are now ready to use Turnitin Draft Coach to review and improve your writing!