



INTERCULTURAL
TRAINING
AUSTRALIA



Provider No 31980

Diploma of Language Teaching – TESOL
10431NAT

Handbook

Containing:
Course Information
Student Information
Policies and procedures

This is customised from
The Australian College of Career Development Handbook
to be pertinent for this course.

Welcome!

We are excited to welcome anyone who feels called to teach English and join our community of passionate teachers-in-training at ITA TESOL. Whether or not you have any prior training or experience as a teacher, TESOL is a course that will give you the practical skills needed to become an English language teacher.

This nationally recognised TESOL training can open many doors of opportunity. Whether you are looking to support yourself with a paid job, or if you want to gain practical skills to teach English in a local community —TESOL will be an unforgettable learning experience.

The Diploma of Language Teaching – TESOL 10431NAT offered by Intercultural Training Australia Ltd (ITA) is distinctive for its hands-on teaching skills. It is conducted by a highly qualified and experienced team of trainers with the aim of releasing people into ministry. ITA is a not-for-profit company dedicated to high quality industry-standard training that is dedicated to worldwide Christian ministry. ITA has been working in the ESL industry since 2001.

This qualification is delivered under the auspices of the Australian College of Career Development (ACCD), and upon your enrolment you will become a registered student of this Registered Training Organisation (RTO). ACCD is an RTO provider No 31980, and will issue the nationally recognised qualification. The course is registered nationally under the Australian Skills Quality Authority (ASQA) and is listed on training.gov.au as 30987QLD - Certificate IV in Teaching Conversational English (TESOL).

What ITA TESOL students have said:

"This course is not just about TESOL, it is about communication for life."

"I am teaching overseas with this qualification and loving it!"

"I was teaching a group of students after only two weeks, I didn't think it was possible."

"This course changed my life - the way I view other cultures is different."

"I have gained work in language schools in Australia and found the training has helped me in my teaching."

"I am a trained teacher - this course gave me many creative and practical teaching tips I can use straight away."

"I'm a more confident person – thanks to the support of my TESOL trainers."

"At 18 I was able to teach English in Thailand for a year, with that experience I was employed to teach English on Christmas Island for two years. Thanks ITA."

Course Information

The Diploma of Language Teaching - TESOL is a comprehensive Diploma qualification, which offers skills in English language teaching. It is also designed to provide practical skills in language teaching which are transferable into teaching other mother tongues.

The Diploma of Language Teaching - TESOL offers additional skills in teaching language, literacy and numeracy to meet the Australian Core Skills Framework. It provides the knowledge and skills that underpin the teaching of conversational English. These skills may be required within Australia and overseas by industry/enterprise trainers, community and/or aid workers assisting persons learning English, and volunteers.

ITA TESOL uses an action-reflection model of adult training. Our training methods are interactive rather than lecture style so that course content is taught using techniques that the trainee teachers can adapt to use within their own classrooms. Students participate in all aspects of the class, through rotational stations, mini-teaching spots, and peer teaching of course content. Then students are invited to reflect on the purpose and objective of the task, and discuss how these activities can be adapted to suit a variety of teaching situations.

A valuable component of ITA TESOL is the one-on-one mentoring program. Each student has a mentor who meets with them throughout the course to provide assistance with course material, teaching practice assistance, and their learning journey.

Course Content

Code and title of qualification	10431NAT Diploma of Language Teaching - TESOL			
Units of competency	Code	Title	Hrs	Core/ Elective
	TSLLAN501A	Research and Implement Socio-Cultural Practices in Language Learning Contexts	100	Core
	TSLLAN502A	Prepare Language Learners to Take International Language Tests	120	Core
	TSLLAN503A	Research and Implement Second Languages Approaches	120	Core
	TSLLAN504A	Design and Implement Integrated Second Language Lessons	120	Core
	TSLLAN505A	Develop and Implement Strategic Corrective Feedback	100	Core
	TSLLAN506A	Source and Critique Language Learning Resources	100	Core
	CHCCS405A	Work Effectively with Culturally Diverse Clients and Co-Workers	20	Core
	BSBWHS501A	Ensure a Safe Workplace	60	Elective
	TAEDEL502A	Provide Advanced Facilitation Practice	50	Elective
	TAEDES501A	Design and Develop Learning Strategies	40	Elective
	TAEDES502A	Design and Develop Learning Resources	50	Elective
	TAELLN411	Address Adult Language, Literacy and Numeracy Skills	30	Elective
	TAEDEL404A	Mentor in the Workplace	30	Elective
	TAEASS502B	Design and Develop Assessment Tools	30	Elective
	TAELLN501B	Support the Development of Adult Language Literacy and Numeracy Skills	50	Elective
Nominal hours per unit	Total Hrs	860-930		

Time commitment

The course consists of **VOLUME OF LEARNING**: between **1360 to 1430 hours**

- TESOL Foundations face to face learning
- Supervised lesson planning
- Observation of experienced teachers
- Tutorial support and consultation time
- Online learning
- Readings
- Teaching practice – up to 100 hours depending on the electives undertaken
- Feedback on teaching

In addition to the scheduled timetable, the course also requires reading, research and preparation of lessons and assignments - inclusive in these 1360-1430 hours.

Please note: A factor to consider depending on your specific situation is that practice teaching placements may be in community education venues. These may have limited placements available outside of office hours. Workers may need to negotiate with their workplace for these hours of practice teaching. As this course is in high demand, we reserve the right to establish an overflow class on a different evening during the same time frame of this course.

Pathways

Industry factors:

The English teaching industry in Australia has a changeable climate due to the market impact of the \$AUD value and other overseas market impacting factors.

This qualification meets:

- the requirements for recognition as TESOL teacher in Australia under the National ELICOS Accreditation Scheme (NEAS) **if** that person holds a recognised pre-service teaching qualification from an Australian university or a degree from an Australian university.
- the requirements for employment overseas in the English as a Foreign Language (EFL) industry.
- VET sector requirements for employment as a Language, Literacy and Numeracy Practitioner, when the elective unit TAELLN501B Support the Development of Adult Language Literacy and Numeracy Skills is completed.

IMPORTANT

Persons who do not have professional teaching qualifications or a degree from an Australian university cannot rely on this course alone for employment opportunities within Australia. Note: additional requirements in practice teaching may be required.

Assessment

This course is assessed holistically as far as possible. Many of the assessment activities are integrated and cover elements from several units of competency. This means students are required to do fewer assessment activities than if each unit were to be assessed separately. Please note however, that students who do not complete the whole course may have difficulty completing the full assessments required for any individual unit of competency. A holistic approach to assessment has been adopted because the objective of the course is to provide a set of integrated skills.

There are 11 major assessment pieces providing integrated and holistic assessment across all the units. The timeframe for these assessments is 12 months from the commencement of the course.

Assessment Overview

Assessment 1 Cross-Culture

- 1.1 Cross-Cultural Education Report
- 1.2 Pictorial Images
- 1.3 Cultural Lesson Plans

Assessment 2 Second Language Acquisition

- 2.1 Teaching Methods Chart
- 2.2 Case Study Report
- 2.3 Multiple Intelligence Questionnaire
- 2.4 Short Paragraphs
- 2.5 Concise Instructions (completed during Resource Workshop)

Assessment 3 Diagnostic Testing

- 3.1 Conduct an intake interview
- 3.2 Develop a Language Test

Assessment 4 Teaching Practice Portfolio

- 4.1 Observations 1 - 6
Observations 7 - 8
- 4.2 Journals
- 4.3 Lesson Plans: Macro Skills and Language Features
- 4.4 Learning Program
- 4.5 Teaching Practice: Teaching Spots
Teaching Practice: Macro skills and Language Features
- 4.6 Resource Collection
- 4.7 Reflection Paper

Assessment 5 Resources

- 5.1 Evaluate a Course Book
- 5.2 Potential Resources (completed during Resource Workshop)
- 5.3 Impromptu Lessons (completed during Resource Workshop)
- 5.4 Annotated Bibliography

Assessment 6 Error Correction

- 6.1 Research Essay: Common Errors
- 6.2 Error Correction Feedback Strategy Table

Assessment 7 Resource Development

- 7.1 Language Learning Resource Development

Assessment 8 IELTS Mini Portfolio

- 8.1 IELTS Short Answer Quiz
- 8.2 IELTS Needs Analysis Questionnaire
- 8.3 IELTS Lesson Plans
- 8.4 IELTS Teaching Practice

Assessment 9 Language Learning Program

- 9.1 Language, Literacy and Numeracy (LLN) Report
- 9.2 Language Learning Program and Rationale
- 9.3 Language Learning Program Practice
- 9.4 Language Learning Program Reflection

Assessment 10 Revision

- 10.1 Written Quiz
- 10.2 Oral Quiz

Assessment 11 ESL/EFL Industry

- 11.1 ESL/EFL Teaching Positions and Résumé
- 11.2 Course Evaluation Form

Assessment 9, Language Learning Program, has been developed to address the performance criteria from the following three units of competencies:

- TAELLN501B Support the Development of Adult Language literacy and Numeracy Skills
- TAEDES501A Design and Develop Learning Strategies
- TAEDEL502A Provide Advanced Facilitation Practice

Completing this assessment will provide students with skills needed to work as a LLN specialist in some areas of the VET sector within Australia. TAEDEL502A Provide Advanced Facilitation Practice mandates 100 hours of practical teaching, 70 of which are completed for this assessment.

Self-Paced Learning

Trainers will provide a timeframe for assessment submission at the commencement of the course. Some assessments will be completed during the TESOL Foundation component; others will be completed during the self-paced mode or after attending the workshops:

- a Resources Workshop (compulsory) and
- an IELTS Workshop (optional).

A TESOL trainer monitors the self-paced component of the course; however, the trainee is required by industry to exhibit the following Employability Skills for this level qualification:

Employability skill	Industry/enterprise requirements include
Communication	<ul style="list-style-type: none"> • Clearly communicating workplace information to others (verbally and non verbally) • Communicating sensitively in a cross-cultural context • Communicating with people who speak languages other than English • Communicating clearly using a full range of skills in reading, writing, listening and speaking. • Listening and understanding differing intonations, and accents • Negotiating appropriately while accounting for different cultural norms
Teamwork	<ul style="list-style-type: none"> • Knowing how to define a role as part of a team • Working across different ages irrespective of gender, race, religion or political persuasion • Applying teamwork skills to a range of situations • Identifying and utilising the strengths of other team members • Working as an individual and as a member of a team • Giving feedback, coaching and mentoring within the training environment
Problem solving	<ul style="list-style-type: none"> • Solving problems in teams • Showing independence and initiative in identifying problems • Developing creative, innovative and practical solutions • Applying a range of strategies in problem solving • Applying problem-solving strategies across a range of areas • Testing assumptions and taking context into account • Listening to and resolving concerns in relation to training issues • Resolving client concerns relative to workplace responsibilities (e.g. cultural concerns and desired student outcomes)
Initiative and enterprise	<ul style="list-style-type: none"> • Adapting to new situations and emerging situations • Developing a strategic, creative and long term vision

	<ul style="list-style-type: none"> • Being creative or proactive in response to learner needs, training challenges and changes • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
Planning and organising	<ul style="list-style-type: none"> • Managing time and priorities • Being resourceful • Taking initiative and making decisions • Allocating people and resources to tasks • Adapting resource allocations to cope with contingencies • Establishing clear training goals and outcomes • Developing a vision and a proactive plan to accompany it • Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • Collecting, analysing and organising information
Self management	<ul style="list-style-type: none"> • Being self-motivated • Having knowledge and confidence in own ideas and vision • Articulating own ideas and vision • Balancing own ideas, values and vision with organisational values and requirements • Monitoring and evaluating own performance in the training • Taking responsibility at the appropriate level within the training environment
Learning	<ul style="list-style-type: none"> • Managing own learning • Being open to new ideas and techniques • Willing to learn in a range of settings including informal learning • Having enthusiasm for ongoing learning • Applying a range of learning approaches • Committed to the need to learn in order to accommodate change • Being prepared to invest time and effort in learning new skills • Applying learning to technical issues and people issue (interpersonal and cultural aspects of work)
Technology	<ul style="list-style-type: none"> • Having a range of IT skills related to the training environment • Having the WH&S knowledge to apply technology • Using IT to organise data • Applying IT as a management tool • Being willing to learn new IT skills

Text Books

Students will be provided with

- ITA TESOL Foundations course notes
- Harmer Jeremy (2001) *The Practice of English Language Teaching* 4th ed. Longman.
Note: It must be 4th edition of Harmer as this contains the necessary DVD to complete the required assessments.
- A list of required Readings

Grading

The assessment is competency based. Performance is assessed as either competent or not yet competent for a whole unit. An individual criterion is assessed as satisfactory or not yet satisfactory. Students who are found not yet satisfactory after an assessment piece will be given an opportunity to be re-assessed.

All assessment must be completed within the time frame of the course – 12 months.

Please note: There will be a fee incurred for any reassessment beyond the 12 months. The charge will be the appropriate fee for hourly rate of the teachers' time plus an administration cost of \$50.

Accreditation

The Diploma of Language Teaching – TESOL 10431NAT is owned and offered by Intercultural Training Australia Ltd, under the auspices of the Australian College of Career Development (ACCD). ACCD is a Registered Training Organisation (RTO) provider No 31980, which will issue the nationally recognised qualification. The course is registered nationally under Australian Skills Quality Authority (ASQA) and is listed on training.gov.au as 10431NAT Diploma of Language Teaching – TESOL.

Units of Competency

CORE UNITS

TSLLAN501A Research and Implement Socio-Cultural Practices in Language Learning Contexts

This unit equips teachers to investigate socio-cultural issues that may need to be addressed in second language training. It also develops awareness and sensitivity to the language learners' cultural needs.

Elements

1. Analyse differences between the target language and the second language cultural norms
2. Develop and implement culturally relevant English language lessons
3. Reflect on pedagogical practices

TSLLAN502A Prepare Language Learners to Take International Language Tests

This unit deals with skills and knowledge required by L2 teachers to research international tests, and use the public versions of test band descriptors to determine the language learners study needs in preparation for the test.

Elements

1. Research an international language test
2. Evaluate language learner's current language level and determine their required study needs
3. Design and facilitate lessons to teach test taking skills
4. Reflect on the testing process

TSLLAN503A Research and Implement Second Language Approaches

This unit deals with the knowledge, skills and performance needed to research second language approaches and implement effective teaching strategies in diverse learning contexts.

Elements

1. Research theories on second language approaches
2. Develop teaching strategies
3. Implement effective teaching strategies
4. Reflect on effectiveness of teaching strategies

TSLLAN504A Design and Implement Second Language Approaches

This unit deals with the skills and knowledge required to design and implement integrated lessons to teach the macros skills and language features.

Elements

1. Determine language learners' needs
2. Design integrated language lessons
3. Implement integrated language lessons
4. Reflect on teaching practices

TSLLAN505A Develop and Implement Strategic Corrective Feedback

This unit deals with the knowledge and skills needed to intentionally implement corrective feedback strategies and monitor learners' uptake and ability to self correct.

Elements

1. Research potential language acquisition errors
2. Research corrective feedback strategies
3. Intentionally apply strategic feedback
4. Monitor second language learners uptake and future second language use

TSLLAN506A Source and Critique Language Learning Resources

This unit deals with the knowledge and skills required to examine the methodologies used in second language resource materials and to identify useful learning resources.

Elements

1. Source applicable second language learning resources
2. Critique language learning approaches implemented in second language texts
3. Strategically use available resources in impromptu situations
4. Develop a list of internet resources

CHCCS405A Work Effectively with Culturally Diverse Clients and Co- Workers

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Elements

1. Apply an awareness of culture as a factor in all human behavior
2. Contribute to the development of relationships based on cultural diversity
3. Communicate effectively with culturally diverse persons
4. Resolve cross-cultural misunderstandings

ELECTIVE UNITS (must complete 5 units)

TAELLN501B Support the Development of Adult Language Literacy and Numeracy Skills

This unit provides skills for vocational education and training sector trainers who support adult learners to develop language, literacy and numeracy skills. It develops a sound knowledge of the Australian Core Skills Framework as well as strategies to support learners enrolled in VET programs.

Elements

1. Analyse the purpose and context for language, literacy and numeracy development
2. Determine learners' language, literacy and numeracy skill level
3. Design and apply strategies to develop literacy and numeracy skills
4. Review strategies

TAEDEL502A Provide Advanced Facilitation Practice

This unit provides the knowledge and skills needed to provide a high level of facilitation practices in vocational education. It utilise a range of techniques across a range of contexts to create the best learning outcomes for participants within a vocational education context, such as an RTO.

Elements

1. Extend facilitation practices
2. Prepare for complex environments
3. Prepare for learners with complex needs
4. Develop learner independence
5. Reflect on and improve practice

TAEDES501A Design and Develop Learning Strategies

This unit provides skills and knowledge needed to design learning strategies relevant to Training Package qualifications, course-based qualifications, and specific learning programs.

Elements

1. Determine the parameters of the learning strategy
2. Develop the framework for the learning strategy.
3. Devise the content and structure of the learning strategy
4. Review the learning strategy

TAEDES502A Design and Develop Learning Resources

This unit provides the knowledge and skills required to design and develop resources to support the learning process.

Elements

1. Research the learning resource requirements
2. Design the learning resource and plan the content
3. Develop the learning resource content
4. Review the learning resource prior to implementation
5. Evaluate the design and development process

TAEASS502B Design and Develop Assessment Tools

This unit gives knowledge and skills required to design and develop assessment tools, including tools used in formative, summative and RPL processes for the collection of quality evidence in the assessment process.

Elements

1. Determine the focus of the assessment tool
2. Design assessment tool
3. Develop assessment tool
4. Review and trial assessment tool

TAELLN411 Address Adult Language, Literacy and Numeracy Skills (not currently offered)

TAEDEL404A Mentor in the Workplace (not currently offered)

BSBWHS501A Ensure a Safe Workplace (not currently offered)

Student Information

NB: This information should be read by intending students prior to enrolment

Selection, enrolment and orientation procedures

Course Entry Requirements

- Students should have native speaker competence in English. This course is not suitable for persons with a Non-English Speaking Background (NESB) unless they have near native speaker competence (usually indicated by test results of ISLPR 4 or IELTS 6 for all macro-skills). Persons from a Non-English Speaking Background may be asked to attend an interview with teaching staff before enrolment. Students are assumed to have average post-school standard of literacy and numeracy (about the level needed to pass Year 10).
- Students should possess the ability to hear and speak normally.
Note: Discrimination on the basis of language (or NESB) and/or physical impairment is lawful because the nature of the course/vocational outcome requires English language proficiency, normal hearing and speaking abilities as essential requirements for teaching.
- Any or all applicants may be asked to attend an interview with teaching staff to establish their personal suitability for cross-cultural work with persons learning English as a second or additional language.

Enrolment Process

- Only persons who meet the entry requirements will be considered for enrolment.
- Enrolment applications will be considered in the order in which complete applications are received until all places are filled.
- An enrolment application is not complete until the non-refundable course application fee is paid.
- Student induction/orientation will take place in a workshop prior to the first lesson.

Fees and Charges

- A non-refundable registration fee of \$70 is required with enrolment to cover cost of administration.
- The Diploma of Language Teaching – TESOL 10431NAT course fee is \$3, 900.
- Total costs \$3, 970 (Not more than \$1500 will be charged for fees prior to the commencement of the qualification)
- A deposit of \$1,500 must be paid one week before the course commences. The balance of the course fees can be paid in instalments over the next two months of the course unless prior arrangements are made with the Director of Studies.
- Students will not be issued with their qualification until all fees have been paid in full.

ITA endeavours to provide this course at the lowest possible price, which is in-line with our vision to equip people for ministry. However, we reserve the right to change course costs as necessary. Changes to course costs are advertised one semester in advance, these may change from those currently advertised on the website.

Refund Policy

All refund applications must be made in writing. All course notes and intellectual property must be returned upon withdrawal. The date of withdrawal from the course is taken to be when Intercultural Training Australia Ltd or its agents receive the written notice of withdrawal. There is a \$70 non-refundable registration fee, to cover the costs of enrolment administration. The remaining portion of the fee may be refunded, on a pro-rata basis as follows:

Before course starts	Full course fee less deposit
Up to delivery of Module 4 in TESOL Foundation	Half of the course fee
Withdrawal after Module 4 in TESOL Foundation	No refund

(Module 4 as per TESOL Foundations course outline received at commencement of course)

Literacy and Numeracy

As a government requirement (AQTF Standard 6.3) all students will be given a short screening test of literacy and numeracy skills. This test should not cause any difficulty to persons with normal community levels of functional literacy and numeracy. Persons who have been away from study or the workplace for 25 years or more, but who can read newspapers or magazine articles and calculate how much they spend during a shopping trip will find they can easily satisfy the test requirements. The assessment demands for assignment work and in preparing lesson plans and resource materials are modest but do assume familiarity with, and the ability to write in, English at about Year 10 level.

Language

Persons from a non-English speaking background may be asked to supply the results of a recent (within the last 12 months) English language proficiency test (e.g. IELTS or TOEIC). If results from a recent test are not available or at a sufficient level then ITA staff can implement an English Proficiency test for the person to complete under exam conditions.

Literacy and Numeracy

Where a student finds difficulty with assignment preparation, some limited additional teacher/tutor support may be provided. It is inappropriate for students with significant literacy difficulties to register for this course, given the employability skills and the trainer preparation focus of this qualification.

Study Skills

No specific provision has been made to assist students who have been away from formal study for a considerable time or who have not undertaken a vocational training program previously. However, teaching staff may clarify assessment arrangements and timelines for the submission of practical and written work, and provide advice to students on how to approach the tasks.

Welfare and Guidance

Students who are having personal problems **relating to the course** are encouraged to discuss these with teaching staff. Students requiring counseling of a more general nature will be referred to their local church or to welfare agencies, as these needs are beyond the teachers' responsibilities.

While teaching staff will discuss post-course vocational options, no formal student employment service is available.

Flexible learning and assessment

The TESOL Foundations component of the course is only offered in face-to-face mode. This reflects ITA's stance that teaching is a skill to be learnt through modelling, practice and constructive feedback. TESOL Foundations can be done by intensive or semi-intensive workshops, or one night per week over one semester - see website for details.

On-line learning on Moodle covers all readings and assessment after the TESOL Foundations workshops have been completed. This can be completed by hard copy if required but has an additional cost for postage and printing.

Teaching staff will discuss timelines for assessment with students and some negotiation is possible regarding submission and observation dates, within the overall constraints of the course end date and teacher availability to observe practical teaching.

Students are expected to attend all classes, observations and practice teaching sessions in the TESOL Foundations component. Should attendance fall below 90%, students may not be able to complete all assessment items.

In special circumstances

Relating to uncompleted assessment within 12 months, reassessment to gain full certificate will attract additional administrative charges and it must be completed within 6 weeks of that date.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) recognises that students may have already achieved some of the course's learning outcomes and competencies through formal training, work experience or studies in other courses.

Students who wish to apply for RPL should complete the ITA enrolment application form, making sure to check the RPL box.

An RPL application form will then be sent with information about the RPL process and fees. The applicant will need to find evidence to demonstrate skills and knowledge within the varying aspects of the Units of Competencies they are seeking RPL.

Students seeking RPL should note that the holistic nature of assessment in this course may still require that most assessment be undertaken, even after RPL has been granted.

Appeals, Complaints and Grievances

Complaints and Grievances

Students who have a complaint or concern are encouraged to speak to teachers so that help can be provided. The following approach is recommended.

- Decide as clearly as you can just what is causing your concern;
- Work out what you need to say and who you are going to say it to;
- Talk to the person concerned, and see if the matter can be resolved;
- If the concern cannot be dealt with between you and the other person, ask another student or another teacher to help you find a resolution with the other party.

If you wish to make a formal complaint

Record the date and content of any attempts you have made to deal with the matter, and write a note to the Director, Intercultural Training Australia Ltd, outlining your complaint and the outcome you are seeking. Any of the teachers will pass your note on to the Director.

Appeals

Any student being found 'Not Yet Competent' after an assessment will be given the opportunity to re-submit items or to be reassessed. If the result is still 'Not Yet Competent', any further assessment is at the discretion of the teacher, according to their judgement of the probability of success.

A student formally awarded a 'Not Yet Competent' result, may appeal in writing to the Director of Studies, Intercultural Training Australia Ltd, setting out the reasons why the result should not stand. The Director of Studies will ask a qualified and independent person to consider the appeal.

Access and Equity

Intercultural Training Australia Ltd seeks to promote equity during its courses and the widest possible access to its programs. Discrimination, bullying and sexual harassment will not be tolerated in any class or workplace associated with this course.

We look forward to meeting you soon.