

# Student Agreements: Core Course Three

Dear Students,

Upon review of our first few years of operation, we noticed that most of the few conflicts we had with students were based on a lack of clarity about what we are offering, what our school policies are, and how this may differ from what students expect.

Recognizing that we need to do better at communicating our policies and processes, we have created this Student Agreement Form for each of the courses which clearly outlines our policies and procedures.

Please review this document and type your initials or signature to communicate your agreement. An electronic copy of your completed form will be sent out to you and one copy will be kept in our records.

- I understand that I will be evaluated at the completion of this course if I desire to proceed to the next course in the program. Please initial to agree.
- I understand that my evaluation at the end of this course includes a self-evaluation as well as an evaluation by my Faculty Mentor. Please initial to agree.
- I understand that if I do not wish to continue to Course Four, I may request an optional coaching call with my faculty mentor in place of the evaluation call for my own personal development and learning. Please initial to agree.
- I understand that I may be asked to complete additional training, study or mentorship to meet the required level of proficiency in a core competency or tool before being approved to proceed to Course Four. Please initial to agree.

- I understand that although there is a lot of space for personal interpretation and individual somatic expression within the assignments, I am evaluated on my level of proficiency with the core competencies and core tools of Somatic Sex Education based on the following criteria:

**QUALITY of WORK:** The ability of the student to complete their assignments with reference to the learning goals for each unit, with demonstrated conceptual understanding and demonstrated personal reflection

We hope to see emerging: Work that is thorough, thoughtful, creative, and deeply personal

**QUANTITY of WORK:** The work produced by the student for assignments

We hope to see emerging: Assignments submitted and honed to create meaningful contributions within specified guidelines

**PRESENCE:** The manner in which the student conducts themselves in a class environment, with regards to the community of practice calls. We hope to see emerging: Students who are present, focused, and attending to your own needs to stay within your own nervous system capacity.

**RESPONSE to INSTRUCTION:** The manner in which the student responds to direction and constructive criticism and their ability to learn from mistakes

We hope to see emerging: Students who are welcoming of having mistakes pointed out, who can seek help in identifying problems, ask clarifying questions, proactively modify behavior and approaches to make things better

**EMBODIED ETHICS:** The extent to which the student demonstrates integrity and ethics in work and relationships

We hope to see emerging: Students who can seek guidance while living and contributing to ethical practice guidelines and community agreements. Proactively identifying potential ethical issues and acting to avoid or mitigate these issues, and help others do so

**ANALYSIS of POWER and OPPRESSION:** The degree to which the student shows an understanding of and sensitivity to their location in various intersections of privilege and oppression and practices cultural humility

We hope to see emerging: Students who can demonstrate leadership in promoting positive and challenging interactions and encouraging others to value and celebrate differences

**CONSCIOUS COMMUNICATION:** The extent to which the student effectively listens, speaks their truth, and conveys and receives ideas, information, emotions, and body sensations

We hope to see emerging: Students who are able to proactively seek the opinions, ideas, and inner wisdom of others and stay present when strong emotions are expressed.

Please initial to agree.

- I understand that I am strongly encouraged to attend Community of Practice calls, BIPOC calls, and other student and community offerings. While optional, these are foundational parts of our curriculum. Please initial to agree.
- I understand that a faculty mentor will be assigned to me and that I can also make a request to switch mentors. This includes the option for BIPOC students to request a BIPOC faculty mentor. Making a request to change mentors does not guarantee that a different faculty mentor will be available. Please initial to agree.

- I understand that I must successfully complete course three, including all the course work as well as my evaluation before being invited to course four. Please initial to agree.
- I understand that I must complete at least 50% of the assignments in Course Three before I can make a deposit for Course Four. Please initial to agree.
- Paying a deposit for Course Four before completing Course Three does not guarantee that I will be invited into Course Four. Deposits are non-refundable. Please initial to agree.
- I understand that I have 9 months to complete this course. I may make a request to add an additional 3 months for a fee of \$275 USD. Requests can be made via email to my faculty mentor and the fee may be waived in some cases. Please initial to agree.
- I understand that if I do not agree with an evaluation, there is an evaluation review process available to me. If I identify as BIPOC, I can request a BIPOC faculty to participate in this review process. Please initial to agree.
- I understand that If I feel in conflict with something that is being shared by a fellow student or something presented by the faculty, there is a Generative Conflict Process/conflict resolution process available to me. Please initial to agree.
- I understand that registration in any of the courses does not guarantee that I will complete and receive certification in Somatic Sex Education or Sexological bodywork. Please initial to agree.

- I understand that in this course the focus of my learning shifts from my own embodiment and eroticism to developing my skills as a practitioner of somatic sex education. Please initial to agree.
- I understand that with each course I will be expected to demonstrate more and more capacity for nervous system resiliency and expanded internal resources for self and community care and to cultivate an accessible list of external resources for self and community care including peer and professional support. Please initial to agree.
- I understand that if I start to advertise my Somatic Sex Education services while I am still a student for the purposes of finding practice clients, I must clearly state on my website, intake form, and waiver, that I am a “Student of Somatic Sex Education and/or Sexological Bodywork.” Please initial to agree.
- I understand that I may begin to integrate principles and practices of somatic sex education into any current client-facing work I already do and that I may state on my website, marketing materials, etc that I am a "Student of Somatic Sex Education" during my studies. Please initial to agree.
- I may not market my work as Somatic Sex Education or Sexological Bodywork until I have been certified after Course Five. Please initial to agree.
- I understand that if I feel in conflict with the curriculum I can send an email with my curriculum concerns to [info@somaticsexeducator.com](mailto:info@somaticsexeducator.com) and this will be considered by the faculty in a timely manner. Please initial to agree.

- I understand that there are no refunds available for the online courses. Please initial to agree.
  
- All self-identified BIPOC/racialized students may request a scholarship for Courses One through Five. See the BIPOC scholarship policy page for info and contact our admin team at [info@somaticsexeducator.com](mailto:info@somaticsexeducator.com) to submit your request. Please initial to agree.