



**Association SOMA**  
8 rue Legouvé, 75010 Paris  
[info@soma-france.org](mailto:info@soma-france.org)  
SIRET 490 459 989 000 29  
[www.soma-france.org](http://www.soma-france.org)  
N°déclaration activité 117 540 903 75\*  
\*Cet enregistrement ne vaut pas agrément de l'Etat.  
Code NAF 8559A

## **Student Guide and Certification Requirements**

### **BMC<sup>®</sup> Somatic Movement Education Program**

**Updated in February 2021**



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8 rue Legouvé, 75010 Paris

[info@soma-france.org](mailto:info@soma-france.org)

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## **PRESENTATION**

The certifying BMC<sup>®</sup> training program offered by SOMA in France is accredited by Bonnie Bainbridge Cohen and by the school of Body Mind Centering in the United States. We follow the official course developed by Bonnie Bainbridge Cohen and by the school's educational team, especially by Myra Avedon.

Soma combines an excellence in teaching and the respect of a rigorous professional ethic in all the three programs (Somatic Movement Education, Practitioner and Certified Teacher of the School for Body Mind Centering<sup>®</sup>).

These programs offer very specific and detailed approaches in order to embody cells, body systems and different developmental patterns. The principles and the techniques that are thought, enhance both personal fulfilment and professional perfection.

The study of Body Mind Centering<sup>®</sup> is a creative process supporting the discovery of self and of others through physical exploration and assimilation. Each person is simultaneously the student and the object of the study. The principles and techniques are thought within an environment of self-discovery and of openness. We learn how to enable the expression of self and of others without judgement, starting from where each one is. This is how we look for the sensation of well-being underlying any kind of transformation.

Since over thirty years, we have been dedicated to share this dynamic research through embodiment with others. People from over 25 countries have taken our courses, workshops, and programs, and we have certified practitioners on four continents.

## **THE EDUCATIONAL TEAM**

The members of the pedagogical team (the teachers) are certified practitioners and have also absolved the teacher training with the School of Body Mind Centering<sup>®</sup>, as well as an in-depth training to learn how to transmit this work to groups. They have been teaching BMC<sup>®</sup> for many years and also have skills in other fields. The large range of teaching styles is based on their own singular way to embody and to apply this work.

## **SCHOOL LIFE**

### **Learning and teaching environment**

In each module, self-study guides and notebooks help students to start a continuous dialogue for exploring and studying. Class content is based on them, however, since BMC<sup>®</sup> holds a lot of information and is by nature a work of exploration, only a small part of the documents is directly addressed in class. The fundamental techniques and principles are clarified during the training, but not all of the specific points are studied and some other



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elements might be added. In order to embody the different body systems and developmental principles, we use movement, breath, touch, voice, visualization, discussion and other methods. Sometimes the focus is on the practice, other times it is on the theory.

BMC<sup>®</sup> material contains many interpenetrating layers. For example, in the module on the skeleton, it is possible that a specific joint is only seen during one class, but during the whole program we will come back to this same joint in a different context, we will explore the same joint during the module on ligaments and on muscles or during developmental patterns and reflexes. During the short trainings, information from other modules are intertwined in the same way. In each course, teachers put a particular emphasis on the key elements that might be referred to, but that won't be studied in other courses.

Since every person has their own singular way to learn, it is important to become aware of your own preferences and to be open to test a different way to learn. Sometimes the information will be presented from a global point of view, other times it will focus on details. We don't intend to produce a specific type of teacher or practitioner, but want to encourage each person to fully express who they are and to approach teaching/learning from their own nature, while accepting at the same time those who have different strengths than their own. This is why our educational team is very diversified. Each member represents a distinct mode of embodying and learning/teaching.

If a student isn't able to understand the information or the teaching style of a team member, it might be partly due to a diverging approach to perceive or to act. If this happens, please ask for advice.

### **Personal work during the whole year**

Students are supposed to continue to explore the material and to study on their own during the whole year. In each module the student receives a lot of information and even though embodiment is guided during the courses, the experience is deepened over time and is the result of a process of personal exploration outside of the school setting, for instance when taking time to study on your own or to share the material with others, allowing hence the experience you lived in class to deepen and to evolve.

### **School obligations**

In order to be certified, each student has to receive a positive evaluation for each course, and to complete successfully all their homework and complementary activities. The final evaluations decide of the success or the failure of a course. The evaluation of a course is based on attendance and on class participation, as well as on the physical demonstration of the transmitted skills.

### **Participation and satisfactory physical demonstration during class**



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During the courses, students are asked to be physically present and ready to actively participate in the dynamics of the studio, which means that they should participate in discussions, in partnering work and exchange after a practical application or an exploration.

Students have to take care of their learning needs by researching additional explanations, asking questions and/or asking the teachers and the assistants for help. Assistants are there to observe the students, support the embodiment of the material and ensure a good interaction between students and teachers. If an assistant witnesses a poor participation of one of the students, they will try to find a solution together. If the problem persists, the assistant will notify the course coordinator and hand him/her a written account. All the questions or agreements between the student and the assistant will be enumerated in order to give recommendations to the student on how to correct the problem.

On demand of the assistant, the course coordinator can ask the student to do some additional work, such as take a catch-up session. If the problem persists or if there is a disagreement between the student and an assistant, a meeting will be organized together with the course coordinator in order to address the questions in detail.

## **WAYS TO CATCH UP FOR MISSED CLASSES**

In order to validate a course, the attendees have to assist to at least 90% of the mandatory classes. It is the student's responsibility to know whether they have attended all the mandatory classes, and if not, to make up for any missed classes, and submit the record for missed and caught up classes.

### **If you miss up to 10% of the mandatory classes**

You are allowed to make-up these classes (not exceeding 10%) in an informal manner, by working on the course material with other students and by reviewing the corresponding sections in the notebook. If you want, you can also take an individual class with a teacher or a certified practitioner. The organization of these classes is up to you and you have to pay the teacher or the practitioner. Except for the review and evaluation class at the end of each course, you will not have to give account of how you made up for the missed classes. Follow the below instructions for this course.

### **If you miss more than 10% of the mandatory classes**

You will have to make up for this class during a catch-up session with a practitioner or a teacher (preferably with a teacher or an assistant practitioner from the program, since they are up to date with all the latest research and news from BMC®). You have to organize these sessions yourself. You need a catch-up session of at least 30 min to make up for maximum 2 missed hours.

You have to take these catch-up sessions before the end of the course and hand in the account for missed and caught up classes in order to get a passing evaluation for the



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module. Please hand in two copies of the filled-out forms, one for yourself and another for the School. You will find the two copies in your notebooks.

If you miss the review and evaluation class at the end of the module, you will have to make up for it and hand in a report. As it is a class on evaluation it has to be taken with a member of the present educational team.

***You can't miss more than 20 % of the mandatory classes and still validate the course.*** If you miss more than 20% you will have to redo the course.

If a student surpasses the amount of tolerated absence for a couple of modules and hence has to take too many individual make-up classes, he will be put on probation and could potentially be excluded from the training.

### **Make up sessions**

Make-up sessions are mandatory if the student has missed more than 10% of the classes of a given module. They are recommended and sometimes even imposed if the student needs more time to clarify certain information.

If a teacher decides that based on a student's physical demonstration in class, a make-up session is needed, he will inform by writing the elements that need to be reviewed, the necessary preparation for the student, the date and the time, as well as a deadline to take this session. These sessions have to be paid for by the student.

If the session was successfully accomplished, the teacher will make a written note and add it to the student file. Students that show up for the session without being ready and haven't done the correct preparation might be asked to take another session or get a formal notification.

The price for the catch-up session by a teacher are:

One student	30€ / ½ hour
1 or more students	60€/ hour

### **Unfulfilled conditions**

The fact of not fulfilling the minimum conditions before the end of the module leads to a label "unfinished". The student has to speak to the course coordinator and decide of the additional work they have to do in order to fulfill the mandatory conditions for the given module. The catch-up work has to be done within four weeks after the end of the course, otherwise the module can't be validated. The student has to pay for any kind of catch-up work or additional time spent with a member of the educational team.

### **Failure**

Every student who fails a course has to redo it, which might delay the continuation of his/her training, if the courses are required to continue to the next level.



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## **Delay in getting certified**

Students have to respect a certain rhythm for the homework, for the work concerning each course and the hours of class attendance. If a student has difficulties to keep up with a course or the program, he/she has to inform the coordinator in order to receive advice.

If the program coordinator sees that the student doesn't fulfil the minimum conditions and hasn't come to see him, he will point it out to him/her and they will meet in order to find a solution and evaluate the student's needs in order to continue the program.

If a student shows persistent difficulties, the obtention of his/ her certificate might be postponed, and if the educational or behavioral issue isn't resolved, the student might be excluded from the program.

The obtention of the certificate could be delayed for the following reasons:

### **Educational reasons**

1. If the teachers, the coordinator and the program director consider that the student doesn't fulfill the conditions of the module.
2. If the student missed more than the allowed 10%.
3. If a student received a warning and didn't take the necessary measures during the imparted time.

### **Disciplinary reasons**

1. If the student's attitude is opposed to the deontology, is unprofessional or interferes with the educational process.
2. If a student received a disciplinary warning and didn't take the adequate measures in the imparted time.

### **Administrative reasons**

1. If a student doesn't respect the financial commitment.

### **Procedure**

1. The pedagogical team will inform, if necessary, the program coordinator of any educational or behavioral problems. The administrative director is in charge of the formal financial notice. He takes an appointment with the student, the competent members of the educational team, the coordinators and /or directors in order to identify the required conditions for the student to be able to continue the program.



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The student will be notified of these conditions in writing and this will be added to his/ her file.

2. Once the conditions are fulfilled, the training coordinator will inform the director that the situation is back to normal.
3. If there is no significant progress after the written notification, this might lead to course failure and/or an educational or financial suspension, or even an expulsion from the training.
4. The program coordinator will briefly explain in writing the deadline and the specific conditions that need to be fulfilled for the student to reintegrate a regular situation.



## Certification Requirements

### General requirement to finish the program:

You have to have:

1. Assisted to all the courses of the training.
2. Received a satisfactory evaluation from the educational team.
3. Finished all your homework and required sessions.
4. Passed the evaluations of competences.
5. Finished the required complementary research.
6. Paid all the tuition fees.

In order to get certified, all the above conditions have to be fulfilled. All the homework has to be submitted at least six months after the last module of the training. Not submitting your homework in due time means that you renounce to be certified. If the student however wants to receive the certificate later, he/ she can re-enroll to the training, pay the inscription fees and fall under the requirements of the training he/ she wishes to re-enter.

### Specific requirements for the Somatic Movement Education program

In addition to the general requirements, you need to meet some requirements specific for each program. Underneath you will find the description for the requirements you need to fulfil in order to be certified as a Somatic Movement Educator.

#### Homework for the Somatic Movement Education Program

10 Study Sessions: 1 session or 2 sessions per course  
10 Somatic Movement Education Classes  
5 Guidance Sessions (for 5 different courses)  
3 Personal Sessions (5 are recommended)  
1 Educational/ Promotional Project

#### Complementary Studies

100 hours of movement practices  
50 hours for meditative practices





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## DESCRIPTION OF THE PERSONAL WORK

### Study sessions

Study sessions help you to organize the material by teaching or exposing verbally what you've learnt.

These sessions are based on learnt material that you want to share with another person. You can either teach a class to a friend, a member of your family or to another student from the training. These study sessions are informal. You can keep an anatomy book open nearby or use your notes. You can explore a principle or a system widely, or you can choose to study a specific subject in more details.

You need one or two study sessions per course. During each study session, chose a different principle or a different structure which you can choose from the aspects and principles you'll find in the Study Session Report sheet.

Each session should be a minimum of 30 minutes. For each Study Session you have to submit a report to SOMA and you can find the report sheet in the course notebook.

### Somatic Movement Education Classes

Somatic Movement Education classes are similar to Study Sessions, since you share the material with one or more people. The report for Somatic Movement Education classes has to be more detailed and contain the reactions of the participants as well as your own observations.

At least four classes have to address the developmental material.

### Outside sessions taken with a practitioner or a teacher include

#### Guidance sessions

Guidance sessions offer you the opportunity to receive personalized advice on class material and get feedback on your understanding and embodiment of the principles and essential techniques. These sessions can be taken individually, with another student or in a small group, as long as the teacher can give 30 minutes of their attention to each student for each subject.

One of the Guidance Sessions has to be on BNP's, the other ones can be on any courses of your choice.

You will receive Guidance Sessions Self-Evaluation forms for each subject you've studied. In preparation of a Guidance Session, you need to review the material listed on the Self-Evaluation forms. Do this either by yourself or with another student. Fill out the section



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“self-evaluation of your understanding of these principles” by ticking the box that best corresponds to your level of integration / embodiment.

Then take this form with you for the Guidance Session. The practitioner or teacher you work with will look at it to know where you need the most support. The practitioner or teacher has to tick the box of the principles that he/ she reviewed during the session and date and sign the form. In no way is this an evaluation by the practitioner or the teacher.

The self-evaluation forms are an important tool to help you organize your learning process. They don't list all of the principles studied in class or mentioned in the notebooks. However, the principles on these forms will be used as a basis for evaluating your understanding and your embodiment. The Guidance Session Self-Evaluation forms can be found in the notebook of each course and have to be submitted to SOMA.

### **Personal sessions**

Personal sessions offer you the opportunity to work one on one with a practitioner or a teacher. The focus of the session is on you. You can work on a physical or a body-mind issue, on a concern you might have, on questions you have about the material or any other aspect you want to work on. The report of the individual sessions is done on the sheet for the account of personal sessions. The price for personal sessions depends on the price that each practitioner or teacher charges.

Three sessions are required and five are recommended.

### **Educational/promotional project**

What is somatic education? What is BMC®? What is a Somatic Movement Educator?

Answer to those questions in an educational/ promotional project which aims to give a better understanding of Somatic Movement Education to the general public. This project will be presented during the course on Professional Issues. It doesn't have to be a finished project, it can be work in progress. You can present a flyer, a business card, a brochure or a web-site presenting you as a certified Somatic Movement Educator in Body-Mind Centering®.

### **Complementary Studies**

Complementary studies provide an essential background in related areas for the trainee wishing to successfully complete his/ her training. They are done outside the School. Complementary studies done before the beginning of the training are acceptable.

The following studies are required to be certified from the SME program:

### **Movement practices (100 hours)**

Any kind of conscious movement practice providing a greater kinesthetic understanding or experience such as dance, yoga, martial arts, Tai Chi, athletics and others.



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25 hours should be dedicated to a personal practice of series 1 and 2 from the BNP's course.



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### **Meditative practices (50 hours)**

Any kind of activity focused on awareness, stillness of mind and bringing a sensation of harmony and presence, such as meditation, authentic movement, Tai Chi, and others.

The following activities are mandatory to graduate as a certified Practitioner of BMC®. They are only recommended in the Somatic Movement Education program.

### **Human anatomy (40 hours)**

### **Human physiology (40 hours)**

You may take a combined anatomy/ physiology course or take the two modules separately. These courses should address human anatomy and physiology and cover all the major body systems (and not exclusively bones and muscles). They have to be of college level or the equivalent (medicine schools, massage schools, acupuncture schools, osteopathy schools, etc., correspondence or home study courses).

You can either take the course for credit or audit them. They are reported to the School by sending in your marks or a completion form signed by the teacher or the institution delivering the course. If you hand in an attestation it should include a course and content description.

### **Functional analysis – human kinesiology (30 hours)**

It seems that there are two types of kinesiology courses, the first one is based on a biomechanical approach and focuses on the forces acting on a joint, the other one is based on the muscles and on how they put the body in motion. The biomechanical approach is not relevant for the type of study you'll be doing in your BMC® training. You will need a teaching addressing the fundamentals of the muscular system, like the major muscle principles, where they insert, their action (and if possible, their innervation). Like for the human anatomy and physiology course, the kinesiology course has to be of college level or the equivalent (medicine schools, massage schools, acupuncture schools, osteopathy schools, etc., correspondence or home study courses).

You can either take the course for credit or audit them. They are reported to the School by sending in your marks or a completion form signed by the teacher or the institution delivering the course. If you hand in an attestation it should include a course and content description.

### **Counselling skills**

Is only required in the fourth year of your practitioner training in order to become a certified practitioner of Body Mind Centering®. These skills provide you with tools to verbally approach personal issues that might arise during a session. You can choose any approach



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that suits you as long as it provides you practical techniques and principles to deal with the issues. The type of course you choose, should cover basic verbal skills. You might have to find week-end courses or ongoing courses in order to fulfill the counselling requirements. Example that students have chosen in the past include psychological reevaluation, Psycho synthesis, Neuro linguistic Programming and general counselling skills. Counselling or psychotherapy you have undergone as a client doesn't fulfill the counselling requirements.

**Deadline for turning in homework and reports**

All the homework has to be submitted in a single packet before the deadline indicated in the following tables.

**Note**

Adjustments to program requirements may be made as necessary for educational or administrative reasons.



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### Overview of Certification Requirements for Somatic Movement Education

Requirements	Amount required	Description	Deadline to hand in the work
Study Session	10	Informal sharing of material with one or more people. Do one or two sessions out of the different courses for a total of 10 study sessions. Select from the following list of courses: Skeletal System, Organ System, Senses and Perception 1, BNP, RRR, ontogenetic development, Fluid System, Ligamentous System, Muscular System, Nervous System, Endocrine System 30 min per session	Six weeks before the last module: Professional issues
Somatic Movement Education Classes	10	Teach a class to one or more people and write a brief report about it. Teach a maximum of two classes per course. Select from the following courses: Skeleton System, Organ System, Senses and Perception 1, BNP, RRR, Ontogenetic Development, Fluid System, Ligamentous System, Muscular System, Nervous System, Endocrine System. At least four classes have to be on the developmental courses.	Six weeks before the last module: Professional issues
Guidance Sessions	5	Do one guidance session for 5 different courses. Select from the following list: Skeleton system, Organ System, Senses and Perception 1, BNP, RRR, Ontogenetic Development, Fluid System, Ligamentous System, Muscular System, Endocrine System. One session has to be done on BNP's. Guidance sessions are focused on your understanding and ability to embody the material.	Six weeks before the last module: Professional issues
Personal Sessions	3	These sessions are focused on your personal issues and concerns. They last one hour each. Five Sessions are recommended.	Six weeks before the last module.
Movement Practices	100 hours	Conscious practice of any kind of movement providing a greater kinesthetic understanding and experience. 25 hours have to be dedicated	Six weeks before the last



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		to a personal practice.	module.
Meditative Practices	50 hours	Meditative practices focusing on awareness, stillness of mind and bringing a sense of harmony and presence.	Six weeks before the last module.
Promotional / Educational Project	1 project	The educational and promotional project is aimed to provide a better understanding of Somatic Movement Education to the public.	During Professional Issues.



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## **Recommendations for Somatic Movement Education classes**

Somatic Movement Education classes provide you with the opportunity to practice preparing, organizing and analyzing the articulation of a class. You can teach to one or more people.

A class should last approximately 1h-1h30. You can mix different body systems and/or include certain developmental aspects.

Fill out this report form **in capitals**, and, if you use a computer, respect the same presentation for all your sheets, whether you decide to mix the systems or stay within one system. Reports should be **brief** – no more than one page.

Include the information below:

1. Your name
2. Report number (Number chronologically)
3. Date of Report
4. Date of the Case Study
5. Length of class
6. Number of participants
7. Participants' initials or first names (for confidentiality reasons don't use their full name)
8. Age of participants (or approximately, if you don't know their age)
9. Male or Female
10. Focus of the session:
11. The approaches used (such as, the skeleton, BNP, the organs)
12. The content of the class (what did you do)
13. Your method (How did you teach the class, did you include movement, touch, verbal exchange, voice etc....)
14. Participants' reactions (what did you notice and what did they express)
15. Comments, feelings, insights: your impressions and discoveries.
16. Future Considerations: ideas for future explorations





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### **Somatic Movement Education classes report**

Your name \_\_\_\_\_ Report number N° \_\_\_\_\_  
Date of report \_\_\_\_\_ Class date \_\_\_\_\_  
Length of class \_\_\_\_\_ Number of participants \_\_\_\_\_  
Initials or participants' first names \_\_\_\_\_ Participants age \_\_\_\_\_  
#Male \_\_\_\_\_ #Female \_\_\_\_\_

Refer to guidelines for Somatic Movement Education classes for more information that should be included into the report.

Please type your answers and make as many copies of this sheet as you need.



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## **Somatic Movement Education**

### **Complementary studies report**

**Name** \_\_\_\_\_ **Date report is being submitted** \_\_\_\_\_

The following complementary studies are required for being certified as a Somatic Movement Educator in Body-Mind Centering® :

- 100 hours of movement practices
- 50 hours of meditative practices

Please describe how you completed each requirement (number of hours, dates, description of study, place where you've studied).



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[www.soma-france.org](http://www.soma-france.org)  
 N°déclaration activité 117 540 903 75\*  
 \*Cet enregistrement ne vaut pas agrément de l'Etat.  
 Code NAF 8559A

### Personal session report

Individual sessions have to be at least one hour each. A practitioner or teacher works with you during these sessions. You are the focus of these sessions, you can work on a physical or body-mind issue, on a concern, ask a question about BMC® material or any other thing you would like to work on.

Sessions must be done by a certified practitioner or teacher either during the modules, or during the year if you have the opportunity to live near or have access to certified teacher. Doing them during the modules can support your learning process. Doing them in between modules supports your continuous learning process. A list of all active certified practitioners and teachers is available from SOMA or on the web site: [www.BMCassociation.org](http://www.BMCassociation.org)

It's up to you to contact a practitioner or teacher and book your sessions. As stated in the program information, the cost for sessions is not included in the tuition. You should pay the practitioner or teacher directly.

Please use this form to report your sessions to SOMA and ask the teacher to sign it after the session.

Student's name \_\_\_\_\_

Date this report is being sent to SOMA \_\_\_\_\_

Date of session	Name of certified practitioner or teacher (in capitals)	Signature of Certified Practitioner or Teacher

Practitioners and teachers that give individual sessions have to be members of BMC® A



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**Homework sheet**

Reports and homework have to be handed in to SOMA 6 weeks before the last course on professional issues. All written work has to be submitted as a single, complete packet. Use this sheet to keep track of the work you have already completed and use it as a cover for your homework packet. As you complete the requirements, tick the boxes (put a check mark) next to the completed box. **All work must be typed.**

**Always keep a copy of your work!**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Homework**

- |                                    |  |
|------------------------------------|--|
| Study session                      | <input type="checkbox"/> 10 Study sessions |
| Somatic Movement Education classes | <input type="checkbox"/> 10 reports        |
| Educational/promotional project    | <input type="checkbox"/> 1 project         |

**Outside Sessions**

- |                   |  |
|-------------------|--|
| Guidance sessions | <input type="checkbox"/> 5 Guidance sessions |
| Personal sessions | <input type="checkbox"/> 3 Personal sessions |

**Complementary Studies**

- |                      |                                    |
|----------------------|------------------------------------|
| Movement practice    | <input type="checkbox"/> 100 hours |
| Meditative practices | <input type="checkbox"/> 50 hours  |

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**Office use only**

Name of Homework reader : \_\_\_\_\_  
Date of submitting this sheet to SOMA : \_\_\_\_\_  
Comments by the homework reader : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Incomplete:** Action taken \_\_\_\_\_  
To be precised : \_\_\_\_\_

**Complete**      Satisfactory      Unsatisfactory – needs to be redone

Date

Signature



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## Attendance Policy

### Attendance

Teachers take attendance in classes. Students must be present for at least 90% of the mandatory classes in any course in order to receive a certificate for that course. All missed classes must be made up. Students are responsible for keeping track of fulfilling their attendance requirements and for making up for any missed classes and for reporting them.

Attendance is recorded at the beginning of class. All classes start promptly and any student arriving after the start of class is considered tardy. Three tardy arrivals equal an absence. A student who misses class is responsible for the material and is expected to come prepared to for the next class.

### If you miss up to 10% of mandatory classes

You may make up these classes (up to the 10% limit) informally, by working on the material taught in class with other students and reviewing the related material in the notebooks. If you wish, you may also make up these classes in individual sessions with a certified teacher or practitioner. You are responsible for making arrangements for these sessions and for paying the teacher or certified practitioner for the session. You do not need to submit a report for these make-up classes with the exception of the Review and Evaluation class at the end of the course. See below for make-up instructions for this class.

### If you miss more than 10% of mandatory classes

You have to make up these classes in a tutorial session with a certified practitioner or teacher (preferably a teacher or Teacher assistant in your program, since they are familiar with the most up-to-date BMC® material. You should do at least a 30-minute session for up to 2 hours of missed class time.

These make-up sessions have to be completed and a Missed Class Make-Report turned in before the end of the course in order to receive a passing grade and get credit for the course.

Please make two copies of the completed forms – one for your own records and one for the School. Two report forms are in your notebooks.

**If you miss the Review and Evaluation class at the end of a course, you must do a make-up session and submit a report. As this class is an evaluation class, it has to be taken with a current member of the educational team.**

**You cannot miss more than 20% of the mandatory classes and still get credit for the course.** If you miss more than ratio, you have to repeat the course.

If a student is repeatedly missing more than the allowed ratio of absences in more than one course and has to take make-up classes and tutorials excessively, the student is put on academic probation and might be dismissed from the program.

### Tardiness

Students are expected to arrive on time. Late arrival to class is noted on the daily attendance sheet. Late time is accumulated as missed class time. Late time is recorded on the quarter hour by every 15-minute segment of time missed. **Three 15-minute segments of missed time or three late arrivals count as one two hour missed class.**



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**MISSED AND CAUGHT UP CLASSES REPORT**

Fill out this form to prepare for your catch-up class and turn in this sheet it to SOMA before the end of the end of the course.

Name \_\_\_\_\_ Report date \_\_\_\_\_

Course \_\_\_\_\_ Course dates \_\_\_\_\_

<b>Missed class (for example: Skeleton 12)</b>	<b>Class description in timetable (for example: shoulder girdle</b>	<b>Date of catch- up class</b>	<b>Teacher or certified Practitioner giving the catch- up class</b>	<b>Signature of the Teacher of Practitioner (indicating that the class material was covered and that this absence can be erased from the attendance records.</b>