

The School for Body-Mind Centering®
Infant Developmental Movement Education Certification Program

Requirements for Certification

Requirements for Certification as an Infant Developmental Movement Educator:

1. Satisfactory completion of all courses in the IDME program.
2. Satisfactory evaluation by faculty.
3. Satisfactory completion of all homework (required sessions and projects).
4. Payment of all fees.

All requirements need to be completed in order to graduate.

Homework and Deadlines for Submission

	Total	When Due	
		before IDME 1	before IDME 2
Study Sessions (2 each for BNP, RRR, S&P1, Ontogenetic)	8	8	--
Guidance Sessions (1 each for BNP, RRR, S&P1, Ontogenetic)	4	4	--
Observation Sessions	20	8	12
Interactive/Play Sessions	12	--	12
Personal Sessions	2	--	2
Educational/Promotional Project	1	--	1
Video of Interaction with Infant	1	--	1
Supervision Sessions	2	--	2*

*The second Supervision Session may need to be done during IDME 2.

Submitting Homework and Deadlines

All work needs to be turned in at least two months before the stated deadline in order to graduate. In special circumstances, it may be possible to apply for an extension of this deadline with the program where you are turning it in. Please see the Homework Submission Sheets for instructions on where to submit your homework.

All requirements must be completed and turned in no later than six months after taking the final course of the program. If a student does not complete all requirements within six months after taking the IDME 2 course and does not apply for and receive a written extension, she/he is declaring herself/himself to have withdrawn from the program. If the student wishes to reenter the program in the future, she/he can re-apply to the program and, if accepted, pay any applicable reinstatement fees and fall under the requirements of the program they wish to re-enter.

Homework Late Fee

If homework is not received on time there is a late fee of 30€//\$35 for a two-month extension. If homework is not handed in within two months after the deadline a late fee of 60€//\$70 applies.

Note

Program and course information is accurate at the time of writing. It may be subject to change without notice. SBMC reserves the right to make adjustments to program requirements, scheduling, location and tuition as necessary for educational or administrative reasons.

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Description of Homework

8 Study Sessions

A Study Session is a 1 to 1½ hour informal sharing of material with one or more people. They are reported to the School using the Study Session Reports found in section 2 of the notebook for each course. Two (2) Study Sessions are required for each of the following subjects: Basic Neurological Patterns (BNP); Primitive Reflexes, Righting Reactions & Equilibrium Responses (RRR); Senses & Perception 1 (S&P 1); and Ontogenetic Development.

Who can I do them with? Because the focus of study in these courses is about presenting material to an individual, most of your study sessions should be with one person at a time. However, up to 20% of your total study sessions may be with two or more people.

They are a way to help you organize material you have studied and then teach or present it to another person. You can present a lesson to a friend, a family member or another student in the program.

What do I focus on? The focus of these sessions is on teaching the material, and you should approach the lesson as a student sharing the material.

These sessions are informal. You can do a broad exploration of a principle or system, or you can take a more detailed approach to some aspect of the subject. It may help to have your notebooks, your class notes or an anatomy book on hand to detail an aspect of the subject.

Cover a different principle and structure for each of the two study sessions. Refer to the Study Session Reports for aspects and principles you might choose from.

Note: For the Ontogenetic Development there are two different Study Sessions required. One is about presenting material (Study Session Report 1 – Principles) and the other one about observing an infant (Study Session Report 2 – Observation).

If you already did these sessions as part of the SME or Practitioner program, you do not have to do them again. You may resubmit copies of the reports you turned in previously.

20 Observation Sessions

The 20 Observation Sessions are about refining your observation skills and thereby deepening the understanding of the developmental process. They are meant to open the space for you and the family to perceive the infant within the family unit. They support you and the family to experience the value of observation and witnessing the whole situation and everybody involved: the infant, the caregiver(s) and yourself. They may help you develop an inner witness, kinesthetic empathy, attunement and the ability to fully listen.

Each Observation Session is 30 minutes to an hour long and reported on the Observation Session Report. You will find more information and instructions in the Observation Session Guidelines that introduce that Report. You are recommended to use all the material from the four developmental courses as a reference for your observations, especially the Ontogenetic Developmental Progression Observation Guides found in the Ontogenetic Development course notebook.

There are eight initial Observation Sessions due before the IDME 1 course. If possible, within these 8 sessions complete one session for each of the five age ranges (neonate/newborn, 1 - 3 months, 4 - 6 months, 7 - 9 months, and 10 - 12 months).

There are twelve more Observation Sessions due before the IDME 2 course. If possible, complete at least two sessions for each of the five age ranges (neonate/newborn, 1 - 3 months, 4 - 6 months, 7 - 9 months, and 10 - 12 months).

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12 Interactive/Play Sessions

Each Interactive/Play Session is at least 30 minutes long and also starts with observing the infant and whole situation. Based on your observation, begin interacting, with the least amount of effort, in an attitude of educational play. Educational play is based on:

- Engaging the infant through enticement
- Observing and understanding what the infant is doing
- Respecting and listening to the infant and the parents/caregivers

These sessions are not about task performance, manipulating the infant, or getting the infant to do what you want them to do. They are about discovering the least you can do to support the infants in their own efforts to move and/or complete the focus of their intention.

There are twelve sessions due before the IDME 2 course. If possible, do at least two sessions for each of the five age ranges (neonate, 1 - 3 months, 4 - 6 months, 7 - 9 months, and 10 - 12 months).

Outside Sessions with a Certified Practitioner or Teacher include:

4 Guidance Sessions

Guidance sessions are a 30 minute meeting with a Certified Practitioner or Teacher to receive individual guidance on IDME material and to receive feedback on how well you understand and embody the important principles and techniques of each of the four developmental courses (BNP, RRR, S&P 1, Ontogenetic). They can be done only after completing the course and are reported using the Guidance Session Self-Evaluation Forms found in the notebook for each course. These sessions can be done individually, with another person, or in a small group as long as each person receives 30 minutes of individual attention in each subject.

If you already did these sessions as part of the SME or Practitioner program, you do not have to do them again. You may resubmit copies of the reports you turned in previously.

To prepare for the guidance session, you need to review the material listed on the Guidance Session Self-Evaluation Forms. Do this either by yourself or with another student. Fill out the section titled, "Self-Evaluation of Your Understanding of These Principles," putting a check mark in the box that best describes your level of understanding.

Then take this completed form with you to your guidance session. The practitioner or teacher will look at it to see where you need the most support. Your session should concentrate on those areas. The teacher or practitioner will mark in the appropriate boxes, indicating which principles were covered in the session and sign and date the form. This is not an evaluation by the teacher or practitioner.

The Guidance Session Self-Evaluation Forms are an important tool to help you organize your learning. They do not list all of the principles that will be presented in class and in the notebooks. However, the principles on these forms will be used during the program as the basis for evaluating your understanding and embodiment.

The cost for Guidance Sessions is not included in the tuition for the course. Students contract with a Practitioner or Teacher who is also a Professional Member of BMCA and pay them directly. Note: A list of all qualified Certified Practitioners and Teachers is available on the BMCA website: www.bmcassociation.org/locate/professionals

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All Certified Practitioners and Teachers of Body-Mind Centering® have experience with the underlying principles on which this work is based and can serve as a resource for you. Those who have worked closely with the material for many years can offer a great depth from their personal experience. As IDME programs have evolved, new material and courses have been added to the curriculum. When scheduling a Guidance Session, you should check with the Practitioner or Teacher you are seeking out and ask if they can assist you with the specific material you wish to cover listed on the Guidance Session Self-Evaluation Form for the course.

2 Personal Sessions

The focus of a Personal Session is your personal issues or concerns. It can be a particular physical or body-mind problem or concern you might have, questions you have about the BMC material or about any other thing that you want to work on. These sessions are reported on the Personal Session Report form.

Each session is a minimum of 1 hour in length and completed before IDME 2. These sessions are scheduled with a Certified Teacher or Practitioner, who is also a Professional Member of BMCA.

Personal sessions may be done during a course when there are a number of Practitioners and Teachers to choose from, or between courses at home if you live near or have access to a qualified person. Doing them during the course can provide support for your learning and personal process while you are immersed in the BMC material, and doing them in between courses can provide ongoing support throughout the year.

The cost for the Personal Sessions is not included in the tuition for the course. Students contract with a Certified Practitioner or Teacher and pay them directly. A list of all qualified Certified Practitioners and Teachers is available on the BMCA website:
www.bmcassociation.org/locate/professionals

2 Supervision Sessions

Supervision Sessions are an opportunity to receive direct feedback about your movement facilitation skills and understanding of Infant Developmental Movement Education. Two sessions are required and reported on the respective Supervision Session Reports.

In the first Supervision Session, you assume the role of the educator and work with the Practitioner or Teacher (who is assuming the role of client) and get feedback on your skills. The first session is a minimum of one hour. The focus is on your hands-on facilitation skills with the developmental material and to review your general facilitation skill before handling infants. This session may be done during or after the IDME 1 course. It may be done with any Certified Practitioner or Teacher, optimally a certified IDME or a Practitioner who is experienced in working with infants and families.

The second Supervision Session is a review of your work and progress in the program. This session must be done with IDME 2 faculty or individuals selected by the faculty. It is done after all homework has been turned in (including your educational/promotional and video projects). The second session is a minimum of 1½ hours. This includes the time it takes for the facilitator to review your video and educational/promotional projects. The discussion part of the session may be done over the phone or on Skype if necessary.

The cost for the Supervision Sessions is not included in the tuition for the course. Students contract with the Supervision Session facilitator and pay them directly.

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2 Projects

1 Educational/Promotional Project

For this project, students prepare an educational or promotional piece. It is to be turned in before the IDME 2 course, and will be displayed during that course. It has proved beneficial and inspiring for all participants to see and discuss each others' projects. The piece can take the form of a brochure, flyer, poster, article, etc., that is intended to help the public better understand Infant Developmental Movement Education. It is a work-in-progress showing how you present Infant Developmental Movement Education. You might decide to make edits after having received feedback or viewing the entire group of projects. Themes to consider: what an Infant Developmental Movement Educator does, what Infant Developmental Movement Education is, how it can benefit infants and families, etc. You are helping to establish a new profession. It is important to us as a profession to coordinate our efforts learn to communicate clearly what we do.

1 Video Project

Each student will prepare a short video demonstrating key moments of her/his interaction with an infant. It is meant to show that you have understood and embodied basic principles of the IDME approach. It is to be completed before the IDME 2 course and made available for viewing in the Supervision Session 2 as well as during the course where it will be shared and discussed with the group.

The maximum length of the video presentation is ten minutes. You can decide whether you use 10 minutes from a continuous interaction with one infant, or edit different situations within the session with the infant or even with different infants. Make sure then that you keep it simple and calm, and edit the section of video that you present down to the length of 10 minutes. You can use an iPad, tablet, phone or other device to record the session and save on a pen drive or DVD. Please clarify with the parent/caregiver that the video is for study purposes and not for public viewing or dissemination.

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Homework Submission Sheet

Homework Packet 1
Due before IDME 1

The following work is to be turned in no later than six weeks before the Infant Developmental Movement Education 1 course begins (deadline:).

This will provide sufficient time for faculty to read and process your reports. To meet this deadline start on your homework as soon as possible and inform the homework reader when you have any problems.

All written work and reports listed here are to be turned in as one complete packet. Use this sheet to keep track of the work you have completed and submit it as a cover sheet for your homework packet. As you complete requirements, put a checkmark in the box next to that requirement. **Make copies of all work you submit including this cover sheet!**

If you already sent in part of these homework requirements for another BMC program (SME, Practitioner, EDMY), please, send us a copy of your graduation certificate as well as copies of the individual homework requirements that you fulfilled.

Homework packets should be sent directly to the team from your IDME 1 program.

Name _____ Date submitted _____

The following reports are enclosed in this homework packet (include a copy of this sheet as the cover page):

Homework Packet 1

Study Sessions	<input type="checkbox"/> 8	(2 each for Ontogenetic, S&P1, BNP, RRR)
Observation Sessions	<input type="checkbox"/> 8	(including at least 1 if possible each for the five age ranges: neonate, 1-3 months, 4-6 months, 7-9 months, & 10-12 months)
Guidance Sessions	<input type="checkbox"/> 4	(1 each for Ontogenetic, S&P1, BNP, RRR)

Office use only

Homework reader's comments:

- ☐ **Incomplete: Action taken**
- ☐ **Complete but unsatisfactory – needs to be redone**
- ☐ **Complete and satisfactory – homework approved**

Homework reader _____ Date read _____

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Homework Submission Sheet

Homework Packet 2
Due before IDME 2

The following work is to be turned in no later than two months before the Infant Developmental Movement Education 2 course begins (deadline:) to provide faculty with sufficient time to read and process it.

You should have already completed the work for Homework Packet 1 before IDME 1.

To meet this deadline start on your homework as soon as possible and inform the homework reader when you have any problems. If you should not be able to complete the whole packet before the above stated deadline, you may ask for an individual arrangement – these are granted as absolute exceptions and you will have to pay the respective late fee for the extension.

All written work and reports listed here are to be turned in not separately, but as one complete packet. Use this sheet to keep track of the work you have completed and submit it as a cover sheet for your homework packet. As you complete requirements, put a checkmark in the box next to that requirement. **Make copies of all work you submit including this cover sheet!**

Homework packets should be sent directly to the team from your IDME 2 program

Name _____ Date submitted _____

The following reports are enclosed in this homework packet (include a copy of this sheet as the cover page):

Homework Packet 2

Observation Sessions	<input type="checkbox"/> 12 (including at least 2 each for the five age ranges, if possible: neonate, 1-3 months, 4-6 months, 7-9 months, & 10-12 months)
Interactive/Play Sessions	<input type="checkbox"/> 12 (including at least 2 each for the five age ranges, if possible: neonate, 1-3 months, 4-6 months, 7-9 months, & 10-12 months)
Personal Sessions	<input type="checkbox"/> 2
Educational/Promotional Project	<input type="checkbox"/> 1
Video of Interaction with Infant	<input type="checkbox"/> 1
Supervision Sessions	<input type="checkbox"/> 2 (Supervision 2 may need to be done <u>during</u> IDME 2)

Office use only

Homework reader's comments:

- ☐ **Incomplete: Action taken**
- ☐ **Complete but unsatisfactory – needs to be redone**
- ☐ **Complete and satisfactory – homework approved**

Homework reader _____ Date read _____

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Observation Session Guidelines

The 20 Observation Sessions are about refining your observation skills and thereby deepening the understanding of the developmental process. They are meant to open the space for you and the family to perceive the infant within the family unit. The sessions are intended to support you and the family to experience the value of observation and witnessing the whole situation and everybody involved: the infant, the caregiver(s) and yourself. They may help you in developing an inner witness, kinesthetic empathy, attunement and the ability to fully listen.

As guidelines for your observation you can draw from overall principles and aspects of attention, such as: tone and its regulation, autonomic balancing, flexion and extension, symmetry and asymmetry, stability and mobility, proximal and distal, internal and external focus and movement.

Refer back to the principles listed in the Study Session Reports and Guidance Session Self-Evaluation forms of the BNP, RRR, S&P1 and Ontogenetic Development courses to see which of these principles and what course content you recognize.

You can also observe how states of “survival – comfort – bonding – curiosity” are manifesting and shifting in everybody involved, and how this influences and shapes relationships.

You are recommended to use the Ontogenetic Developmental Progression Observation Guides as a document of reference before and after, but not during the observation session. These Observation Guides are designed for you to study and to help organize information gathered when observing infants. They are not meant to be used as an evaluation and it is important to remember that development occurs in overlapping waves with myriad variations between infants/individuals.

Notice for yourself whether your observations are always in the same categories and how you could maybe expand your focus and perception. Reflect on what you learned from observing this child.

Please note:

1. You are only observing and noticing what the **child and family unit** is exhibiting during the time of this Observation Session. You are not evaluating, diagnosing or making judgments about them.
2. A child may or may not demonstrate **expected patterns** and still be in the normal range of development.
3. Be careful in **speaking with caregivers/parents** about their child. When entering into dialogue with them, speak from a place of interest rather than education or lecture, ask them what they observe in their child at that time and at other times, and perhaps share with them your observations of that moment.
4. It is important that you are dedicated to observing and collecting information, so **do not suggest or tell caregivers/parents that something is missing or wrong** with their child.

Each observation session is 30 minutes to an hour in length.

After the session list 5 main aspects you have noticed and write a brief report on your experience while observing and sharing time with the family.

Please type. Maximum length of the report is half a page. Make extra copies of this page as needed.

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Observation Session Report

Your Name _____ Date of Report _____

Infant's First Name _____ Date of Birth _____ Age _____ Gender _____

Date of Session _____ Length of Session _____

Refer to the Observation Session Guidelines for other information to be included in this report. **Please type.** Maximum length of report is half a page. Make extra copies of this page as needed.

Age Range of Child

- ☐ Neonate
- ☐ 1 - 3 months
- ☐ 4 - 6 months
- ☐ 7 - 9 months
- ☐ 10 - 12 months

Remember five specific moments during the observation that drew your attention: which movement pattern/s, reflex/es, perception/s, etc. are related to what you noticed?

- 1.
- 2.
- 3.
- 4.
- 5.

Brief Report (half a page):

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Interactive/Play Session Guidelines

Interactive/Play Sessions are an opportunity for you to gain experience being with and interacting with an infant in a way that is meaningful for the infant, for you and the parents/caregivers if they are present. It is not random play, but an interactive dialogue you are having with the infant and parents/caregivers. In this dialogue, you are seeking to engage the infant in ways that help align their attention and intention to express their authenticity and purpose. The infant may exhibit this by becoming more comfortable, having fun, gaining skills, being curious, expressing themselves, communicating, and/or developing a positive sense of self and an awareness of others.

If you feel you do not know what to do, do not do anything. Continue to observe, and if interacting, be present in a caring and playful or quiet way. Wait for the infant to show you the way. Respect the infant's integrity and wisdom. Allow them to be your teacher and relieve yourself of the burden to be the one who knows. Instead, assume the state of increased responsibility.

Be attuned to the deep love and fears of the infant's parents/caregivers. The infant has chosen them. Be aware of and refrain from projecting your own parenting histories and preferences onto them. Support them fully. If you do not know what to do, keep quiet, listen and observe. Infants pattern their parents/caregivers as well as parents/caregivers pattern their infants. Embrace the family/caregiving unit with compassion, respect and gratitude. Experience the joy of being in the presence of each new life. Have fun!

Each session should be a minimum of 30 minutes long.

Please type using the form for the Interactive/Play Session Report to write a brief report in the form of a narrative for the faculty (or potentially parents/caregivers) to understand -- **no more than one page**. Consider the questions listed below. You don't have to answer them all in each report you write, but make sure that over the course of the 12 reports that you reflect and write on each of them.

1. When observing, what overall themes or qualities did you notice – in the infant, caregivers and yourself?
2. How did you interact with the infant and caregivers? Which modalities did you chose?
 - What method of approach did you use? (i.e. with the infant: movement, touch, play with toys, positioning; with the caregivers: demonstration, directing attention, educational talk etc.)?
 - What skills/activities did you engage the infant in? (i.e. curiosity, nursing, bonding, moving in and out of relationship, rolling, kneel-sitting, eye-hand coordination, etc.)?
3. How did you decide where to “start” (i.e. something you observed, the caregivers brought up, the baby initiated, etc.)?
4. At the beginning, throughout and by the end of the session, did you have a particular curiosity or take a more general approach?
5. Was the infant's development within the timeframe of his/her age?
6. How might your interaction be meaningful for the infant and their development?
7. If the parents/caregivers were present, how were they involved? How did they respond and what did they learn from the interaction?
8. What did you learn from observing and interacting with this infant? Has this interaction brought up questions or an area you are curious and want to learn more about?

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Interactive/Play Session Report

Your Name _____ Date of Report _____

Infant's First Name _____ Date of Birth _____ Age _____ Gender _____

Date of Session _____ Length of Session _____

Refer to the Interactive/Play Session Guidelines for other information to be included in this report.
Please type. Maximum length of report is one page. Make extra copies of this page as needed.

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Personal Session Report

Personal sessions are individual sessions in which a Practitioner or Teacher works with you for a minimum of one hour. These sessions are done with a Certified Teacher or Practitioner (who is also a Professional Member of BMCA), and are paid for by you, at a rate arranged directly with the Teacher or Practitioner. A list of all qualified Certified Practitioners and Teachers is available on the BMCA website: www.bmcassociation.org/locate/professionals

The focus of the session is about you. It can be a particular physical or body-mind question or concern you might have, questions you have about the BMC material or any other things that you want to work on.

Personal sessions may be done during a course when there are a number of Practitioners and Teachers to choose from, or between courses at home if you live near or have access to a qualified person. Scheduling them during the course can provide support for your learning and personal process while you are immersed in the BMC material. Completing them at home and in between courses can provide ongoing support throughout the year.

Please use this form when reporting your sessions. Have the Practitioner or Teacher sign the form at the time of the session.

Name _____

Date of session	Name of Certified Practitioner or Teacher (print)	Signature of Certified Practitioner or Teacher

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Supervision Session Guidelines

Supervision Sessions are an opportunity to receive direct feedback about your movement facilitation skills and understanding of Infant Developmental Movement Education. Two sessions are required and reported on the respective Supervision Session Reports.

In the first Supervision Session, you assume the role of the educator and work with the Practitioner or Teacher (who is assuming the role of client) and get feedback on your skills. The first session is a minimum of one hour. The focus is on your hands-on facilitation skills with the developmental material and to review your general facilitation skill before handling infants. This session may be done during or after the IDME 1 course. It may be done with any Certified Practitioner or Teacher, optimally a certified IDME or a Practitioner who is experienced in working with infants and families.

The second Supervision Session is a review of your work and progress in the program. This session must be done with IDME 2 faculty or individuals selected by the faculty. It is done after all homework has been turned in (including your educational/promotional and video projects). The second session is a minimum of 1½ hours. This includes the time it takes for the facilitator to review your video and educational/promotional projects. The discussion part of the session may be done over the phone or on Skype if necessary.

The cost for the Supervision Sessions is not included in the tuition for the course. Students contract with the Supervision Session facilitator and pay them directly.

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Supervision Session 1 Report

Name _____ Date _____

Supervision Session 1 Review of facilitation skills with the developmental material.

Date of session _____ Name of facilitator _____

To be filled out by facilitator:

I have reviewed this student's facilitation skills with the developmental material and find it to be

☐ satisfactory ☐ unsatisfactory (if unsatisfactory, fill out a tracking form)

Facilitator comments: (Please type or write clearly. May be done on a separate page.)

Signature of Facilitator

Student comments: (Please type or write clearly. May be done on a separate page.)

What did you cover in this session? How was this session helpful to you?

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Supervision Session 2 Report

Name _____ Date _____

Supervision Session 2 Final review of progress. Done after all other work has been turned in, including the video and educational/promotional materials.

Date of session _____ Name of facilitator _____

To be filled out by facilitator:

I have reviewed and discussed with this student, her/his video and educational/promotional project and progress in the program and find it to be

☐ satisfactory ☐ unsatisfactory (if unsatisfactory, fill out a tracking form)

Facilitator comments: (Please type or write clearly. May be done on a separate page.)

Signature of Facilitator

To be filled out by student:

How has the IDME program been helpful to you? (Please type or write clearly. May be done on a separate page.)

THE SCHOOL FOR BODY-MIND CENTERING®

ATTENDANCE POLICY

Attendance

Teachers take attendance in classes. Students must be present for at least 90% of required classes in any course in order to receive credit for that course. All missed classes must be made up. Students are responsible for keeping track of and fulfilling their attendance requirements and for making up and, if necessary, reporting classes missed.

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

If you miss up to 10% of required classes

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

If you miss more than 10% of required classes

You must make up these classes in a tutorial session with a practitioner or teacher (preferably a teacher or TA in your program since they are familiar with the most up-to-date BMC material). You are responsible for making arrangements for your own tutorials and for paying the teacher or practitioner for the session. You should do at least a 30 minute session for up to 2 hours of missed class time.

These make-up tutorials must be completed and a Missed Class Make-up 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 completed forms – one for your own records and one to turn in to the School. Two report forms are in your notebook.

If you miss the Review and Evaluation class at the end of a course, you must do-a make-up and turn in a report. Because this class is an evaluation class, you must make it up as a tutorial with a current faculty member.

You can not miss more than 20% of required classes and still receive credit for the course. If you miss more than this maximum number of classes, you will need to repeat the course.

If a student is repeatedly over the allowed absences in more than one course and is having to perform excessive tutorials and other make-up work, the student will be put on academic probation and could be dismissed from the program.

Tardiness

Students are expected arrive to class on time. Late arrival to class will be noted on the daily attendance sheets. Late time will accumulate as missed class time. Late time will be recorded on the quarter hour by every 15 minute segment of time missed. **Three 15-minute segments of missed class time or three tardies will count as one two hour missed class.**

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MISSED CLASS MAKE-UP REPORT

Please complete this form for your missed class make-up tutorials and turn it in to the School office before the end of the course.

Name _____ Date of this report _____

Course _____ Dates of course _____

Class missed (example: Skel 12)	Class description from schedule (example: Shoulder girdle)	Date of make-up tutorial	Teacher or practitioner doing the make-up tutorial	Teacher or practitioner signature (indicates that material for that class was satisfactorily made up and student's attendance records can be cleared for that class.)

THE SCHOOL FOR BODY-MIND CENTERING®

Infant Developmental Movement Education (IDME) Program

TEMPORARY ADAPTATION OF HOMEWORK REQUIREMENTS

Since we have gone through a period of time when the online teaching has become more intensified, the Program Directors feel the necessity to regulate the number of sessions that can be done through the online medium.

Ideally, homework is done in person and on location. But because of the restrictions in Corona times, we have decided that it can be acceptable for students to do a certain part of their homework online.

The below maximum numbers apply for any homework done until July 31st, 2021, no matter when the homework will be finally handed in. After that date, the Program Directors will re-evaluate the situation and might make adjustments.

Please, include the following in reporting your online work:

- a brief evaluation on how the online session or class has worked for you (50 – 100 words);
- a note in the report and on the final homework submission sheet;
- specify for each category (whether study session, class or guidance session) the number of sessions done online.

Homework Infant Developmental Movement Education (IDME) Program

8 Study Sessions (max. 6 sessions online)

4 Guidance Sessions (max. 2 sessions online)

2 Personal Sessions (all in person)

2 Supervision (SV2 can be online)

20 Observation Sessions (max. 10 sessions online)

12 Interactive/Play Sessions (max. 4 sessions online)

1 Educational/Promotional Project

1 Video Project