



US 
Nanny
Institute

Catalog and
Policies

2021-2022

US NANNY INSTITUTE (FORMERLY AMSLEE® INSTITUTE)
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Introduction to Programs

The US Nanny Institute offers online childcare programs with up to 50 hours of classes taught by faculty and up to five levels of training for nannies and sitters. The US Nanny Institute supports graduates with job placement training and partners with national and local nanny agencies. Study from home with on demand classes and finish in a few days or within 12 weeks.



Is the US Nanny Institute right for you?

Influencing a child's development is a powerful responsibility. Children learn character, values, courage, love and knowledge from those around them and this is especially important during formative years. To help you be your best, the US Nanny Institute provides online, self-paced childcare courses and programs. Courses are designed for individuals seeking to expand their skills to potentially earn more while working with children as sitters, professional nannies, resort nannies, church counselors, summer camp counselors, kid clubs, and staff at children centric businesses. US Nanny Institute courses are taught by highly qualified college faculty focusing on practical skills needed when working with or caring for children.

How is the US Nanny Institute different from other training and programs? The US Nanny Institute is trusted by families as it is a specialized professional trade school dedicated to Nannies and childcare providers. The US Nanny Institute has unmatched academics with classes taught by faculty experts, so you can join a distinguished group of alumni.

What US Nanny Institute option is the best fit for you? US Nanny Institute childcare programs have five levels: Basic Childcare, Intermediate Childcare, Advanced Childcare, Specialist Childcare, and Professional Childcare. A separate eLearning Facilitator program and Newborn Care program are also available.

- **Basic Childcare.** This level is designed for those seeking paid babysitting and mother's helper positions providing for the safety of children for several hours with the employer and/or family members onsite or nearby and available by phone.
- **Intermediate Childcare.** This level is completed after the Basic program and is designed for those seeking part-time positions with families or employers. Intermediate Childcare providers may be responsible for afterschool and/or weekend care.
- **Advanced Childcare.** This level is completed after the Intermediate program and designed for those seeking full-time positions with families or employers including year-round or full-time summer positions. Advanced Childcare providers may be responsible for several children throughout the entire workday or week while family members are at their places of employment.
- **Specialist Childcare.** This level is completed after the Advanced program and is designed for those seeking full-time positions with additional responsibilities including family assistance and household management or supervisory roles with employers. Additional responsibilities in a home may include managing a weekly schedule, picking up the dry cleaning, preparing meals, and overnight duties. In an employment setting, additional responsibilities may include supporting education or leading group play activities. Specialist Childcare providers are often committed to childcare as their primary employment and have the maturity to work unsupervised while responsible for several children.
- **Professional Childcare.** This level is completed after the Specialist program and is designed for those seeking a career in childcare and are likely to commit their time exclusively to a family or may be employed as a supervisor in a child focused business. Professional Childcare providers may have limited time off and work holidays as they are the central core to managing all schedules, logistics, and needs for the entire family or a team working with children.
- **eLearning Facilitator.** Many families are choosing distance or e-learning options, keeping children at home with online academics. eLearning facilitators care for children while parents are working and

support the curriculum provided by a school. eLearning facilitators support child development and learning by following a provided curriculum from the local public school district or a private program provided by the parents.

- **Newborn Care.** Many parents seek newborn specialists to help navigate the first year. Newborn care specialists support parents with newborns and infants through the first year. The newborn care curriculum focuses on safety, development, common medical issues, nutrition, sleep and advanced newborn care.



What will you gain from completing a US Nanny Institute program? US Nanny Institute training is specifically designed to provide students with the mental, emotional, and social skills needed to positively influence the development of young children, providing education and skills that may earn higher compensation. All courses are taught by experts with a Master's or Doctoral degree and direct experience working with children using evidence based theories and practices. US Nanny Institute courses and programs can be declared on employment applications, posted on job boards, and listed on resumes.

Mission Statement

The US Nanny Institute is a specialized career school that provides credentialed training programs to Nannies, Sitters and Childcare providers that elevate the in-home childcare profession.

Facilities

Amslee, LLC is doing business as the US Nanny Institute with an administrative office located at 5391 Lakewood Ranch Blvd, Suite 203, Sarasota, Florida 34240 with phone number 941.773.9020. The office is for administrative use only and does not provide computer terminals or classrooms for students.

Licensing and Industry Recognition

The US Nanny Institute was formerly named Amslee Institute. Amslee Institute was licensed by the Commission for Independent Education, Florida Department of Education at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400. While there are no laws requiring nanny standards in the United States, industry standards and credentials recognize quality training and work experience.

The US Nanny Institute curriculum aligns with national early childhood development post-secondary curriculum, the National Council for Curriculum and Assessments, the National Association for the Education of Young Children (NAEYC), the American Academy of Pediatrics (AAP), the US Center for Disease Control (CDC), and the US Department of Agriculture (USDA). The US Nanny Training programs also align with Child Development Association (CDA) and Early Childhood Education (ECE) training.

The US Nanny Institute is an educational member of the National Association for the Education of Young Children (NAEYC) and is an organization member of the US Nanny Association (USNA). The US Nanny Institute and the US Nanny Association are separate legal entities. The US Nanny Institute courses and programs meet the US Nanny Association Credentials standards for the Basic Nanny and Professional Childcare Provider (BNCP) and Professional Nanny and Childcare Provider (PNCP). The US Nanny Institute is the responsibility of Elizabeth Malson, President.



National Association for the Education of Young Children



Program Schedule and Academic Calendar

The US Nanny Institute does not have enrollment deadlines as enrollment is accepted year-round and submitted digitally. The courses and programs are online, on-demand and self-paced with all courses due on or before 70 days past the Enrollment Date to provide a minimum of 14 days to complete the proficiency exams. All program requirements, including exams, must be completed within 12 weeks (84 days) of the Enrollment Date. The Enrollment Date is the date the Enrollment Agreement is submitted with tuition and fees paid. The US Nanny Institute will be closed on the following days:

	<u>2021</u>	<u>2022</u>
New Year's Day	Friday, January 1	Saturday, January 1
Martin Luther King Birthday	Friday, January 21	Monday, January 17
Presidents Day	Monday, February 15	Monday, February 21
Memorial Day	Monday, May 31	Monday, May 30
Independence Day	Monday, July 5	Monday, July 4
Labor Day	Monday, September 6	Monday, September 5
Veteran's Day	Thursday, November 11	Friday, November 11
Thanksgiving Day	Thursday, November 25	Thursday, November 24
Day after Thanksgiving	Friday, November 26	Friday, November 25
Christmas Eve	Thursday, December 23	Thursday, December 22
Christmas Day	Friday, December 24	Friday, December 23
Boxing Day	Monday, December 27	Monday, December 26
New Year's Eve	Friday, December 31	Friday, December 30

Program Considerations

Prospective students should understand their personal and professional goals prior to enrolling in a US Nanny Institute program. Sitter and Nanny positions are not regulated by state requirements, so courses, certifications, and diplomas are not required for employment. Prospective students can enroll at any time by completing the online process at usnannyinstitute.com.

The US Nanny Institute classes and transcripts are accepted by US Nanny Association for the Basic Nanny and Childcare Provider (BNCP) and Professional Nanny and Childcare Provider (PNCP) credentials. Completing a US Nanny Institute program does not guarantee that a student will pass any licensing or certification requirements of any state, governmental or oversight organization or association.

Some states require childcare workers at licensed institutions including daycare centers and in-home daycares to complete state regulated and approved training and certification. The US Nanny Institute programs may not meet these individual state criteria. For employment in licensed childcare centers, review the state laws and requirements to understand the educational and training requirements.

Enrollment Requirements

To enroll, students must read and acknowledge the Catalog and Policies and Enrollment Agreement. To enroll, you must be at least 16 years old, be fluent in English and have a government issued identification with photo and birthdate.

Technology requirements to enroll include a valid email account, access to a computer or smartphone with minimum screen resolution of 1024x768, internet



connection, and a web browser. Students also need installed software programs including Flash Player 9+, Microsoft Word, and a PDF document reader like Adobe Reader as well as access to printer and scanner.

Attendance Requirements

With 12 weeks (84 days) to complete the selected program(s), enrolled students are required to complete a minimum of 10% of their online classes each week. Thus, the minimum time requirements per week are:

<u>Program</u>	<u>Total</u>	<u>Weekly</u>
Basic Childcare	10 hours	1 hour
Intermediate Childcare	20 hours	2 hours
Advanced Childcare	30 hours	2.5 hours
Specialist Childcare	40 hours	3.5 hours
Professional Childcare	50 hours	4.5 hours
eLearning Facilitator	15 hours	1.5 hour
Newborn Care	17 hours	1.5 hours

Program Requirements

To ensure graduates have the knowledge, skills, and experiences to excel in childcare, the US Nanny Institute programs are required to be completed in order. Each program builds on the one before from Basic to Intermediate, then Advanced, Specialist and Professional Childcare.



- **Basic Childcare.** Pay tuition, sign the enrollment agreement and
 - Complete 10 hours of online training
 - Pass online Basic exam (get two attempts)
 Completing all requirements earns a Basic Childcare Certification



- **Intermediate Childcare.** Pay tuition, sign the enrollment agreement and
 - Complete 20 hours of online training
 - Pass online Intermediate exam (get two attempts)
 Completing all requirements earns an Intermediate Childcare Certification



- **Advanced Childcare.** Pay tuition, sign the enrollment agreement and
 - Complete 30 hours of online training
 - Pass online Advanced exam (get two attempts)
 Completing all requirements earns an Advanced Childcare Certification



- **Specialist Childcare.** Pay tuition, sign the enrollment agreement and
 - Complete 40 hours of online training
 - Pass online Specialist exam (get two attempts)
 Completing all requirements earns a Specialist Childcare Certification



- **Professional Childcare.** Pay tuition, sign the enrollment agreement and
 - Complete 50 hours of online training
 - Pass online Professional exam (get two attempts)
 Completing all requirements earns a Professional Childcare Certification

To support specialized training, the US Institute has two independent programs – eLearning Facilitator and Newborn Care.



- **eLearning Facilitator.** Pay tuition, sign the enrollment agreement and
 - Complete 15 hours of online training
 - Pass online eLearning Facilitator exam (get two attempts)Completing all requirements earns an eLearning Facilitator Certification



- **Newborn Care.** Pay tuition, sign the enrollment agreement and
 - Complete 17 hours of online training
 - Pass online Newborn Care exam (get two attempts)Completing all requirements earns a Newborn Care Certification

Steps to Enroll and Complete Program Requirements

1. Pay tuition and immediately check your junk or spam email folder for a link to your online student account. You can download the SAP Litmos app to view the courses on your mobile.
2. Read, sign, and upload the Enrollment Agreement with Statement of Understanding and a copy of a legal identification from any recognized government. The classes will unlock within an hour of you submitting the required documents.
3. Complete online courses. The courses are on-demand and self-paced with all courses due to be completed on or before 12 weeks past the Enrollment Date. The following are the required hours of coursework for each program:
 - a. Basic Childcare 10 hours + optional job placement (3.5 hours)
 - b. Intermediate Childcare 20 hours
 - c. Advanced Childcare 30 hours
 - d. Specialist Childcare 40 hours
 - e. Professional Childcare 50 hours + optional leadership series (3.0 hours)
 - f. eLearning Facilitator 15 hours + optional job placement (3.5 hours)
 - g. Newborn Care 17 hours + optional job placement (3.5 hours)

No textbooks are required for US Nanny Institute courses. All content is available online and each course has a faculty authored study guide available. The courses can be paused as needed for note taking and watched multiple times. Courses are not approved for download as materials and content, including video lessons, study guides, quizzes, and tests are copyrighted for the intended use by registered students. Each study should complete the study guide while watching the course. A study guide is assigned with each course. The course also has five multiple choice quiz questions at the end. The quiz questions are provided so students can self-assess their proficiency with the course content. Courses are complete with an 80% quiz score. Courses and quizzes can be repeated as many times as needed within the 12-week enrollment period to gain proficiency with the material which will be tested by proficiency exams.

4. Pass proficiency exams. Proficiency exams are designed to confirm understanding of the course content for each program and include Basic, Intermediate, Advanced, Specialist, and Professional exams. Each exam is multiple-choice and is pass or fail. Pass requires a minimum correct score of 40 out of 50 earning at least an 80%. Two attempts are allowed for each exam. After two failed attempts of an exam, the student fails the program. If a student fails the program, they can re-enroll at any time at the full rates and must repeat the program in its entirety.

Program Completion

Students who complete all requirements will earn a US Nanny Institute Childcare Certification which will be provided to the student electronically via the student account within 1 day. The program completion communication will include (1) a Certification with the Student's Name, Date, and Certification level that is signed by the President of the US Nanny Institute officially recognizing the successful completion of the

program and (2) a transcript with a list of completed courses. Programs can be completed online or by attending and participating in faculty-led training sessions.

Transfer Credits

US Nanny Institute courses may not transfer to other college or university programs. Students should contact other College or University to understand their policies for transfer credits. Due to the specialization in the academic programs, the US Nanny Institute does not accept transfer credits from other institutions.

Course Requirements

US Nanny Institute courses are classified as Childcare (CC), Health and Safety (HS), General Education (GE), and Job Placement (JP). The US Nanny Institute uses clock hours defined as a period of sixty minutes with a minimum of fifty minutes of instruction in the presence of an instructor. Numerically, 100 courses are required for the Basic Childcare, 200 courses are required for Intermediate Childcare, 300 courses are required for Advanced Childcare, 400 courses are required for Specialized Childcare, 500 courses are required for Professional Childcare, and 600 courses are for Job Placement.

The **Basic Childcare** objective is to establish and maintain a safe, clean, and healthy environment for children. This program is designed for those seeking paid babysitting and mother's helper positions providing for the safety of children for several hours with the employer and/or family members onsite or nearby and available by phone. This level includes instruction on understanding children as well as home, water, and food safety. The Basic Childcare includes instruction on understanding children as well as home, water, and food safety. The Basic level requires 10 clock hours of coursework:

CC 101 Understanding Children (2 hours)	HS 103 Water Awareness (1 hour)
CC 102 Children and the Law (1 hour)	HS 104 Food Safety (1 hour)
CC 103 Positive Discipline (1 hour)	GE 101 Professionalism (1 hour)
HS 101 Emergency Planning (1 hour)	GE 102 Stress Management (1 hour)
HS 102 Safety in the Home (1 hour)	

The **Intermediate Childcare** objective is to describe developmentally appropriate care for children. This program is designed for those seeking part-time positions with families or employers. Intermediate Childcare providers may be responsible for afterschool and/or weekend care. Intermediate Childcare level includes instruction in early childhood development, child growth, and health. The Intermediate level requires 20 clock hours of coursework:

CC 101 Understanding Children (2 hours)	CC 201 Newborn Care (2 hours)
CC 102 Children and the Law (1 hour)	CC 202 Toddlers (1 hour)
CC 103 Positive Discipline (1 hour)	CC 203 Preschool (1.5 hour)
HS 101 Emergency Planning (1 hour)	CC 204 Primary Years (1 hour)
HS 102 Safety in the Home (1 hour)	CC 205 Children and Literacy (1 hour)
HS 103 Water Awareness (1 hour)	CC 206 STEM Activities (1 hour)
HS 104 Food Safety (1 hour)	HS 201 Childhood Fitness (1 hour)
GE 101 Professionalism (1 hour)	HS 202 Childhood Health (1.5 hour)
GE 102 Stress Management (1 hour)	

The **Advanced Childcare** objective is to understand the competencies and skills needed to plan activities and manage multiple children. This program is designed for those seeking full-time positions with families or employers including year-round or full-time summer positions. Advanced Childcare providers may be responsible for several children throughout the entire workday or week while family members are at their places of employment. This level includes instruction on working with families, activity planning, and managing groups. The Advanced Childcare level requires 30 clock hours of coursework:

CC 101 Understanding Children (2 hours)	CC 206 STEM Activities (1 hour)
CC 102 Children and the Law (1 hour)	HS 201 Childhood Fitness (1 hour)
CC 103 Positive Discipline (1 hour)	HS 202 Childhood Health (1.5 hour)
HS 101 Emergency Planning (1 hour)	CC 301 Learning Environments (1 hour)
HS 102 Safety in the Home (1 hour)	CC 302 Teaching Self-Regulation (1 hour)
HS 103 Water Awareness (1 hour)	CC 303 Advanced Newborn Care (1.5 hour)
HS 104 Food Safety (1 hour)	CC 304 Helping with Homework (0.5 hour)
GE 101 Professionalism (1 hour)	CC 305 Children and Music (1 hour)
GE 102 Stress Management (1 hour)	CC 306 Children and Art (1 hour)
CC 201 Newborn Care (2 hours)	HS 301 Fitness for Child Athletes (1 hour)
CC 202 Toddlers (1 hour)	HS 302 Nutrition for Children (1.5 hour)
CC 203 Preschool (1.5 hour)	GE 301 Communicating with Families (1 hour)
CC 204 Primary Years (1 hour)	GE 302 Parenting Styles (0.5 hour)
CC 205 Children and Literacy (1 hour)	

The **Specialist Childcare** objective is to describe specialized approaches based on children's individual and family's needs. This program is designed for those seeking full-time positions with additional responsibilities including family assistance and household management or supervisory roles with employers. Additional responsibilities in a home may include managing a weekly schedule, picking up the dry cleaning, preparing meals, and overnight duties. In an employment setting, additional responsibilities may include supporting education or leading group play activities. Specialist Childcare providers are often committed to childcare as their primary employment and have the maturity to work unsupervised while responsible for several children. This level includes instruction on academic enrichment, communication, and nutrition. The Specialist Childcare level requires 40 clock hours of coursework.

CC 101 Understanding Children (2 hours)	CC 303 Advanced Newborn Care (1.5 hour)
CC 102 Children and the Law (1 hour)	CC 304 Helping with Homework (0.5 hour)
CC 103 Positive Discipline (1 hour)	CC 305 Children and Music (1 hour)
HS 101 Emergency Planning (1 hour)	CC 306 Children and Art (1 hour)
HS 102 Safety in the Home (1 hour)	HS 301 Fitness for Child Athletes (1 hour)
HS 103 Water Awareness (1 hour)	HS 302 Nutrition for Children (1.5 hour)
HS 104 Food Safety (1 hour)	GE 301 Communicating with Families (1 hour)
GE 101 Professionalism (1 hour)	GE 302 Parenting Styles (0.5 hour)
GE 102 Stress Management (1 hour)	CC 401 Lesson Planning (1 hour)
CC 201 Newborn Care (2 hours)	CC 402 Children at Risk (1 hour)
CC 202 Toddlers (1 hour)	CC 403 Special Education (2 hours)
CC 203 Preschool (1.5 hour)	CC 404 Baby Sign Language (0.5 hour)
CC 204 Primary Years (1 hour)	CC 405 Multiples and Siblings (0.5 hour)
CC 201 Newborn Care (2 hours)	HS 401 Child Obesity and Diabetes (1 hour)
CC 206 STEM Activities (1 hour)	HS 402 Special Diets (1 hour)
HS 201 Childhood Fitness (1 hour)	GE 401 Teaching Social Skills (1 hour)
HS 202 Childhood Health (1.5 hour)	GE 402 Household Management (1 hour)
CC 301 Learning Environments (1 hour)	GE 403 Caring for Pets (0.5 hour)
CC 302 Teaching Self-Regulation (1 hour)	GE 404 Inclusion and Diversity (0.5 hour)

The **Professional Childcare** objective is to demonstrate learnings that promote children's total growth and development. This program is designed for those seeking a career in childcare and are likely to commit their time exclusively to a family or may be employed as a supervisor in a child focused business. Professional Childcare providers may have limited time off and work holidays as they are the central core to managing all schedules, logistics, and needs for the entire family or a team working with children. This level includes instruction on child development theory, multi-culture activities, and parenting philosophies. The Professional Childcare level requires 50 clock hours of coursework.

CC 101 Understanding Children (2 hours)	GE 301 Communicating with Families (1 hour)
CC 102 Children and the Law (1 hour)	GE 302 Parenting Styles (0.5 hour)
CC 103 Positive Discipline (1 hour)	CC 401 Lesson Planning (1 hour)
HS 101 Emergency Planning (1 hour)	CC 402 Children at Risk (1 hour)
HS 102 Safety in the Home (1 hour)	CC 403 Special Education (2 hours)
HS 103 Water Awareness (1 hour)	CC 404 Baby Sign Language (0.5 hour)
HS 104 Food Safety (1 hour)	CC 405 Multiples and Siblings (0.5 hour)
GE 101 Professionalism (1 hour)	HS 401 Child Obesity and Diabetes (1 hour)
GE 102 Stress Management (1 hour)	HS 402 Special Diets (1 hour)
CC 201 Newborn Care (2 hours)	GE 401 Teaching Social Skills (1 hour)
CC 202 Toddlers (1 hour)	GE 402 Household Management (1 hour)
CC 203 Preschool (1.5 hour)	GE 403 Caring for Pets (0.5 hour)
CC 204 Primary Years (1 hour)	GE 404 Diversity and Inclusion (0.5 hour)
CC 205 Children and Literacy (1 hour)	CC 501 Theories Child Development (1 hour)
CC 206 STEM Activities (1 hour)	CC 502 Trends in Childcare (1 hour)
HS 201 Childhood Fitness (1 hour)	CC 503 Advanced Children (0.5 hour)
HS 202 Childhood Health (1.5 hour)	CC 504 Brain Development (1 hour)
CC 301 Learning Environments (1 hour)	CC 505 Gender Neutral Parenting (0.5 hour)
CC 302 Teaching Self-Regulation (1 hour)	CC 506 Pikler and RIE (0.5 hour)
CC 303 Advanced Newborn Care (1.5 hour)	CC 507 Reggio Emilia (0.5 hour)
CC 304 Helping with Homework (0.5 hour)	CC 508 Waldorf Steiner (0.5 hour)
CC 305 Children and Music (1 hour)	CC 509 Montessori (1 hour)
CC 306 Children and Art (1 hour)	HS 501 Sleep Training (1 hour)
HS 301 Fitness for Child Athletes (1 hour)	GE 501 Financial Management (1.5 hour)
HS 302 Nutrition for Children (1.5 hour)	GE 502 Managing Change (1 hour)

The **eLearning Facilitator** objective is to provide practical skills needed to manage multiple children throughout an academic week with activities that support learning and the child's overall growth and development. This program is designed for those seeking an in-home position or investing in a childcare career that supports a single family or group of families with children in elementary and/or middle school. eLearning Facilitators primarily work Monday through Friday as they are the central core to implementing the schedule and logistics during the work week. The eLearning Facilitator program includes instruction on Learning Environments, Lesson Planning, Classroom Management, and Communicating with Families. The eLearning Facilitator program requires 15 clock hours of coursework.

CC 102 Children and the Law (1 hour)	CC 302 Teaching Self-Regulation (1 hour)
CC 103 Positive Discipline (1 hour)	CC 304 Helping with Homework (0.5 hour)
GE 101 Professionalism (1 hour)	CC 306 Children and Art (1 hour)
GE 102 Stress Management (1 hour)	GE 301 Communicating with Families (1 hour)
CC 205 Children and Literacy (1 hour)	GE 302 Parenting Styles (0.5 hour)
CC 206 STEM Activities (1 hour)	GE 303 Classroom Management (1 hour)
HS 201 Childhood Fitness (1 hour)	CC 401 Lesson Planning (1 hour)
CC 301 Learning Environments (1 hour)	CC 406 Supporting eLearning (1 hour)

The **Newborn Care** objective is to gain practical skills needed to support parents by caring for newborns and infants. This program is designed for those seeking an in-home position as a newborn care specialist or night nanny. Newborn care specialists primarily work during the first 12 months of a child's life and help families learn best practices and help establish schedules. The Newborn Care curriculum focuses on safety, development, common medical issues, nutrition, sleep and advanced newborn care. The Newborn Care program requires 17 clock hours of coursework.

CC 101 Understanding Children (2 hours)	CC 205 Children and Literacy (1 hour)
CC 102 Children and the Law (1 hour)	HS 202 Childhood Health (1.5 hour)
HS 101 Emergency Planning (1 hour)	CC 303 Advanced Newborn Care (1.5 hour)
HS 102 Safety in the Home (1 hour)	CC 305 Children and Music (1 hour)
HS 103 Water Awareness (1 hour)	CC 404 Baby Sign Language (0.5 hour)
HS 104 Food Safety (1 hour)	CC 405 Multiples and Siblings (0.5 hour)
GE 101 Professionalism (1 hour)	HS 501 Sleep Training (1 hour)
CC 201 Newborn Care (2 hours)	

Fees and Tuition Costs

The following are enrollment, tuition, and other fees for the US Nanny Institute. The total cost is the sum of the enrollment fee, tuition, and other program fees, when applicable. Fees and tuition are subject to change at any time without notice for new enrollment. The \$50 enrollment fee is non-refundable.

	Total =	Tuition + Fee
• Basic Childcare (10 hours)	\$300	\$250 + \$50
• Intermediate Childcare (20 hours)	\$550	\$500 + \$50
• Advanced Childcare (30 hours)	\$800	\$750 + \$50
• Specialist Childcare (40 hours)	\$1050	\$1000 + \$50
• Professional Childcare (50 hours)	\$1300	\$1250 + \$50
• eLearning Facilitator (15 hours)	\$400	\$350 + \$50
• Newborn Care (17 hours)	\$550	\$500 + \$50

There are no additional fees for books or supplies as all course materials are available to students in the online student portal for view and when appropriate for download. The student portal also accepts uploaded documents. Additional fees, when applicable include a Student Record Request Processing Fee of \$25.

Faculty-led training sessions (in-person) and programs may be offered:

	Total =	Tuition + Fee
• Certified Nanny Weekend (16 hours)	\$600	\$550 + \$50
• Certified Newborn Care Weekend (16 hours)	\$600	\$550 + \$50
• Certified Professional Nanny (45 hours)	\$1500	\$1450 + \$50

Enroll As You Go

The US Nanny Institute offers a financing plan by allowing 10 hours of classes to be purchased at a time. While purchased individually, the levels must be completed in order starting with Basic Childcare, then Intermediate Childcare, Advanced Childcare, Specialist Childcare and finally, Professional Childcare. If a student has completed a US Nanny Institute level and is enrolling in the next higher program (1 level up), the program would require a \$50 enrollment fee and \$250 tuition for a total cost of \$300.

• Intermediate Childcare (10 hours)	\$300	\$250 + \$50
• Advanced Childcare (10 hours)	\$300	\$250 + \$50
• Specialist Childcare (10 hours)	\$300	\$250 + \$50
• Professional Childcare (10 hours)	\$300	\$250 + \$50
• eLearning to Professional Childcare	\$1000	\$950 + \$50
• Newborn Care to Professional Childcare	\$850	\$800 + \$50

If you have completed the eLearning Facilitator program and want to enroll in the Professional Program, the tuition and fees are \$1000 (includes \$50 non-refundable fee). If you have completed the Newborn

Care program and want to enroll in the Professional Program, the tuition and fees are \$850 (includes \$50 non-refundable fee). You do not have to repeat the courses you have already completed.

Cancellation and Refund Policy for Online Programs

Should a student's enrollment be terminated or canceled for any reason, all refunds will be made according to the following refund schedule:

- Cancellation requires the submission of a Cancellation Notice (Form 108) by electronic mail to info@usnannyinstitute.com or by termination. Form 108 can be found in the student portal.
- If the US Nanny Institute does not accept the student or the student does not start any classes and cancels within (3) business days after making payment, then 100% of fees and tuition (less the \$50 nonrefundable enrollment fee) will be refunded.
- Cancellation after enrollment through 25% of the program will result in a Pro Rata refund. Program completion is computed on the number of clock hours of courses completed to the total program clocks hours or the number of days since enrollment to the total number of days allocated to complete the program, whichever is greater. Canceling after completing more than 25% of the program (courses and/or time allocated) will result in no refund.
- Refunds will be made within 30 days of termination of student's enrollment or receipt of Cancellation Notice (Form 108) from the student.

Cancellation and Refund Policy for In-Person Programs

Enrollment fees and tuition are non-refundable as the event has already incurred expenses (venue, program supplies, food, instructor travel). If faculty-led training is canceled by the instructor or the student cannot attend, the tuition will be transferred to the online program or future instructor-led training sessions (if sessions are scheduled and space is available). Enrollment fees and tuition include faculty-led instruction, a workbook and a boxed lunch on Saturday and Sunday. Enrollment fees and tuition do not cover breakfast, dinner, transportation or any overnight accommodation. US Nanny Institute is not responsible for any incurred travel or accommodation costs.

Funding Sources and Tax Deductions

US Nanny Institute programs are not eligible for federal education loans (financial aid). Students will not be able to submit FAFSA forms for US Nanny Institute programs. The US Nanny Institute does not offer discounts or monthly payment plans. Tuition and fees may be tax deductible if the course is sufficiently connected to employment activities. Consult an accountant concerning this matter. The US Nanny Institute does not generate 1098-T forms.

A limited number of scholarships may be available for those who qualify and are selected. To apply for the Nivens and/or Herk scholarships, students must meet all the program eligibility requirements.

- The Nivens Scholarship provides financial support for high school graduates seeking a career in childcare as a Nanny, Sitter, or Family Assistant. Eligible scholars will receive an award equal to the institutional cost of attendance for Basic Childcare. An application is required.
Award Amount: \$350
Awards Available: 2
Application Deadline: 11:59 p.m. EST on September 15, 2019
Application Process: Download, complete, and email application form to info@usnannyinstitute.com. Application form is available at usnannyinstitute.com/scholarships
- The Herk Scholarship provides financial support for high school graduates seeking a career in childcare as a Nanny, Sitter, or Family Assistant. Eligible scholars will receive an award equal to the institutional cost of attendance for Intermediate Childcare. An application is required.
Award Amount: \$699
Awards Available: 1
Application Deadline: 11:59 p.m. EST on April 30, 2019

Application Process: Download, complete, and email application form to info@usnannyinstitute.com. Application form is available at usnannyinstitute.com/scholarships

Student Services

The Admission office is available by phone Monday through Friday, between the hours of 8am and 5pm EST for enrollment and program support. If unavailable to take the call at (941) 773-9020, the admissions department accepts voicemails and text messages. The Admissions office can also be reached at info@usnannyinstitute.com. Onsite meetings are available by appointment only. For personal, academic, or financial advisement, contact info@usnannyinstitute.com.

Technical support is provided by the online Learning Management System (SAP Litmos) with business hours between 7AM and 7PM Central Standard Time, Monday through Friday. Emergency support is available after business hours except on the following holidays: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Day after Thanksgiving, and Christmas Day.

Placement Services

The US Nanny Institute does not guarantee employment but does provide job placement services (PS) exclusively to US Nanny Institute students. Students enrolled in Basic Childcare and eLearning Facilitator program get additional resources which include these five optional courses:

- ✓ PS 601 Expert Resumes for Nannies (1 hour)
- ✓ PS 602 Job Search Strategies (0.5 hour)
- ✓ PS 603 Interview Skills (1 hour)
- ✓ PS 604 Negotiating Compensation (0.5 hour)
- ✓ PS 605 Work Agreements (0.5 hour)

Student Records

Students have the right to inspect and review the student's education records maintained by the US Nanny Institute. Upon request and payment of the Student Record Request Processing Fee, the US Nanny Institute will provide a copy of a student's educational record (Form 105).

Students have the right to request that the US Nanny Institute correct records which they believe to be inaccurate or misleading. If the US Nanny Institute decides not to amend the record, the student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement within the record setting forth his or her view about the contested information. US Nanny Institute will not release student records unless provided written permission from the student (Form 105), as allowed by the Family Educational Rights and Privacy Act (FERPA), or as required by law. FERPA allows educational institutions to disclose records, without parent or student consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School official with legitimate educational interest;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

US Nanny Institute may disclose a directory of student information. US Nanny Institute considers "directory information" to be the student's name, address, telephone number, date of birth, enrolled program, dates of attendance, certifications and awards received, and the most recent previous educational agency or institution attended by the student. This information is also used by US Nanny Institute placement services. Parents and/or students can opt out of this directory with Form 106. The US Nanny Institute is permitted to release 1) name of student and 2) status with US Nanny Institute as A). Not Enrolled, B) Enrolled and name of program, or C). Graduate and name of program.

Students may withdraw from US Nanny Institute at any time using Form 108. Students who do not complete the program within 12 weeks of enrollment and do not contact US Nanny Institute for an extension will automatically be dismissed from the Institute.

Leave of Absence

A one-time 6-week extension may be granted to students who demonstrate in writing (via email to info@usnannyinstitute.com) a significant hardship that requires additional time to complete the courses. Requests must be submitted no later than two weeks prior to the expiration date on the student account to be considered by the Admissions Officer. A response will be delivered via email within 7 business days (excluding federal holidays). It is at the discretion of the Program Manager to determine if the situation warrants an extension. Considerations will be made for emergency situations including but not limited to a death in the family, serious illness, or deployment. If an extension is granted, the student must complete the program within 6 weeks. No further extensions will be granted. If a student cannot finish the program within the extension window, and desires to finish the program, the student will have to purchase the program again in its entirety at full tuition.

Complaint and Appeals Process

US Nanny Institute is committed to a policy of treating all students fairly regarding their personal and professional concerns. Prior to invoking the formal grievance procedure, the student is strongly encouraged to discuss his or her grievance with an Admissions Officer. Any student or prospective student with a grievance, complaint, or appeal should submit the grievance in writing within 30 days to the Admissions Officer at info@usnannyinstitute.com using Form 107. If practical, the grievance or complaint will be addressed by a member of the Admissions or Administrative staff within 10 business days from the date the written grievance was received. If the disposition extends beyond 10 business days, the Admissions Officer should inform the student of the delay and the expected response date. If the student is not satisfied, the student can submit an appeal within 5 business days which should be addressed to the President of the US Nanny Institute. The US Nanny Institute will work with students towards a satisfactory resolution within established policies, procedures, and administrative rules. At a minimum, US Nanny Institute will include written formal complaints as part of a continuous improvement process.

Causes for Dismissal

The US Nanny Institute reserves the right to warn and/or dismiss students whose actions are deemed unacceptable by US Nanny Institute for a professional in the childcare field. A student may get a written warning or be dismissed without a warning from the program for any of the following reasons:

- Failure to achieve the minimum enrollment requirements including but not limited to proficiency in English communications and honesty in completing the enrollment documentation
- Failure to perform at the minimum academic standards including but not limited to attendance, completing the online courses with quizzes, and completing the online proficiency exams
- Distribution of any US Nanny Institute materials and/or content
- Unauthorized external assistance
- Unauthorized or illegal use, or attempted unauthorized or illegal use, of course materials and/or any US Nanny Institute information
- Any persons other than the student taking the proficiency exams or completing any of the requirements of the program
- Conviction of an illegal or criminal activity
- Plagiarism
- Failure to engage professionally and positively on social media
- Failure to maintain professional behavior while a US Nanny Institute student and/or seeking or employed as an in-home or other childcare provider

For violations, a student may receive a onetime written warning. All written and verbal discussions will be documented in the student's file and may be accessible to future employees. For serious offenses or upon a second offense, the student will be dismissed from the program. Serious offenses include but are not limited to those that make one ineligible to pass a background check which can be found at

<http://www.fldoe.org/teaching/professional-practices/background-screening-requirements.sl>. If dismissed, the student will receive a written notification of the dismissal and reason. Students may submit a written appeal of his/her dismissal within five calendar days of their receipt of the dismissal notice. The appeal should be addressed to the President of the US Nanny Institute and include documentation of the mitigating circumstances that preventing the student from attaining satisfactory performance. The President of the US Nanny Institute will assess all appeals and the student will be sent the written decision within ten business days of US Nanny Institute's receipt of the appeal. The decision of the President is final.

Faculty Qualifications

US Nanny Institute's 30+ faculty members are subject matter experts in their respective fields with advanced degrees and experience combined with a passion for childcare. US Nanny Institute course instructors are child psychologists, teachers, lawyers, physician assistants, dietitians, musicians, literary authors, nutritionists, teachers, fitness coaches, nurses, artists, career coaches, veterinarians, and professional nannies.

Kerri Beisner. Master of Education in Moderate Learning Disabilities K-8 from Endicott College and Bachelor of Art in English from University of Connecticut. Licensure in Moderate Learning Disabilities K-8, English 5-8, ESL K-12, and certification in Orton Gillingham Phonics Instruction. Published author with The National Association of Special Education Teachers and a children's book *The Nightluns Stone*.

Dr. Tali Berkovitch. Doctor of Philosophy in Teaching and Learning from New York University, Master of Arts in Early Childhood Education from New York University, and Bachelor of Science in Psychology from City University of New York, Brooklyn College. Lead Nursery Teacher, Coach, and Curriculum Designer.

Elena Borrelli. Master of Science in Physician Studies from University of Detroit Mercy, Bachelor of Science in Biology from Oakland University. Licensed Physician Assistant, Online Academic Medical Advisor, and Founder of Family Branches a non-profit for underprivileged children.

Sereniti Bradley. Educational Specialist in Educational Leadership for Teaching and Learning from Walden University, Master of Business Administration from Baker College, and Bachelor of Science in Education from Bethune-Cookman University. Florida teacher in Elementary Education (K-6), Biology (6-12), and ESOL.

Aaron Brandel. Juris Doctorate from the University of Miami, Master of Fine Arts in Creative Writing from Hamline University, and

Bachelor of Arts from Binghamton University. Licensed to practice law in Minnesota.

Shaundra Boyd. Master of Art in Early Childhood Education from the University of Phoenix, Master of Art in Curriculum and Instruction from the University of Phoenix, and Bachelor in Business Administration from Fort Valley State University. Georgia Teacher and Start Certified Trainer.

Gregory Cassiere. Master of Art in Early Childhood Education from Mercy College and Bachelor of Art in Political Science from Fordham University. Certificate in Special Education K-6. New York City public and private teacher with TEFL and TESOL Certifications. Taught High School English and Career Services Teacher as well as English to non-English speakers in Southeast Asia.

Dr. Alaina Desjardin. Doctorate of Business Administration from Northcentral University, Masters of Public Administration from Ashford University, Masters of Arts in Teaching in Special Education from New Jersey City University, Masters of Urban Education with specialization in Leadership from New Jersey City University. Licenses include New Jersey Certified Educational Principal, New Jersey Certified Educational Supervisor, New Jersey Certified Teacher of Students with Disabilities, and New Jersey Certified K-6 Generalist Teacher.

Michelle Dragalin. Educational Specialist in Educational Technology from Walden University, Master of Education from University of Phoenix, Bachelor of Art in Special Education from Old

Dominion University, and Bachelor of Science in Elementary Education from Bemidji State University. Texas elementary school teacher (PK-8). Colorado elementary and special education teacher.

Christine Ducz. Master of Arts in Education and Curriculum Instruction from the University of Phoenix and Bachelor of Arts in English from Centenary University. New Jersey English teacher and reading specialist.

Dr. Lauren Formy-Duval. Doctor of Psychology in Clinical Psychology from Nova Southeastern University, Master of Science in Clinical Psychology from Nova Southeastern University, Bachelor of Arts in Psychology from North Carolina State University. Private clinical practice.

Kathryn Gonsalves. Master of Art in Psychology from Humboldt State University and Bachelor of Science in Psychology from Campbell University. Virginia teacher and psychology instructor.

Annemarie Guertin. Master of Arts in Elementary Education from Fitchburg State University and Bachelor of Art in Early Childhood Education from Wheelock College. Public school teacher in Massachusetts and children's book author.

Chelsea Herndon. Master of Arts in Early Childhood Education and Elementary Education and Educational Specialist in Elementary Education both from the University of Alabama at Birmingham. Certified teacher in grades pre-school through 6th grade. Previous elementary teacher in Alabama and Washington, DC and current doctoral student at Auburn University.

Dr. Ken James. Doctorate and Education Specialist in Teaching and Learning from Liberty University, Master of Art in School Counseling from Valdosta State University, and Bachelor Degree in General Studies from Valdosta State University. Georgia Teacher.

Jessica Lofton. Master of Education in Curriculum and Instruction from Grand Canyon University, Graduate Certificate in Business from Cameron University, and Bachelor of Science in Computer Information Systems and Business Administration from North Carolina Wesleyan College. Business, technology, and education adjunct instructor in North Carolina.

Andrea Malson. Master of Science in Nursing from Ohio University, Master of Science in Nursing from Walden University, and a Bachelor of Science in Nursing from Wright State University. Registered nurse and certified Family Nurse Practitioner.

Elizabeth Malson. Master of Science in Pharmaceuticals from the University of Southern California, Master of Business Administration from the University of North Carolina, and Bachelor of Science from North Carolina State University. PADI certified Emergency First Responder Instructor and Master Scuba Diver Trainer.

Marlene Malson. Master of Science in Operations Management from the University of Arkansas, Graduate of the United States Air Force Air War College, and Bachelor of Arts from West Virginia University. Retired USAF Financial Management and Cost Analyst.

Allison Markham Winkelmann. Master of Science in Human Nutrition and Functional Medicine from the University of Western States and Bachelor of Science in Kinesiology from the University of Texas. Certificate in Nutritional Therapy from the Health Sciences Academy. Youth soccer coach, youth and adult fitness trainer, and wellness coach.

Dr. Alexandra Murr. Doctorate of Nursing Practice from University of Toledo, Master of Science in Nursing from University of Phoenix, and Bachelor of Art in Art from Buffalo State College. Board Certified Nurse Executive in New York.

Sarah Olson. Master of Science in Counseling and Psychology from Troy University and Bachelor of Art in Criminal Justice from Mercyhurst College. Global Career Development Facilitator Certification from National Career Development Association. Community College Career Center Specialist, Adjunct Professor, and Career Coach.

Karli Ortmann. Master of Art in Counseling from Chicago Professional School of Psychology (expected in 2020) and Bachelor of Arts in Psychology from St. Xavier University. Professional Nanny for 8 years.

Jena Paulo. Master of Science in Education from California State University and Bachelor of

Art in Human Development from California State University. Head Preschool teacher, Preschool Director, and Online College Instructor.

Darrin Prince. Master of Arts in Christian Education from Faith Bible College and Bachelor of Science in Liberal Arts and Business Administration. USATF (USA Track & Field) Level 1 Coaching Certification, NASE (National Association of Speed & Explosion) Level II Speed and Explosion Specialist. Collegiate Coach of more than 700 athletes, spent 17 years in the US Army, and is a licensed and ordained Minister of the Gospel.

Denise Richardson. Master of Education in Leadership of Educational Organizations from American InterContinental University, and Bachelor of Art in Elementary Education from Trinity International University of Florida. Program Director of Children Services for a Learning Center in Florida.

Dr. Jennifer Rodriguez-Bosque. Doctor of Health Science from Nova Southeastern University, Master of Science in Nutrition and Wellness from Benedictine University, and Bachelor of Science in Nutrition and Dietetics from University of Puerto Rico. Dietitian for ten years

Course Descriptions

CC 101: Understanding Children (2 hours by Dr. Lauren Formy-Duval). This course teaches the importance of attachment and provides an overview of child development stages for newborns, infants, toddlers, preschoolers, early elementary and primary years with a focus on physical, social, and emotional developmental milestones.

CC 102: Children and the Law (1 hour by Aaron Brandel). Laws differ in each state, but compliance with local child safety provisions is always mandatory. This course will review relevant laws on proper transportation, injury liability, child abuse, contracts, emergency treatment, and legal protections for childcare workers.

CC 103: Positive Discipline (1 hour by Dr. Lauren Formy-Duval). Discipline is teaching children to manage their emotions and behaviors. This course starts with learning theory, reinforcement and rewards, then provides tools for decision making and setting up an environment that encourages prosocial

working with children in clinical and communities.

Andrea Sammons. Master of Art in Teaching from Georgia College and State University and Bachelor of Art in Studio Art-Ceramics from Georgia College and State University. Georgia Professional Educator Certificate and Art Teacher.

Dr. Beth Stutzmann. Doctor of Musical Arts in Music Education from Shenandoah University, Master of Music in Horn Performance from Oklahoma City University, and Bachelor of Music in Music Education from The Boston Conservatory of Music.

Lynn Zepp. Master of Science in Food and Nutrition from Indiana University of Pennsylvania, and Bachelor of Science in Nutritional Sciences from Pennsylvania State University. Registered Dietitian and Licensed Dietitian-Nutritionist in Maryland.

Dr. Patricia Ziefle. Doctor of Veterinary Medicine from Louisiana State University and Bachelor of Science in Biochemistry from Louisiana State University. Equine and small animal specialist.

behaviors. Common situations are discussed with guidance on when and how to intervene in specific situations that are likely to arise when caring for children.

CC 201: Newborn Care (2 hours by Dr. Tali Berkovitch). This course covers newborn and infant developmental milestones, holding, feeding, diapering, soothing, common ailments and signs of illness.

CC 202: Toddlers (1 hour by Shaundra Boyd). Toddlers are beginning to walk, engage in receptive and expressive communication, and are developing social, emotional, and reasoning skills. This course focuses on developmental milestones (physical, cognitive, social and emotional) and creating an age appropriate daily schedule.

CC 203: Preschool (1.5 hours by Jena Paulo). Preschoolers are developing their basic life skills, independence, and knowledge they will need as they enter their school years. This course reviews developmental milestones

(physical, cognitive, social and emotional) and how to prepare preschoolers for kindergarten.

CC 204: Primary Years (1 hour by Ken James). As children grow into ages 6-8, they continue to advance physically and develop more cognitively, enabling a greater range of behaviors and emotions. This course reviews developmental milestones, physical needs, and sexual development.

CC 205: Children and Literacy (1 hour by Christine Ducz). This course teaches early literacy skills for infants and toddlers while promoting strong reading and writing skills for preschool and kindergarten children. The course discusses advanced reading levels, the common core curriculum and how to support reading at home.

CC 206: STEM Activities (1 hour by Chelsea Herndon). This STEM (Science, Technology, Engineering, and Math) course leverages a child's natural curiosity with a structured approach to learning. The course includes differing, age appropriate activities that advance innovation and strategic thinking in children.

CC 301: Learning Environments and Styles (1 hour by Annemarie Guertin). The learning environment for children in the early years (ages 1-5) plays a critical role in development. This course teaches how to implement effective learning environments and support different learning styles.

CC 302: Teaching Self-Regulation (1 hour by Dr. Lauren Formy-Duval). Self-regulation refers to a person's ability to manage and control their feelings, thoughts, and behaviors. It is a critical foundation for learning and good decision making. This course explores self-regulation and provides information and tools to help foster and support this development in children.

CC 303: Advanced Newborn Care (1.5 by Dr. Tali Berkovitch). This course teaches how to care for preemies, the science of breast milk and formulas, and advanced medical and health issues including circumcision, cleft palate and tongue tie, pyloric stenosis and plagiocephaly.

CC 304: Helping with Homework (0.5 hour by Chelsea Herndon). Homework is designed to help students review key concepts and provide extra time to practice new skills. This course

provides tools to create a positive homework environment, ensure students remain responsible for their homework, and shares practical ways to help children complete assignments.

CC 305: Children and Music (1 hour by Dr. Beth Stutzmann). Music helps the body and mind work together. This course introduces appropriate song literature, provides tools to teach music, and demonstrates musically integrated activities for children of different ages.

CC 306: Children and Art (1 hour by Andrea Sammons). Arts and crafts help children develop mentally, socially, and emotionally as well as boost self-confidence. This course focuses on how art helps develop critical thinking skills, pre-reading and writing skills. Practical tips are provided to implement art in the home.

CC 401: Lesson Planning (1 hour by Sereniti Bradley). This course teaches how to use lesson plans, components of an effective lesson plan and provides example weekly plans for ages 3-10 with tools to clearly define learning outcomes.

CC 402: Children at Risk (1 hour by Dr. Alaina Desjardin). This course examines the factors that create or increase risk to children. The course reviews cause of risk, including strain theory, and provides practical ways to support children at risk.

CC 403 Special Education (2 hours by Kerri Beisner). Special education skills are needed to care for children with special needs or those with disabilities. This course introduces childcare providers to different types of special needs, tools that can be used with children, and how to be an advocate for young children with special needs and their families.

CC 404: Baby Sign Language (0.5 by Jena Paulo). Most babies can sign before they speak so parents are using baby sign language to boost communication. This course teaches why and how to use baby sign language, when to teach signs to babies and teaches you the most common baby signs.

CC 405: Multiples and Siblings (0.5 by Kathryn Gonsalves). This course is designed to help you better understand the multiple birth dynamics, what may be expected of you and how you can

better manage the unique challenges of caring for multiples and supporting siblings.

CC 406: Supporting eLearning (1 hour by Sereniti Bradley). Children face different challenges when learning from home as part of a home schooling program or a public or private school curriculum being implemented at home. This course shares how to best support the teacher and help the child stay focused and progressing forward in their academic development.

CC 501: Theories of Child Development (1 hour by Dr. Alaina Desjardin). This course reviews human development theories from cognitive, psychosocial, psychoanalytical, and behavioral points of view including sociocultural, social learning, life span, attachment, and metacognition theories.

CC 502: Trends in Childcare (1 hour by Kathryn Gonsalves). This course discusses the impact of working mothers, differing economic views of childcare, increase in homeschooling and interest-driven learning, and new employment options.

CC 503: Advanced Children (0.5 hour by Dr. Alaina Desjardin). Advanced students, about 3-5% of the population, exhibit high performance capabilities in intellectual, creative, musical and/or artistic areas. This course reviews myths and misconceptions and shares the six areas a child may be gifted and how to provide them with individualized support.

CC 504: Brain Development (1 hour by Elena Borrelli). This course introduces brain development from in utero to newborn and through childhood, emphasizing ways to promote learning. The course also discusses the impact of adverse childhood experiences, how to calculate an ACE score, and ways to promote resiliency.

CC 505: Gender Neutral Parenting (0.5 hour by Chelsea Herndon). This course introduces the characteristics and how to implement a gender-neutral parenting philosophy. The course discusses language including pronouns, how to build a gender neutral environment, and gender neutral clothing, toys, and books.

CC 506: Pikler and RIE® (0.5 hour by Chelsea Herndon). This course introduces the

characteristics and how to implement the Pikler and RIE philosophies. The course teaches tender care moments, freedom of movement, the Pikler triangle, and self-directed play.

CC 507: Reggio Emilia (0.5 hour by Chelsea Herndon). This course introduces the characteristics and how to implement the Reggio Emilia philosophy. The course teaches a child-centric and holistic approach to a child's environment, education, and activities.

CC 508: Waldorf Steiner (0.5 hour by Chelsea Herndon). This course introduces the characteristics and how to implement the Waldorf Steiner philosophy. The course teaches a lifelong learning approach, eurythmy, and temperaments.

CC 509: Montessori (1 hour by Chelsea Herndon). This course introduces the characteristics and how to implement the Montessori philosophy. The course teaches a child-led approach and the four planes of development.

HS 101: Emergency Planning (1 hour by Elizabeth Malson). Being prepared can help identify potential emergencies and possibly save lives. This course will teach specific actions needed for weather, medical, fire, unsafe situations, auto accidents, power loss, and active shooter situations as well as provide tools on how to develop and use an emergency plan.

HS 102: Safety in the Home (1 hour by Marlene Malson). One of the primary responsibilities of a childcare provider is to supervise and monitor the safety of children in their care. This course will identify many of the physical risks including hazards, poisons, baby equipment, outdoor safety and discuss ways to eliminate or minimize the risk of injury or harm.

HS 103: Water Awareness (1 hour by Elizabeth Malson). More than 350 children drown each year. This course discusses drowning risk factors, techniques to reduce drowning risk, dry and secondary drowning, types of floatation devices, and provides water safety guidelines when in, on, or around the water.

HS 104: Food Safety (1 hour by Dr. Jennifer Rodriguez-Bosque). From farming to the kitchen, food safety decreases the risk of foodborne illnesses caused by bacteria, viruses,

parasites and allergens. This course teaches food safety practices to prevent contamination, reduce pesticide exposure and safely prepare, cook, store, and reheat food.

HS 201: Childhood Fitness (1 hour by Allison Markham). This course discusses the elements of fitness including body composition, endurance, flexibility, strength training, and provides examples of age appropriate exercise programs.

HS 202: Childhood Health (1.5 hour by Dr. Alexandra Murr). This course teaches correct handwashing, how to manage common ailments (croup, RSV, flu and many others), recommended vaccinations, and over the counter medications.

HS 301: Fitness for Child Athletes (1 hour by Darrin Prince). More than ever, children are participating in sports. This course shares the benefits of individual and team sports, the appropriate ages to compete in different sports, and how to teach sportsmanship. The course discusses how to help keep athletes safe and ensure they get proper nutrition.

HS 302: Nutrition for Children (1.5 hour by Lynn Zepp). Food plays a significant role in the health and wellbeing of children. This course teaches the components of nutrition, how nutrition affects health, food allergies, and the nutritional needs of children by age.

HS 401: Child Obesity and Diabetes (1 hour by Dr. Alexandra Murr). This course discusses the impact a diet has on overall health, reviews weight management and height norms for children, teaches how to read labels and make healthy dietary choices, and explains diabetes management.

HS 402: Special Diets (1 hour by Allison Markham). This course discusses when a special diet is needed for behavioral, medical or cultural reasons and teaches common types of diets including elimination, gluten-free, ketogenic, FODMAPs, paleo and others.

HS 501: Sleep Training. (1 hour by Andrea Malson). This course teaches sleep science and provides tools to help children ages 6 months and up develop healthy sleep habits. The course provides practical ways to overcome sleep challenges and introduces sleep techniques

including the 5 S's, no tears, pick up and put down, fading, and strategic napping.

GE 101: Professionalism (1 hour by Karli Ortmann). Conducting yourself with high character, integrity, and behaving with moral principles is required to be a positive role model for children. This course teaches how to engage professionally and make appropriate choices while employed in childcare.

GE 102: Stress Management (1 hour by Dr. Lauren Formy-Duval). Stress during childcare is inevitable as juggling children, parents, play dates, and a personal life is a lot. This course teaches the causes and symptoms, biology and management of stress. The course also provides behavior tools and techniques to reduce and manage stress reactions as a caregiver and tools to help children manage their stress.

GE 301: Communicating with Families (1 hour by Dr. Michelle Dragalin). This course strengthens communication skills by reviewing barriers, identifying different communication styles, reviewing effective communication habits, and discussing how to have difficult conversations. The course also provides practical tools to develop a communication plan.

GE 302: Parenting Styles (0.5 hour by Denise Richardson). This course discusses the diverse types of families and parenting styles including authoritarian, authoritative, laissez faire, and uninvolved. The course also covers parenting stereotypes including attachment, tiger mom, helicopter, and free-range.

GE 303: Classroom Management (1 hour by Jessica Lofton). Classroom management is an essential element in working with groups of children. This course will introduce practical tools to understand and use an established process that can be applied to group play dates, birthday party games, and summer camp structured activities.

GE 401: Teaching Social Skills (1 hour by Kathryn Gonsalves). This course provides tools to teach children how to listen attentively, apologize, accept 'no' as an answer, disagree appropriately and greet others. Etiquette and manners are taught so children understand personal space, table manners, phone etiquette, and internet safety.

GE 402: Household Management (1 hour by Elizabeth Malson). Childcare positions may add household management responsibilities including schedule management, food preparation, cleaning, and pet care. This course defines household management and family assistant responsibilities, provides examples of weekly meal and activities schedules, and reviews the basic skills of cleaning, doing laundry, and sewing.

GE 403. Caring for Pets (0.5 hour by Dr. Patricia Ziefle). Most families have a pet so this course teaches how to meet a new dog, how to identify medical emergencies in a dog or cat and reviews daily care for dogs and cats.

GE 404: Diversity and Inclusion (0.5 hour by Chelsea Herndon). This course defines culture and discusses culture relativism and culture appropriation as well as provides practical ways to teach children about diversity and inclusion.

GE 501: Financial Management (1.5 hour by Marlene Malson). Finances can be stressful and overwhelming. This course teaches the basics of personal finance including banking, credit, budgeting, loans, and insurance.

GE 502: Managing Change. (1 hour by Dr. Lauren Formy-Duval). Humans inherently fear and struggle with change. This course discusses the different types of change and theories of change including Kubler-Ross, Lewin's and the ADKAR model. The course also provides tools to help children and adults manage change.

PS 601: Expert Resumes for Nannies (1 hour by Elizabeth Malson). This course uses nanny specific examples of a traditional and visual resume to teach resume writing as well as demonstrates how to modernize a nanny portfolio using LinkedIn.

PS 602: Job Search Strategies (0.5 hour by Sarah Olson). Knowing the most current job seeking trends and skills creates an advantage in gaining a desired position. This course will review the types of jobs in childcare, practical tools to find the right job opportunities, and how to network and use social media to enhance your professional reputation.

PS 603: Interview Skills (1 hour by Gregory Cassiere). Interviews are a critical part of the

employment process that enables potential employers and candidates to learn about each other. This course will help you prepare for an interview, know what to expect during the interview, how to end an interview, and what to write in thank you notes.

PS 604: Negotiating Compensation (0.5 hour by Sarah Olson). Negotiating employment compensation may create anxiety but is an important skill to make sure you feel valued and fairly compensated for your work. This course will help you determine what components of compensation are most important to you and how to effectively communicate with a potential employer on salary and benefits.

PS 605: Work Agreements (0.5 hour by Elizabeth Malson). Taking the time to think through and write down job expectations will help ensure everyone understands the responsibilities and compensation. Work agreements help reduce confusion and creates a more positive experience. This course will introduce work agreement templates and tools to discuss a work schedule as well as pay, overtime, and other benefits.

