

Gateways to Opportunity® Infant Toddler Credential Entitled Application

Please complete each section of the application and return via e-mail to the Gateways to Opportunity Higher Education Liaison

1.) Applying Institution

Institution	
Mailing Address Line #1	
Mailing Address Line #2	
Primary Faculty Contact	
Department	
Title	
Email	
Phone Number	
Dean Contact	
Dean's Email	
Date of Application	

2.) Student Information

Projected annual enrollment per year	
Projected annual completers per year	

3.) Faculty Information

Faculty Name/Title	Email Address	Part-time/ Full-time/ Adjunct	Courses Taught in Program

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4.) ITC Competency Alignment Table

Each Competency is included within the following 7 Gateways to Opportunity ITC Content Areas and leveled through a color-coded system.

- 1.) CPD: Curriculum or Program Design
- 2.) FCR: Family and Community Relationships
- 3.) HGD: Human Growth and Development
- 4.) HSW: Health, Safety and Well-Being
- 5.) IRE: Interactions, Relationships, and Environments
- 6.) OA: Observation and Assessment
- 7.) PPD: Personal and Professional Development

Level 2 = Yellow	Level 3 = Green	Level 4 = Orange	Level 5 = Blue	Level 6 = Purple
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Please indicate the course where the competency is primarily assessed and list the final assessment used to determine the proficiency for each targeted competency. **Example Assessments can be found in the IDC Toolbox found [HERE](#).**

**If there is a course substitution, please indicate “or” when listing the alternative course.*

Infant Toddler Competency Alignment Table

ITC Competency		List course in which proficiency of the competency is assessed	List final assessment name & specify type
(Yellow = Level 2)		Level 2 = 13 Competencies	
Human Growth & Development	HGD 1: Describes developmental trajectory of children birth to three and outlines realistic infant/toddler knowledge, capabilities, and behaviors	CDEV 215- Infant Toddler Development	Developmental Power Point Presentation
	HGD 2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration)	CDEV 216- Infant Toddler Environment	CDEV 215- Developmental Paper AND CDEV 216- Observation & Assessment Project

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Infant Toddler Competency Alignment Table

ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Yellow = Level 2) Level 2 = 13 Competencies			
Human Growth & Development	HGD1: Explains the developmental trajectory of children birth to three and outlines realistic expectations for infant/toddler knowledge, capabilities, and behaviors.		
	HGD2: Describes ways that attachment, development, and learning, prenatal-age 3, are influenced by early environments and experiences (e.g., adult/child interaction, opportunities for exploration).		
	HGD3: Describes individual differences in infants and toddler's interactions with and responses to the physical and social world.		
Health Safety & Well Being	HSW1: Identifies infant/toddler mental health, nutritional and safety concerns.		
	HSW2: Engages in developmentally, individually, and culturally responsive interactions with infants/toddlers.		
Interactions, Relationships & Environments	IRE1: Identifies the importance of healthy relationships in nurturing the development, learning, mental-health, and well-being of young children, birth to age three.		
	IRE2: Describes interactions and strategies that support healthy infant/toddler development, learning, mental health, and well-being and how these can be integrated into daily routines.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
	IRE3: Engages in interactions, embedded in daily routines and activities, supportive of developing and maintaining nurturing relationships with infants and toddlers.		
(Yellow = Level 2) Level 2 = 13 Competencies			
Family & Community Relationships	FCR1: Describes the inter-relationship between children, family, practitioners, and community contexts, their influence on families' approaches to parenting children birth to age three, and the impact on family-practitioner collaboration.		
	FCR2: Demonstrates behavior that reflects confidentiality and awareness of the unique role of providing services to infants/toddlers and their families.		
	FCR3: Engages in interactions and demonstrates practice with children, families, and practitioners reflective of a strengths-based, family-centered, relationship-based approach.		
Personal & Professional Development	PPD1: Identifies own strengths, opportunities for growth, and values regarding working with infants and toddlers and their families.		
	PPD2: Uses relationship-based strategies to develop and maintain positive, responsive, respectful relationships with families.		
Comments (if applicable): 			

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Green = Level 3)		Level 3 = 14 Additional Competencies	
Human Growth & Development	HGD4: Identifies how early relationships with and among caregivers influence healthy development and learning, prenatal-age 3.		
	HGD5: Explains interrelationship between unique developmental trajectories and early relationships (e.g., attachment, trust) with primary caregivers on infant and toddler development, learning, mental health, and well-being.		
Health, Safety & Wellness	HSW3: Creates safe and appropriate eating environments (nutrition, interactions) support healthy development, learning, mental health, and well-being.		
	HSW4: Develops safe indoor and outdoor play environments for infants and toddlers.		
Observation & Assessment	OA1: Selects and uses legal and ethical birth to three assessment procedures, screening tools, observation methods, and organizational strategies to gain knowledge of young children, and their familial and social contexts.		
	OA2: Collaborates with families to support knowledge of the purpose and benefits of screening and assessment and the benefits of assessment partnership.		
Curriculum or Program	CPD1: Identifies foundational components of high quality, responsive, infant and toddler care.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
	CPD2: Identifies culturally, individually, and developmentally responsive curricular strategies that nurture infant/toddler development, learning, mental health, and well-being.		
	CPD3: Plans and implements, in partnership with families, culturally, individually, and developmentally responsive curricular strategies and interactions that nurture infant/toddler development, learning, mental health, and well-being.		
Interactions, Relationships & Environments	IRE4: Integrates family experience, cultural practices and perspectives, and knowledge of childrearing beliefs and practices into the infant/toddler setting.		
	IRE5: Establishes positive practitioner-family interactions and relationships that support growth, promoting, positive family-child interactions and relationships from birth-3.		
	IRE6: Creates culturally and linguistically responsive environments, interactions, and experiences that nurture healthy infant/toddler development, learning, mental health, and well-being.		
Family & Community Relationships	FCR4: Collaborates with families to nurture healthy development, learning, mental health, and well-being within and between infant and toddler social and cultural contexts.		
Personal & Professional Development	PPD3: Identifies contextual factors that influence infants, toddlers and their families and implications for practice.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Brown = Level 4) Level 4 = 8 Additional Competencies			
Human Growth & Development	HGD6: Analyzes infant and toddler interactions with the physical and social world and implements responsive, supportive practices that nurture young children's development, learning, mental health, and well-being.		
Health, Safety, & Wellness	HSW5: Identifies, utilizes, and supports family access to and engagement with health, nutrition, and safety information to support the healthy development and learning of young children, prenatal to age three.		
Observation & Assessment	OA3: Analyzes, complies, and shares observation and documentation data with families and appropriate caregivers to support holistic knowledge of infant/toddler development and learning within the environmental context.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
Curriculum or Program Design	CPD4: Adapts instructional practices using tools and strategies supportive of the development, learning, mental health, and well-being of infants and toddlers.		
(Brown = Level 4) Level 4 = 8 Additional Competencies			
Interactions, Relationships, & Environments	IRE7: Facilitates and advocates for the creation of evidence and relationship-based infant/toddler environments, interactions, and routines that support healthy infant/toddler development, learning, mental health, and well-being.		
Family & Community Relationships	FCR5: Employs a developmental approach to understanding and collaborating with families of infants and toddlers.		
	FCR6: Plans and implements collaborative learning opportunities, in partnership with families, that are supportive of the healthy development, learning, mental health and well-being of infants and toddlers.		

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	ITC Competency	List Course in which proficiency of the competency is assessed	List final assessment name & specify type
Personal & Professional Development	PPD4: Identifies and incorporates knowledge and skills provided through evidence-based resources into practice.		
Comments (if applicable):			

	ITC Competency	List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Blue = Level 5) Level 5 = 4 Additional Competencies			
Human Growth & Development	HGD7: Identifies biological and environmental risk conditions that can impact infant-toddler development, learning, and mental health, and well-being and how these conditions relate to Illinois' definitions of eligibility for early intervention and the need for special services.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
Curriculum or Program Design	CPD5: Justifies and advocates for practices in infant and toddler care and education supportive of young children's healthy development and learning.		
Family & Community Relationships	FCR7: Designs and advocates for program policies and practices that support a collaborative team approach, with families as essential partners, in supporting the healthy development, learning, mental health and well-being of infants and toddlers.		
Personal & Professional Development	PPD5: Designs and participates in collaborative systems and proactive, visionary leadership that ensures the healthy functioning of the infant and toddler programming and the young children and families served.		
Comments (if applicable):			

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Purple = Level 6) Level 6 = 15 Additional Competencies			
Human Growth & Development	HGD8: Supports families and practitioners in identifying biological and environmental risk and resilience factors that may impact healthy infant/toddler development, learning, mental health, and well-being.		
Health, Safety, & Well-Being	HSW6: Identifies environmental challenges and advances strategies, in partnership with families, to support positive outcomes related to the health, safety, and well-being of infants/toddlers within their familial and community environment.		
	HSW7: Utilizes communication and collaboration skills to partner with and support families and practitioners in understanding and applying evidence-based practices that promote infant/toddler health, safety, and well-being.		
Observation & Assessment	OA4: Identifies, selects, and implements culturally, linguistically, and individually responsive observation and assessment strategies.		
	OA5: Promotes family and practitioner knowledge of and engagement in infant and toddler assessment.		
	OA6: Identifies developmental and environmental risk factors requiring intervention through observation and assessment.		
ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Purple = Level 6) Level 6 = 15 Additional Competencies			
(Purple = Level 6) Level 6 = 15 Additional Competencies			
Curriculum or Program Design	CPD6: Plans and implements evidence-based developmental interventions for infants/toddlers and families based on a holistic needs assessment.		
	CPD7: Supports families and practitioners in embedding evidence-based practices that are responsive to the unique developmental trajectories and contexts of infants and toddlers.		
	CPD8: Develops and implements relationship-based infant/toddler activities and program plans based on each individual child and family's strengths, opportunities for growth, cultural context, individual goals, and desired outcomes.		
Interactions, Relationships & Environments	IRE8: Develops and implements, in partnership with families, unique relationship building strategies--embedded within daily interactions--that are designed to develop the confidence and capabilities of families and practitioners in their capacity to nurture the development, learning, and well-being of infants/toddlers.		

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ITC Competency		List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Purple = Level 6) Level 6 = 15 Additional Competencies			
Family, Community & Relationships	FCR8: Develops responsive, reciprocal relationships with families that support and promote parenting self-efficacy.		
(Purple = Level 6) Level 6 = 15 Additional Competencies			
Personal & Professional Development	PPD6: Develops responsive, reciprocal relationships with practitioners that support and promote professional self-efficacy.		
	PPD7: Demonstrates behavior supportive of continued growth and development as a professional member of the infant/toddler field (inclusive of families).		
	PPD8: Employs effective data collection processes and monitoring systems to track individual progress, assure follow up, and monitor the coordination of service delivery within and across sectors of the infant/toddler field (inclusive of families).		

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ITC Competency	List Course in which proficiency of the competency is assessed	List final assessment name & specify type
(Purple = Level 6) Level 6 = 15 Additional Competencies		
	PPD9: Engages in inter-agency collaboration to ensure children and families receive appropriate, coordinated services.	
Comments (if applicable)		

5.) Program Layout

The Program Layout is used to show which courses are required at each level of the credential, and in which courses supervised experience resides. Additionally, possible course substitutions should be listed on the layout as well.

Entitled Community Colleges (Associate's degree): Please complete the level 2, 3, & 4 Program Layouts

Entitled University (Bachelor's degree): Please complete the level 2, 3, 4, and 5 Program Layouts

Entitled University (Graduate degree): Please complete the level 2, 3, 4, 5, and 6 Program Layout

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This section is an example of the competency Alignment Table.

Gateways to Opportunity: **Infant Toddler Credential—Level 2**

Education Requirements must result in an ECE Credential Level 2 or higher

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (5 Minimum for level 2)	Traditional (T), Hybrid (H) or Online (O)?
CD 215	Infant Toddler Development	3	2	T, H, & O
CD 216	Infant Toddler Environment	3	5	T
CD 250	Infant Toddler Practicum	3	3	H, O
		Total: 9	Total:10	

Helpful Tips:

- Please only list courses that are required for competencies and/or supervised experience hours.
- Because credentials are stackable, please include courses required at the lower levels on Infant Toddler Credential Levels 3 and higher.

Gateways to Opportunity: **Infant Toddler Credential—Level 2**

Gateways to Opportunity® Infant Toddler Credential Entitled Application

Education Requirements must result in an ECE Credential Level 2 or higher

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

**If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (5 Minimum for level 2)	Traditional (T), Hybrid (H) or Online (O)?
		Total:	Total:	

Gateways to Opportunity: **Infant Toddler Credential—Level 3**

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Education Requirements must result in an ECE Credential Level 3 or higher

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

**If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (10 Minimum for level 3)	Traditional (T), Hybrid (H) or Online (O)?
		Total:	Total:	

Gateways to Opportunity: **Infant Toddler Credential—Level 4**

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Education Requirements must result in an ECE Credential Level 4 or higher

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

**If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (50 Minimum for level 4)	Traditional (T), Hybrid (H) or Online (O)?
		Total:	Total:	

Explanation of Practicum/Internship (e.g., age group, placement):

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Gateways to Opportunity: **Infant Toddler Credential—Level 5**

Education Requirements must result in an ECE Credential Level 5

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

**If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (100 Minimum for level 5)	Traditional (T), Hybrid (H) or Online (O)?
		Total:	Total:	

Explanation of Practicum/Internship (e.g., age group, placement):

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Gateways to Opportunity: **Infant Toddler Credential—Level 6**

Education Requirements must result in a Graduate Degree and ECE Credential Level 5

(Please only list courses that meet infant toddler competencies and/or infant toddler experience hours)

**If there is a course substitution, please indicate “or” when listing the alternative course*

Course Prefix & Number	Course Title	Credit Hours	Supervised Infant Toddler Experience Hours Embedded Within This Course (100 Minimum for level 6*)	Traditional (T), Hybrid (H) or Online (O)?
		Total:	Total:	

***In addition to 100 infant toddler practicum hours, students are required to submit a minimum of 1,800 hours of field experience with infants and toddlers.**

Explanation of Practicum/Internship (e.g., age group, placement):

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6.) Description of Institutional Procedure for Credential Attainment

Describe the institutions internal system for tracking, notification, and communication of completion. Ideally designed as an institutionally centric system, this system should include the following:

- Specific courses identified for each level of credential entitlement
- Institutional system for tracking students moving through the credential
- Identified position at your institution responsible for official reporting of completers to Gateways (for example, the registrar, records office official, license office etc.). Completers should be reported to Gateways each semester.
- Communication processes with completing students, that outline how students will be notified that they have earned their credential.

Please note: Institutional processes are likely to vary based on the unique capacities of each institution. Programs may elect to designate that the registrar forward a list of completers to the individual responsible for Gateways Entitlement within the institution, who then forwards that list to Gateways, for example, or designate an individual within the institution who is responsible for determining completion and then forwarding the information to Gateways. Entitled institution responsibility includes outlining and implementing a process that is reflective and responsive to unique institutional needs.

Please Describe Internal System Here:

7.) Program Articulation

List below any articulation agreements with partner institutions (and provide a copy of all articulation agreements with your report).

Please list all institutions with which you have an articulation agreement here:

8.) Program Syllabi

All Current course syllabi referred to in the competency alignment table **must be attached to the application form**. If a course is being substituted, the course syllabi of the course that is meeting targeted competencies, not originally included in your application, must also be included.

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9.) Institutional Assurance & Signatures

Provide signatures of the appropriate Institutional Official (Department Chair/Dean level or above) should be provided below. This signature, on behalf of the submitting institution assures the following:

- All information and supporting documentation in the application above is correct and reflects Current practices.
- Gateways will be notified on all substantive changes in program requirements, offerings or clinical/observation hours deviating from what is described in this application.
- The institution has implemented and maintains a procedure for tracking credential completers
- Records will be maintained for all credentialing students including record of course substitutions allowed

Person Completing Application (please print name & title)

Signature & Date

Institutional Official (please print name & title)

Signature & Date



1226 Towanda Plaza | Bloomington, Illinois 61701 | (866) 697-8278 | www.ilgateways.com

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