

EARLY CHILDHOOD EDUCATION (BSED)

The Early Childhood Education program is designed for any student who is interested in working with the youngest children, whether in general education or inclusive settings from birth to age 8. It emphasizes inclusive, specialized teaching practices to develop meaningful learning experiences for both typically developing children and those with disabilities.

Upon program completion, graduates earn a BSEd in Early Childhood Education. They are eligible for the Illinois State Board of Education Professional Educator License (PEL) in ECE, which includes general education across the full range of birth to age 8. The ECE also includes the English as Second Language (ESL) endorsement and three other Illinois early childhood credentials:

- The Illinois Early Intervention credential in Developmental Therapy
- Gateways Level 5 Infant/Toddler credential
- Gateways Level 5 Early Childhood credential

All of Loyola's Bachelor of Science in Education (BSEd) students complete the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum as their foundation. For ECE majors, this unique, research-based approach emphasizes authentic learning of practices through direct work with infants/toddlers, preschoolers, and school-aged children. TLSC modules largely take place in school and community settings and were designed with four Cornerstones in mind—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities. Learn more by reading through the **Early Childhood Education Program Viewbook**.

For students admitted before Fall 2026, this program was previously called Early Childhood Special Education (BSEd). More information can be found here (<https://catalog.luc.edu/archivedcatalogs/>).

Related Programs

Major

- Elementary Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/elementary-education-bsed/>)
- Special Education (BSEd) (<https://catalog.luc.edu/undergraduate/education/special-education-bsed/>)

Minor

- Special Education Minor (<https://catalog.luc.edu/undergraduate/education/special-education-minor/>)

Curriculum

The Early Childhood Education (ECE) BSEd program includes Core Curriculum and School of Education courses, as well as field-based learning modules that carry a TLSC prefix. Each of these types of requirements is explained in the table below. ECE-specific sections begin in Phase Two. Consult the SOE undergraduate advisor and the Suggested Sequence of Classes table for complete information on the requirements of this major pathway.

Course Requirements

Code	Title	Hours
University Core Courses		
University Core requirements are typically met by taking 16 courses across ten central areas of knowledge and inquiry. Some Core requirements are met by taking pre-approved courses within the ECE major (e.g., CIEP 104 (Quantitative), CIEP 206 (Tier 2 Literacy), ELPS 219 (Tier 2 Historical) and ELPS 302 (Tier 2 Philosophical). Consult the SOE undergraduate advisor and Suggested Sequence of Classes table to identify Core requirements that apply to you.		
School of Education CIEP and ELPS courses		
Your Education degree requirements include a number of courses offered within the School of Education and designed for all Education majors and minors. At times, these courses will also address a specific portion of the Core (see above). CIEP 315 and all CIEP M courses were designed specifically for ECE majors. These courses are linked with specific Sequences and field experiences and must be taken when indicated in the Suggested Sequence of Classes table.		
CIEP 104	Mathematics for Teachers I ¹	3
CIEP 206	Children's Literature ¹	3
CIEP 315	Language Development and Literacy	3
CIEP M16	K-2 Literacy Methods for EC	2
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3
ELPS 219	History of American Education ¹	3
ELPS 302	Philosophy of Education ¹	3
School of Education field-based TLSC modules		
TLSC modules must be taken in order and in established groups (called Sequences) each semester. As students move through the TLLSC Phases, they gain extensive field experience, as well as knowledge and skills for working effectively with young children and their families. The TLLSC curriculum includes a one-year internship (TLSC 360, TLSC 370, TLSC 380) in a preschool setting under the supervision of a licensed and experienced ECE teacher. In addition, students must enroll in Professional Learning Communities (PLCs) each fall (TLSC 300A) and spring (TLSC 300B) and collaborate with all others in the ECE major. PLCs are led by a faculty member who specialized in early childhood education. Consult the SOE undergraduate advisor and visit the Suggested Sequence of Classes tables to learn more about the four-year ECE curriculum.		
Phase One - Exploration		
TLSC 110	The Profession and Our Program (TLLSC) ¹	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice ¹	2
TLSC 130	Sequence One: 130 Community Immersion ¹	1
TLSC 140	Teaching, Learning and Leading for Social Justice ¹	1
TLSC 150	Constructive Learning Environments For Diverse Students ¹	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction ¹	1
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners ¹	2

TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (ECE majors must enroll each fall in the TLSC 300B section that corresponds with their major. Fall/Spring PLC credit is issued in the spring. Students must enroll in PLCs every semester for all four years.)	0
TLSC 300B	Professional Learning Communities (ECE majors must enroll each spring in the TLSC 300B section that corresponds with their major. Students must enroll in PLCs every semester for all four years.)	1
Phase Two - Concentration		
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 252	Foundations, Settings, and Studies of Effective Early Childhood Education ¹	1
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
Phase Three - Specialization		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
Total Hours		77

¹ This course is waived for students in the 2+2 track.

Suggested Sequence of Courses

This sequence of courses is meant to be used as a suggested path for completing coursework. ECE majors must consult their SOE advisor for assistance with course selection and to ensure that all Education degree requirements are met. Note that TLSC modules must be taken in a prescribed order. Students must complete each sequence before moving on to the next. Major-specific CIEP courses are linked to a sequence and must be taken within that semester.

Track 1: Traditional 4-Year Program

Course	Title	Hours
Sequence 1		
TLSC 110	The Profession and Our Program (TLLSC)	1
TLSC 120	Bringing Language, Learning & Development Theory into Practice	2
TLSC 130	Sequence One: 130 Community Immersion	1
TLSC 300A	Professional Learning Communities (ECE)	0
UCWR 110	Writing Responsibly	3
CORE	Scientific Literacy Tier I	3

CORE	Literary Knowledge & Experience Tier I	3
UNIV 101	First Year Seminar	1
Must submit required documentation and background check prior to program entry		
Hours		14
Sequence 2		
TLSC 140	Teaching, Learning and Leading for Social Justice	1
TLSC 150	Constructive Learning Environments For Diverse Students	1
TLSC 160	Analyzing Culturally-Responsive Classroom Instruction	1
TLSC 300B	Professional Learning Communities (ECE)	1
CIEP 104	Mathematics for Teachers I	3
CIEP 206	Children's Literature (Tier II Literary)	3
CORE	Historical Knowledge Tier I	3
CORE	Philosophical Knowledge Tier I	3
Hours		16
Sequence 3		
ELPS 219	History of American Education (Tier II Historical)	3
TLSC 210	Educational Policy For Diverse Students	2
TLSC 221	Individualized Instruction and Assessment for Diverse Learners	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 300A	Professional Learning Communities (ECE)	0
CORE	Theological & Religious Studies Tier I	3
CORE	Societal & Cultural Knowledge Tier I	3
Hours		15
Sequence 4		
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 252	Foundations, Settings, and Studies of Effective Early Childhood Education	1
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Spcl Nds	2
CIEP 315	Language Development and Literacy	3
TLSC 300B	Professional Learning Communities (ECE)	1
General Elective		3
Hours		16
Sequence 5		
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 300A	Professional Learning Communities (ECE)	0
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3

CORE	Artistic Knowledge	3
CORE	Ethics	3
Apply for Sequence 7-8 One-Year Internship by October 1		
Hours		15
Sequence 6		
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 300B	Professional Learning Communities (ECE)	1
CORE	Scientific Tier 2	3
PLSC 101	American Politics (Tier II Societal)	3
CIEP M16	K-2 Literacy Methods for EC	2
Take ECSE Content Exam from IL Licensure Testing Service after Sequence 6		
Hours		15
Sequence 7		
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 300A	Professional Learning Communities (ECE)	0
ELPS 302	Philosophy of Education (Philosophical Tier II)	3
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
CORE	Theological and Religious Studies Tier II	3
Apply for May Graduation in LOCUS by October 1		
Hours		16
Sequence 8		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (Engaged Learning)	12
TLSC 300B	Professional Learning Communities (ECE)	1
Must have passed IL ECSE Content Exam prior to Sequence 8		
Hours		13
Total Hours		120

Track 2: 2+2 Transfer Program

After completing an Associate of Arts degree Associate of Arts degree in Child Development or Early Childhood Education or an equivalent area from any two-year institution, students will complete two years of continuous enrollment and academic progress to earn a Bachelor's in Early Childhood Education from Loyola University Chicago. This pathway includes licensure with an endorsement for early childhood education, English as a Second Language (ESL), and either the Early Childhood Special Education approval or endorsement. Students will need to complete the 60 hours of SOE coursework at Loyola, engage in a semester of student teaching, and will pass required exams for licensure and certification. During years 1 and 2, candidates complete an Associate of Arts Degree in Child Development or Early Childhood Education or an equivalent area from any two-year institution.

Pathway for Transfer Students coming into Loyola with a two year degree (associate's degree or 60 credits):

Course	Title	Hours
Junior		
Fall		
TLSC 210	Educational Policy For Diverse Students	2
TLSC 222	Authentic Assessment and Instruction for Bilingual Learners	2
TLSC 310	Language and Literacy for Diverse Students	2
TLSC 320	Using Classroom Data in a Collaborative Env to Advance Student Achievement	2
TLSC 330	Discipline-Specific Literacy for Diverse Students	2
TLSC 300A	Professional Learning Communities	0
CIEP M43	Special Education Methods: Infants, Toddlers and Preschoolers	3
THEO 190	Loyola's Mission: Ignatian Traditions	3
Hours		16
Spring		
CIEP 315	Language Development and Literacy ¹	3
TLSC 250	Developmentally Appropriate Practice with Infants/Toddlers & Their Families	3
TLSC 251	Family-Centered Assessment and Intervention in Early Intervention	3
TLSC 253	Developmentally Approp Practice Assmt&Intervention Young Children Splc Nds	2
TLSC 340	Teaching and Learning in an Area of Specialization	2
TLSC 350	Teaching and Learning with a Global Framework	4
TLSC 300B	Professional Learning Communities	1
Hours		18
Senior		
Fall		
CIEP M17	Early Childhood Math Methods	2
CIEP M42	K-2 Special Education Methods for ECSE	2
TLSC 360	Developing Rigorous and Relevant Instruction & Assessment	3
TLSC 370	Design&Implement Rigorous&Rlvnt Instrctn&Assmt: Tching Perform Assmt Prep	3
TLSC 300A	Professional Learning Communities	0
Core	Ethics	3
Hours		13
Spring		
TLSC 380	Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching	12
TLSC 300B	Professional Learning Communities	1
Hours		13
Total Hours		60

School of Education Graduation Requirements

Undergraduate students in the School of Education must complete all degree requirements with a grade of C or better. Grades of C- or below do not count toward degree requirements. Students must enroll

in and pass PLCs each semester. In order to enroll in TLSC modules, all students must complete required documentation procedures, including background checks, at designated points in their pathway and as required by field sites. For ECE majors, these processes occur prior to the start of Sequences 1, 4, and 7. TLSC modules address the University requirement for Engaged Learning.

Licensure Requirements

In order to be entitled for the Illinois State Professional Educator License (PEL), students must pass the Illinois Early Childhood Special Education licensure exam prior to their final internship semester. In order to receive the Illinois Gateways and Early Intervention credentials, graduates must apply to the institutions that grant them. While the ECE BSEd program is approved by those institutions, these credentials were developed and are offered outside the system to educator licensure. They are not entitled through the SOE licensure office and may require application fees.

Additional Undergraduate Graduation Requirements

All Undergraduate students are required to complete the University Core, at least one Engaged Learning course, and UNIV 101. SCPS students are not required to take UNIV 101. Nursing students in the Accelerated BSN program are not required to take core or UNIV 101. You can find more information in the University Requirements (<https://catalog.luc.edu/undergraduate/university-requirements/>) area.

Learning Outcomes

- Reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups
- Engage and promote reflection and collaboration among teachers, students, administrators, families and communities to improve achievement for all students.
- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments, and instructional strategies to meet the individual needs of students.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.
- Apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, exceptionalities, sexual orientation, gender, gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Create and support safe and healthy learning environments for all students.
- Utilize information from theories and related research-based practices when making decisions and taking action in their professional practice.