



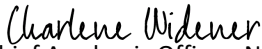


Syllabus
ECED 2450
Early Childhood Administration
2026

Committee Members:

- Jackie Zeckser & Taylor Brase, Central Community College
- Deanna Peterson & Katherine Sichender, Metropolitan Community College
- Tyler Esch, Mid-Plains Community College
- Lisa Guenther, Northeast Community College
- Crystal Kozak, Southeast Community College
- Patsy Yager, Western Nebraska Community College
- N/A, Little Priest Tribal College
- N/A, Nebraska Indian Community College
- Facilitator: Smantha Brown NDE / Taylor Brase**

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	02/12/2026	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/11/2026	Not Offered
 Chief Academic Officer, Metropolitan Community College	02/16/2026	Not Offered
 Chief Academic Officer, Mid-Plains Community College	02/11/2026	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/16/2026	Adopt
 Chief Academic Officer, Northeast Community College	02/11/2026	Adopt
 Chief Academic Officer, Southeast Community College	02/20/2026	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/18/2026	Adopt



I. CATALOG DESCRIPTION

Course Number: ECED 2450
Course Title: Early Childhood Administration
Prerequisites: None

Catalog Description: This course is designed to provide students with a comprehensive understanding of the administrative aspects of early childhood programs. This course will prepare students to plan a facility, identify program goals, work with community resources, collaborate with schools, families, and other early childhood programs, implement an early childhood program, and evaluate program quality.

Credit Hours: 3.0 semester credit hours/3.0 quarter credit hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Identify the responsibilities of an administrator in an early childhood education setting.
2. Review local, state, and federal regulatory and licensing standards in early childhood education.
3. Examine effective and current systems of assessment and evaluation of staff and the early childhood programs.
4. Describe key elements for professional development and ethical concerns of early childhood educators.
5. Explore methods to support effective partnerships in the workplace and community.
6. Promote the use of tools and technology in early childhood education programs.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Understand the primary components of successful early childhood education program operations, policies, and procedures.
2. Identify program, licensing, local, state, and federal standards.
3. Determine effective evaluation methods and assessment tools relevant to early childhood programming

4. Understand the role of professional development as an administrator.
5. Articulate the importance of family, community, and professional partnerships.
6. Identify and practice using tools and technology in the early childhood education setting.

IV. COURSE CONTENT / TOPICAL OUTLINE

- A. Components of Program Operations
- B. Licensing and Standards
- C. Quality Elements of ECED Programs
- D. Program Assessment and Improvement
- E. Staff Evaluations
- F. Staff Development
- G. Personal Code of Ethics
- H. Team Member Roles and Responsibilities
- I. Partnerships

V. INSTRUCTIONAL MATERIAL

Freeman, Nancy K., et al. *Planning and Administering Early Childhood Programs*. Pearson, current edition.

Developing and Administering an Early Childhood Education Program. CENGAGE LEARNING, current edition.

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

Supplemental Texts and Materials:

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

Environmental Rating Scales, University of North Carolina at Chapel Hill, <https://ers.fpg.unc.edu/environment-rating-scales>.

VI. METHODS OF PRESENTATION / INSTRUCTION

Methods of presentation typically include a combination of the following:

1. Technology enhanced lecture
2. Classroom discussions
3. Interactive group activities
4. Audio visual materials

5. Presentations by experts from the ECED industry

VII. METHODS OF EVALUATION

Methods of evaluation, although determined by the individual instructor, traditionally includes a combination of the following:

1. Attendance and participation
2. Daily assignments
3. Written exams and/or quizzes
4. Performance and observational assessment

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.