

Completing a Course Outline for CCR&R-MC Trainings:

All classes offered through CCR&R are Mt. Hood Community College Classes. Therefore, each class must be scheduled with the college and a course outline submitted. The training coordinator will work with trainers to complete the outline. If needed, please feel free to call us with any questions, 503-491-6213.

Below are some helpful tips and information for filling this out. **Remember, several of the boxes refer to OCCD's training rules and/or the information you submit to them in a training proposal.**

Oregon Registry Sets of Knowledge Definitions

Sets of Knowledge are the progression of increased depth and breadth of knowledge within each core knowledge category. Each set provides increased knowledge on how to place that knowledge into practice in professional work. The three sets of knowledge are Set One (Introductory Knowledge), Set Two (Intermediate Knowledge), and Set Three (Advanced Knowledge).

Set One training presents *introductory knowledge*. The purpose of these sessions is to provide an overview of basic principles, theories, and/or research. Set One training participants are expected to gain *basic, introductory knowledge* of session topics.

Set Two training presents *intermediate knowledge*. The purpose of these sessions is to build on previous knowledge by having professionals use what they have already learned and experienced to think in depth and to learn more. Sessions are developed assuming that participants already have basic knowledge of the subject in order to participate at this intermediate level of complexity. Set Two training participants are expected to already have *introductory knowledge* about the session topics.

Set Three training presents *advanced knowledge*. The purpose of these sessions is to provide in-depth study of the session topic. Sessions provide opportunities for analysis, comparison, critical examination, evaluation, research, and/or practical study. Set Three training participants are expected to already have *significant and/or intermediate knowledge* of and professional experience in the session topic.

For more information visit the Oregon Center for Career Development (OCCD) at <http://www.pdx.edu/occd>

Oregon Registry Categories

www.centerline.pdx.edu

Classes are all Set One, unless specified



Core Knowledge Categories	Abbreviation
Diversity	DIV
Families & Community Systems	FCS
Health, Safety & Nutrition	HSN
Human Growth and Development	HGD
Learning Environments & Curriculum	LEC
Observation and Assessment	OA
Personal, Professional & Leadership Development	PPLD
Program Management	PM
Special Needs	SN
Understanding and Guiding Behavior	UGB

General course information:

Course Title:	This is a potential participant's first impression of the class. Be interesting and concise.	
	Course #: assigned and filled in by CCR&R	
Set (1,2 or 3)	See above. You must be a master trainer to present Set 2 or 3 with CCR&R.	Training Length We do not offer classes shorter than 1.5 hours. Most are 2-3 hours.
Instructional Method:	<i>All CCR&R classes are first considered "lecture".</i> Please include lecture and then add any other specific methods, such as group projects, video, discussion, dyad work, etc.	
Evaluation Method (How do you know what they learned?):	You can assess via discussion, reflective writing, participation, small group share back, listening to small group work, etc. CCR&R does not use quizzes or tests.	
Core Knowledge Category (CKC):	See above. More than one CKC may apply to sessions longer than 3 hours.	Age Groups: More than one may apply, choose: Infant/Toddler, Preschool (3-5 yrs), School Age, No Age-Related Content

****CKC and age group must be the same as listed on your OCCD proposal form (if applicable).****

Course Description: The course description should provide a succinct, accurate summary of course content. Three or four sentences should suffice.

We will use this description in our newsletter/training calendar, so please consider this audience as you are writing.

Example:

Exposure matters! When young children have opportunities for hands on play and exploration, and adults use "math talk" throughout the day, children gain greater math knowledge and skills. In this training, participants will be introduced to the foundations of geometry and spatial sense which are developing in young children, birth-to-five. Participants will become aware of ways to promote children's knowledge of geometry and spatial sense and their skills in using math throughout the day.

Course Objectives: These will be similar to the objectives on your OCCD training proposal. *Clearly and briefly summarize what students should know and be able to do as a result of taking your training.* Use active verbs, such as those listed below.

In general, the cognitive domains align with OCCD’s Set designations:

Knowledge and Comprehension =Set 1

Application and Analysis= Set 2

Synthesis and Evaluation = Set 3

Bloom’s Cognitive Domain

The following verbs are useful in discussing the six levels of Bloom’s Cognitive Domain.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Discuss	Discuss	Translate	Distinguish	Compose	Judge
Define	Restate	Interpret	Analyze	Solve	Appraise
Memorize	Describe	Apply	Differentiate	Plan	Evaluate
Repeat	Recognize	Employ	Appraise	Design	Rate
Record	Explain	Use	Calculate	Formulate	Compare
List	Express	Demonstrate	Experiment	Arrange	Value
Recall	Identify	Dramatize	Test	Assemble	Revise
Name	Locate	Practice	Compare	Collect	Score
Relate	Report	Illustrate	Contrast	Construct	Select
	Review	Operate	Criticize	Create	Choose
	Tell	Schedule	Diagram	Set up	Assess
	Explain	Show	Inspect	Organize	Estimate
		Sketch	Debate	Manage	Measure
			Inventory	Prepare	Inspect
			Question	Propose	
			Relate		

Examples:

Participants will describe the importance of intentional interactions between adults and children to language and literacy skill development.

Participants will identify the fundamentals of the C.A.R. method as a way to promote children's early language and literacy.

Participants will apply both a mutual competence and self-care model to child care practices as they reflect on how their own relationships impact the infants, toddlers and families with whom they work.