

## Washtenaw Community College Comprehensive Report

### UAT 215 Problem Solving in Trade Teaching Effective Term: Spring/Summer 2025

#### Course Cover

**College:** Advanced Technologies and Public Service Careers

**Division:** Advanced Technologies and Public Service Careers

**Department:** United Association Department (UAT Only)

**Discipline:** United Association Training

**Course Number:** 215

**Org Number:** 28200

**Full Course Title:** Problem Solving in Trade Teaching

**Transcript Title:** Problem Solving in Trade Teach

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Web Page

**Reason for Submission:** **Inactivation**

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Rationale:** United Association course no longer relevant.

**Proposed Start Semester:** Winter 2025

**Course Description:** This course covers methods of teaching problem resolution and innovation implementation in the local UA school. Topics include analyzing and solving teaching problems, recognizing student learning disabilities, evaluating student performance and implementing innovative solutions in the local school. Students should come prepared to share innovative ideas from their local school. Limited to United Association program participants.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 1.5

**The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min**

**Lecture Hours: Instructor: 22.5 Student: 22.5**

**The following Lab fields are not divisible by 15: Student Min, Instructor Min**

**Lab: Instructor: 1.5 Student: 1.5**

**Clinical: Instructor: 0 Student: 0**

**Total Contact Hours: Instructor: 24 Student: 24**

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

#### General Education

**Degree Attributes**

Below College Level Pre-Reqs

**Request Course Transfer****Proposed For:****Student Learning Outcomes**

1. Identify and address classroom problems as they occur.

**Assessment 1**

Assessment Tool: Survey of UA training coordinators/supervisors

Assessment Date: Spring/Summer 2009

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: 75% of all students through random sampling who teach the topic the subsequent year, minimum of 20 students

How the assessment will be scored:

Standard of success to be used for this assessment:

Who will score and analyze the data:

2. Refer students with learning disabilities to seek appropriate assistance.

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Number students to be assessed: 75% of all students through random sampling who teach the topic the subsequent year, minimum of 20 students

How the assessment will be scored:

Standard of success to be used for this assessment:

Who will score and analyze the data:

3. Utilize approved industry and UA materials and outside resources to resolve conflicts and problems.

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How the assessment will be scored:

Standard of success to be used for this assessment:

Who will score and analyze the data:

**Course Objectives**

1. Identify learning styles, define generational characteristics, and discuss performance evaluation.
2. Identify various unions and educational websites beneficial to UA members.
3. Demonstrate the ability to resolve issues in a professional manner to enhance the learning atmosphere.
4. Recognize the process to address various problems encountered in the classroom.
5. Demonstrate appropriate use and knowledge of course materials.

**New Resources for Course****Course Textbooks/Resources**

Textbooks  
 Manuals  
 Periodicals  
 Software

### Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Nov 01, 2024</i>
<b>Department Chair/Area Director:</b> <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Nov 04, 2024</i>
<b>Dean:</b> <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>Nov 06, 2024</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Reviewed</i>	<i>Jan 11, 2025</i>
<b>Assessment Committee Chair:</b>		
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jan 13, 2025</i>

Course Discipline Code & No: UAT215 Title: Problem Solving and Innovations in Trade Teaching  
 Effective Term SS08

Division Code: VCT Department Code: UASD Org #: 28200

Don't publish:  College Catalog  Time Schedule  Web Page

Reason for Submission. Check all that apply.

New course approval  Reactivation of inactive course  
 Three-year syllabus review/Assessment report  Inactivation (Submit this page only.)  
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.

Consultation with all departments affected by this course is required.  Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Course discipline code & number (was \_\_\_\_\_)\*  Distribution of contact hours (contact hours were: \_\_\_\_\_)  
 \*Must submit inactivation form for previous course.  Pre-requisite, co-requisite, or enrollment restrictions  
 Course title (was \_\_\_\_\_)  Change in Grading Method  
 Course description  Outcomes/Assessment  
 Course objectives (minor changes)  Objectives/Evaluation  
 Credit hours (credits were: \_\_\_\_\_)  Other \_\_\_\_\_

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.

This is an existing course from the UA Instructor Training Program that is offered through the UA Regional Training System throughout the year. This proposal is to change the current UA course number "105" to "UAT215" to reflect the new WCC identifier for the course. Also, this new identifier will be used on student registration forms and course calendars.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson  New resources needed  All relevant departments consulted

Print: \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_  
 Faculty/Preparer

Print: Dan Welch Signature D. Welch Date: 12/3/07  
 Department Chair

Division Review by Dean

Request for conditional approval

Recommendation  Yes  No \_\_\_\_\_  
 Dean's/Administrator's Signature Date

Curriculum Committee Review

Recommendation  Tabled  Yes  No \_\_\_\_\_  
 Curriculum Committee Chair's Signature Date 1-29-08

Vice President for Instruction Approval

\_\_\_\_\_ Roger M. Palocz \_\_\_\_\_  
 Vice President's Signature Date 1/30/08

Approval  Yes  No  Conditional

Do not write in shaded area.  
 Log File 10/4/07 Ecopy  Banner 2/12 C&A Database 2/12 C&A Log File 2/12 Basic skills  Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu) for posting on the website.

**\*Complete ALL sections which apply to the course, even if changes are not being made.**

<b>Course:</b> UAT215	<b>Course title:</b> Problem Solving and Innovations in Trade Teaching
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<b>Credit hours:</b> <u>1.5</u> If variable credit, give range: _____ to _____ credits	<b>Contact hours per semester:</b> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">Student</td> <td style="text-align: right; padding-right: 10px;">Instructor</td> </tr> <tr> <td>Lecture: <u>12</u></td> <td>_____</td> </tr> <tr> <td>Lab: <u>4</u></td> <td>_____</td> </tr> <tr> <td>Clinical: _____</td> <td>_____</td> </tr> <tr> <td>Practicum: <u>6.5</u></td> <td>_____</td> </tr> <tr> <td>Other: _____</td> <td>_____</td> </tr> <tr> <td><b>Totals:</b> <u>22.5</u></td> <td>_____</td> </tr> </table>	Student	Instructor	Lecture: <u>12</u>	_____	Lab: <u>4</u>	_____	Clinical: _____	_____	Practicum: <u>6.5</u>	_____	Other: _____	_____	<b>Totals:</b> <u>22.5</u>	_____	<b>Are lectures, labs, or clinicals offered as separate sections?</b> <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	<b>Grading options:</b> <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
Student	Instructor																
Lecture: <u>12</u>	_____																
Lab: <u>4</u>	_____																
Clinical: _____	_____																
Practicum: <u>6.5</u>	_____																
Other: _____	_____																
<b>Totals:</b> <u>22.5</u>	_____																

**Prerequisites.** Select one:

College-level Reading & Writing     
  Reduced Reading/Writing Scores  
(Add information at Level I prerequisite)     
  No Basic Skills Prerequisite  
(College-level Reading and Writing is not required.)

**In addition to Basic Skills in Reading/Writing:**

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together)</small>	Corequisites <small>Must be enrolled in this class also during the same semester)</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

**Enrollment restrictions** (In addition to prerequisites, if applicable.)

and  or Consent required     
  and  or Admission to program required     
  and  or Other (please specify): \_\_\_\_\_  
 Program: \_\_\_\_\_

**Please send syllabus for transfer evaluation to:**  
 Conditionally approved courses are not sent for evaluation.  
 Insert course number and title you wish the course to transfer as.

<input type="checkbox"/> E.M.U. as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> U of M as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> _____ as _____	<input type="checkbox"/> _____ as _____

<p><b>Course</b> UAT215</p>	<p><b>Course title</b> Problem Solving and Innovations in Trade Teaching</p>	
<p><b>Course description</b> State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course covers methods of teaching problem resolution and innovation implementation in the local UA school. Topics include analyzing and solving teaching problems, recognizing student learning disabilities, evaluating student performance, and implementing innovative solutions in the local school. Students should come prepared to share innovative ideas from their local school. Limited to United Association program participants.</p>	
<p><b>Course outcomes</b> List skills and knowledge students will have after taking the course.</p> <p><b>Assessment method</b> Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p><b>Outcomes</b> (applicable in all sections)</p> <ol style="list-style-type: none"> <li>1) Identify and address classroom problems as they occur.</li> <li>2) Refer students with learning disabilities to seek appropriate assistance.</li> <li>3) Utilize approved industry and UA materials and outside resources to resolve conflicts and problems.</li> </ol>	<p><b>Assessment</b> Methods for determining course effectiveness</p> <hr/> <p>Survey of UA training coordinators/supervisors.</p> <hr/> <p>Survey of UA training coordinators/supervisors.</p> <hr/> <p>Survey of UA training coordinators/supervisors.</p>
<p><b>Course Objectives</b> Indicate the objectives that support the course outcomes given above.</p> <p><b>Course Evaluations</b> Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p><b>Objectives</b> (applicable in all sections)</p> <hr/> <p>Outcome 1:</p> <ul style="list-style-type: none"> <li>- Identify learning styles, define generational characteristics, and discuss performance evaluation.</li> <li>- Identify various unions and educational websites beneficial to UA members.</li> </ul> <p>Outcome 2:</p> <ul style="list-style-type: none"> <li>- Demonstrate the ability to resolve issues in a professional manner to enhance the learning atmosphere.</li> <li>- Recognize the process to address various problems encountered in the classroom.</li> </ul> <p>Outcome 3:</p> <ul style="list-style-type: none"> <li>- Demonstrate appropriate use and knowledge of course materials.</li> </ul>	<p><b>Evaluation</b> Methods for determining level of student performance of objectives</p> <hr/> <p>Exam consisting of multiple choice, true/false, fill in the blank, and short answer questions.</p> <hr/> <p>Exam consisting of multiple choice, true/false, fill in the blank, and short answer questions.</p> <hr/> <p>Presentation and demonstration of learned course materials.</p> <hr/> <p>Presentation and demonstration of learned course materials.</p> <hr/> <p>Presentation and demonstration of learned course materials.</p>

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List all new resources needed for course, including library materials.

**Student Materials:**

List examples of types		Estimated costs
Texts Supplemental reading Supplies Uniforms Equipment Tools Software		\$

**Equipment/Facilities:** Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input type="checkbox"/> Off-Campus Sites <input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR <input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
<input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	
<input checked="" type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	

**Assessment plan:**

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
Identify and address classroom problems as they occur.	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008, and every three years thereafter.	All	75% of all students through random sampling who teach the topic the subsequent year, and minimum of 20 students.
Refer students with learning disabilities to seek appropriate assistance.	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008, and every three years thereafter.	All	75% of all students through random sampling who teach the topic the subsequent year, and minimum of 20

MASTER SYLLABUS

Utilize approved industry and UA materials and outside resources to resolve conflicts and problems.	Survey of UA training coordinators/supervisors.	Spring 2009 for students enrolled in Summer 2008, and every three years thereafter.	All	students.  75% of all students through random sampling who teach the topic the subsequent year, and minimum of 20 students.
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**Scoring and analysis of assessment:**

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

Students' training activities will be scored and evaluated on the survey questionnaires (see attached) of each of the three learning outcomes.

2. Indicate the standard of success to be used for this assessment.

Based on the number of students who teach the learned materials in the subsequent year, 75% of them will score an average of satisfactorily or above on the survey questionnaires to be completed by UA training coordinators/supervisors.

3. Indicate who will score and analyze the data (data must be blind-scored).

The UA Program Administrator will coordinate with UA training coordinators and the training department about the implementation of the assessment plan and the collection of data from UAT faculty, and will discuss the results with UAT faculty.

4. Explain the process for using assessment data to improve the course.

The assessment will be shared with the appropriate UA training coordinators, training department, and UAT faculty. The UA Program Administrator will solicit suggestions for improving the results and will work with UA training coordinators, the training department, and UAT faculty to make needed changes to improve course content and student performance.