



# EDAU 9780: UNIS Implementation Plan

*Transcript title: UNIS Implementation Plan*

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## Details

- **Prerequisite:** Attend face-to-face workshop OR complete on-demand workshop led by The Catalyst Approach
- **Credit:** Three (3) Graduate Semester Credits\* (4.5 quarter credits) through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Due Date:** While the dates below correspond with timelines for some school district lane advancement timelines, we can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.
  - Winter term: February 14
  - Summer term: July 31
  - Fall term: November 14

## Registration and payment

1. Register online at <http://www.thecatalystapproach.com/classes/#credits>
2. Pay with either a check or by requesting an email invoice for credit card payment

## Course Description

Establishing and maintaining healthy group dynamics requires a long-range vision and purposeful planning. Key patterns can be identified to help teachers determine ways to accelerate the health of the group by balancing acceptance and accountability among members.

## Learning Outcomes

1. Plan for long-term implementation of group dynamics concepts and skills
2. Summarize key concepts to solidify understanding

## Assignment Description

### 1. Calendar Project

Reflect & Review on the skills you learned in the workshop. Prioritize them to create an implementation plan including at least 15 of your top concepts. Document your plan in a calendar format. Use the book, post-its, and notes as reminders. The calendar can be created in any form that makes sense to you and supports implementation. Specific dates/date ranges must be included. Skills/concepts may have overlapping dates.

### 2. Concept Summary

Write a summary of the concepts from the program that was chosen and mapped out in the calendar project. Include:

- The name/label of the concept
- Why you selected the concept
- How you plan on implementing the concept
- If you view the concept as an Attitude, Behavior, Cognitive idea (can be more than one)

\*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop.

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- What benefits you anticipate

## Assignment Submission

Send completed coursework via email to the Catalyst instructor (who is listed in your registration confirmation email).

## Grading and Transcript

While the quality of writing is more important than the length of the writing, be sure to write a minimum of one paragraph for each concept.

For a letter grade of an A, reflect on 10 concepts.

For a letter grade of a B, reflect on 8 concepts.

*Any assignments that are not high enough quality (depth of writing, etc.) will be returned to the student for revising.*

For an official transcript, visit: <https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests>

## Bibliography

- Goodman, Paul, S. Devadas, and T. L. Hughson 1988 "Groups and productivity: Analyzing the effectiveness of self-managing teams." In J. P. Campbell, R. J. Campbell, and Associates (eds.), *Designing Effective Work Groups*: 295-327. San Francisco: JosseyBass.
- Haidt, J., Seder, J., & Kesebir, S. (2008). Hive psychology, happiness, and public policy. *Journal of Legal Studies*, 37, 133-156.
- Hamilton, D. L., & Sherman, S. J. (1996). Perceiving persons and groups. *Psychological Review*, 103, 336-355.
- LaFrance, M. (1985). Posture mirroring and intergroup orientation. *Personality and Social Psychology Bulletin*, 11, 207-218. LaFrance, M. (1990).

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