

Organizational Ombuds Course

by

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Abstract

Beginning in fall 2020, the USC Gould School of Law will offer a new elective course titled Organizational Ombuds. An organizational ombudsman is an appointed neutral who provides conflict navigation expertise to organizations and individuals that result in facilitation and resolution of informal workplace concerns (International Ombudsman Association, 2019). The author of this paper is acting as the instructional designer responsible for conceptualizing and writing the Organizational Ombuds Course. The course deliverables will include the syllabi, course shell, course overview unit learning tasks, and evaluation plan for two units of instruction. The learner and learning environment analysis has been conducted to inform the course outcomes and tasks. To that end, all instructional design techniques are grounded in research-based social cognitive theory and learning and motivation theories. The approach for the design will include the ADDIE (i.e., analysis, design, development, implementation, evaluation) model of instructional systems design. The learning environment has been curated to enhance the learning experience and promote learning and motivation. The course will be offered to graduate-level adult learners who hold a first degree and may be pursuing a Master of Dispute Resolution or Master of Laws in Alternative Dispute Resolution. At the conclusion of the course, learners will have a foundation in the practices, theories, and ethics of the ombuds practice in a variety of workplaces (Gould School of Law, 2018).

Keywords: instructional design; learning; organizational ombuds; learning environment; assessment and evaluation

Needs Assessment

Without analysis, there is little data and information to decide if instruction is a viable solution to a problem. As such, the needs assessment is the first and one of the most important phases of instructional design (Smith & Ragan, 2005). In the pages that follow, instructional systems design principles have been applied to write a formal learning course on Organizational Ombuds. The term Organizational Ombuds is defined by the International Ombudsman Association (IOA) as “a designated neutral who is appointed or employed by an organization to facilitate the informal resolution of concerns of employees, managers, students and, sometimes, external clients of the organization” (International Ombudsman Association, 2019). The proposed instruction is intended for graduate students attending the University of Southern California (USC) Gould School of Law. The Organizational Ombuds Course is important because it provides vocational career training to graduate students who may not be interested in pursuing private practice post-graduation. The need for the course was identified by the Gould School Graduate and International Programs Office. Prior to investing instructional design time and resources for the course, a front-end analysis was conducted to provide the background and details pertaining to the perceived need, learners, and learning environment (Smith & Ragan, 2005). An innovation-based instructional needs assessment was conducted because the model offers a structured method for examining innovations about a newly proposed need (Smith & Ragan, 2005). Through the needs investigation and course analysis, the skills, knowledge, and attitude necessary to be an organizational ombudsman will be uncovered.

The two-unit course is scheduled to be offered once per year beginning in fall 2020. The course is aimed at the population of students who are not pursuing a Juris Doctor (JD). Specifically, the course is designed to augment course offerings for those pursuing a Master of Dispute Resolution (MDR) or Master of Laws in Alternative Dispute Resolution (LLM in ADR, together called ADR). There is a need for this course because it offers MDR and ADR students a vocational career option when they are disinterested in private practice or small business ownership. The institution has identified the need as relevant to students seeking to prepare for a specific role. The course is intended to provide a foundation in the practices, theories, and ethics of the ombuds practice in a variety of workplaces (Gould School of Law, 2018). At this time, there is no other curriculum or course at the Gould School that offers comprehensive knowledge and practical experience to prepare for the role of organizational ombuds.

Description of the Learning Environment

During the Organizational Ombuds Course final design phases, the world was challenged with a pandemic. In March 2020, the USC leadership made a decision to close the physical campus to students through the end of the spring 2020 term. Returning to Los Angeles, California campus for physical class lecture is uncertain for fall 2020. Despite the unknown timeline for resuming physical instruction, the course portions referenced as physical can be offered synchronously in a virtual or physical format. Clark, Yates, Early, and Moulton (2010) assert that media is the resource for delivering instruction while the instructional methods are what causes learning. As such, the course was designed using instructional methods that adhere

to research-based practices and principles. The learning environment will make reference to physical instruction as this was requested by the Gould School prior to the COVID-19 pandemic.

Learning Environment Analysis

Analyzing the learning environment in parallel with the need for instruction and the intended audience is important because it allows the designer to mitigate a learning environment that detracts from learning. The Organizational Ombuds Course will be in a physical space located at USC where learners will engage synchronously. USC is a leading private university located in Los Angeles, California that enrolls more than 47,000 students each year (University of Southern California, 2018). The 2019-20 USC catalogue listed 178 bachelor's programs, 98 doctoral, and 272 master's programs in addition to dual degrees, certificates, and general education offerings (University of Southern California Catalogue, 2019b). The central mission of the university is, "the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit" (University of Southern California, 1993). The student demographic for fall 2018 was 16.8% Asians, 5.6% Black/African American, 14.8% Hispanic, 30.7% White/Caucasian, and 23.9% International (University of Southern California, 2018). The fall 2017 student retention rate was 97% (University of Southern California, 2018). The total employee population supporting the students is 27,652 (2018). There are a total of 22 schools and units, and one of those is the Gould School of Law where the proposed course will be offered.

Gould School of Law is an internationally recognized top-ranked school located at the USC University Park campus in Los Angeles, California. Gould offers law degrees, certificates,

and non-degree international programs (Gould School of Law, 2019). In 2018-19, the graduate courses offered by Gould included Juris Doctor (JD), Master of Laws (LLM), Master of Dispute Resolution (MDR), and LLM in Alternative Dispute Resolution (ADR). Significant stakeholders for the course include the Director of Admissions, the graduate and international programs staff, and the information technology staff. The school facilities include lecture-style classrooms equipped with audiovisual equipment, computers, internet connection, projectors, and large screens. The learning management system (LMS) that is currently used for instruction is Blackboard. Blackboard will be used for the Organizational Ombuds course content organization, pre-live lectures, and communication with the learners. The physical and virtual space where learning will take place will adhere to ADA guidelines. The learning environment will support collaboration and individual learning.

As the learning outcomes for the course are developed, human-centered design will be considered to support and enrich the learning experience for all learners. For example, physical or social barriers that may interfere with learning will be examined (Koper, 2005). Other human-centered design considerations will focus on diversity and access, such as learning tasks, that reach all learners from diverse backgrounds. Given that ethical issues of ombuds practice have been identified as a key skill, principles of inclusion and equity will be emphasized such as removing barriers created by privilege and power and analyzing how to promote equity and access for oppressed groups. The school describes itself as a tight-knit and diverse school, and its diversity is recognized as a key strength that will be highlighted throughout the course (Gould School of Law, 2019).

Learner Profile

Sound instructional design considers the role of motivational influences such as prior knowledge in the learning process and learners' self-efficacy, including the perception of instructional value that learners' could bring to the classroom. To effectively address the aforementioned behavioral influences, understanding the learning audience is critical. For example, one must identify constructs such as demographics, social, or affective characteristics to effectively create instructional methods that lead to learning. The Organizational Ombuds learner group is composed of graduate students seeking to acquire the skills and knowledge to apply the organizational ombuds ethics and practices in other career fields, or students seeking to apply the knowledge in a private ADR practice. Based on the learner analysis, the primary group has been identified as graduate students seeking to enter the field of organizational ombuds. The secondary audience has been identified as graduate students seeking to apply course knowledge in their own career context. The sections that follow include detailed characteristics about learners' cognitive, motivation, and social characteristics.

Demographics

The Gould School Graduate and International Programs Office shared demographic information during the front-end analysis. Most of the learners are young adults between the ages of 21-25, with 25-30% between 26-30 years of age; 15-20% of the learners between 31-40 years of age; 10% of the learners between 41-50, and 10% of learners between the ages of 51-70. The gender ratio is predominantly women at nearly 80% and ethnicity ratio of 50% international students.

Ability

Each participant will have a varying level of knowledge pertaining to communication, problem-solving, or delegating. Regardless of ability, the primary and secondary audience will have experience in self-regulation to begin and complete projects, the ability to listen, receive and give feedback. All learners are in Piaget's formal operational stage. The instructional design strategies will consider the stage of intellectual development to challenge the participants while promoting growth for all learners.

Prior Knowledge

There are no prerequisites for taking this course. All the learners will have completed undergraduate coursework in the United States or internationally. When comparing the proposed learning outcomes for the course and examining learner prior knowledge, prior knowledge for most will range from low to medium. Some of the skills that the learners will bring to the learning experience will likely include the following: active listening, identifying and analyzing issues, data collection, and exposure to dispute resolution techniques, etc. To enhance the classroom experience the aforementioned skills can be connected to learning outcomes and learning tasks.

Mayer (2011) asserts that the most important type of knowledge that learners' bring is prior knowledge. In fact, prior knowledge can hinder or help a learner and is considered an important individual difference among learners' (Mayer, 2011, p. 121). As such, it is important to address questions such as misconceptions about what confidentiality and neutrality mean for the organizational ombuds. Group brainstorming and deliberate discussions will be used to

activate learners' prior knowledge, beliefs, assumptions, or address misconceptions. Prior knowledge can be accurate or inappropriate when someone has strong beliefs about any of the topics covered. Specific information about the topics being taught and the level of knowledge or experience will be assessed and responses will be considered throughout the course.

Motivation

Learning and motivation is enhanced when learners experience autonomy, enjoyment, and satisfaction (Eccles, 2009; Rossier School of Education, 2017). The reason for electing the course and motivation for learning will vary among the learners. Given the varied motivation levels, learning and motivation theory will be used to build the course. For example, to enhance motivation, the course will draw on the experience of the learner and include tasks where learners can feel autonomous. Additionally, the learning environment will be supportive, physically, and psychologically safe. At the onset of the course, instructor-led discussion about students' expectations will take place to augment the syllabus language. The syllabus will outline classroom participation and expectations and be in support of a safe and richly collaborative learning environment that fosters motivation.

Value. The risk when not considering the motivational construct value or incorporating value in a task is that it could result in not achieving the task goal (Eccles, 2009). Given that the Organizational Ombuds course is an elective, most learners will likely have high-value orientation, particularly extrinsic or usefulness that matches the learners' future goals. Value dimensions such as utility and intrinsic value will be considered and incorporated in the learning tasks. For example, rationales for content at the onset of the tasks will be explicitly shared. To

influence the utility value, there will be an explicit connection between the broad course purpose and meeting a future professional goal. Another value dimension that will be considered is intrinsic value. According to Eccles' (2009) expectancy-value theory, learners are motivated when they are engaged in personally meaningful tasks. This is important because the evidence demonstrates that being interested in a task, along with intrinsic motivation and intrinsic value, predict learning. Examples about how intrinsic value will be influenced include providing readings and activities that are relevant and useful and that are connected to the learner stage of development, interests, and based on real-world experiences. For the tasks that include guest presenters, credible and similar models valuing what is being learned will be incorporated.

Self-efficacy. Pajares (2007) points out that an individuals' self-efficacy is an important variable in learning because it provides the groundwork for judging if one can do the task. As such, when designing instruction, making predictions and assumptions about the learners' self-efficacy is important because it provides information about which instructional techniques to use and apply to motivate learners and increase self-efficacy in the learning tasks. For these reasons, instructional strategies for this course will be in support of increasing self-efficacy for all learners. Given that the learners' age range is 21-70 years old, inferred self-efficacy tasks will incorporate peer observation models of all ages because doing so has been shown to increase the belief in one's capabilities (2007). The course will be designed with tasks that are challenging and attainable with proper effort in support of learners' self-efficacy (2007). Models that are credible and similar to the learners will be carefully selected when considering materials, video lectures, and live guest lectures. Additionally, tasks will be designed within Vygotski's

learners' Zone of Proximal Development (ZPD; Santrock, 2017). ZPD tasks will be facilitated through scaffolding to avoid boredom or anxiety in the learner (Rossier School of Education, 2017). The practice of terminal tasks will be performed in partnership with other learners through assigned course work.

Potential Issues of Power, Equity, and Inclusion

Drawing from Filback and Green (2012), "Each student is complex and a mixture of many types of layers and different cultures and influences," the course will celebrate the diversity and intersectionality of the learner by incorporating power, equity, and inclusion in course outcomes and learning tasks. Generalizations about the learners' culture, age, experience, and ethnicity were made by analyzing the 2018 ADR and MDR cohort demographic data. The Organizational Ombuds course will likely attract learners that are highly diverse in age, experience, culture, and educational background. For example, some of the learners will possess a first degree in law while other learners will not. Another consideration includes ethnicity; approximately 50% of the learners are international and represent over 10 countries.

Power. When analyzing the learning environment and issues of power, learners who possess a legal degree may carry a hierarchy over those who don't possess a first degree in law. Another potential issue of power is student perception. For example, being instructed by a non-lawyer or when the instructor of record may not possess a degree in law. The institution is aware of the hierarchy and perception students may hold and address the issue by hiring the most talented people, including non-lawyers, that are qualified to teach required and elective courses such as the proposed course.

Universal Design for Learning. The course instructor is open to exploring the idea of online tools and multimedia to support the learning outcomes. Instructional strategies to prevent access issues include the consideration of disability rights and application of Universal Design for Learning (UDL) principles. Disability and accommodation information will be included in the syllabus, and the course will adhere to UDL guidelines. Additionally, instructional design checks such as removing barriers and supporting learning by considering multiple means of engagement, representation, action, and expression will be used (CAST, 2018).

Equity. Additional ways that the learning tasks will be designed in consideration of the learner diversity will be by ensuring that tasks prompt learners to analyze, address, and overcome issues of class and socioeconomic while promoting equity. For example, to address the potential hierarchy amongst learners with or without a legal background, the learning experience will explicitly expose the learner with role-playing tasks to practice the balancing of power. The balancing of power is an important skill of an ombudsperson and considered part of the IOA Code of ethics for an organizational ombudsperson (IOA, 2019). Given the international learner population, learning experiences will be designed that do not exclude individuals who are linguistic minorities and provide opportunities for resources in other languages as needed. Additionally, the IOA best practices supplemental document will be referenced throughout the course which outlines standards of practice such as ethics, power, neutrality, and impartiality (International Ombudsman Association, 2009).

Task Analysis and Overall Learning Goal

Smith and Ragan (2005) describe that learning goals are broad statements that outline what the learners should know or be able to do after instruction. In addition to describing the instructional intention, the learning goals should reflect the problem of practice discovered in the needs analysis. The Organizational Ombuds Course analysis identified the need for instruction that provides learners with a vocational career option to prepare for a specific role.

The overall goal of the course is:

1. To prepare the learner to effectively establish an organizational ombuds office
2. Provide client-facing practice elements that adhere to the IOA Code of Ethics and Standards of Practice (IOA, 2019).

After writing broad statements to describe what learners should be able to do after instruction, a valuable next step in the instructional design process is to categorize the goal statements (Smith & Ragan, 2005). Determining the learning types provides the designer ideas to conceptualize the tasks that are in support of the goals, define the optimal learning environment, and evaluate if the tasks have been met.

Differences in cognitive effort required in learning have been discussed by a variety of scholars including Benjamin Bloom, M. David Merrill, and Robert Gagné (Smith & Ragan, 2005). Smith and Ragan (2005) wrote that Gagné believed that, “the type of mental processing required for achieving outcomes in each category is qualitatively different from the mental activities required in other categories” (p. 79). Considering that learning type determination is a critical step in deciding the best conditions to support learning, R. Gagné’s system will be used

because it is the most useful and comprehensive in designing instruction. As such, Gagné's type of learning outcomes have been identified next to each of the course outcome statements. The overall course goal type has been identified as intellectual problem solving because most of the goal statements fall under this categorization.

Cognitive Task Analysis

Completing the Organizational Ombuds Course will prepare the learner to successfully establish and operate an ombuds office. Preparation for the role requires the intellectual skills and attitudes to apply a common set of principles found in the IOA Code of Ethics and Standards of Practice such as fairness and impartiality (IOA, 2019). In addition to the needs analysis, the task analysis above and the cognitive task analysis that follows was synthesized from several sources. Those sources included interviewing a subject matter expert (SME), extensively reviewing the SME interview transcript, examining the IOA Code of Ethics and Standards of Practice, reading the IOA and United States Ombudsman Association Websites, and reviewing a variety of journal articles including Noll (2010) and MacAllister (2011).

The SME interviewed was Andrew Culberson, Assistant Director of Career Development for Graduate and International Programs at the USC Gould School of Law. Mr. Culberson holds an undergraduate degree in cognitive science, a graduate degree in conflict resolution, and a certificate in Organizational Ombuds practice. Mr. Culberson specializes in advanced mediation and negotiation and has over 10 years of direct applied experience in alternate dispute resolution. At the Gould School, Mr. Culberson works as an advisor for ADR graduate and international graduate students. The qualitative interview with Mr. Culberson adhered to research methods

found in Salkind (2017). For example, the questions were open-ended and allowed for inquiry about the proposed learning, the education system, the environment, the learners, and the learning goals. Questions such as the overall course purpose and what the learners are expected to know post-instruction were explored. Inquiry about relevant research and resources studied to prepare the instructional designer for the SME interview was discussed. The task analysis was further supplemented with viewing organizational ombuds videos from the IOA and reviewing the certified organizational ombudsman practitioner (CO-OP) eligibility requirements.

Additionally, the author reviewed multiple websites found under the resources and open library section of the United States Ombudsman Association website (2019b). After synthesizing peer-reviewed articles, examining credible sources, and interviewing a SME, the author asserts that the overall purpose of the course is to prepare the learner for the professional role of the ombudsman. The course purpose was further substantiated when post-interview communication with the SME verified the overall learning goals and outcomes that were discovered in the needs analysis.

Course Outcomes

Connected to the broad scope and problem of practice, the following course outcomes have been identified. By the completion of this course, you will be able to:

1. Explain the history, modern practice, and role of the organizational ombuds (Declarative);
2. Analyze and assess client concerns that result in identifying dispute issues (Intellectual; Problem Solving);

3. Apply principles aligned with the [International Ombudsman Association \(IOA\)](#) to develop dispute resolution options for diverse clients and in a variety of settings (Intellectual; Problem Solving);
4. Develop an organizational ombuds office business plan that incorporates the mission, values, and culture of an organization (Intellectual; problem solving);
5. Demonstrate the ability to generate and analyze ombuds office activity data (Intellectual; Procedures);
6. Demonstrate high levels of value and self-efficacy for operating an effective organizational ombuds office and applying the four basic principles of the Organizational Ombuds Code of Ethics (Attitudes).
7. Write an appropriate business plan when given relevant information and the Ombudsman Association Standards of Practice. (Intellectual Skills; Procedures)
8. Ask questions that identify the disputed issue when given an inquiry case scenario. (Intellectual Skills; Problem Solving)
9. Confidently provide resolution options when given dispute scenarios. (Intellectual Skills; Problem Solving)
10. Choose to apply the IOA ethical principles when role playing the role of organizational ombuds. (Attitudes)
11. Identify the root cause of the breach and describe options for maintaining confidentiality when given confidential breach sample cases and the IOA Code of Ethics. (Intellectual Skills; Problem Solving)

Major Tasks

The overall course intent is to provide learners with the knowledge, skills, and attitudes to effectively establish an organizational ombuds office that provides client-facing practice elements that adhere to IOA Standards of Practice and Code of Ethics. Completing the Organizational Ombuds Course will lead learners to excellence in the practice of ombudsman work. To that end, the major tasks that will be taught in order to meet the overall course goals include the following (in order of performance):

1. Provide course orientation, timeline, agenda, and learning goals
2. Introduce the origins, development, and practice of the modern organizational ombuds
3. Introduce duties of the ombuds role and scope described in the IOA ethical principles and best practices
4. Provide the learner the strategies and resources for effective interviewing, identifying workplace issues, and managing conflict in the workplace
5. Provide the learner the strategies to maintain confidentiality and techniques for effective recordkeeping
6. Provide the learner with mock ombuds role-play
7. Provide the learner strategies to receive stakeholder support and buy-in for an ombuds office that functions as an independent structure
8. Write an organizational office business plan that clearly defines the role of the ombuds and office functions within an organizational structure, including activity reporting

9. Reflect how organizational ombuds adhere to the IOA Standards of Practice and Code of Ethics
10. Provide the learner the strategies for addressing situations when the organizational ombuds should seek legal counsel

Description of Instructional Units

For the Organizational Ombuds Course, the instructional designer will conceptualize and write the course outline, a syllabus (Appendix A), Course Overview, and Unit One of instruction including the assessment and evaluation plan for Unit One.

After the organizational ombuds broad scope, course outcomes, and major tasks have been articulated, the next step in design is selecting the tasks and the complementary goals and outcomes for each task identified. Being intentional when writing tasks and the associated goals, will help the designer remain focused and design what needs to be taught in order to achieve the learning goal (Smith & Ragan, 2005). Being explicit about the task goal is important to avoid what Smith and Ragan (2005) refer to deadwood (i.e., information that is not needed that may confuse the learner or lead to cognitive overload); another reason is to effectively assess and evaluate if the learning goal has been met.

Keeping in mind the broad course purpose which is to prepare learners' for the professional role of the ombuds, Unit One will be as follows:

1. Introduce the origins, development, and practice of the modern organizational ombuds.

Prior to Unit One, the learners will need an introduction to concepts and ideas such as the Gould School mission, course connection, and course purpose. For this reason, the designer will create a Course Introduction and Overview that will provide course orientation, timeline, agenda, and learning goals. The following is a general outline of the Course Overview and Unit One, plus the associated outcome and goal type:

- Course Overview: Provide course orientation, timeline, agenda, and learning goals
 - Goal: When given the course syllabus, the learner will be able to identify the course goals and structure, assignments, and timelines.
 - Outcome: The learner will be able to identify course expectations. The learner will be able to connect new information to prior knowledge.
 - Goal Type: Declarative Knowledge; Cognitive Strategies
- Unit One: Introduce the origins, development, and practice of the modern organizational ombuds
 - Goal: When given the history and modern practice of the organizational ombuds, the learner will be able to identify, define, and describe the organizational role and common misconceptions.
 - Outcome: Articulate the origins of the organizational ombuds; articulate a definition of an organizational ombuds; describe confidentiality and neutrality in practice; and, identify and dispute common myths about the organizational ombuds
 - Goal Type: Declarative Knowledge

Course Assessment and Evaluation

A commonly referenced model for designing instruction is ADDIE which summarizes the five phases of instruction (i.e., analysis, design, development, implementation, and evaluation). Although evaluation is listed at the end, sound instruction includes evaluating at each phase of the design. Using evaluation as an instructional design tool can serve two purposes: one is to evaluate the actual design and make revisions as necessary, and the second is to create a plan to evaluate the assessment of competence, learning, and motivation (Kirkpatrick, 2006; Smith & Ragan, 2005). Given that gathering feedback at all phases of instruction is critical, evaluation has been designed to measure individual learner performance and the actual course design process. For example, the learner analysis, course outcomes, major tasks, and proposed deliverables were reviewed by the SME to ensure quality control. As a result, there were modifications made to the major tasks. Additionally, the capstone advisor has examined the process, approach, and provided feedback to ensure that the course adheres to research-based instructional design principles. Another planned evaluation will be conducted by a USC Rossier faculty member to provide feedback on the learning environment design choices.

In instructional design, the first phase of assessment is concerned with ensuring the instruction is sound. The second phase of assessment, which is best to be designed immediately after the major tasks and learning outcomes, is focused on the evaluation of the learners' knowledge (Mayer, 2011; Smith & Ragan, 2005), this plan will focus on the latter.

Evaluating knowledge and skills can serve to identify if the course learning outcomes are being met (Mayer, 2011). In addition to making determinations about competence through assessment and evaluation, assessment serves as a tool for identifying learner gaps and areas

where learners may need additional instruction (Smith & Ragan, 2005). In the text *Applying the Science of Learning*, Mayer (2011) describes that assessments are used for three functions. The first function of assessment is to assess prior knowledge before instruction; the second is to assess during instruction and to adjust learning as needed, and the third is to assess what was learned from the course at the end of instruction. In addition to pre-assessing for prior knowledge, observations can be conducted to serve as formative assessment during instruction. Finally, evaluation at the conclusion and beyond instruction can be planned to measure learning impact and return on investment. The course assessment and evaluation is intended to support the overall purpose of the course. The course prepares the learner to effectively establish an organizational ombuds office and provide client-facing practice elements that adhere to ethics and standards of practice.

The sections that follow begin with an explanation of the types of evaluation to measure the effectiveness of instruction. A summary in matrix form presents the selected methods such as survey protocols. The survey protocol details are included along with the test items that will be experienced by the learner.

Kirkpatrick's Four Levels of Evaluation

There will be different types of assessment and evaluation conducted for Unit One and Course Overview of the Organizational Ombuds Course. For example, to evaluate reaction, knowledge, transfer, and impact, Kirkpatrick's Four Levels of Evaluation (2006) model will be used. These include reaction or how well the learning experience was received. Reaction is Level 1. Level 2 is knowledge; knowledge should be assessed at the conclusion of instruction and

measures what the learners did or did not learn. Level 3 is transfer. Transfer measures the application of the information learned and a change in performance or behavior. The last level is impact, and similar to transfer, the impact is measured beyond instruction. While it is challenging to measure Level 4 impact, it is critical to evaluate impact because it measures whether or not the learning experience made a difference to resolve the problem of practice, close a learning gap, or save an organization dollars or resources (2006). In addition to conducting a pre-assessment, formative assessment, and Kirkpatrick's Four Levels of Evaluation, return on investment (ROI) is an additional tool to measure impact beyond instruction. The Course Overview and Unit One will not include a ROI evaluation.

Validation. An important aspect of assessment and evaluation is triangulation which gathers data using different techniques. Triangulation is important because it facilitates the validation of the information gathered during course assessment and evaluation (Patton, 1999). As such, there will be multiple ways that the information will be collected and examined to inform instruction and evaluate learning. The Organizational Ombuds Course will include the collection and review of surveys, observation, document data, and self-reports.

Assessment and Evaluation Plan and Protocols

The true impact of instructional design is measured by assessing and evaluating instruction and the design process (Smith & Ragan, 2005). For the Organizational Ombuds Course, assessment and evaluation will be formative (e.g., low-stakes weekly quizzes) and summative (e.g., final project) and using Kirkpatrick's Four Levels of Evaluation (2006) model and assessment to measure learning and motivation prior to, during, and post-instruction.

Additionally, the assessment selected will match the learning outcomes and course purpose. The following is a list of the protocols that will be used for the course. The parentheses indicate if the protocol will be part of Unit One or the Course Overview:

1. Multiple Choice Survey, Likert-type scale measuring self-efficacy and value (Course Overview)
2. Observation of digital data (Course Overview and Unit One)
3. Observation of participation performance during lecture (Unit One)
4. Open-ended, short answer survey (Unit One)

Table 1 presents the assessment and evaluation plan for the Course Overview and Unit One of instruction. Beginning on the left, the columns titled assessment and evaluation outline the sequence of each assessment or evaluation. The top right of Table 1 headings indicate the various methods that learning and evaluation can be measured. The dark gray shaded cells indicate that the assessment or evaluation type in that specific category is not a reliable method for measuring knowledge, skills, or motivation. The white cells indicate the various ways that learning can be assessed or evaluated for any course or unit of instruction.

Table 1

Assessment and Evaluation Matrix

			Learning (Knowledge and Skills)				Motivation			
			Survey		Interview (e.g., structured, semi-structured, unstructured)	Observation (e.g., performance rubric, statements made during performance)	Document and data analysis (e.g., prior work via portfolio, achievement data, blogs, budgets)	Behavior (Choice, persistence, mental effort)		Self-report (belief, attitudes, efficacy, value, etc.)
			Closed-ended (e.g., multiple choice, T/F)	Open-ended (e.g., short answer)				observation and data analytics (e.g., time on task, frequency, digital data)	Likert-type items	interview
Assessment	Prior to Instruction	Pre-assessment	X ^a					X		
	During Instruction	Formative Assessment				X				
Evaluation	End of Instruction	Level 1 (Reaction)							X	
		Level 2 (Knowledge)		X ^b						
	Beyond Instruction	Level 3 (Transfer)					X			
		Level 4 (Impact)						X		
		Level 5 Return on Investment (ROI)								

Note: Assessment will begin with the Course Overview and post Unit One of instruction to establish a connection to Unit One outcomes and assess what prior knowledge the learners bring to the unit (Allen & Tanner, 2006).

Learning prior to instruction. In Table 1, the letter X represents the type of assessment and evaluation planned for the course. For example, listed as X^a to assess prior knowledge, a post Unit One assessment survey will be collected. See the survey protocols level 2 heading for details about the post-assessment survey marked as X^a.

Motivation prior to instruction. Moving to the right of the first row, motivation data will be gathered at the onset of the course by collecting digital data. Digital data could provide information about learner behavior, their time on a task, including course reading access.

Document analysis will be used to assess the learner prior to and beyond instruction using the digital footprint available in the learning management system. The Organizational Ombuds Course documents, readings, syllabus, and other relevant course information will be provided to the learners on Blackboard online LMS prior to unit one in a course overview format. In addition to providing the course materials, course introduction, purpose, and outcomes for the course, the learner will be able to track their own progress by checking off the areas that they have completed. In addition to embedding materials in the course overview, the expectations, readings, assignments, and assessment and evaluation (Grading) will be discussed in the syllabus. When possible, Blackboard will allow the learner to check off the sections that have been reviewed or assignments that have been completed to help with meeting short-range goals as a method to increase learner motivation (Mayer, 2011).

The LMS has features that collect digital footprint behavioral data about time on tasks, downloads, and items viewed that can be used for instructional assessment. While digital data will be collected from Blackboard to monitor behavior and engagement in tasks, there will not be

a point value associated with pre-assessment. Additionally, there will not be a point value associated with Kirkpatrick Level 4: impact. These data will be collected to inform instructional design for the pre-assessment and course impact, and to modify instruction as needed. For Level 4: impact, gaining employment in a related field will be how impact will be determined. If related organizational ombuds employment is gained, it will be assumed that the course made an impact.

Learning during instruction. Moving to the next row, formative assessment during instruction will be conducted via observation of performance during collaborative group work. Using the class participation rubric presented in Table 2, observation data will be collected from a sample and measure participation and performance. The observations are intended to capture the learner's active choice to participate in the lecture.

Table 2

Observation of Performance Rubric

Active Participation	Moderate Participation	Low Participation
Exhibits evidence of having completed all assignments and activities according to the guidelines that were assigned.	Attempts to participate and has completed most assignments and activities.	Exhibits a lack of preparation and non-completion of required assignments.
Initiates discussion and supports points using page-specific references to readings or other materials.	Supports points during the discussion but uses general references to readings and other materials.	Rarely initiates discussion and is not able to reference required readings or other materials.
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material.	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials.	Comments do not further the discussion and do not exhibit careful reflection on the material.

Participates more than once per class by asking or answering questions.	Contributes to class by participating once during class time.	Does not engage in class discussions.
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Finally, the observation rubric will be presented to the learners in the Course Overview, discussed during Unit One synchronous instruction, and can be referenced by the learners in the syllabus (see Appendix A).

Motivation at the end of instruction. Learning happens when one is motivated to learn. As such, at the conclusion of Unit One, a Likert-type item survey will measure self-efficacy and value. The survey will be a low-stakes credit/no-credit offered online via the Blackboard LMS. Finally, the measure will be facilitated via a self-report Likert-type item survey ranging from strongly disagree to strongly agree.

Motivation can be defined as the consciousness to attain or avoid a goal (Schunk, Pintrich, & Meece, 2008). As noted on Table 1, motivation will be assessed using a Likert-type survey for Kirkpatrick's Level 1 (Reaction). Reaction will be measured at the conclusion of Unit One by prompting learners to report on self-efficacy and value. The survey will be conducted online and via the learning management system using the Motivated Strategy for Learning Scales (Pintrich et al., 1991). The scale will be closed-ended and represent feedback using the following comparative form options: strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), strongly agree (5). The self-efficacy items have been selected because learners' judgment about the ability to do a task impacts motivation and learning (Pajares, 2007). Value is another underlying index that impacts motivation and addresses questions such as, "do I want to engage in the task" (Eccles, 2009).

Self-efficacy.

1. I believe I will receive an excellent grade in this class.
2. I'm certain I can understand the most difficult material presented in the readings for this course.
3. I'm confident I can understand the basic concepts taught in this course.
4. I'm confident I can understand the most complex material presented by the instructor in this course.
5. I'm confident I can do an excellent job on the role-playing and practicing the skills from this course.
6. I expect to do well in this class.
7. I'm certain I can master the skills being taught in this class
8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class.

Value.

1. I think I will be able to use what I learn in this course in other courses.
2. It is important for me to learn the course material in this class.
3. I am very interested in the content area of this course
4. I think the course material in this class is useful for me to learn.
5. I like the subject matter of this course.
6. Understanding the subject matter of this course is very important to me.

Learning at the end of instruction. Knowledge and skills are measured at the end of instruction and can be evaluated using surveys, interviews, observations, and document analysis data. Each of these instruments brings advantages and disadvantages for the learner and scorer (Salkind, 2017). For Level 2 (Knowledge) the instructional designer has conceptualized an open-ended short answer survey with an accompanied rubric to support scoring and the learner in understanding how their responses are being evaluated.

Short answer survey administration. There will be different levels at which the learning assessment will be conducted at various stages of the Organizational Ombuds Course.

Summative assessment will take place in an open-ended survey to measure Kirkpatrick's Level 2: knowledge. The learners will be given the short-answer survey prior to the conclusion of the first class meeting. The survey will include questions that are directly connected to unit outcomes and related to the course readings, group work, and class lecture. Prior to administering the survey, the instructor will have reviewed the syllabus and grading philosophy in a whole group lecture. For the survey administration, the learners will be asked to complete the questions and submit responses to the course instructor. To support linguistic diverse learners, instructions will be provided in writing and reviewed verbally to monitor understanding. Additionally, the survey will not be timed. A rubric will be included with the survey questions to inform learners regarding the performance expectations and scoring. While each unit will incorporate various types of assessments, each graded evaluation will impact a small fraction of the overall course grade. The total max points possible will be illustrated with the rubric. Finally, there will be a variety of opportunities for learners to demonstrate their learning in addition to closed or open-ended surveys.

Short answer survey. The purpose of the open-ended survey is to assess the learners' knowledge and to determine if the course learning outcomes are being met. The survey will be administered at the conclusion of unit one and include two open-ended items. Assessing Level 2: knowledge, item one will serve to assess learners' prior knowledge. Item two allows the learner to reflect on their knowledge and evaluate the ideas, concepts, and definitions from the readings

and course outcomes for Unit One. Knowledge will be measured after Unit One, using the following items:

1. Discuss at least one common misconception about the organizational ombuds role that may impact practice. Describe your response taking into account at least one of the following ethical principles: independence, neutrality and impartiality, confidentiality, informality. Limit your response to two paragraphs.
2. Taking into account the International Ombudsman Association Standards of Practice, identify at least two methods that the organizational ombuds use to demonstrate value for organizations. Include a short description of each standard identified. Limit your response to three paragraphs.

Rubric. The essay prompts will be provided with written instructions and a rubric to allow the learner to reference instructions and review how their performance will be measured. A rubric is defined as a multi-purpose scoring guide that includes scales of achievement and is used to assess a learner created product such as the proposed open-ended survey response prompts listed above (Allen & Turner, 2006; Andrade, 2005; Wolf & Stevens, 2007). The grading rubric presented in Table 3 was designed using Salkind's (2017) essay items scoring recommendations and Allen and Turner's (2006) rubric design principles. In addition to assessing the learner's performance, rubrics serve to inform instruction because the criteria that is expected is explicitly illustrated for the learner and the scorer (2006). Given that assessment and evaluation serves as a tool to assess learning and knowledge, rubrics also serve as a tool for the instructional designer because it provides a well-defined resource about the learning goals that need to be achieved

during instruction and measured post-instruction. Table 3 is the proposed rubric for the open-ended survey to assess Kirkpatrick’s Level 2 knowledge.

Table 3

Grading Rubric for Essays

LEVEL OF PERFORMANCE				
CRITERION	Exemplary	Proficient	Acceptable	Not Yet
Organization and Introduction of Key Terms (.5 point)	The organizational ombuds role is effectively explained and correctly presented using the ethical principles and the standards of practice.	The organizational ombuds role was presented but could be better explained.	The organizational ombuds role is presented in an inaccurate, ineffective, or incorrect manner.	Section is missing. The organizational ombuds role is presented and does not use the ethical principles and standards of practice language.
Content Knowledge (1 point)	Demonstrates a clear understanding of the concepts with no misconceptions. Includes key terminology to compare and/or contrast concepts. The organizational ombuds role and value are well articulated.	Addresses the concept but in an incomplete way and/or with one or more misconceptions. Describes some methods but does not fully answer the question and does not fully articulate the value of the organizational ombuds role.	The content knowledge is not presented or missing. Does not demonstrate a clear understanding of the concepts. Many misconceptions. Does not include key terminology to compare and/or contrast concepts. Unable to articulate the organizational ombuds role and value	Does not address the concept in answer.

<p>Writing Style and Mechanics (.5 point)</p>	<p>Basic punctuation, spelling, and/or grammar rules are followed. Sentence structure is clear; easy to comprehend. Paragraphs are clearly focused and organized.</p>	<p>There are some errors. Grammar is mostly followed; sentence structure is clear with minor issues. Paragraphs are generally solid but could be better organized.</p>	<p>Several grammar errors are present and distract the reader from the concepts and content described. Sentence structure is unclear; difficult to comprehend. Paragraphs are not clearly focused and organized.</p>	<p>Basic punctuation, spelling, and/or grammar rules are not followed. Sentence structure is incorrect, confusing, or disorganized. Paragraphs are not clearly focused and organized.</p>
<p>Comments:</p>		<p>Total Score: _____ / 2</p>		

Learning beyond instruction. The fifth row on the plan refers to transfer. Transfer will be measured beyond instruction by reviewing the work in the later units that apply to Unit One learning outcomes. For example, references to Unit One vocabulary words, terminology, or modern practice models of organizational ombuds will be an indication that the material from Unit One is transferred to the other units.

Motivation beyond instruction. Level 4 impact will be measured post-course using Gould School graduate reports. Data is pending regarding the type of information that Gould School collects post-graduation. The data will be provided as it becomes available. The graduate program’s office is responsible for tracking and measuring student success. Post-graduation employment data is captured and can be accessed for learners who complete the organizational ombuds course.

Learning and motivation beyond instruction. Lastly, ROI is a viable form of assessment that can be evaluated using document data to measure learning or observations to

measure motivation. ROI (Level 5) is listed as a measurable option that will not be used for Unit One of the Organizational Ombuds Course.

Instructional Methods and Learning Activities

The instructional design for the Organizational Ombuds Course was written using a variety of principles that adhere to evidence-based methods of instruction. For example, during the analysis phase, predictions about learners' self-efficacy were guided using the work of Pajares (2007). The learning environment scan provided information about the interaction between the learner and the proposed learning space. Considerations about barriers to learning such as access or equity were addressed to support an optimal learning experience inside and outside the classroom (Center for Urban Education, 2017; Lombardozzi, 2015). To design the assessment and evaluation, a variety of principles, theories, and ideas were applied including Mayer's (2011) learning strategies, Salkind's (2017) evaluation methods, Smith & Ragan's (2005) instructional design principles, and Kirkpatrick's Four Levels of Evaluation (2006). Finally, R. Gagné's domains were used to define and categorize the mental activities or processing necessary for each learning objective to guide the design of relevant and effective learning activities (Smith & Ragan, 2005, p. 79). In writing the analysis, producing the course outcomes, and designing the assessment and evaluation plan, multiple principles, theories, or practices were used.

Writing the instructional methods and learning activities involves a highly creative perspective and the use of multiple evidence-based principles. Additionally, the designer must keep the learners, the context, and the outcomes in mind to effectively decide the lesson-level

strategies (Smith & Ragan, 2005). The instructional methods and learning activities described in the sections that follow use a variety of principles such as Merrill's (Clark, Yates, Early & Moulton, 2010) Five-Star System instructional methods, Clark's (2006) Guided Experiential Learning (GEL), and Krathwohl's (2002) Revised Bloom's Taxonomy.

General Instructional Methods Approach

Decisions about the approach to instruction are made by having comprehensive information about the learner, their prior knowledge, the learning environment, and the learning task (Smith & Ragan, 2005). Additionally, a designer must be familiar with the cognitive processes associated with learning. Smith and Ragan (2005) wrote that cognitive processing is the learner's selective perception processing and their willingness to "take in" or engage in the lesson (p. 129). After the learner engages in the lesson and ignores competing stimuli, incoming information is then matched with familiar information (2005). During the process of relating the incoming information with long-term memory information, the new information modifies or adds to what the learner knows (2005). Sound instruction considers these cognitive operations regardless of Gagne's goal type while simultaneously providing the most appropriate supplantive or generative strategies to ensure processing of content (p. 130).

Student-generated or generative instruction is when learners are supported in constructing their own meaning and setting their own learning goals (p. 141). Generative instruction requires high levels of prior knowledge and independent elaboration (p. 142). Supplied by the instruction or supplantive instruction is when more of the information processing is scaffolded for the learner (p.143). Supplantive strategies are appropriate when learners have lower prior

knowledge, are anxious about the topic, or there is limited time to learn a task (p. 142). Smith and Ragan (2005) do not recommend solely focusing on one strategy over the other. Instead, it is recommended to approach learning activities in a balanced fashion to better support the learner with active information processing during the designed activity and as a means to enhance learning (p. 142).

The instructional events for the Course Overview and Unit One of the Organizational Ombuds course will be a combination of supplantive and generative strategies that lean on the supplantive side of the scale. Although the course is an elective and prior knowledge may be high for some learners, there is an opportunity to supplant learning to mitigate any misconceptions about the organizational ombuds role, the history, and its purpose and scope in organizations. The supplantive strategy will additionally support the learners because their motivation and prior knowledge will be in the assessment phase during the first week of instruction. The decision for Unit One was based on Smith and Ragan (2005) asserting that the learning activities should have a mix of supplantive and generative strategies to successfully support learning and affect long-term memory. Finally, because the learning activities in the Course Overview and Unit One are considered relatively well-defined and simple, supplantive strategies will better support the learners.

Description of Specific Learning Activities

The Organizational Ombuds Course is a two unit elective that will be 15 weeks in length. The course will be delivered in a blended learning format to maximize practice during class time and support learner skill development (Lombardozi, 2015). Live, synchronous activities such as

lectures and collaborative work will be facilitated in a physical space in the Gould School classrooms. The course will be open to Master Dispute Resolution or Master of Laws in Alternative Dispute Resolution graduate students seeking to augment their course load. The course is considered closed because access will be for enrolled learners only. To make the most out of the collaborative and independent synchronous learning activities and lectures, students will be required to engage in asynchronous individual virtual work such as quizzes, assignments, and videos prior to each weekly class session.

Presented in Appendix A is the Organizational Ombuds Course Syllabus which includes the full course sequence and activities such as weekly expectations of individual and asynchronous work. The syllabus includes course information such as the course purpose, learning outcomes, readings, class norms, weekly assignments, and a broad overview of weekly activities. The syllabus has been designed using several resources including the USC Center for Excellence in Teaching (2019d), the USC Academic Calendar (2019a), and the USC Office of Academic Records and Registrar (2019) curriculum resources. Additionally, several unpublished documents were referenced such as syllabi for EDUC 503 (Rossier School of Education, 2018), EDUC 587 (Rossier School of Education, 2019a), EDUC 595 (Rossier School of Education, 2019b) including the Organizational Ombuds Course Syllabus (Gould School of Law, 2018), and the Center for Urban Education Syllabus Review Guide (2017). The learning outcomes were written referencing Iowa State University Center for Excellence in Learning and Teaching (2019) and Krathwohl's (2002) Revised Bloom's Taxonomy. The syllabus clearly identifies the course learning outcomes because the literature supports that having goals increases achievement

motivation (Yough & Anderman, 2009). The outcomes are listed in the following format for the learner. By the completion of this course, you will be able to:

1. Explain the history, modern practice, and role of the organizational ombuds
2. Analyze and assess client concerns that result in identifying dispute issues
3. Apply principles aligned with the International Ombudsman Association (IOA) to develop dispute resolution options for diverse clients and in a variety of settings
4. Develop an organizational ombuds office business plan that incorporates the mission, values and culture of an organization
5. Demonstrate the ability to generate and analyze ombuds office activity data
6. Demonstrate high levels of value and self-efficacy for operating an effective organizational ombuds office and applying the four basic principles of the Organizational Ombuds Code of Ethics

Unit Zero: Course Overview

To support the learners in reaching the learning outcomes, they will be provided with information and expectations about the course prior to Unit One, titled Course Overview. The Course Overview will be housed in the LMS. The learners will be cued to review the Course Overview and materials, such as the syllabus, prior to the first class session via a pre-recorded lecture. The course overview will include subsections such as Purpose. For example, Purpose will describe the goals, how knowledge will be applied, who will benefit from the knowledge learned, and risks that can be avoided by learning the course material. Presenting the course benefits at the onset of instruction has been chosen because it can have an impact on attainment

value which can result in increasing the probability of motivation for learning (Eccles, 2009). Additionally, the Course Overview will include a subsection with required readings, assignments, and grading. Finally, there will be a stand-alone section for students with disabilities, and another for academic conduct and support systems.

Language that encourages open dialogue between the learner and instructor to promote inclusion will be found in the syllabus, titled Communication, and included as a subsection under Course Overview. Recommended by the Center for Urban Education (2019), the Communication section provides the learners with ideas that, “affirm their belonging in higher education, communicate the belief that they are expected to succeed, and validate their pursuit of a college degree” (p 2). Language about what the learners can expect from the learning environment (e.g., welcoming, respectful) is affirmed in the Class Norms section of the syllabus (2019d; 2019e; Center for Excellence in Teaching, 2019). The Course Overview and Unit One prepares the learner for what is expected in the Organizational Ombuds Course while considering learning and motivation principles in a welcoming tone that communicates expectations for success of all learners.

The learning outcomes for the Unit Zero: Course Overview section is for the learner to identify the course goals and structure, assignments, performance assessment, and timelines. The learning strategies for the declarative knowledge and cognitive knowledge types in Unit Zero will be supplantive and are considered factual and metacognitive knowledge dimension types on the revised Bloom’s Taxonomy (Center for Learning and Teaching, 2019; Smith & Ragan, 2005).

Unit One: Introduction and History of Ombuds

Unit One of the Organizational Ombuds Course will introduce key terms, define the role of the organizational ombuds, address misconceptions, and present ombuds history. The learning outcomes for Unit One of instruction are as follows:

1. Articulate a definition of the Organizational Ombuds
2. Describe the Organizational Ombuds four ethical principles: independence, neutrality and impartiality, confidentiality, and informality
3. Identify and dispute common misconceptions related to the Organizational Ombuds Role

The learning strategies for declarative knowledge will be a blend of supplantive and generative, leaning more on supplantive activities (Smith & Ragan, 2005). Decisions about the learning strategies were based on learners' prior knowledge predictions found in the analysis section. The knowledge dimensions considered are factual and conceptual knowledge types in the revised Bloom's Taxonomy (Krathwohl, 2002).

Learning activities. The instructional events for Unit One of the Organizational Ombuds Course will integrate David Merrill's Five Star System as described by Clark, et.al. (2010), and incorporate Smith and Ragan's (2005) expanded events of instruction. The combination of the two have been adopted because these principles have been proven to increase the probability of learning (2005; 2010). Presented in Table 4 are the learning activities for Unit One: Introduction and History of Ombuds and can be summarized as having an introduction, body, conclusion, and assessment sequence (Smith & Ragan, 2005). Because Unit One of Instruction involves learning declarative knowledge, in order for the activities to be successful, they must be connected to

existing knowledge (p. 154). Learning activity decisions have been made by examining the learner, the context, and factors that may impact learning and motivation. All learning activities have been intentionally selected to support the cognitive processes necessary for learning (2005). Beginning with column 1, this section references the instructional events, sequence, and supplantive or generative strategy selected for the task. For example, column 2 outlines the specific learning activity that will be prompted by the instructor and taken in by the learner. The activities outlined in column 2 support the declarative knowledge of Unit One of instruction and the mental activities required to summarize, list, or organize these knowledge levels (Smith & Ragan, p. 79). Column 3 indicates the learning environment, support, materials, and anything that is intentionally supplied by instruction to encourage the learner to decide to engage in the task. Column 4 is what is expected of the learner and the predicted learner action. A variety of instructional strategies have been selected to support learning and motivation such as value, self-efficacy, and goal orientation. Based on curating the most appropriate learning activities to support the learner achieving the learning outcome, it is expected that the learner will make the choice to engage in the activity, exert the mental effort while involved in the task, and persist through Unit One of instruction. The assessment instructional sequence can be found in the Assessment and Evaluation section of this paper.

Table 4

Learning Activities for Unit One: Introduction and History of Ombuds

Instructional Sequence	Specific Learning Activity	Instructor Action/Decision	Learner Action/Decision
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<p>Introduction and Outcomes:</p> <p>Explain Learning Outcomes; Reasons; Overview of Unit course sequence</p> <p>Arouse Interest</p> <p>Learning Environment: Virtual, asynchronous, Independent task</p>	<p>Present the new knowledge in the LMS to include:</p> <ul style="list-style-type: none"> • Description of Instructional Goals in the LMS. • Course sequence and expectation. • Learning outcomes and work that needs to be reviewed prior to instruction for the week. 	<p>Learning Outcomes presented in the LMS.</p> <p>Monitor, via digital footprint observations, and class activity participation.</p> <p>Course readings, videos and all materials associated with Unit Zero and Unit 1 of instruction presented in the LMS</p> <p>Email learners a welcoming message to arouse interest, deploy attention and cue engagement in Unit.</p>	<p>Read the learning outcomes from the LMS.</p> <p>Review readings list.</p> <p>Check the completed checkboxes in each subsection of Unit One found in the LMS.</p> <p>Move to the next section: pre-physical learning activities.</p>
<p>Pre-physical learning Activities:</p> <p>Introduce Declarative Knowledge</p> <p>Establish purpose</p> <p>Preview Lesson</p> <p>Learning Environment: Virtual, asynchronous, Independent task</p>	<p>A guest lecturer provides common misconceptions about Organizational Ombuds, provides definition, and shares personal story and value of role via a pre-recorded video.</p> <p>LMS Unit One gives a description of the benefits of knowing common misconceptions.</p> <p>Prepare the learner for first physical class meeting.</p>	<p>Learners will be prompted to view recorded guest lecture.</p> <p>Cue learners to review all materials prior to the first class meeting and to write down the definition of organizational ombuds and bring to class.</p> <p>Prepare Physical synchronous lecture presentation to include:</p> <ul style="list-style-type: none"> • Syllabus review and question prompts for learner • Definition of the organizational ombuds; four ethical principles, common 	<p>Read introduction</p> <p>View Video</p> <p>Complete assessments</p> <p>Write down definition of organizational ombuds.</p>

		misconceptions of the role.	
<p>Overview:</p> <p>a. Recall prior knowledge</p> <p>Stimulate Recall</p> <p>Learning Environment: Physical, synchronous, independent task</p>	<p>Learners will recall definition of organizational ombuds.</p>	<p>Provide prepared lecture presentation</p> <p>Provide examples of ways key terms are applied and used.</p> <p>Prompt learners to add to definition of the organizational ombuds based on their prior knowledge.</p> <p>Share that information will not be shared as a whole group.</p> <p>Instruct the learners to write down the definition thinking about their context - if your audience were students in a higher education institution or employees of an organization how would this be defined to help your audience know the role of this individual.</p> <p>Prompt learners to recall the IOA Code of Ethics in readings</p>	<p>Ask questions about Syllabus in whole group, clarify learning outcomes</p> <p>Connect with a partner or small groups to present “in your own words” definition of organizational ombuds.</p> <p>Translate the information into propositions (Smith & Ragan, p. 154). Learners will connect information from the course to related to their prior knowledge.</p> <p>Organize information.</p>
<p>b. Describe what is new (to be learned)</p> <p>Learning Environment: Physical, synchronous, independent task</p>	<p>The organizational ombuds definition; the four principles.</p>	<p>Present and review IOA Code of Ethics.</p>	<p>Add to the constructed definition based on prior knowledge.</p>
<p>c. Employ learning strategies</p>	<p>Introduce new knowledge.</p>	<p>Cue the learners to break into small groups to discuss concepts.</p>	<p>Connect with other learners to engage in discussion about the declarative knowledge.</p>

<p>Learning Environment: Physical, synchronous, collaborative task</p>		<p>Instruct learners to discuss how they can use the definition and four principles in the future.</p>	
<p>Process prerequisite knowledge (the “what”) Declarative Knowledge. Learning Environment: Physical, synchronous, collaborative task</p>	<p>Process the new information; common misconceptions, IOA Code of Ethics, Organizational Ombuds Definition.</p>	<p>Provide processing cues for the learners. Groups to take 2-3 of the four principles and describe how these support the role of the ombuds. Give a graphic representation of the key terms to reference. Tell learners that they will briefly share back to whole group.</p>	<p>Groups to engage in discussion and provide generated responses about the role and four principles.</p>
<p>Demonstrate procedures (“how to”) Learning Environment: Physical, synchronous, collaborative task.</p>	<p>Demonstrate learning.</p>	<p>Ask each group to share back responses in whole group discussion.</p>	<p>Apply the principles and generate own definition and practice of key terminology. Return to whole group discussion to discuss misconceptions.</p>
<p>Provide and Practice and evaluate feedback Learning Environment: Physical, synchronous, collaborative task.</p>	<p>Remotivate and summarize learning. Provide Closure.</p>	<p>Listen to each response. Provide a mastery-oriented learning experience (e.g., mistakes are acceptable). Ask groups to ask questions of each other and add to the discussion.</p>	<p>Participate in the class discussion. Provide feedback to classmates. Ask questions as needed. Connect new knowledge to prior knowledge. Continue with Unit Two.</p>

		<p>Listen for areas that need to be adjusted and clarify as needed.</p> <p>Create a safe and enthusiastic learning environment with time for each learner to explore concepts.</p> <p>Give learners a preview of what is ahead.</p> <p>Remind learners that the business plan blueprint requires a statement about the 4 principles and definition and that today’s discussion and individual work should be saved and used for that portion of the assignment.</p> <p>Remind learners about post-class assignment(s) assessments.</p>	
<p>Conduct assessment</p> <p>Learning Environment: Virtual, asynchronous, independent task.</p>	<p>Provide feedback and Unit Closure.</p> <p>Details about the assessment are described in the Assessment and Evaluation Plan.</p>	<p>Follow-up with learners with any pending live lecture questions related to Unit One. Thank learners for engaging in discussion and their participation.</p> <p>Remind learners about post-class assessment.</p>	<p>Complete the assessment post first-class lecture.</p> <p>Continue to Unit Two of instruction.</p>

Media Selection

The media selection design approach was made based on the understanding that media and instructional methods are two separate constructs. For example, media options for a course could be the course instructor, the slides, a virtual reality tool or a learning management system. In design, media is the resource used to deliver the instruction, and the instructional methods are what causes learning (Clark, Yates, Early, & Moulton, 2010). When comparing media options, selection is based on ability, functionality, cost, and access (p. 286). The media selection for the Organizational Ombuds Course included an examination of the various internal resources at the Gould School of Law using the two-stage cognitive approach to selecting media as described by Clark et al. (2010). The first part of the approach is selecting the instructional methods that support the learning task, and the second is the media selection that provides the control of the methods in support of learning (p. 288).

Media Versus Instructional Methods

A change in long-term memory is learning; sound instructional methods aim to cause a change in long-term memory (Mayer, 2011; Sweller, 2005). Instructional methods that consider the capacity of the human cognitive structure such as working memory limitations, schema building, phonological, and visual streams are what cause learning (Clark et al., 2010; Sweller, 2005). Therefore, the instructional methods (e.g., activities used), and not the media selected, are responsible for ensuring that learning takes place (2010). When it comes to new media such as artificial intelligence or virtual reality, Clark, Yates, Early, and Moulton (2010) assert there is no evidence to support the idea that new forms of media are more motivating than older forms. Although arguments and research support that media do not promote motivation or learning, it is

often assumed that new media cause learning (Clark & Mayer, 2008). Finally, when it comes to achieving a learning outcome, this achievement is directly related to the instructional method, and not the media, that transmits the instruction. Once the instructional methods have been selected, Clark et al. (2010) articulate that there are several factors to consider in media selection such as: (a) conceptual authenticity, (b) immediate feedback, and (c) special sensory requirements as described by Clark et al. (2010).

Key Considerations in Choosing Media

According to Clark, Yates, Early and Moulton (2010) there are three primary considerations when choosing media as follows:

- **Conceptual authenticity:** media should adequately depict the conditions required for learners' to apply new learning. The concept of conceptual authenticity examines the interaction between the learner, the task presented and adequate or inadequate conditions presented.
- **Immediate feedback:** media should provide learners with immediate and corrective feedback.
- **Special sensory requirements:** media is selected in consideration of sensory requirements when engaged in a specific task. If instruction requires sensory information beyond visual and aural, ensuring that the specific media choice avails this opportunity will be critical to selection.

The aforementioned key considerations in choosing media were examined for the Organizational Ombuds Course and are presented in Table 5 below.

Table 5

Key Considerations for Media Selection

Key Consideration	Media Considerations for Organizational Ombuds Course
Conceptual Authenticity	<ul style="list-style-type: none"> ● Material must be presented in written, visual, and oral format ● Media must relay information in asynchronous format (pre-recorded lectures)
Immediate Feedback	<ul style="list-style-type: none"> ● Materials and assignments are in sequential order and in support of all users (supporting the learners' and instructor)
Special Sensory Requirements	<ul style="list-style-type: none"> ● Media must support synchronous and asynchronous tasks and lectures ● Media must deliver information in written, oral, and visual form

General Instructional Platform Selection

The Organizational Ombuds Course is designed using a variety of typologies (e.g., formal, physical, individual, collaborative, synchronous, asynchronous, adaptive, non-adaptive). The physical aspect of the course could not be altered in the design process. In regards to finances, the primary medium used to deliver instruction is the learning management system Blackboard (Bb). Gould School programs currently use Blackboard, therefore, the course will not have an additional cost for the media.

Specific Media Choices

Blackboard was selected as the primary LMS platform for the course. Bb will act as the central location of course content such as syllabus, recorded lectures, videos, and scholarly journals. The course will include pre-recorded lectures and readings, asynchronous individual work, collaborative work (e.g., wall posts) and individual work (e.g., assessments, assignment submission). Finally, Bb provides access to the instructor and to the students enrolled in the course. The selected media, purpose and benefits are presented in Table 6.

Table 6

Media Choices in Organizational Ombuds Course

Media	Purpose	Benefits
Blackboard	<ul style="list-style-type: none"> Delivers asynchronous instruction 	<ul style="list-style-type: none"> Platform used by Gould School Integrates other media Supports the typology selected for the course Can be customized and scaled Interactive assessment capabilities
ScreenCast-O-Matic	<ul style="list-style-type: none"> Delivers the asynchronous Instruction 	<ul style="list-style-type: none"> Can be integrated with Bb Ability to stop and rewind to go back to specific portions of video content Low cost Can be replicated and used for units beyond what is developed for Capstone
Google Classroom	<ul style="list-style-type: none"> Provides cloud-based communication and file sharing 	<ul style="list-style-type: none"> Can be integrated with Bb Ability to share files, provide feedback to learners, collaborate with

		<p>peers synchronously and asynchronously</p> <ul style="list-style-type: none"> ● Platform used by USC
Zoom	<ul style="list-style-type: none"> ● Delivers live video conferencing ● Fosters access to instructor and students in individual or group settings 	<ul style="list-style-type: none"> ● Platform used by USC ● Learners' have prior knowledge on how to use ● Record meetings for later reference ● Connects individuals
Video	<ul style="list-style-type: none"> ● Delivers asynchronous instruction 	<ul style="list-style-type: none"> ● Integrates with Bb ● Brings models that are credible and similar to the learners ● Demonstrates the work of organizational ombuds
Course Instructor	<ul style="list-style-type: none"> ● Delivers physical, synchronous instruction ● Provides immediate feedback ● Facilitates collaborative and individual learning 	<ul style="list-style-type: none"> ● Assesses student understanding of learning tasks ● Ensures student engagement ● Provides real-time feedback ● Focuses on key course content and maintains learners on task ● Asks probing questions, provides examples, facilitates collaboration
Textbook and Scholarly Articles	<ul style="list-style-type: none"> ● Delivers asynchronous instruction ● Supports individual learning 	<ul style="list-style-type: none"> ● Enhances individual learning ● Integrates with Bb for instructor upload and learner access to content

Discussion of Learning Environment Typologies

The learning environment for the course, selected to support the learner, enables self-directed learning, and supports skill development (Lombardozzi, 2015). The typologies selected for the course are a blend of newly added and inherited typologies. For example, the LMS BlackBoard is inherited; and, ScreenCast was added to the design as an educational technology tool to deliver pre-training to learners prior to each physical, synchronous session. Table 7 (p. 49) presents the key typologies in summary form that are reflected in the Organizational Ombuds course.

Table 7

Organizational Ombuds Course Typologies

Typology	Integration into Organizational Ombuds Course
Physical	Gould School classrooms will be the physical space where learners will share time and space, and: <ul style="list-style-type: none"> ● Provide Instructor interaction and support such as clarification of concepts, question and answer, or misconceptions ● Learners' will be guided through the learning process ● Interaction with guest lecturers and peers will take place ● Adhere to Universal Design for Learning as a method to enhance learning and increase accessibility to all learners (Towle & Halm, 2005).
Virtual	Learners' will engage with the course readings, quizzes, recorded lectures virtually via the LMS and will be provided with: <ul style="list-style-type: none"> ● Pre-recorded course lectures online ● Increased flexibility in scheduling time to engage with course content ● access to course content from any mobile device with internet access
Synchronous	Learning will take place within the physical and virtual space and include: <ul style="list-style-type: none"> ● Synchronous peer and instructor interaction inside the classroom

	<p>and virtually</p> <ul style="list-style-type: none"> ● Reflections about how the course material can be applied in practice ● Application and facilitation of course content within each unit
Asynchronous	<p>Learning will take place asynchronously within the virtual space in the LMS by:</p> <ul style="list-style-type: none"> ● Accessing readings and videos that support the readings and lectures ● Accessing all course content in one central location via the LMS ● Engaging with peers and instructor via wall posts
Formal	<p>Learning will be instructor-controlled and include:</p> <ul style="list-style-type: none"> ● Learning outcomes for the entire course and individual units ● Formal and summative assessments ● Tasks that are time-bound ● Instructor and student hierarchical relationship
Collaborative	<p>Collaborative learning will be deliberate and planned such as:</p> <ul style="list-style-type: none"> ● Physical space layout of group tables to maximizes interaction amongst learners ● Small group work to practice concepts, engage in peer review, and receive and give peer and instructor feedback ● Syllabi participation rubric that outlines behaviors of collaborative participation ● Tasks and assignments via the LMS and Google Classroom will provide vehicle for collaboration
Individual	<p>Engagement with course readings and tasks as time and schedule permits and:</p> <ul style="list-style-type: none"> ● Preparation for physical sessions are done individually ● Quizzes and assignments are completed by each individual learner
Adaptive	<p>Opportunities for adaptive learning such as creating and selecting scenarios and group projects to accommodate knowledge level and capabilities will be offered (CAST, 2008), and:</p> <ul style="list-style-type: none"> ● Learners' will access asynchronous tasks from any device with Internet access ● Pre-recorded lectures can be revisited at anytime

Non-Adaptive	Non-adaptive learning is part of the course in the following ways: <ul style="list-style-type: none"> ● Physical session agenda and timeline is determined and managed by instructor ● Graded assignments, such as the business plan blueprint and assessments, are mandatory ● Use of predetermined templates for written assignments
Closed	Learning is available to graduate students who enroll in the course and restricted to those not enrolled as USC Gould School graduate students, and: <ul style="list-style-type: none"> ● A fee is required to enroll in the course ● The course allows for high interaction amongst the learners ● Grading is a combination of formative and summative assessment

Design Elements that Support Learning

In all environments, especially in academic environments, it is important to support and influence learning beyond the classroom (2015). For this reason, the environment for the course is a blend of virtual and physical that supports the learners' in meeting the course objectives. For example, the course has been designed as blended learning (i.e., a combination of asynchronous and synchronous); learners are expected to arrive at the synchronous sessions with completion of the unit's content thus allowing for classroom engagement in practice, role-play, and questions. Both the physical and virtual environments provide learner feedback, evaluation of learning, and course progress. Additionally, physical or social barriers that may interfere with learning have been examined (Koper, 2005). Human-centered design considerations will focus on diversity and access such as learning tasks that reach all learners including students from diverse backgrounds.

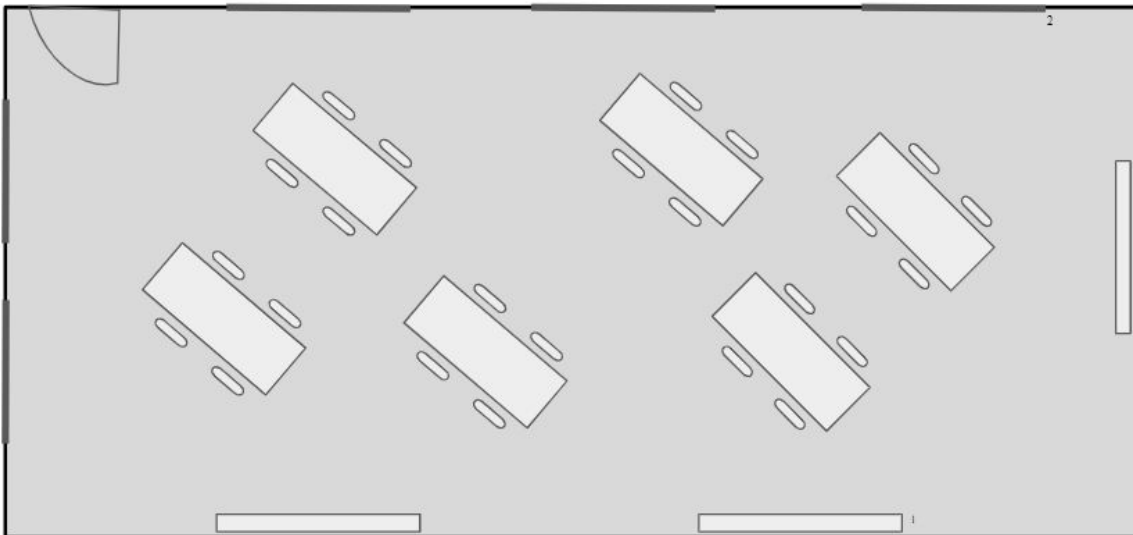
Collaborative learning. Mayer and Clark (2011) assert that collaborative learning environments promote individual learning. To that end, group collaboration such as problem-solving and dispute resolution role play is integrated within the course work. The physical layout also supports group work when learners are practicing and developing their knowledge in solving ill-defined problems and role-playing structured controversy and community building. Oblinger (2006) writes that people learn best in environments that lend themselves to collaboration and community (p. 41). The physical space for the course has been intentionally designed to create community and collaboration. For example, space has been rearranged to support the learning outcomes of the course. As illustrated in Figure 1.1, the room will be reconfigured in pods of four. This arrangement has been carefully selected for tasks that include role-play and group work. Also, the seating arrangement of four supports the resources that are commonly accessed by learners such as whiteboards, screens, and other learners.

Gagne's ill-defined problem solving will be supported in the role play that will take place in groups of four. Further, the role-play scenarios will be selected by the groups for optimal autonomy and enjoyment given the developmental stage of the learner (Santrock, 2017). Explicit instructions of all activities will be verbalized and available on the screens in support of multiple means of representation and linguistic diverse learners (CAST, 2008). Finally, learner adaptability was considered in the design of the learning environment. While most of the course will be non-adaptive, when possible, and based on specific needs, the learning environment will be adaptive. For example, the learner will be able to create role-play scenarios to create an element of choice and to accommodate learner interest, knowledge level, and capabilities.

Learner-centered design. Oblinger (2006) underscores the importance of understanding the learner and designing learning that is supportive of the specific needs in support of community building in the classroom. For example, shared values in support of learning goals will be clearly stated in the course overview and within each learning unit housed in the LMS. Program goals, course calendar, and all learner resources, including access to other learners will be available on Blackboard. Using the LMS allows for asynchronous learning and supports reflection time that enables the development of deeper knowledge (Mayer & Clark, 2011). The LMS will further support the developmental stage of all learners and the autonomy that adult learners prefer by using the asynchronous typology (Santock, 2017). Guest lecturers, role models, and other video recordings will be made available asynchronously in the virtual learning environment found on Blackboard.

Other learner-centered design include applying Universal Design for Learning principles. For example, the environment will provide options for optimizing choice and providing multiple means of engagement and expression throughout such as the final assignments and role play (CAST, 2008). The classroom seating arrangement will be authentic to the context of the organizational ombuds work. Further, the synchronous physical space includes facilities equipped with audiovisual equipment, internet connection, projectors, and large screens. The proposed physical space layout has a comfortable walking space between tables. This separation between tables allows for wheelchair accessibility. Additionally, the layout grants the instructor to conduct observations, to move around, and interact with the group and provide feedback as needed.

Space layout. Other aspects of the physical space are the arrangement of tables at a 45-degree angle as noted in Figure 1.1. This was purposely designed to allow the learner to have a clear view of guest lecturers, videos or notes projected on the screens or whiteboards. Other human-centered design considerations will focus on diversity and access such as learning tasks that reach learners from diverse backgrounds. Subject matter experts and the instructor will be encouraged to deliver the material by moving throughout the space to recruit interest and engage all learners regardless of physical location.



Note. ¹ Indicates the whiteboard and audio visual screens. ² Indicates the windows in the space.

Figure 1.1. Summary of the Proposed Classroom Learning Space

Constraints and Limitations

One of the limitations about offering a blended learning environment is the familiarity with the online platforms. To minimize this limitation, a portion of the first physical session will be dedicated to ensuring all learners gain access and feel self-efficacious accessing the online

content. Another limitation is that the instructional designer is preparing only two units instead of the entire course. Another constraint is that the instructor may decide to offer the lectures synchronously rather than asynchronously online. This may impede the learners from coming to class pre-trained or viewing the recorded lectures on their own and learning at their own pace. This constraint will be minimized by providing the instructor with evidence-based resources herein and sharing the importance of minimizing intrinsic load to maximize learning.

Conclusion

Systematic instructional system design has advantages and disadvantages. For example, an advantage is that the learner takes center stage during the analysis phase which ensures that they are the focus of instruction. Additionally, the instructional design process supports effective, efficient, and appealing instruction which typically results in consistency among developed tasks and assessment protocols (Smith & Ragan, 2005, p. 11). One major disadvantage is that there is rarely enough lead time to designing instruction, which limits time for reflection or retooling the process (2005). For the Organizational Ombuds Course, the design of the course shell such as the syllabus, the scope and sequence of Unit One, and course overview has been completed. However, the implementation and assessment will be launched in fall 2020, which means that the evaluation data are not available for analysis or further course modifications.

In reflecting on the design process and the Gould School project, the most challenging aspect was the analysis because it was the most time-consuming. However, the analysis time investment is invaluable because of what it provides: understanding the learner and context which leads to sound learning outcomes. The next step in the process is to deliver the course to

the Gould School and collaborate with the SME to support successful course implementation.

Upon implementation, I invite the opportunity to receive feedback from the learners' and SME to make adjustments and modifications that will lead to continued learner success.

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Appendix A
UNIVERSITY OF SOUTHERN CALIFORNIA
Gould School of Law
Course Syllabus

LAW ###: Organizational Ombuds
Fall 2020

Units: 2

Day/Time, Location: TBD

Instructor: TBD

Office Hours: TBD

Email: TBD

Class: TBD

Day: TBD

Time: TBD

Location: TBD

IT Help:

Help Desk Phone: (213) 740-5555

24 hours per day, 7 days a week

Gould School of Law Help Desk Email: help@law.usc.edu

ITS General Email: consult@usc.edu

Hours for ITS General Email: Monday-Friday 8:00 am - 5:00 pm PST

ABOUT THE INSTRUCTOR

[INSERT name here]

[INSERT bio here]

[INSERT contact information here]

INTRODUCTION

Course Purpose

The purpose of this course is to provide you with a sequence of readings and learning experiences that will enable you to effectively establish an organizational ombuds office and client-facing practice elements. The course experience provides opportunities for you to learn and practice identifying and mediating dispute issues while upholding the organizational ombuds basic principles of neutrality, independence, confidentiality, and informality in a variety of workplace settings. The readings will discuss the concepts related to establishing and operating an ombuds office, managing conflict in the workplace, and strategies to promote the office, including data collection and reporting. The principles discussed in the course are derived from the International Ombudsman Association Code of Ethics and Standards of Practice.

Gould School of Law Vision

The [USC Gould School of Law](#) cultivates analytical ability, ethical values and a spirit of collegiality that prepare our students for meaningful careers benefiting society. We enrich human knowledge and the principles of justice through superior scholarship.

LEARNING OUTCOMES

By the completion of this course, you will be able to:

1. Explain the history, modern practice, and role of the organizational ombuds;
2. Analyze and assess client concerns that result in identifying dispute issues;
3. Apply principles aligned with the [International Ombudsman Association \(IOA\)](#) to develop dispute resolution options for diverse clients and in a variety of settings;
4. Develop an organizational ombuds office business plan that incorporates the mission, values and culture of an organization;
5. Demonstrate the ability to generate and analyze ombuds office activity data;
6. Demonstrate high levels of value and self-efficacy for operating an effective organizational ombuds office and applying the four basic principles of the Organizational Ombuds Code of Ethics.

Prerequisite(s); co-requisite(s), or recommended preparation

None

Technological Proficiency and Hardware/Software Required

All course assignments, including assignment submission, grades, and course communication will be made available to you on the Learning Management System, Blackboard. Access to a computer or mobile device with Internet is required to access the materials and upload documents. In addition to submitting assignments and accessing course documents on the Learning Management System, you should have some familiarity with basic Internet usage and Microsoft Word, PowerPoint, and Excel. Blackboard will be reviewed during the first class session.

COURSE ORGANIZATION**Class Time**

[INSERT day and time]

The class meets once a week for 2 hours in person at [INSERT location]. Most class sessions will be heavily activity and discussion based.

In order to make the most out of physical weekly class sessions, you will be expected to prepare for class by doing the readings, watching the videos, and taking the quizzes - before you come to class.

Lecture slides and other class information will be posted on Blackboard.

Out-of-class Assignments

The out-of-class workload for this course is approximately 4 hours per week. Out-of-class assignments include:

- Readings and Videos (approximately 1.5 hours weekly)
- Quizzes (approximately .5 hours weekly)
- Written assignments (approximately 2.0 hours weekly)

Each unit in the Learning Management System (LMS) will include a Unit Overview including the following elements: introduction and purpose, learning outcomes, readings and assignments to be completed before and after the weekly class session. It is critically important for your success that you complete the activities for each unit in the order listed. The physical weekly class meetings will include both whole group and small group work in applying the principles

and strategies learned to current problems taken from organizational ombuds settings. After the weekly class session, you will submit assignments via the LMS.

COMMUNICATION

Your success is important to me. If you have individual questions, comments, or feedback about the course, please speak to me directly after class or during my office hours [INSERT office hours link]. Scheduling for individual appointments during office hours can be made here [INSERT Office Hours Schedule or <https://youcanbook.me/> calendar). You can also email me at [INSERT instructor email address]. I will respond to all emails within 48 hours.

CLASSROOM NORMS

To promote a welcoming, respectful, professional, and productive classroom environment, the following expectations will be maintained during all class sessions:

- Do not interrupt when someone else is speaking
- Criticize ideas, not people
- Avoid inflammatory language
- Either support assertions with evidence, or speak from personal experience
- Don't dominate the discussion
- Make a single point each time you speak, rather than making a series of statements at once

ACADEMIC CONDUCT

Professional conduct and participation in class is expected of all students. It is your responsibility to be familiar with and abide by the Student Code of Conduct. Review the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b.

Review the **Statement on Academic Conduct and Support Systems** on the last page of the syllabus for additional important student resources.

READINGS

Required Textbook

Howard, C. L. (2010). *The organizational ombudsman: origins, roles, and operations. A legal guide*. Chicago, Illinois: American Bar Association.

Required Articles

Patricia O'Rourke & James T. Ziegenfuss Jr., *The Ombudsman Handbook: Designing and Managing an Effective Problem-Solving Program* (2010)

Bill Eddy, *New Ways for Work: Coaching Manual: Personal Skills for Productive Relationships* (2015)

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Rowe. "Identifying and Communicating the Usefulness of Organizational Ombuds, With Ideas about OO Effectiveness and Cost-Effectiveness" (PDF) in the Journal of the International Ombudsman Association, Winter 2010, 3(1)

Recommended Readings

None

DESCRIPTION ASSESSMENT AND ASSIGNMENTS

Weekly Quizzes

As part of the course, you will be assessed via online weekly quizzes. Quizzes will be administered on the Learning Management System. With the exception of Unit 0, 1, and 14, there will be 5-item quizzes connected to course material. You will complete the graded, open-notes and open book quiz by 11:55 pm Pacific Time (PT) prior to the day of class, unless otherwise noted in the course calendar. There will be a 30 minute time limit to complete each quiz. You can take each multiple choice quiz twice. Your best attempt will be recorded as your grade in the LMS grades.

Please review the information in the table below for associated unit, quiz type, grading, and due date. Unit 0, 1, and 14 have a different due date(s) or are a different format than Unit 2-10, 12.

Unit/Week	Grading/Type of Quiz	Due Date
Unit 0	Credit/No Credit Multiple Choice Questionnaire	11:55 pm Pacific Time (PT) <u>prior</u> to the day of class
Unit 1/Week 1	Graded/Open Ended Questions	Due 1 day <u>post</u> first class session at 11:55 pm Pacific Time (PT)
Unit 2/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 3/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class

Unit 4/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 5/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 6/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 7/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 8/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 9/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
Unit 10/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
<i>Unit 11/Week X</i>	<i>No Quiz</i>	<i>n/a</i>
Unit 12/Week X	Graded/Multiple Choice Quiz	11:55 pm Pacific Time (PT) prior to the day of class
<i>Unit 13/Week X</i>	<i>No Quiz</i>	<i>n/a</i>
Unit 14/Week X	Credit/No Credit and Open Ended Questions	11:55 pm Pacific Time (PT) prior to the day of class

Assignments Submission Policy

All assignments will be submitted to the LMS by 11:55 pm PT, 3 days after the class session.

Grading and Assessment

The final class grade will be calculated from the assignments listed in the table below. Late assignments will be penalized at 10% for each 24 hour period past the due date.

Assignment	Unit(s)	Grading	Points
Credit/No Credit Quizzes (2 total)	0, 14	CR/NC	4 2 (point each)
Graded Quizzes	1-10, 12	Score	22

(11 total)			2 (points each)
Credit/No Credit Assignments <ul style="list-style-type: none"> ● Needs Proposal Executive Summary ● Ombuds Opening Statement ● Ombuds Report Data ● Ombuds Report Analysis ● Confidentiality Case Study 	2, 4, 6, 7, 11	CR/NC	20 4 (points each)
Group Project Proposal	5	Score	8
Organizational Ombuds Office Plan Blueprint	13	Score	21
Group Project Presentation	14	Score	10
Course Participation (Contributions to Mock Role-Play, Discussion/Activities, Attendance, Promptness)	Throughout Course	Score	15
		Total	100

Organizational Ombuds Course Blueprint

The final project will be the **Organizational Ombuds Office Plan Blueprint**. The total length of this final project will be 8-12 pages. To help you manage this project, you will work on many components of the blueprint throughout the semester with opportunity to receive feedback prior to the final draft. The Organizational Ombuds Office Plan Blueprint will include the following pieces listed in the bullets that follow. Please be sure to review the course schedule for due dates:

- **Needs Proposal Executive Statement-** Create the needs proposal executive statement for your organizational ombuds office plan.
- **Ombuds Opening Statement** - Create an opening statement of ombuds office philosophy in support of the 4 basic principles and standards of practice.
- **Ombuds Report Data** - What are some data and metrics to measure organizational ombuds office success? What should be measured? What are some ways to store office activity data? What are some confidentiality aspects to consider?
- **Ombuds Report Analysis-** From your chosen data, what are some metrics that can assist in justifying ombuds office activity and how office activity supports the overall mission, goals, and vision of the organization?
- **Confidentiality Case Study** - Choose and justify how applying the 4 basic principles and standards of practice will be used to identify the root cause of a confidentiality issue and how breeches in confidentiality can be prevented.

Group Project Proposal

[INSERT Group Project Proposal information here. At the time of the course design, the Gould School SME was working on defining the group project presentation details. The syllabus section under group project presentation and group project proposal will remain blank for the instructor to insert this information.]

Group Project Presentation

[INSERT Group Project Presentation here. See comment above.]

Grade Point Scale

Course final grades will be determined using the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-
95-100	90-94	86-89	83-85	80-82	76-79	73-75	70-72	66-69	63-65	60-62

Late Assignments

Work submitted after the due dates will be penalized at 10% for each 24 hour period that it is late. Notify the instructor *before* the deadline in order to be given consideration if there are instances that hinder you from submitting your work on time.

Written Evaluation Rubric

The following provides a rubric guide as to how written assignments in the course will be evaluated.

	Excellent	Acceptable	Not Yet
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness	All parts of the assignment are done completely and according to the guidelines.	All parts of the assignments or presentations are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

Format	Writing is free of grammatical, spelling, and format errors and is consistent with APA Guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors which detract from the meaning.
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Participation and Attendance

The following rubric guide will be used to assess participation. Participation credit will account for 15% of total class grade. Performance in mock ombuds role plays will comprise the majority of this assessment. Preparation for class discussion and meaningful contributions to group activities during classroom and attendance time will be assessed using this rubric.

Active Participation	Moderate Participation	Low Participation
Exhibits evidence of having completed all assignments and activities according to the guidelines that were assigned.	Attempts to participate and has completed most assignments and activities.	Exhibits lack of preparation and non-completion of required assignments.
Initiates discussion and supports points using page-specific references to readings or other materials.	Supports points during discussion but uses general references to readings and other materials.	Rarely initiates discussion and is not able to reference required readings or other materials.
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material.	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials.	Comments do not further the discussion and do not exhibit careful reflection on the material.
Participates more than once per class by asking or answering questions.	Contributes to class by participating once during class time.	Does not engage in class discussions.

COURSE CALENDAR

Course Schedule: A Weekly Breakdown

Unit Week	Topics/Daily Activities	Readings and Homework	Deliverables/Due Dates
Unit 0	Course Overview	Reading(s) <ul style="list-style-type: none"> Course Syllabus 	Before Class Session <ul style="list-style-type: none"> Credit/no Credit Quiz -

		<ul style="list-style-type: none"> Course information in LMS 	<p>due at 11:55 PM PST the day before class session</p>
<p>Unit 1 [INSERT date]</p>	<p>Introduction & History of Ombuds</p>	<p>Reading(s)</p> <ul style="list-style-type: none"> MacAllister (2011) Howard, Ch. 1, Part 3 Howard, Ch 1, Part 1 International Ombuds Association (IOA) Code of Ethics: https://www.ombudsassociation.org/assets/IOA%20Code%20of%20Ethics.pdf <p>Viewing(s)</p> <ul style="list-style-type: none"> Who are the Ombuds? https://www.youtube.com/watch?v=OhX9iWe8fTc 	<p>Before Class Session</p> <ul style="list-style-type: none"> None due <p>Post Class Assignment</p> <ul style="list-style-type: none"> Quiz - due at 11:55 PM PST the day after first class session
<p>Unit 2 [INSERT date]</p>	<p>The Need for Ombuds Programs</p>	<p>Reading(s)</p> <ul style="list-style-type: none"> Ziegenfuss Ch. 1 & 2 Howard, Ch. 2, Part 1-3 <p>Viewing(s)</p> <ul style="list-style-type: none"> Interview with USC Office of Ombuds staff - [Video TBD] 	<p>Before Class Session</p> <ul style="list-style-type: none"> Quiz - due at 11:55 PM PST the day before <p>Post Class Assignment</p> <ul style="list-style-type: none"> Needs Proposal Executive Summary - due at 11:55 PM PST, 3 days after class session
<p>Unit 3 [INSERT date]</p>	<p>Ombuds in Diverse Settings</p>	<p>Reading(s)</p> <ul style="list-style-type: none"> Ziegenfuss Ch. 3 & 4 Howard, Ch. 2, Part 4-5 Morgan (2019) 	<p>Before Class Session</p> <ul style="list-style-type: none"> Quiz - due at 11:55 PM PST the day before <p>Post Class Assignment</p> <ul style="list-style-type: none"> None due

Unit 4 [INSERT date]	Designing and Implementing an Effective Ombuds Program	Reading(s) <ul style="list-style-type: none"> • Ziegenfuss Ch. 5-6 • Howard, Ch. 1, Part 2 (E-F) • Barkat (2015) • Rowe (2012a) 	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before Post Class Assignment <ul style="list-style-type: none"> • None due
Unit 5 [INSERT date]	Ombuds Practice	Reading(s) <ul style="list-style-type: none"> • Ziegenfuss Ch. 7-8 • Levine-Finely & Carter (2010) 	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before Post Class Assignment <ul style="list-style-type: none"> • Group Project Presentation Proposal - due at 11:55 PM PST 3 days after class session
Unit 6 [INSERT date]	Ombuds Skills: Interview & Conciliation	Reading(s) TBD	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before Post Class Assignment <ul style="list-style-type: none"> • Ombuds Report Data - due at 11:55 PM PST 3 days after class session
Unit 7 [INSERT date]	Ombuds Skills: Mediation	Reading(s) TBD	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before Post Class Assignment <ul style="list-style-type: none"> • Ombuds Report Analysis - due at 11:55 PM PST 3 days after class session
Unit 8 [INSERT date]	Ombuds Skills (lecture & role play) – Coaching in the workplace	Reading(s) <ul style="list-style-type: none"> • Brinkert (2010) • Eddy (2015) 	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before Post Class Assignment <ul style="list-style-type: none"> • None due
Unit 9 [INSERT date]	Maintaining an Ombuds Program	Reading(s) <ul style="list-style-type: none"> • Ziegenfuss Ch. 9 	Before Class Session <ul style="list-style-type: none"> • Quiz - due at 11:55 PM

		<ul style="list-style-type: none"> • Schneck & Zinsser (2014) • Rowe (2010b) • Howard, Ch. 3, Part 3 	<p>PST the day before</p> <p>Post Class Assignment</p> <ul style="list-style-type: none"> • None due
Unit 10 [INSERT date]	For the Aspiring Ombuds: Structure, Ethics and Legal Issues	<p>Reading(s)</p> <ul style="list-style-type: none"> • Ziegenfuss Ch. 10-11 • Cummings (2010) • Rowe (2011) 	<p>Before Class Session</p> <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before <p>Post Class Assignment</p> <ul style="list-style-type: none"> • None due
Unit 11 [INSERT date]	Confidentiality I	<p>Reading(s)</p> <ul style="list-style-type: none"> • Howard, Ch. 3, Part 1, 2 & 4 	<p>Before Class Session</p> <ul style="list-style-type: none"> • None due <p>Post Class Assignment</p> <ul style="list-style-type: none"> • Confidentiality case study - due at 11:55 PM PST 3 days after class session
Unit 12 [INSERT date]	Confidentiality II	<p>Reading(s)</p> <ul style="list-style-type: none"> • Howard, Ch. 4, Part 3, 4 & 6 	<p>Before Class Session</p> <ul style="list-style-type: none"> • Quiz - due at 11:55 PM PST the day before <p>Post Class Assignment</p> <ul style="list-style-type: none"> • None due
Unit 13 [INSERT date]	Ombuds: Evaluation, Innovation, Evolution	<p>Reading(s)</p> <ul style="list-style-type: none"> • Ziegenfuss Ch. 12-14 • Burton (2017) • Rainie & Fowlie (2015) 	<p>Before Class Session</p> <ul style="list-style-type: none"> • None due <p>Post Class Assignment</p> <ul style="list-style-type: none"> • Organizational Ombuds Office Plan Blueprint - due at 11:55 PM PST 3 days after class session
Unit 14 [INSERT date]	Final Project Presentations	<p>Reading(s)</p> <p>[INSERT readings]</p>	<p>Before Class Session</p> <ul style="list-style-type: none"> • Credit/No Credit Quiz - due at 11:55 PM PST the day before <p>In-Class Assignment Due</p>

			<ul style="list-style-type: none"> Group Project Presentation - come prepared to present your project in class <p>Post Class Assignment</p> <ul style="list-style-type: none"> None due
Unit 15 [INSERT date]	Course Reflection & Current Affairs in Practice	Reading(s) [INSERT readings]	<p>Before Class Session</p> <ul style="list-style-type: none"> None due <p>Post Class Assignment</p> <ul style="list-style-type: none"> None due

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A. policy.usc.edu/scampus-part-b

Support Systems

Students with disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP (<https://dsp.usc.edu/>) and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) dspfrontdesk@usc.edu.

Discrimination, sexual assault, and harrassment

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents or seek assistance with the following offices:

Office of Equity <https://equity.usc.edu/>

Office of the Ombuds <https://ombuds.usc.edu/>

Department of Public Safety <https://dps.usc.edu/>
Trojans Care 4 Trojans <https://campussupport.usc.edu/trojans-care-4-trojans/>

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Trojans Care for Trojans (TC4T)

TC4T is an initiative within the Office of Campus Wellness and Crisis Intervention that empowers USC students, faculty and staff to take action when they are concerned about a fellow Trojan challenged with personal difficulties. Complete a [private and anonymous request form](#) for Trojans to help a member of our Trojan Family.

<https://campussupport.usc.edu/trojans-care-4-trojans/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [Diversity.usc.edu](https://diversity.usc.edu)

USC Office of the Ombuds

Assists students in navigating a university-related concern, conflict, or challenging situation. The office is open to all members of the USC community with a campus related issue.

<https://ombuds.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to the USC community. dps.usc.edu