



School of Humanities, Arts & Design  
Religious Studies

## RE 390/490: TRANSFORMATIONAL LEADERSHIP

Location: Online

Credits: #3    Section: #1    Term: Spring Day – January 12 – May 8, 2026

### Instructor Information



**Instructor:** Dr. Malia D. Wong, O.P.

**Email:** mwong2@chaminade.edu

**Phone:** 808-735-4867

**Office Location:** H208a

**Office Hours:** M/W 8:30AM-11:30PM; or by appointment

**Virtual Office:** by appointment

#### Communication

Welcome to Class! Feel free to walk-in or set up an appointment. General response time is within 1-2 days for emails or notices after work hours.

### School & Department Information

#### School of Humanities, Arts and Design

Office Location: Henry Hall 2066

Phone: (808) 739-4633

If you have questions regarding the Religious Studies Department, reach out to your Instructor or the School of Humanities, Art and Design.

### Course Description & Materials

#### Catalog Course Description

Transformational leadership begins with recognizing and understanding one's own giftedness in the image of Christ to authentically respond to opportunities to serve and lead for the greatest good of the world. Building upon the servant leadership examples of biblical leaders, Chaminade's Marianist founders and other contemporary Christian models, this course is designed to equip students with the purpose-centered skills, principles, attitudes and practiced experience needed to become transformational leaders of tomorrow whether it be among their peers, in their families, church communities, workplace, graduate school, or in public service. Offered annually.

### Prerequisites

RE 103, RE 205, or RE 211. Having fulfilled these prerequisites, students will have the stepping stones to delve further into this specialized course of study. For Religious Studies majors, this course may be taken in lieu of RE 490 Senior Seminar if additional requirements are met.

### Orientation

In Paul's letter to Timothy he commissions, "So you, my child, be strong in the grace that is in Christ Jesus. And what you heard from me through many witnesses entrust to the faithful people who will have the ability to teach others as well." (II Timothy 2:2) Who are you? What are the unique gifts you have been entrusted with? What is the difference between a transactional leader and a transformational leader? How do leaders move from the personal one to the empowering of the many? What areas of social justice are you passionate about and how can you deepen your service to the local community and beyond?

In this course students will be taught and mentored in ways engaging both their hearts and minds to become greater stewards, leaders and active citizens in society.

### Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement in accordance with the CUH Credit Hour Policy. Students are expected to allocate their time approximately as follows:

- ❖ In-Class Participation & Activities: 40 hours
- ❖ Reading & Content Mastery: 35 hours (Assigned chapters, lecture review, multimedia)
- ❖ Writing & Reflection Assignments: 20 hours
- ❖ Skill-Building Exercises & Quizzes: 15 hours
- ❖ Project Work (Research, Collaboration, Presentation): 25 hours

### Required Materials

1. Sipe, James. And Don Frick. *Seven Pillars of Servant Leadership*. Mahwah, NJ: Paulist Press, 2009. ISBN: 978-0-8091-49261 Hiltibidal, Scarlet
2. Other materials, as posted on the Canvas board

### For Further Reading:

- Ciulla, Joanne B. *Ethics, the Heart of Leadership*. West Port, CT: Praeger, 2004.
- Eyal, Nir. *Indistractable*, Dallas, TX: BenBella Books, 2019
- Say, Rosa. *Managing with Aloha*. <http://www.managingwithaloha.com/>

Library: Chaminade library ([www.chaminade.edu/library](http://www.chaminade.edu/library))

Canvas (<https://chaminade.instructure.com>)

Canvas is the LMS used to deliver the course.

## Learning Outcomes

### General Education Learning Outcomes (GELO's)

The Value Learning Outcome students will gain from this course lies under the category of Education for Service, Justice & Peace of the Marianist Values.

Students will be able to evaluate and articulate the social and ethical dimensions of service, justice and peace in the context of their particular course and field, or discipline of study.

### Program Learning Outcomes (PLOs)

Upon completion of a Religious Studies degree, the student will be able to:

1. Utilize the key concepts of Catholic theology in a critical reflection on integral human experience.
2. Engage in respectful dialogue on religious meaning in our globalized, multicultural society.
3. Employ understanding of interfaith traditions and behavior to Christian moral reasoning and decision making that affirms and/or challenges secular and cultural values.
4. Generate a substantive project that is animated by the Marianist Charism.

### Course Learning Outcomes (CLOs)

Upon completion of RE90, the student will be able to:

1. Differentiate between various styles of leadership in relation to the biblical and Marianist foundations of Christian leadership and associated values.
2. Employ qualities of one's own personal philosophy of leadership in relation to Christ-centered stewardship and the responsibilities entailed therein.
3. Strategically apply universal values and ethics in promoting environments of socially responsible leadership.
4. Formulate techniques for managing effective change which include effective communication, conflict resolution, and working as a team.

### Marianist Values

The Characteristics of Marianist Education as applied to this course.

1	<b>Formation in Faith</b> <i>'Ike Kainu'u Ho'ola'a (Knowledge embodying a sanctifying spirit)</i>	What drove Blessed William Chaminade to continue to preach the Gospel and lead the suffering faithful, even though his life was at stake during the French Revolution? This course will explore the strength of faith in being able to move mountains.
2	<b>Provide an Integral, Quality Education</b> <i>'Ike Ulana Ho'omana Kina'ole (Unblemished weave of empowering knowledge)</i>	Both knowledge and wisdom is necessary to fullness of being and becoming as effective universal citizens. Blessed Chaminade looked to Mary for this delicate balance. In this course, students will be reflecting on Hawaiian values as a transforming factor in the education of body, mind and spirit.
3	<b>Educate in Family Spirit</b>	From the first lay collaborators, the Marianist family grew. As a class community, we will share our struggles and joys together in exploring diverse ways to become more effective leaders to the

	<i>'Ike Pilipo'ohala Kū'ono</i> (Knowledge bound in deep family values)	families (personal, work-related, societal, global) that you will/do serve.
4	<b>Educate for Service, Justice and Peace</b> <i>'Ike Kuleana Kaiao</i> (Knowledge of enlightened duty	At the end of Matthew's Gospel, Jesus said, "Go out and make disciples of all nations..." (Matthew 28:19) Life is not to be lived in a vacuum, but the joy of life is to be shared. Through a semester of cultivation, students will be led to claim their own gifts to be shared.
5	<b>Educate for Adaptation and Change</b> <i>'Ike Huli Wānana</i> (Knowledge of Prophetic Change / Searching)	Given the restraints on religious freedom during the French Revolution, Blessed Chaminade needed to be adaptable in his ways of pursuing to share the gospel, lest he perish. Through self-knowledge, students will be led to respond for the greatest good.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1	2,4,5	2,5	3,4
<b>PLO's</b>	1,3	1,2,3	2,3	4
<b>Gen Ed Learning Outcomes</b>		✓	✓	

## Course Activities

### Discussions

A substantial portion of the final grade is based on online participation on the Discussion board. Students are required to post 3 responses each week. Discussion forum posts must be completed by the dates outlined below. Points will be deducted for late posts.

### Homework

The main parts of the course delivered on Canvas are:

**\*Introduction**– where you will find an introduction to the course content for the week, updates and other notices

**\*Integrated Reflections**- Henri Nouwen said, "A real leader doesn't just blaze the trail into the future; he or she courageously blazes the trail into his or her own heart."

Reflections are offered from native Hawaiian values as an additional lens or benchmark for developing oneself as a cutting-edge transformational leader. Value-based living enables people to connect to develop common solutions to help address world needs.

**\*Presentation Board** - where you will find supplementary resources such as PowerPoints and video links and discussion prompts. Here you will also be asked to creatively demonstrate knowledge and skills understood in your approach to various leadership situations. Quality participation consists not in simply the number of times a note is posted, but by the overall degree of intellectual engagement demonstrated.

**\*Peer Support: Leadership Skills Practice Log-** Each Module, you are requested to keep a log of how you are applying the principles learned during the Module.

### Overview of Course Module

This course is designed around Modules of about 1 ½ weeks long. The purpose of the longer period is to allow for accurate study of the course material and implementation of lessons learned in a practicum-like setting. Course activities follow a recurring format throughout the term.

### Final Integrated Project: Collaborative Leadership Project

Utilizing skills learned, in addition to the ongoing service project, students will plan, design and implement a project to effect change regarding an issue of their passion. This may also be presented at Na Liko Na'auao.

**Format for Written Assignments:** Written Assignments and papers, must be typed, double-spaced, 12-point font only with 1 inch margins with required and appropriate citations using a consistent style. Either MLA or APA accepted. **If using WordPerfect or Notepad, files must be converted to Microsoft Word document or html format.**

### RE 490/Senior Seminar Capstone Fulfillment Paper

Near the end of the term, Religious Studies Majors (or Minors), will be required to present their capstone work at an open forum. To be included in the oral presentation is a personal reflection on how various courses and experiences in/through the Religious Studies program have contributed to one's grasp of the field's focus and outcomes in developing one's response to the sacred invitation of personal and communal commitment to faith in action and spiritual growth, with a look to the future with one's personal philosophy of ministry. 7 pages.

## Course Policies and Other Information

### AI Use Policy in this Course

Generative AI (GenAI) tools may be used in this course to support learning and productivity. Any use of AI must be clearly disclosed in your submissions, and all final work must reflect your own analysis, understanding, and critical review of course materials.

Misuse of AI: including submitting AI-generated work as your own, using AI in place of required readings or assignments, or failing to provide disclosure, will result in academic penalties. These may include point deductions, a failing grade on the assignment, or referral to the appropriate academic authority for repeated or serious violations.

### Attendance

Students are expected to attend and submit course work in classes they are registered in. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the

instructor to review the options. Anyone who stops attending a course or missing two consecutive weeks of class, prior to the withdrawal deadline, may be withdrawn from class by the instructor, or receive a failing grade.

### Late Work

Students are expected to assume responsibility for knowing, observing and meeting assignment deadlines as described in the course schedule. Points will be deducted for late posts and assignments (e.g. if the first post is not up by Thursday 11:59PM, and the second post by Saturday (11:59PM) unless properly excused.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

Grades of "Incomplete" will only be given in cases of documented extraordinary circumstances.

### Learning Outcome Assessment

Student's work will be evaluated for:

- ◆ knowledge of the subject matter from textbooks, discussions, videos, research and outside class activities
- ◆ critical application of content knowledge to current issues in society
- ◆ thoroughness of answers in quizzes, reflective assignments and research
- ◆ continuing development of understanding
- ◆ demonstration of the following 5 Core Competencies:
  1. Written communication
  2. Oral communication
  3. Quantitative reasoning
  4. Critical thinking
  5. Information Literacy

### Grade Calculation

Core Competency	CLO Assessment	Item	Quantity	Points Available	% of Grade
5		Check-In's/Self-Assessments	6 exercises	60	15
1,2,4,5	1,2	Integrated Reflections, and other Writings (paper)	12 writings	120	25
55		Study Notes	8	80	15

1,2,3,4,5	2,3,4	Leadership Skills in Practice Log	5 entries	50	20
1,2,3,4,5	1,2,3,4	Final Integrated Project	1 project	20	25
			Total	330	100%

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### Additional Services

#### Canvas Technical Assistance:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Contact the Chaminade IT Helpdesk for technical issues: [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or call (808) 735-4855

#### Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

#### Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua 'Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to

their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

## Chaminade University Policies

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

### Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [Safe Swords Webpage](#)

### CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade



portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### Hazing Prevention Resources and Athlete Helpline

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing. Chaminade University's Hazing Policy: <https://catalog.chaminade.edu/studenthandbook/codeofconduct>  
<https://hazingpreventionnetwork.org/athlete-helpline/>  
<https://hazingpreventionnetwork.org/how-to-report-hazing/>

### Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [here](#). On-campus Confidential Resources may also be found here at [Campus Confidential Resources](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The Notice of Nondiscrimination can be found here: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>

### Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, [please refer to the Chaminade Catalog](#).

### Title IX Compliance and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Assignments & Due Dates		
Week	Topic	Homework
<b>Module 1</b> January 12-21	<b>* Part I: Who Me? Companions on the Journey: Readings &amp; Homework</b> <b>*Value: Aloha</b>	<b>Readings:</b> Sipe & Frick: Preface, p. xii-xxi; Introduction, p. 1-14 <b>Assignment:</b> As found on Canvas
<b>Module 2</b> January 22-31	<b>Part II: Yes, You! Getting Outfitted for the Journey</b> <b>*Value: 'Imi Ola</b>	<b>Readings:</b> Sipe & Frick: Pillar 1: Person of Character, p. 15-33 <b>Assignment:</b> As found on Canvas
<b>Module 3</b> February 1-11	<b>*Pillar II: Puts People First</b> <b>*Value: Kulia I Ka Nu'u</b>	<b>Readings:</b> Sipe & Frick: Pillar II: Puts People First, p. 24-44 <b>Assignment:</b> As found on Canvas
<b>Module 4</b> February 12-21	<b>*Pillar III: Skilled Communicator</b> <b>Value: Ho'okipa</b>	<b>Readings:</b> Sipe and Frick, Pillar III: Skilled Communicator, p. 45-76 <b>Assignment:</b> Collaborative Leadership Project Check-In As found on Canvas

<b>Module 5</b> February 22-March 4	<b>*Pillar IV: Compassionate Collaborator</b> <b>*Value: Lokahi</b>	<b>Readings:</b> Sipe and Frick, Pillar IV: Compassionate Collaborator, p. 77-100 <b>Assignment:</b> As found on Canvas
<b>Module 6</b> March 5-14	<b>*Pillar V: Foresight</b> <b>*Value: 'Ike Loa</b>	<b>Readings:</b> Sipe and Frick, Pillar V: Foresight, p. 104-130 <b>Assignment:</b> As found on Canvas
<b>March 16-20</b>	<b>Spring Break</b>	
<b>Module 7</b> March 23 – April 1	<b>*Pillar VI: Systems Thinker</b> <b>*Value: Alaka'i</b>	<b>Readings:</b> Sipe and Frick, Pillar VI: Systems Thinker, p. 131-156 <b>Assignment:</b> As found on Canvas
<b>Module 8</b> April 2-11	<b>*Pillar VII: Moral Authority</b> <b>*Value: 'Ho'ohanohano</b>	<b>Readings:</b> Sipe and Frick, Pillar VII: Moral Authority, p. 157-180 <b>Assignment:</b> As found on Canvas
<b>Module 9</b> April 12-22	<b>* Part III: Being the Change We Desire – Living Transformational Leadership --"Lead with Humility: 12 Leadership Lessons from Pope Francis"</b> <b>*Value: Ha'aha'a</b>	<b>Readings:</b> Sipe and Frick, "Implementing 7 Pillars," p. 181-199 <b>Assignment:</b> Work on Final Integrated Project
<b>Module 10</b> April 23-May 1	<b>Living Leadership-Final Integrated Project</b>	<b>Readings:</b> Sipe and Frick, The Seven Pillars in Action, p. 200-219 <b>Assignment:</b> Submit Final Integrated Project

