



Chaminade
University
OF HONOLULU

EDUC 861 Course Syllabus

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 861

Course Title: Indigenous Leadership and Organizational Management

School/Division: School of Education and Behavioral Sciences

Term: Spring 2026 / April 13 – June 22

Credits: 3

Instructor Name: Dr. Erika K. Cravalho-Meyers

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Office Hours: Available by appointment

University Course Catalog Description

Building on the Leading Across Cultures course, students will examine cultural influences on leadership and organizational management policies and practices. This course will investigate what constitutes effective leadership and organizational management from indigenous groups including Native Hawaiian and Pacific Islander perspectives.

Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

Marianist Values

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice, peace, and the integrity of creation
5. Educate for adaptation and change

Program Learning Outcomes (PLO)

1. Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2. Utilize advanced knowledge and competencies of leadership and innovation which are grounded in justice, ethical practices, and cultural awareness.
3. Use advanced knowledge and competencies related to how organizations and the people within them develop.
4. Integrate advanced knowledge and competencies of scholarly behaviors to design, implement, evaluate, and communicate research relevant to effective organizations.

Course Learning Outcomes (CLO)

1. Examine organizational development as an ongoing process that invests in learning and growth, creating a culture where everyone can reach their full potential. (PLO 2, 3)
2. Interpret the role of leadership in using culture as a tool to sustain a high-performance organization. (PLO 2)
3. Interrogate the beliefs and behaviors that organizations function to produce disproportionate outcomes and integrate practices that can address these inequalities. (PLO 4)

- Apply qualities of regenerative and liberatory culture into the ways we lead and engage within organizations. (PLO 2, 4)

Learning Materials

- Learning materials will be provided.

Assessment

Assignments	Points	Due Date
Discussion #1: Guts on the Table	5	Sunday, April 19
Reflection: Organizational Development and Culture	15	Sunday, April 26
Discussion #2: Supremacy Culture/Regenerative Practices	7.5	Friday, May 1 (main response due) Sunday, May 3 (participation due)
Simulation: Supremacy Culture/Regenerative Practices	15	Sunday, May 17
Case Study: Suppression of Hawaiian Culture	15	Sunday, May 24
Discussion #3: Oppression, Liberation, and Power Dynamics	7.5	Friday, May 29 (main response due) Sunday, May 31 (participation due)
Reflection: Oppression, Liberation, and Power Dynamics	15	Sunday, June 7
Culminating Assignment: Leadership, Culture, and Organizational Development	20	Sunday, June 21
Total	100	

Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. Unexcused late assignments will not be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

Grading scale

100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-70%	C
69-0%	F

Schedule

Module	Topic(s)	Readings	Other Activities
1	Organizational Development and Culture	<ul style="list-style-type: none"> Syllabus, Course Site Overview, Intro to the Course <i>Building the Beloved Community: A Life's Practice</i> (Puanani Burgess) 	Discussion
2	Organizational Development and Culture	<ul style="list-style-type: none"> <i>I am This Land,, and This Land is Me</i> (Pualani Kanahale) <i>What is Organizational Development</i> (Richard Beckhard) 	Reflection
3	Institutionalized Standards of Professionalism	<ul style="list-style-type: none"> <i>Supremacy Culture- Still Here</i> (Tema Okun) 	Discussion

	Regenerative and Liberatory Practices	<ul style="list-style-type: none"> • <i>Qualities of Regenerative and Liberatory Culture</i> (Daniel Lim) 	
4	Regenerative and Liberatory Practices	<ul style="list-style-type: none"> • <i>Building Resilient Organizations</i> (Maurice Mitchell) 	Simulation
5	Suppression of Hawaiian Culture	<ul style="list-style-type: none"> • <i>Suppression of Hawaiian Culture</i> (Kawika Eyre) 	Case Study
6	Oppression and Liberation Power Dynamics	<ul style="list-style-type: none"> • <i>Five Levels of Oppression and Liberation Definitions</i> (Equity Meets Design) • <i>Six Bases of Power</i> (French and Raven) 	Discussion
7		<ul style="list-style-type: none"> • <i>Reflections of a Failing Mother</i> (Julie Kaomea) 	Reflection
8	Leadership, Culture, and Organizational Development	<ul style="list-style-type: none"> • <i>Leadership in the Age of Complexity: From Hero to Host</i> (Margaret Wheatley with Debbie Frieze) 	Culminating Assignment

May be subject to change based on the dynamics of current events.

Online Course Guidelines

- Students should communicate with each other using common courtesy, politeness, and appropriate behaviors. Inappropriate behavior, including, but not limited to the following, are unacceptable: bullying in any form, harassment in any form, making demeaning and/or derogatory comments, other aggressive behaviors in-person or virtually and/or other forms of communication.
- Discussion Participation: You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a response that is relevant and contributes to moving the discussion forward, transcends simply stating "I agree," and demonstrates in-depth thinking.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).
- Written assignments should adhere to current APA formatting guidelines.

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.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

AI

While AI technologies can be useful tools for research and learning, the Academic Honesty policies apply when using these technologies. The use of AI is not permitted to compose essays or produce content for assignments and exams. Students should give proper credit to sources when using information obtained through AI tools or other sources. It is essential that we uphold academic integrity while fostering a culture of creativity and critical thinking.

Title IX Compliance

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.

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#).

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: [Notice of Nondiscrimination](#).

Disability Access

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 Kokua 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 each semester if changes or notifications are needed.

Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 55 hours on reading and other course materials, 15 hours on the discussions, 30 hours on the reflections, and 15 hours on the simulation and 20 hours on the culminating assignment.

Attendance Policy

Students are expected to actively engage and participate in their registered courses. In case of illness or other extenuating circumstances preventing attendance, students should notify their instructors and arrange to complete any missed assignments. Failure to meet attendance requirements may lead to a grade reduction, withdrawal from the course, or course failure. Instructors will specify and enforce expectations for online participation and submission of assignments according to the course design.

Excused absences are granted only in exceptional circumstances, supported by evidence provided by the student to the instructor. Students should notify their instructors when a situation prevents class participation and make arrangements to complete missed assignments. Notifying the instructor about an absence is courteous, but does not guarantee the absence will be excused.

Unexcused non-participation in a course, equivalent to more than one week of the term, may result in a grade reduction.