



College of Education and Human Development

EDUC 881 Leadership for Sustainability

Credits: 3 | Location: Online (Canvas)

Term: Accelerated Fall 2026

Oct 5, 2026 – Dec 13, 2026

Instructor Information



Instructor: Chris Padesky, PhD

Email: christopher.padesky@chaminade.edu

Office Hours: Thursdays, 11:30 a.m.–12:30 p.m. (Hawai'i time), and by appointment.

Course Access: [Canvas](#)

Communication: Email is the best way to reach me.

Feedback Grading and Email

I will grade assignments within one week of the due date, except during holidays. Check Canvas regularly and use feedback to improve later work.

I may not see comments you leave in response to my feedback in Canvas. If you would like a response, email me at christopher.padesky@chaminade.edu.

I respond to email within two business days. If you have not received a response within that time, please email me again. If you have a question about the course or an assignment, please include the course name or number in the email subject line. When relevant, include a hyperlink or screenshot of the assignment you have questions about.

Course Description and Materials

Catalog Course Description

In this course, students will develop an understanding of the challenges and opportunities involved in organizing and leading for sustainability. This includes identifying and addressing organization issues within complex and dynamic internal and external global environments utilizing current and relevant models, methods, and tools essential for sustainability leadership.

Materials

Required textbook: Brinkmann, R. (2021). Introduction to sustainability (2nd ed.). Wiley-Blackwell. ISBN: 978-1119675464. Use the second edition in print or e-book format; access to your own copy is required.

Contact me promptly if a reading or video is inaccessible or an accessible format is needed.

Time Allocation

This 3-credit course includes approximately 135 hours of student work, averaging 13.5 hours per week.

Course Activity	Estimated Hours
Textbook reading and notes	35
Assigned articles and videos	15
Weekly project milestones, Weeks 1–8	18
Introduction, Week 1 readiness check, and course orientation	5
Domain discussions: reading, original responses, and peer exchange	25
Presentation development, rehearsal, recording, and peer feedback	22
Weekly learning journal and final reflection	15
Total Estimated Time	135

Learning Outcomes

Course Learning Outcomes

By the end of EDUC 881, you will be able to:

1. Identify and investigate sustainability opportunities and challenges for organizations. (PLO 3)
2. Analyze environmental, cultural, economic, social, political, and ethical dimensions of sustainability. (PLO 1)
3. Develop decision-making strategies and skills for leading sustainability efforts within organizations. (PLO 2)

Program Mission and Learning Outcomes

The EdD 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 promotes continuous self-reflection and personal growth. Its program learning outcomes are:

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 social 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 for designing, implementing, evaluating, and communicating research relevant to effective organizations.

Alignment of Course Learning Outcomes

CLO	Program Outcomes	Primary Evidence
1	3	Sustainability Snapshot; Understand the Situation; Find Credible Evidence; Final Presentation
2	1	People and Community; Bring the Evidence Together; Compare Options and Recommend a Change; Domain Discussions
3	2	Design a Small Pilot; Final Presentation; Learning Journal; Project Peer Discussion

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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

EDUC 881 connects integral, quality education with careful study of sustainability challenges. Respectful discussion supports family spirit. Attention to environmental justice, cultural knowledge, and the consequences of organizational decisions supports service, justice, and peace. Responsible leadership and reflection support adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture, both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua ('Ōlelo No'eau 364), May I live by God.
2. Provide an Integral, Quality Education (Na'auao): Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957), Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana): 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200), Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no'eau ('Ōlelo No'eau 1430), Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina): 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203), All knowledge is not taught in the same school.

Na'auao guides careful inquiry and responsible use of evidence. 'Ohana guides collaboration and attention to community knowledge. Aloha guides consideration of who benefits from sustainability decisions, whose knowledge is valued, and how decisions affect people and places.

Course Work and Grading

The course totals 100 points. Week 1 remains unchanged: the introduction discussion is 5 points and the Sustainability Snapshot is 10 points. Project milestones in Weeks 2–6 are 3 points each; Week 7 is 5 points; Week 8 is 4 points; the Week 9 signature presentation is 20 points. The final learning journal is 20 points. Nine domain discussions in Weeks 2–10 are 2 points each, and the Week 10 project peer discussion is 3 points. Weekly journal pages are ungraded. The Week 1 five-question readiness check requires 3/5 with unlimited attempts and adds no course points; there are no readiness checks in Weeks 2–10. Use the scoring criteria in Canvas.

Wk	Assignment	Task and Scope	Points
1	Week 1 Assignments	Sustainability Snapshot: 10 points. Introduction discussion and reply: 5 points.	15

Wk	Assignment	Task and Scope	Points
2–6	Project Milestones	Understand the Situation; People and Community; Find Credible Evidence; Bring the Evidence Together; Compare Options and Recommend a Change. Each is 3 points.	15
7–8	Pilot and Presentation Draft	Week 7: Design a Small Pilot, 5 points. Week 8: Draft, Rehearse, and Revise, 4 points.	9
2–10	Domain and Project Peer Discussions	Weeks 2–10: nine domain discussions, 2 points each. Week 10: Project Reflection and Peer Discussion, 3 points. Choose an original written, audio, video, or visual response; include substantive peer replies.	21
9	Final Sustainability Leadership Presentation	Present an evidence-supported, feasible sustainability proposal in 17–23 minutes.	20
10	Learning Journal Submission and Reflection	Submit the original shared journal URL with all ten entries and the final reflection. Weekly journal pages are ungraded; this final submission is graded once.	20
	Total		100

Final Sustainability Leadership Presentation

The final presentation is the course’s signature assignment, due in Week 9 and worth 20 points. Present a manageable sustainability proposal in 17–23 minutes. Build on the project milestones to explain the issue, evidence, recommendation, planned pilot, and how you would judge progress. You may keep, refine, or change your Week 1 focus in Week 2. Implementation, purchases, external contacts, and formal approval are not required.

Use at least five credible sources, including at least two peer-reviewed sources. Brinkmann may be used but is not required as a project source. Explain the organizational context, affected people, relevant environmental, cultural, economic, and community dimensions, alternatives, trade-offs, limitations, resources, leadership approach, and a realistic pilot with a starting point, measure, and timeline. Identify how the evidence shaped your choices. Submit the recording and source list in Canvas, and share the recording link in the Week 10 project discussion with your Week 9 submission.

Submitting Coursework

Follow the submission format on each Canvas assignment. Keep Week 1 submissions as directed, including separate Snapshot and Learning Journal Docs. Continue the same shared journal throughout the term and submit its URL again in Week 10. For project milestones, submit the requested original document or media through Canvas and maintain instructor access to linked work. Domain discussions are separate from the project: choose one resource, one response approach, and writing, audio, video, or an original visual with explanation. Post directly in Canvas and complete the required peer reply. Week 9 uses a 17–23-minute recording

with sources. Week 10 includes the journal submission, project peer feedback, and a separate application discussion.

The use of AI is not permitted to compose essays or produce content for assignments and exams. Work must reflect your own understanding, analysis, and expression. I am looking for specific interpretations, supported choices, organizational details, and changes in thinking. I may review the development of your Google Docs, including comments and version history, and ask you to explain a source or decision. Give proper credit to sources.

Final Grades

100 points total. The final percentage is earned points divided by 100, multiplied by 100.

A: 90–100% • B: 80–<90% • C: 70–<80% • F: below 70%

Final grades are submitted through [Chaminade Self-Service](#).

Learning and Participation

Your Weekly Routine

1. Open the weekly module and review its project task, learning journal page, and separate domain discussion.
2. Complete the assigned textbook reading and journal task. For the domain discussion, choose one listed learning resource and one response approach. Develop your project through the weekly milestones: clarify the focus, consider people, gather and synthesize evidence, compare options, design a pilot, and revise the presentation.
3. Write one connected journal entry weekly in the corresponding tab of your shared Google Doc. Follow the retained prompts and reading ranges on the Canvas journal pages. In Week 10, complete one final reflection of 300–400 words or 3–4 minutes of audio/video, tracing two earlier entries, connecting at least two sustainability domains, and identifying a next action and question. Keep this reflection in the journal and submit its URL once. Weekly pages have Sunday to-do dates and no separate grade.
4. Submit weekly work by Sunday at 11:59 p.m. Hawai'i time. Post discussion responses early when possible so classmates have time to reply. Share the Week 9 presentation link in the Week 10 project discussion when submitting the recording. Complete the two presentation replies and other Week 10 submissions by the final Sunday deadline.

The Week 10 project discussion focuses on feedback to classmates: share your recording and a brief question, watch two complete presentations, and give two specific, useful replies. The final journal traces your growth across the term. The separate Week 10 leadership discussion applies a course idea to a new setting. If fewer than two recordings are accessible, contact the instructor early for an alternative; do not wait until the deadline. In Week 8, follow the assignment's review and revision directions.

Attendance and Participation

Students are expected to engage actively in the course. If illness or other extenuating circumstances prevent participation, notify me and arrange to complete missed assignments. Failure to meet participation requirements may lead to a grade reduction, withdrawal, or course failure. Excused absences are granted only in exceptional circumstances supported by evidence; notifying the instructor does not guarantee an excused absence. Unexcused non-participation equivalent to more than one week of the term may result in a grade reduction.

Weekly Schedule

The course runs for ten weeks in Accelerated Fall 2026. Weekly work is due Sunday at 11:59 p.m. Hawai'i Standard Time. Assigned readings, videos, and full assignment instructions will be provided in Canvas.

Week and Dates	Weekly Focus and Brinkmann Reading	Due Sunday · 11:59 p.m.
1 Oct 5, 2026 – Oct 11, 2026	Choose a Meaningful Change Ch. 1, pp. 1–28.	Sustainability Snapshot · 10 points; Introduction Discussion and Reply · 5 points
2 Oct 12, 2026 – Oct 18, 2026	Understand What Shapes the Problem Ch. 2, pp. 33–56.	Understand the Situation · 3 points; Culture, Continuity, and Change Discussion · 2 points; journal page · ungraded
3 Oct 19, 2026 – Oct 25, 2026	Include the People Affected Ch. 11, pp. 287–312.	People and Community · 3 points; Leadership and Cultural Change Discussion · 2 points; journal page · ungraded
4 Oct 26, 2026 – Nov 1, 2026	Choose a Useful Measure Ch. 3, pp. 57–88.	Find Credible Evidence · 3 points; Long-Term Viability Discussion · 2 points; journal page · ungraded
5 Nov 2, 2026 – Nov 8, 2026	Compare Two Practical Options Ch. 13, pp. 343–352 and 357–370. Omit pp. 353–356.	Bring the Evidence Together · 3 points; Sustainable Value and Trade-Offs Discussion · 2 points; journal page · ungraded
6 Nov 9, 2026 – Nov 15, 2026	Check an Everyday Routine Choose one: food, Ch. 7, pp. 173–200; water, Ch. 6, pp. 143–172; energy, Ch. 4, pp. 89–112; materials, Ch. 10, pp. 259–286.	Compare Options and Recommend a Change · 3 points; Belonging and Social Capacity Discussion · 2 points; journal page · ungraded

Week and Dates	Weekly Focus and Brinkmann Reading	Due Sunday · 11:59 p.m.
7 Nov 16, 2026 – Nov 22, 2026	Synthesize Evidence and Plan a Trial Ch. 12, pp. 313–326; Ch. 14, pp. 371–381.	Design a Small Pilot · 5 points; Resilience and Collective Action Discussion · 2 points; journal page · ungraded
8 Nov 23, 2026 – Nov 29, 2026	Build and Revise Your Proposal Choose one: business/nonprofit, Ch. 14, pp. 382–400; education, Ch. 15, pp. 401–425.	Draft, Rehearse, and Revise · 4 points; Four-Lens Sustainability Check Discussion · 2 points; journal page · ungraded
9 Nov 30, 2026 – Dec 6, 2026	Present Your Proposal Review relevant Brinkmann sections for your journal and project evidence for your presentation; no new textbook pages.	Final Sustainability Leadership Presentation (17–23 minutes) · 20 points; Find a Leverage Point Discussion · 2 points; share the recording link for Week 10 peer viewing
10 Dec 7, 2026 – Dec 13, 2026	Reflect and Choose a Next Step Revisit two earlier journal entries and connect at least two sustainability domains; no new textbook pages.	Learning Journal Submission and Reflection · 20 points; Project Reflection and Peer Discussion · 3 points; Rethinking Sustainable Leadership Discussion · 2 points

Course Policies

Late Work

Work submitted up to one day late receives a 10% deduction; work submitted more than one day and up to two days late receives a 25% deduction. Unexcused work more than two days late is not accepted. In an emergency, contact me before the deadline when possible. No work is accepted after the last day of the course, Dec 13, 2026 .

Syllabus Changes

I reserve the right to modify this syllabus. Changes to course requirements or the schedule will be communicated through Canvas announcements. Check announcements regularly and ask if a requirement or deadline is unclear.

Communication and Submissions

Communicate with classmates and the instructor using courtesy, politeness, and appropriate professional behavior. Bullying, harassment, demeaning or derogatory comments, and other aggressive behavior are unacceptable in person, online, or through other forms of communication.

Protect identifying information about real people and organizations in your submissions. Email me if file access or a course resource creates an accessibility barrier.

Writing and Source Use

Write clearly and concisely, using appropriate grammar, spelling, punctuation, and style. Develop ideas coherently, analyze borrowed material carefully, and acknowledge sources in every format.

Professional Ethics

Apply ethical judgment when examining sustainability initiatives, organizational decisions, and their effects on communities. Represent sources and stakeholders accurately, and distinguish your analysis from the ideas of others.

Respect confidentiality and cultural knowledge when discussing organizations, people, and places.

Accessibility Tools

Use accessibility tools to access course materials and communicate your own ideas. Contact the instructor if a resource or submission format creates an access barrier. Accessibility support does not authorize generative AI to compose or rewrite assignment content.

Research and Writing Resources

[Sullivan Family Library](#). Chaminade research databases, library services, and help locating scholarly sources.

[ERIC](#). Search education research and locate peer-reviewed studies.

[Google Scholar](#). Search scholarly publications and follow citations to related research.

[APA Style](#). Guidance for citations, references, clear writing, and responsible reporting.

Important Information

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

AI (Artificial Intelligence) Statement

At the discretion of the instructor, students may be required to share additional materials such as previous drafts, notes/outlines and any available evidence of the revision history for their paper or assignment. An instructor does not need certainty regarding whether or not a student used AI to request extra evidence of learning from that student in their class. If an instructor has reasonable and documentable concerns that a student's work does not demonstrate "knowledge, judgment, analysis or skill," to the degree required, the instructor may require that student to complete additional work or a different type of assignment as a means of demonstrating the student's learning and attainment. This could mean, for example, that a student might be required to make an oral presentation, rewrite or revise a paper, complete a new assignment, or otherwise provide some reasonable demonstration of their mastery of the learning goals of the assignment in question. Requesting extra evidence of learning when a student may not have demonstrated learning is part of the normal scope of an instructor's teaching responsibilities, and doing so does not require a finding of AI use or academic dishonesty. However, if an instructor determines based on preponderance of evidence that a student more likely than not has used AI in violation of the university's Academic Honesty Policy, an instructor may recommend that a finding of academic misconduct and its associated sanctions be made as provided in this policy. Students reserve the right to appeal findings or sanctions through the university's academic grievance process.

Title IX and Nondiscrimination

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and 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: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early, these services exist to support your success.

Accessibility Services (Kōkua ‘Ike)

Accommodations under Section 504 and ADA. Contact early, appointments via Stellic, virtual or in person.

ada@chaminade.edu

chaminade.edu/ada-accommodations

[Accessibility Services Sign up](#)

Tutoring & Academic Coaching (Kōkua ‘Ike)

Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.

<https://chaminade.edu/tutoring-academic-coaching-services>

Career Services

Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.

chaminade.edu/career-services

Basic Needs Resources

Support for food insecurity, housing instability, and other basic needs.

chaminade.edu/basic-needs/

Title IX / Nondiscrimination

Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.

chaminade.edu/titleix/resources-and-support/

Hazing Prevention

Confidential support, crisis intervention, and reporting for any type of abuse including hazing.

hazingpreventionnetwork.org/athlete-helpline/

CUH Alert Emergency Notification

Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.

chaminade.edu

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

[SafeSwords Webpage](#)