



School of Education and Behavioral Sciences
School Psychology

SP705 Applied Leadership and Practice in Diverse Systems

Online M 5:30 - 9:20 HST

Class link: <https://chaminade.zoom.us/j/96211059956?jst=3>

Credits: 3 Section: 1 Term: Accelerated Fall 2026

Instructor Information



Instructor: David Kenney, M.Ed., C.A.G.S.

Email: david.kenney@chaminade.edu

Phone: (808) 495-8998 (home office)

Office Location: virtual

Virtual Office Hours: by appointment

Communication

Email is the best way to contact me, and I will respond within 24 hours.

School & Department Information

School of Applied Psychology

Office Location: Behavioral Sciences Building

Phone: (808) 440-4223 Kandis Amimoto Program Administrator

If you have questions regarding the School Psychology Program, please reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course explores the implementation of leadership principles and inclusive practices within a variety of schools and organizational systems, all within the framework of social justice. It delves into models of change management, conflict resolution, and crisis response, while giving special attention to strategies for consulting, collaborating, and advocating to enhance policies, programs, climate, and outcomes across settings characterized by cultural diversity.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 37.5 hours in class, 48 hours researching and writing a ten-page essay, 1 hour each week writing reflection papers (15 hours total), and 10.5 hours studying for and taking the final exam. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

Required Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Safir, S. (2017). *The Listening Leader: Creating the Conditions for Equitable School Transformation*. Wiley Professional Development (P&T).

Crome, S. (2023). *The Power of Teams: How to create and lead thriving school teams*.

Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Data-based and collaborative decision making* (7th ed., Vol. 1). NASP.

Harrison, P. L., Proctor, P. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Student, systems, and family services* (7th ed., Vol. 2). NASP.

Harrison, P. L., Proctor, P. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Foundations* (7th ed., Vol. 3). NASP.

Additional selected readings and online resources will be provided and noted within the Canvas course shell

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

Canvas is a web-based learning management system and is the platform to access and manage online course learning materials and communicate regarding the course throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

EdS in School Psychology students will:

1. Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. **Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7) ***
3. **Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)***
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

***PLO 2 & 3 are of particular focus in this course**

Course Learning Outcomes (CLOs)

Upon completion of **SP705**, the student will be able to:

1. Apply leadership principles to promote change, resolve conflicts, and guide decision-making within schools and organizations. (NASP 5, 6, 7)
2. Develop consultation, collaboration, and advocacy skills to improve policies, programs, and practices in diverse systems. (NASP 7 & 8)
3. Evaluate approaches for family-school-community partnerships and culturally responsive systems-level services. (NASP 7)
4. Examine strategies for creating supportive, inclusive climates that value diversity and address institutional biases. (NASP 5, 8)
5. Demonstrate leadership to enhance capacity in schools and agencies for meeting student, family, and organizational needs. (NASP 5, 7 & 8)

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.

Each of these characteristics is integrated, to varying degrees, in this course however, the main focus is on the Marianist value of **educating for adaptation and change**. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness

Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

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 lāma 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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	3	2, 4, 5	2	2, 4, 5
PLOs	2, 3, 4	2, 3, 4	2, 3, 4	2, 3, 4	v
Native Hawaiian Values	2	3	2, 4, 5	2	2, 4, 5

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Gen Ed Outcomes(if applicable)	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5

Attendance & In-Class Participation

Attendance Policy (90 points)

Due to the accelerated nature of the course, and the importance of discussion and dialogue within the cohort, it is critical that students attend all scheduled class meetings. Absences should be for illness that prevents participation or for other serious unanticipated reasons. Students must notify the instructor prior to missing a class or assignment.

Quick Reference — Absence Thresholds:

Excused Absence	Definition and process — illness with documentation, family emergency, communicated to instructor
Unexcused Absence	Definition — any absence not pre-approved or documented; no communication to instructor
Warning Threshold	More than 2 unexcused absences — instructor may notify student
Grade Penalty	More than 2 unexcused absences — final grade lowered by one letter
Course Failure	More than 4 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Arriving more than 15 minutes late or leaving early without excuse counts as a tardy; 2 tardies = 1 absence

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

A = 90% and above	360 - 400 points
B = 80-89%	320 - 359 points
C = 70-79%	280 - 319 points
D = 60-69%	240 - 279 points
F = 59% and below	0 - 239 points

Course Policies

Late Work	Students must notify the instructor prior to missing a class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a
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	course will receive a failing grade. Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Provost and Records Office by the instructor. Students are expected to actively participate in course discussions and posting within the due dates indicated.
Incomplete Grade	A grade of incomplete may be provided by the instructor per his sole discretion when there is a determination made of extenuating circumstances that prevented submission within established due dates.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

A = 90% and above	360 - 400 points
B = 80-89%	320 - 359 points
C = 70-79%	280 - 319 points
D = 60-69%	240 - 279 points
F = 59% and below	0 - 239 points

Course Activities

In-Class Activities	Students will participate in discussions, activities, and role-plays during class
Homework / Assignments	Students are expected to complete assigned readings and submit feedback reflections. Students are expected to have engaged the material such that they are prepared with questions and reflections, to enable more active and informed participation in the course discussions.
Quizzes / Exams	3-2-1 reflections for the reading assignments
Projects	End of course presentation, and Systems Change role play and plan

Reading reflections (140 points)

For the assigned readings, students will utilize a 3-2-1 strategy to provide feedback, and to help structure the dialogue and activities for the subsequent class. The 3-2-1 strategy is a reading comprehension technique where students summarize by listing three things they learned, two interesting facts, and one question

Presentation (70 points) Each student will complete a written summary report on a selected area of best practice and make a presentation to the class. The presentation should be 10 - 15 minutes in duration. Selection of topics will occur during the first class meeting. The presenter will **need to select additional relevant material** appropriate to the topic to include with the presentation.

Systematic Leadership & Ecological Advocacy Role-Play and Plan (100 points)

Using a real scenario or provided case vignette, you will identify institutional barriers through a Systems-Thinking Assessment and design a systematic improvement plan for institutional change. You will record a role-play consultative conversation with someone in the role of a leader, and you as the school psychologist. **Deliverable:** A written plan and a 10-minute video recording of you role-playing the facilitator.

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

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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.

Resource	Description	Contact / Website
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	chaminade.edu/career-services

Resource	Description	Contact / Website
	individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	
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

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Due Dates
10/5	Introduction; school teams, psychological safety	Crome ch 2, 3, 4	10/11
10/12	Belonging, Trust, Purpose; Equitable school transformation	Safir & Fullan ch 1; Pursuing Equity chapter and Disproportionality article (on Canvas)	10/18
10/19	Awareness, listening, brain connection	Safir & Fullan ch 2 - 5	10/25
10/26	Addressing conflict and dysfunction	Crome 12, 17, 21	11/1
11/2	Strategic listening	Safir & Fullan ch 6-8	11/8
11/9	Complex change	Safir & Fullan ch 9	11/15

Wk of	Theme	Info / Activities	Due Dates
11/16	Listening, school climate	Safir & Fullan ch 10, 11	11/22
11/23	Family, school, community partnerships		
11/30	Systematic Improvement plans		
12/7	leadership principles to promote change	Presentations	12/8