

# **Beyond the Syllabus: Mapping Transformative Learning for Inclusive Leadership Preparation**

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## **Abstract**

Across global education systems, preparing leaders to enact inclusive and equity-centered practices requires more than aspirational language; it demands intentional integration of transformative learning across curricula and instruction. This study examines how a graduate Educational Leadership program embeds transformative learning within four equity domains: social justice, LGBTQ+ inclusion, culturally responsive teaching and leadership, and gender bias. Grounded in transformative learning theory, the study employs a mixed-methods design that combines systematic document analysis of course syllabi and assignments across the program with faculty survey data on instructional practices, perceived barriers, and supports. The analysis focuses on the extent to which coursework promotes critical reflection, equity-oriented decision-making, and inclusive leadership practices. Findings provide an evidence-based baseline of current strengths and gaps in curriculum design, alongside faculty-identified challenges such as time constraints, resource limitations, and varying levels of familiarity with inclusive pedagogies. The study culminates in a set of actionable, course-level recommendations and a scalable framework for embedding inclusive, transformative practices across leadership preparation programs. In doing so, the project offers a replicable model for institutions seeking to systematically audit and redesign curriculum to better align with inclusive education goals and leadership preparation standards. By linking curriculum design to inclusive leadership outcomes, this work contributes to ongoing efforts in curriculum development and research aimed at preparing leaders capable of addressing systemic inequities in educational contexts.

**Keywords:** Culturally Responsive Leadership; Inclusive Education; LGBTQ+ Inclusion; Transformative Learning; Women And Gender Equity