



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**EDL 8450 Educational Equity and Reflective  
Practice**  
**4 Semester Credit Hours**

**Student Learning Outcomes and Enabling Objectives**

1. Analyze self-social identities and how they influence interactions with others.
  - a. Examine self-biases, prejudices, stereotypes, and how they influence decision making.
  - a. Interpret how one's self social identity influences critical issues and perceptions of various diversity topics.
  - b. Analyze the assumptions one makes due to social identity and biases and use them for improved practice.
2. Illustrate how diversity issues are embedded in our educational system.
  - a. Examine historical issues/events influencing decision-making.
  - b. Investigate how diversity themes shape understanding.
  - c. Interpret how diversity themes influence policy development.
    - i. Investigate how policies and data influence social justice, populations, and oppression.
  - d. Outline critical issues and themes of diversity as they are evident in education.
  - e. Determine how policies affect social justice and oppression.
3. Evaluate models and theories of change to address issues of equity, diversity, social justice, and oppression in educational environments.
  - a. Examine inclusive practices that ensure equity and inclusive leadership.
  - b. Explore questioning communication methods to achieve understanding and open communication.
  - c. Describe quality learning and equitable environments for all students
4. Incorporate reflective practice into critical thinking and problem-solving
  - a. Summarize reflective practice and its purpose
  - b. Relate how reflective practice can lead to problem solving and critical thinking using models and theories of change
  - c. Apply reflective practice to a relevant theme/issue/policy in diversity
    - i. Assess how practices and policies contribute to the theme/issue/policy
    - ii. Develop a process to eliminate or reduce the issue

- d. Review how the use reflective practice with an equity focus to plan for future growth as a leader.
5. Evaluate issues of diversity to become an inclusive leader.
  - a. Explore the difference between equity and equality.
  - b. Apply cultural humility to improve decision-making.
  - c. Demonstrate methods to become an active bystander.
  - d. Recognize diversity and equity when making decisions.
  - e. Investigate methods to have difficult conversations around biases.

## **Big Ideas and Essential Questions**

### **Big Ideas**

- Social Identities
- Diversity Themes
- Continuous process
- Change Agent, Inclusive Leader
- Reflective Practice

### **Essential Questions**

1. How do our social identities and biases influence thoughts and behaviors?
2. How are critical issues and themes of diversity embedded in practice and policies?
3. How can one work to improve our practices to increase inclusion and equity?
4. How can a leader emphasize equity through flexibility and innovation?
5. How does one use reflective practice as a leader to make changes in the system?

These SLOs are not approved for experiential credit.

**Effective: Fall 2025**