

GE Overlay Z Rubric

The following criteria will receive a score of 0-3:

0 - no indication that the course meets the objective

1 - weak indication that the course meets the objective

2 - satisfactory evidence that the objective is met (mostly)

3 - strong evidence that the objective is met (nearly entirely or entirely)

Overlay Z Learning Objectives	Translated diagnostic rubric criterion	Content to evaluate in the course/syllabus	Committee member's score	Examples/recommendations of supporting artifacts, documents, evidence, etc.
a. Demonstrate an understanding of the ways in which culture, difference, and otherness are socially constructed and fundamental to social interaction in an interconnected world.	1. Contextual Awareness – Students identify relevant contextual factors shaping human experiences. 2. Impact of Context on Lived Experience – Students explain how contextual factors shape human experiences.	1. Does the course explicitly frame culture and difference as socially constructed? 2. Are historical, social, political, or economic contexts analyzed rather than merely described? 3. Do assignments require causal explanation (how and why), not just identification of diversity?		
b. Demonstrate reflection and appreciation of complex relationships among gender, ethnicity, race, sexual orientation, religion, class, and exceptionality.	Multiple Perspectives – Students analyze experiences through multiple cultural, disciplinary, or positional perspectives.	1. Are intersecting identities analyzed comparatively? 2. Is intersectionality treated analytically rather than descriptively?		
c. Demonstrate critical understanding of how power, privilege, and oppression play out across cultures, intersecting social locations, and historical experiences.	Power, Privilege, and Oppression – Students analyze how systems of power collectively shape experiences.	1. Is systemic power analysis central to assignments? 2. Are structures (institutions, policies, norms) examined?		
d. Recognize how one's own cultural histories and practices mediate one's own sense of self and relationships to others.	Reflexivity (Self-Positioning) – Students critically reflect on how their identities and experiences shape beliefs and relationships.	1. Is there a structured, assessable reflection component? 2. Is reflexivity connected to analysis rather than personal narrative alone?		
e. Describe and understand how to enact ethical and transformative frameworks that promote rights, social justice, equity, and inclusiveness.	Ethical & Transformative Engagement – Students evaluate or propose equity-oriented frameworks or actions.	Do assignments require ethical reasoning, evaluation of justice frameworks, or application toward equitable outcomes?		