



Ethical Awareness

Definition:

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. - AAC&U

Students who demonstrate ethical awareness are able to analyze their own core beliefs, recognize ethical dilemmas, and follow models for ethical decision-making processes when they apply or evaluate ethical concepts (UHD).

RUBRICS

Select one or more of these rubrics to assess the dimensions of ethical awareness. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Self Awareness of Core Beliefs	Student discusses in detail/analyzes both their core beliefs and the origins of their core beliefs.	Student articulates either the origins of their core beliefs or their core beliefs, but not both.	Student demonstrates an awareness of their core beliefs without articulating the beliefs or the origins of their beliefs.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Understanding Different Ethical Concepts	Given an ethical dilemma, student demonstrates an accurate understanding of applicable ethical concepts.	Given an ethical dilemma, student demonstrates an awareness of applicable ethical concepts but does not demonstrate an accurate understanding of them.	Given an ethical dilemma, student does not demonstrate an awareness of the applicable ethical concepts.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
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Application of Ethical Concepts	Student applies ethical concepts to answer an ethical question, and considers the consequences or implications of actions that would follow from applying the ethical concepts they selected.	Student applies ethical concepts to answer an ethical question, but does not consider the consequences or implications of actions that would follow.	Student does not effectively apply ethical concepts and does not consider the consequences or implications of actions that would follow.	
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Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Evaluation of Ethical Concepts	Student explains an ethical concept in the context of an ethical dilemma, argues the strengths of the concept, and articulates objections to or limitations of that concept.	Student explains an ethical concept in the context of an ethical dilemma and argues the strength of the concept but does not articulate objections or limitations of that concept.	Student explains an ethical concept in the context of an ethical dilemma but does not explain its strengths and limitation nor the likely objections to the concept.	

Definitions and rubric dimensions adapted from Adapted from Association of American Colleges & Universities Ethical Reasoning Rubric and University of Houston Downtown (UHD) [Personal Responsibility Rubric](#) and [Social Responsibility Rubric](#)