



University of the Arts  
Office of Educational Accessibility  
Statement of Ethical Principles and Code of Ethics  
For Faculty and Staff

**The Office of Educational Accessibility has adopted the following Code of Ethics for those members of the University of the Arts community who work with student artists with disabilities. We are a community committed to treating all of its members with the dignity and respect rightfully accorded all people.**

1. We are committed to facilitating the highest levels of educational excellence and potential quality of life for UArts students with disabilities.
2. We strive to achieve and maintain the highest levels of competence and integrity in all areas of assistance to adult students with disabilities. This support is guided by the consistent use of objective, professional judgment in all areas, especially when addressing the confidential nature of the student's disability.
3. We continually participate in professional activities and educational opportunities designed to strengthen the personal, education, and vocational quality of life for students with disabilities. This includes the ongoing development of strategies, skills, research, and knowledge pertinent to the highest quality of disability service delivery whenever and wherever it occurs.
4. We carry out our responsibilities in accordance with AHEAD, ACPA, NASPA, and AAUP professional standards and policy guidelines for adult students with disabilities.
5. We are actively engaged in supporting and clarifying institutional, state, provincial, and federal laws, policies, and procedures applicable to the service delivery to students with disabilities. Compliance implied that professionals will not condone or participate in any unethical or illegal acts discussed within these guidelines.
6. We treat students with respect as persons who possess dignity, worth, and the ability to be self-directed.
7. We inform students of the conditions under which they may receive assistance.
8. We inform students of the nature and/or limits of confidentiality. We will share information about students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.
9. We refer students to appropriate specialists before entering or continuing a helping relationship when our expertise or level of comfort is exceeded. If the referral is declined, we are not obliged to continue the relationship nor should we do so if there is not direct benefit to the student.
10. We inform students about the purpose of assessment and research; make explicit the planned use of result prior to assessment requesting participation in either.
11. We comply with UArts guidelines on the electronic transmission of information.
12. We discuss with students issues, attitudes, and behaviors that have ethical implications.
13. We develop multicultural knowledge, skills, competence, and use appropriate elements of these capacities in our work with students.
14. We support professional program efforts by providing practical field placements and consultation to students and faculty.
15. We are guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon us. As educators, our primary responsibility is to seek and to state the truth as we see it. To this end we devote their energies to developing and improving our scholarly competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. We practice intellectual honesty. Although we may follow subsidiary interests, these interests must never seriously hamper or compromise our freedom of inquiry.



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16. As teachers, we encourage the free pursuit of learning in our students. We hold before them the best artistic, scholarly and ethical standards of their disciplines. We demonstrate respect for students as individuals and adhere to our proper roles as intellectual guides and counselors. We make every reasonable effort to foster honest academic conduct and to ensure that our evaluations of students reflect each student's true merit. We respect the confidential nature of the relationship between professor and student and the Educational Accessibility Advisor and student. We avoid any exploitation, harassment, or discriminatory treatment of students. We acknowledge significant artistic, academic, or scholarly assistance from them. We protect their artistic and academic freedom.
17. As members of an academic institution, we seek above all to be effective teachers, artists, and scholars.
18. As members of the UArts community, we have the rights and obligations of other citizens. We measure the urgency of these obligations in the light of their responsibilities to our subject, to our students, to our profession, and to our institution. When we speak or act as private persons, we avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, we have a particular obligation to promote conditions of free inquiry and to further public understanding of academic and artistic freedom.
19. We assist students in becoming productive, ethical, and responsible citizens.
20. We demonstrate concern for the welfare of all students and work for constructive change on behalf of students.
21. We demonstrate regard for social codes and moral expectations of the communities in which we live and work. At the same time, we are aware of situations in which concepts of social justice may conflict with local moral standards and norms and may choose to point out these conflicts in ways that respect the rights and values of all who are involved. We recognize that violations of accepted moral and legal standards may involve our clients, students, or colleagues in damaging personal conflicts and may impugn the integrity of the profession, our own reputations and that of the University of the Arts.
22. We report to the appropriate authority any condition that is likely to harm our students and/or others.
23. Finally, we recognize that we are guided by the overarching principles of acting to benefit others, promoting justice, respecting autonomy, being faithful in our presentation of facts, honoring agreements, being trustworthy in the performance of our duties, and, above all, doing no harm.