**Service-Learning Code of Ethics**

1. Students
2. Students in service-learning shall behave as professional representatives of the college/university at all times.
3. Students in service-learning shall understand their role and its limitations in the context of the service-learning assignment.
4. Students in service-learning shall adhere to the policies and procedures of the community agencies.
5. Students in service-learning shall treat service recipients in a manner consistent with ethical principles.
6. Students in service-learning shall fulfill their service-learning commitment to the agency in accordance with the course requirement.
7. Students in service-learning shall agree to abide by any applicable legal and ethical guidelines.
8. Students in service-learning shall recognize and reflect upon potential challenges to their personal value systems.
9. Students in service-learning shall carefully consider all aspects of the service-learning assignment and consult with faculty members if participation would cause undue distress due to personal circumstances.
10. Faulty
11. Faculty shall match community needs with academic service-learning goals prior to the beginning of the project to ensure that academic and community service goals can be achieved.
12. Faculty shall minimize potential harm to agencies, their constituents, and students.
13. Faculty shall provide community agencies with a plan that includes information about what is expected and required of students and the agency (e.g., accountability, commitment, consistency, and communication).
14. Faculty shall develop course goals consistent with service-learning objectives and communicate to the students, both verbally and in writing, the parameters of the service-learning requirement, including:
15. Academic objectives for the service-learning experience
16. Articulated community benefits
17. Time requirements
18. Students’ roles and responsibilities
19. Legal and ethical guidelines on issues such as professionalism, liability, confidentiality, and insurance
20. Responses to emergencies (e.g., threats, weather, and health risks)
21. Expectations for integration into course material and reflection
22. Faculty shall properly train and inform students of their responsibilities and potential risks prior to the beginning of the service-learning activity.
23. Faculty shall ensure that students understand the diverse characteristics of those with whom they will be working.
24. Faculty shall treat all students in a manner consistent with ethical principles.
25. Faculty shall maintain involvement with community agencies throughout the process and be responsive to changing needs and circumstances.
26. Faculty shall be available to students for consultation or referral for problem solving and conflict resolution.
27. Faculty shall assess the outcomes of this activity for the recipients, the community, and students.
28. Administrators
29. Administrators shall recognize and support opportunities for service-learning as part of a liberal education.
30. Administrators shall provide mechanisms for the institutionalization of civic engagement and resources for service-learning participation and service-related research.
31. Administrators shall be sensitive to and knowledgeable about community needs.
32. Administrators shall make every effort to minimize risky and unsafe locations and circumstances.
33. Administrators shall provide clear guidelines to faculty and students regarding liability and ethical issues.
34. Administrators shall provide faculty with opportunities for training and education in service-learning curriculum infusion.
35. Administrators shall treat all constituents in a manner consistent with ethical principles.

Chapdelaine, Andrea, et.al *Service-Learning Code of Ethics*