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جامعة الجلفة
كلية العلوم والتكنولوجيا
جذع مشترك مهندس الدولة

COURSE POLYCOPE

Ethical dimension and professional conduct

(the foundations)

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Course Overview

The Algerian University has experienced very strong growth in all its main indicators, as shown by the number of university institutions and their geographical distribution, the number of students and graduates, the diversification of training courses and scientific research activity. As a result, this densification of the university space has raised several questions. However, it is important to remember that the purpose of the university is to promote scientific knowledge on the one hand and universal values on the other.

It is in this spirit that the pedagogues of recent years have proposed the opening of a student-teacher dialogue and have suggested the establishment of know-how related to ethics and deontology.

Course Objectives

At the student level, the main objective of this course is to facilitate an individual's immersion in student life and his or her transition into a responsible adult. At the teacher level, this course allows a reflection on the standards that define the concrete obligations to which all actors and the teacher are subject. These standards should be defined and consolidated into a code of ethics that would facilitate teachers' decision-making by putting in place rules, recommendations and procedures.

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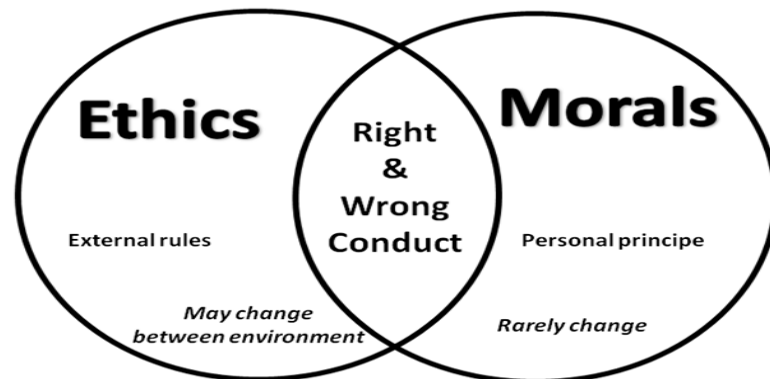
Chapter 1 :

Notions Fondamentales – مفاهيم أساسية

1. Introduction

Morality, ethics and deontology are fundamental subjects for university practice and life. We integrate these buzzwords as ethics, morality or deontology, without always knowing what is hidden behind these words which, in some cases, may seem synonymous. In order to clarify these terms, we need to go through the definition stage. At the end of this chapter, learners will be able to:

- Define the different notions of ethics and deontology.
- Know the distinction between these notions.
- Integrating these concepts within the university community.



- **Ethics vs Morality**

2. Moral: الأخلاق

Morality is the science of good and evil (الخير والشر); it is considered as a theory relating to human conduct in so far as it has good as its object. It also refers to the mores, habits and rules of conduct accepted and practiced by society as being good. It also refers to the institutions that enable a society to achieve its objectives, more particularly legal or quasi-legal institutions. Moral discourse is most often imprescriptible.

Morality has several sources, among which we can mention:

- **Religion** الدين : Texts of the Holy Book (Qur'an);
- **Consciousness** الوعي : It is my conscience that tells me what is good or bad.

- **Sense of duty** بالشعور بالواجب : To do good or to seek it is, above all, a duty.
- **The sense of respect** بالشعور بالاحترام : Interpersonal relationships should be governed by respect;
- **Justice** عدالة : We are all born equal in law, in other words, there is only one rule that applies to everyone. But these rules are not necessarily legislative in nature.
- **The virtue** الفضيلة : Virtue is proper to the character of the person, to his identity. A good person, a virtuous person will accomplish good things.

3. Definition of Ethics (الأخلاق)

- **Ethics** refers to the study of moral principles that guide human behavior. It helps us decide what is **right** (صواب) and what is **wrong** (خطأ).
- Ethics is the **science of moral behavior** that helps individuals and societies decide what is right, just, and fair. In simple terms, ethics is about asking:
 - “What should I do to act correctly toward others and society?”
 - Ethics are not fixed rules; they depend on **reason, conscience, and universal human values** such as honesty, respect, and justice.

Example 1: (مثال):

An engineer who discovers a design flaw that could cause an accident must report it, even if it delays the project.

→ Acting ethically means prioritizing human safety over profit or convenience.

مهندس يكتشف خللاً في التصميم قد يؤدي إلى وقوع حادث يجب عليه الإبلاغ عنه، حتى لو تسبب ذلك في تأخير المشروع.
التصرف بأخلاقية يعني إعطاء الأولوية لسلامة الإنسان على الربح أو الراحة →

“Ethics is a part of philosophy that defines the set of moral standards of an individual”.

Ethics provides a **moral compass** that guides human actions beyond personal interests or emotions.

Arabic term: *Al-Akhlaq* (الأخلاق) – morals, virtues, and good conduct.

Example 2:

An engineer refuses to approve a bridge design that does not meet safety standards, even though it would save money.

→ This act is *ethical*, because it prioritizes **human safety** over profit.

المثال 2:

يرفض المهندس الموافقة على تصميم جسر لا يفي بمعايير السلامة، حتى وإن كان ذلك سيوفر المال.
هذا التصرف أخلاقي، لأنه يُعطي الأولوية لسلامة الإنسان على الربح →

4. What Is Deontology? (ما هي قواعد السلوك المهني؟)

Deontology is derived from two Greek words: *deon* (duty) and *logos* (study or science).

It is the **science of duties**, especially **professional obligations** that guide members of a profession.

Arabic term: *Qawa'id al-Sulouk al-Mihani* (قواعد السلوك المهني) – professional rules of conduct.

While ethics focuses on what is **morally right**, deontology focuses on **what must be done** according to professional standards and rules.

Definition:

Deontology is the **set of duties, rights, and obligations** that professionals must follow to perform their work with integrity and responsibility.

Example 3 :

An electrical engineer must **never falsify test results** or hide a design flaw. This is not only an ethical principle but also a **deontological duty** required by professional codes.

المثال 3:

يجب على المهندس الكهربائي ألا يزور نتائج الاختبارات أو يخفي خللاً في التصميم. فذلك لا يُعد مبدأً أخلاقياً فحسب، بل هو أيضاً واجبٌ موضوعي (فرض مهني) تفرضه القواعد المهنية

5. Ethics vs. Deontology – Complementary Concepts

Ethics and deontology are different but **complementary**.

They both aim to make professional life **just, responsible, and safe**.

Aspect	Ethics (الأخلاق)	Deontology (قواعد السلوك المهني)
Nature	Moral philosophy	Professional regulation
Origin	Conscience, culture, religion	Professional associations or law
Objective	To define what is <i>right</i>	To define what must be <i>done</i>
Example	“Be honest and fair.”	“Do not falsify technical data.”
Sanction	Moral blame	Professional or legal punishment

Note: An engineer can act ethically but still violate a deontological rule, or vice versa.

The best professionals respect both.

6. Importance of Ethics and Deontology in Engineering (أهمية الأخلاق و قواعد السلوك المهني في الهندسة)

Engineering is not just technical — it is **ethical**.

Every design, calculation, and project affects **human life, safety, and the environment**.

An ethical engineer must:

1. Ensure the **safety** and **health** of people.
2. Respect **environmental sustainability**.
3. Avoid **corruption, bribery, and discrimination**.
4. Protect **confidential information** and client trust.
5. Report errors honestly and learn from them.

Example:

A civil engineer discovers that the materials used in construction do not meet safety standards.

Even if management pressures him to stay silent, his **ethical and deontological duty** is to report it.

6.1. Application in Professional Contexts

Domain	Ethical Issue	Deontological Duty
Civil Engineering	Building safety	Follow national building codes
Electrical Engineering	Energy efficiency	Avoid waste and illegal connections
Computer Engineering	Data privacy	Respect confidentiality agreements
Environmental Engineering	Pollution control	Comply with environmental laws

7. Human and Moral Values (القيم الإنسانية و الأخلاقية)

A **value** is a principle, belief, or quality that people consider important in life and behavior. Values guide decisions, shape character, and influence how we treat others.

Arabic term: *Al-Qiyam* (القيم) — refers to principles of goodness, justice, and respect.

Values represent what society believes is **good, right, and desirable**. They form the moral foundation of ethical conduct.

7.1. Definition:

A value is a **moral or social standard** that directs human behavior toward good and just actions.

Example:

Honesty, respect, and responsibility are values that help engineers act fairly and protect the public.

7.2. Types of Values (أنواع القيم)

Values can be divided into several categories:

Type	Description	Example (Engineering Context)
Human Values (القيم الإنسانية)	Basic moral qualities shared by all humans	Justice, tolerance, solidarity
Moral Values (القيم الأخلاقية)	Principles that define right vs. wrong	Honesty, respect, fairness
Social Values (القيم الاجتماعية)	Rules that ensure harmony in community	Cooperation, responsibility
Professional Values (القيم المهنية)	Standards guiding conduct in work	Integrity, competence, confidentiality
Civic Values (القيم المدنية)	Values of good citizenship	Obedience to law, respect for public property

8. Definition of the Code of Conduct (تعريف ميثاق الشرف المهني)

A **Code of Conduct** (or *Ethical Charter*) is an official document prepared by professional organizations to define how members should behave in various situations.

A Code of Conduct is a **written set of ethical and professional principles** that guide members of a profession to act responsibly, honestly, and lawfully.

Example:

The Algerian Order of Engineers has a professional charter that obliges engineers to protect public safety and environmental balance.

8.1. Objectives of Deontology and Codes of Conduct (أهداف القواعد المهنية و مواثيق الشرف)

1. **Ensure Professional Integrity** – Prevent corruption, fraud, and dishonesty.

2. **Protect Society** – Guarantee safety, health, and environmental sustainability.
3. **Promote Competence** – Require continuous learning and excellence in work.
4. **Strengthen Trust** – Build confidence between professionals and the public.
5. **Preserve Professional Dignity** – Maintain respect and reputation for the profession.

Arabic concept: كرامة المهنة – “The dignity of the profession.”

8.2. Main Principles of Professional Conduct (المبادئ الأساسية للسلوك المهني)

Every profession is founded on common ethical and deontological principles.

Principle	Description	Example in Engineering
Integrity (النزاهة)	Acting honestly and transparently	Refuse bribes and manipulation of results
Competence (الكفاءة)	Maintain high technical skills	Update knowledge regularly
Responsibility (المسؤولية)	Accept consequences of work	Report design flaws immediately
Confidentiality (السرية)	Protect private information	Do not disclose client data
Loyalty (الولاء)	Serve employer and public fairly	Avoid conflicts of interest
Objectivity (الحياد)	Make decisions based on facts	Evaluate projects without favoritism

8.3. The Engineer’s Professional Duties (واجبات المهندس المهنية)

The **engineer**, as a builder of society, carries multiple ethical and deontological responsibilities:

a) Toward Society:

- Prioritize safety, health, and welfare of the public.

- Protect the environment and natural resources.

8.4. Avoid activities that harm the community.

b) Toward the Profession:

- Respect the rules of the engineering order.
- Avoid dishonesty, plagiarism, and negligence.
- Promote innovation and continuous learning.

c) Toward Colleagues and Clients:

- Cooperate respectfully and transparently.
- Avoid unfair competition.
- Keep professional secrets confidential.

Example:

An engineer discovers that a colleague has made a dangerous design error.

His duty is to report it to prevent harm — this shows loyalty to the **public interest**, not personal relationships.

Conclusion

- In recent years, the debate on ethics and deontology has invaded the university space.
- It has become necessary to introduce these concepts within the university family and above all to clarify them in order to make them assimilated by the various stakeholders
- Ethical reflection is a questioning of actions and abstentions. Morality governs actions and abstentions, but also intentions, even if they remain hidden. Ethics guide actions and abstentions.

Chapter 2:

Les Référentiels – المرجعيات

Principles

Ancient human civilizations demonstrated their historical development through various cultures, including the ancient Pharaonic civilization, Mesopotamian civilization, Indian, Chinese, Roman, Greek, and Islamic civilizations. However, individuals must elevate their thoughts and actions within society so that the state can achieve progress and development.

A set of ethical principles governing the practice of professions has therefore been established.

These principles include:

doing good and promoting beneficial actions;

maintaining professional confidentiality;

respecting duties and responsibilities;

promoting and protecting rights;

acting in accordance with social norms, religious beliefs, and the law.

Ethics is a set of concepts and principles that guide us in determining behaviors that support and benefit living beings.

Philosophical References

The philosopher Socrates is considered one of the first Greek philosophers to encourage scholars and ordinary people to shift their attention from the external world toward the human condition. From this perspective, knowledge that affects a person's life was considered primary, while all other forms of knowledge were secondary. Self-knowledge was regarded as essential for success and, by nature, a fundamental virtue. A self-aware person acts to the fullest of their potential until reaching excellence, and thus achieves happiness.

Aristotle also established an ethical system that he called "virtue ethics." When a person acts according to virtue, that person does good and experiences satisfaction. According to him, intellectual development was considered the most important aspect because it is necessary for philosophical self-awareness and because it distinguishes human beings from other creatures.

Religious Reference

What should be concluded from the philosophical and scientific ideas mentioned previously, which appeared throughout interconnected periods of history? All of them agreed that professions need ethical frameworks to regulate their practice.

This idea was also demonstrated and affirmed by the monotheistic religions through their teachings and legislation concerning human relations. Divine religions are considered among the most important sources of ethics. In Islam, the noble Sunnah of the Prophet Muhammad confirmed and explained what was mentioned in the Holy Qur'an, forming an essential source of Arab-Islamic culture.

Applicable laws and regulations are derived from ethical sources because they define the fundamental duties and obligations that must be respected and implemented.

Islam also encourages striving on earth and recognizing the value of work. It calls on people to become builders of civilization and conscious, faithful protectors of a way of life that builds rather than destroys, preserves rather than harms, and promotes harmony with the universe and with others. Work, therefore, should serve the benefit of people and support peaceful coexistence with others.

The Evolution of Civilizations

With the development taking place in the world since the beginning of the transition toward the modern state, a philosophical debate emerged concerning the role of the university from the end of the nineteenth century. Universities first focused on knowledge and culture for their own sake, then later concentrated on preparing and training students for professions needed by society during its industrial renaissance.

Governments and private sector institutions increasingly relied on universities to provide specialized personnel. At the beginning of the twentieth century, emphasis was placed on spreading general culture among students and on shaping the student's personality both morally and intellectually.

During the 1960s and 1970s, the idea of education became highly popular in economic and political circles as a major investment in human capital. Governments around the world began spending generously on different sectors of education, with greater attention directed toward higher education in its various traditional and non-traditional forms.

As a result:

the number of students increased significantly;

university budgets expanded greatly;

universities became more responsible than ever for meeting the professional and career aspirations of learners;

higher education institutions were expected to respond to the needs of society and the labor market.

This evolution highlighted the growing importance of education, ethics, and professional preparation in building modern civilizations and supporting social and economic development. Different developing societies, on the other hand, also contributed to these transformations. This led to major changes at the university level in terms of academic specializations and the laws regulating them, in order to keep pace with the rapid developments brought about by globalization.

Universities therefore became institutions that not only provide education and scientific knowledge, but also adapt continuously to:

technological progress;

economic changes;

labor market demands;

international standards and globalization.

As globalization expanded, higher education institutions were required to modernize their programs, improve professional training, and establish ethical and legal frameworks capable of responding to contemporary challenges.

Institutional Reference

Every profession has its own values and morals, and no profession can function properly without them. A profession loses its honor and respect when these ethical principles disappear and when the commitment of its members declines.

Therefore, throughout the different stages of the development of university institutions around the world, a set of laws and regulations has been established to govern professions and preserve their value and role in building societies.

This has led to the creation of a value system centered on the intellectual and scientific development of the components of the university. Such a system aims to:

protect professional ethics;

strengthen responsibility and integrity;

promote scientific and intellectual progress;

preserve the dignity and reputation of academic institutions;

contribute to the development of society.

Institutional regulations therefore play an essential role in ensuring that universities fulfill their educational, scientific, and ethical missions.

Chapter 3:

University Franchise (الحرم الجامعى)

Concept of University Franchise

University franchise is a term that describes the special status of universities, where the institution is distinguished by a protected environment in which security forces cannot intervene without prior approval from the university authorities. This status is established either by law or by custom.

This concept reflects:

- the sacred nature of the university as a place of knowledge;
- respect for science and learning;
- the protection of academic activity and intellectual freedom.

There is a strong link between the concept of university franchise and academic freedom. It implies that the head of the university institution is qualified and authorized to maintain order and security within the university.

Regulatory Texts

University franchises are regulated and defined in official documents of the Ministry of Higher Education and Scientific Research (Official Journal No. 24, 21 Dhou al-Hijja 1419 corresponding to April 4, 1999), which states the following:

- Higher education institutions are spaces of freedom of thought, research, creation, and expression, without affecting teaching and research activities and without disturbing public order.
- Teaching and research require objectivity, tolerance, and respect for opposing opinions.
- They exclude all forms of propaganda and must remain free from political and ideological influence.
- Academic staff enjoy full freedom of expression and information in their teaching and research activities, while respecting traditions of tolerance,

objectivity, ethics, and deontology. They also have the freedom of association and assembly within the limits of the law.

- Students have the freedom of information and expression, provided that it does not interfere with teaching, research activities, or public order.
- A Council of University Ethics and Deontology is established under the Minister of Higher Education to propose measures related to ethical rules and ensure their respect. Its responsibilities, composition, and functioning are defined by regulations.

Conditions of University Franchise

The concept of university franchise requires several conditions:

- Protecting the independence of academic staff;
- Protecting intellectual freedom;
- Safeguarding the innovative and creative nature of research;
- Promoting tolerance and non-discrimination;
- Ensuring safety of individuals and maintenance of facilities and infrastructure;
- Ensuring compliance with health, safety, and environmental regulations;
- Respecting appropriate dress codes;
- Prohibiting commercial activities without authorization from competent authorities;
- Considering the university as a public space that provides a public service to society.

Actors in the University Campus

A university institution is a public establishment of scientific, cultural, and professional character, with legal personality and placed under the supervision of

the Ministry of Higher Education. It includes individuals and organizations that define relationships and ensure the proper functioning of the campus.

These relationships are governed by the following bodies:

1. University Rector and Administrative Staff

This includes:

- vice-rectors
 - secretary general of the university
 - deans of faculties
 - institute directors
 - vice-deans
 - assistant directors
 - secretaries general of faculties and institutes
 - department heads and their assistants
-

2. Board of Administration

It includes representatives of the state, elected members of the academic community, and major employers.

It is responsible for:

- university development policies
- financial and budgetary matters
- human resources management
- defining major strategic directions

Similar councils exist at faculty and institute levels.

3. University Ethics and Deontology Council

This body consists of senior professors known for their integrity and ethical conduct.

Its role is to:

- ensure respect for academic ethics and deontology;
 - implement the ethical charter;
 - fight scientific plagiarism and misconduct.
-

4. Disciplinary Councils

These councils ensure that students respect university discipline and maintain order within the institution.

They are based on:

- respect for others;
 - protection of university property and equipment;
 - enforcement of internal regulations.
-

5. Joint Committees

These committees deal with individual issues concerning employees.

They are composed of:

- equal representatives of the institution;
 - elected employee representatives.
-

Cultural and Sports Activities

Scientific Clubs

These are frameworks where students engage in scientific and cultural activities within the university. Their creation is authorized by institutional authorities.

Cultural and Sports Associations

These are voluntary, non-profit organizations that are officially approved. Their members contribute knowledge and resources to promote non-political activities.

Their objectives:

- serve the public interest;
 - support cultural and sports development;
 - respect national values and principles.
-

Social Partners

Workers' Trade Unions

These are legal structures that represent workers and defend their rights, improve working conditions, and protect their moral and material interests. Trade unions are characterized by pluralism.

Student Unions

These are associations that:

- defend student interests;
 - improve educational standards;
 - ensure proper learning conditions within legal frameworks;
 - operate under authorizations granted by the Ministry of Interior.
-

Conclusion

The university franchise system ensures that universities remain protected spaces of freedom, knowledge, and ethics. It balances:

- academic freedom
- institutional discipline
- legal regulation
- ethical responsibility

This framework guarantees that universities fulfill their role as public institutions serving education, research, and society.

Chapter 4:

القيم الجامعية – University Values

1. Definition of the Concept of Values

Values are ideals shared by members of a society. They are a central concept in social sciences because they help explain social organization and change at both individual and societal levels.

Values are used to:

- describe individuals and societies;
 - track social change over time;
 - explain motivations behind attitudes and behaviors.
-

2. Universal Values

Universal values are implicit behavioral norms necessary for living in a peaceful and harmonious society. Although values may vary from one person to another, some values are widely shared across cultures.

Examples of universal values include:

- kindness
- solidarity
- volunteerism
- honesty

These values are considered desirable in any country or region because they support peaceful human coexistence.

3. Values in the University

Universities are institutions responsible for education, training, and knowledge production. Their mission is based on ethics and values.

They also interact with society through:

- economic development
- innovation
- employability
- entrepreneurship
- governance

Therefore, universities must promote and teach core values to all members:

- students
 - teachers
 - administrative staff
 - technical staff
-

4. Core Values of Higher Education

The main shared values in higher education include:

- commitment to the pursuit of truth
- responsibility to share knowledge
- freedom of thought and expression
- rigorous analysis of evidence
- reasoned argumentation
- openness to different viewpoints
- ethical reflection on research results

These values ensure academic quality, integrity, and intellectual development.

5. Categories of University Values

University ethical values are divided into three main categories:

5.1 Social Values

Universities are social institutions that contribute to national and global development.

Main social values:

Education

Education develops both the human being and the mind.

Culture

Education contributes to cultural development and intellectual growth.

Multiculturalism

Universities promote openness to different cultures and mutual understanding.

Pluralism

Recognition of diversity in beliefs, opinions, and perspectives.

Work

Work is a fundamental social value that must be respected and promoted.

Technological development

Research supports technological progress with social benefits.

Well-being

Universities aim to improve moral and intellectual well-being of society.

5.2 Community Values

These values guide relationships within the university community:

Loyalty

Commitment to the university and its mission.

Solidarity

Mutual support among members of the academic community.

Dialogue

Encouraging communication, especially in cases of disagreement.

Engagement

Active participation in university development.

Mutual assistance

Helping others to achieve shared goals.

Collaboration

Working together to achieve academic and institutional objectives.

5.3 Professional Values

These values regulate academic and administrative work:

Competence

Knowledge and skills required to perform professional duties effectively.

Attendance (assiduité)

Regular and serious commitment to work responsibilities.

Scientific and academic integrity

Honesty in teaching, research, and academic work.

Intellectual property

Protection against plagiarism, fraud, falsification, and misuse of research.

Probity

Honesty, fairness, and moral integrity in professional practice.

Transparency

Clear and open access to information and procedures.

Continuity

Ensuring stability during institutional transitions.

Efficiency

Optimal use of resources to achieve maximum results.

Diligence

Careful, serious, and attentive execution of tasks.

Compliance

Respect for laws, rules, and institutional procedures.

Disinterest (impartiality)

Avoiding personal interests in professional decisions.

Confidentiality

Protection of personal, administrative, and scientific data.

Accountability (imputability)

Being responsible for one's actions and decisions.

Freedom of teaching and research

Academic freedom as a foundation for truth-seeking and independent research.

Conclusion

University values form a complete ethical system that guides behavior within academic institutions. They include:

- universal values that promote peace and harmony
- social values that connect universities to society
- community values that strengthen internal relationships
- professional values that ensure integrity and competence

Together, these values ensure that universities remain centers of knowledge, ethics, responsibility, and social development.

Chapter 5:

Rights, Obligations - الحقوق والواجبات

1. Rights, Obligations, and Duties – الحقوق والواجبات والمسؤوليات

1.1. Students' Rights – حقوق الطلبة

Students have the right to:

- Receive **quality education** (تعليم ذو جودة) and fair evaluation.
- Protection from **harassment** (التحرش) or **unfair treatment** (المعاملة غير العادلة).
- Quality teaching and research training.
- Respect and dignity on the part of members of the university community.
- No discrimination linked to gender or any other particularity.
- Freedom of expression and opinion while respecting the rules governing university institutions.
- The course program must be given to them at the start of the year.
- Fair, equitable and impartial evaluation.
- Submission of marks, accompanied by the answer key and the scale of the test and, if necessary, consultation of a copy.
- The student has the right to submit an appeal if he considers himself wronged in the correction of a test.
- Post-graduation students have the right to quality supervision as well as support measures for their research.
- The student has the right to the necessary safety, hygiene and health prevention both in universities and in university residences.
- The student has the right to information concerning the higher education structure to which he belongs, in particular its internal regulations.

- The student has access to the library, the IT resource center and all the material resources necessary for quality training.
- The student elects his representatives to the educational committees without hindrance or pressure.
- The student can create, in accordance with current legislation, student associations of a scientific, artistic, cultural and sporting nature. These associations must not interfere in the administrative management of university institutions outside the framework set by the regulations in force.

1.2. Students' Obligations – واجبات الطلبة

Students must:

- Attend classes regularly (الانتظام في الدراسة).
- Respect university rules (احترام القوانين الجامعية).
- Demonstrate responsibility and respect for others.
- Respect the regulations in force.
- Respect the dignity and integrity of members of the university community.
- Respect the right of members of the university community to free expression.
- Respect the results of the deliberation juries.
- Obligation to provide accurate and precise information when registering, and to fulfill its administrative obligations towards the establishment.
- Demonstrate civic-mindedness and good manners in all of your behavior.
- Never commit fraud or resort to plagiarism (السرقية الأدبية) and cheating (الغش).
- Preserve the premises and materials made available and respect safety and hygiene rules throughout the establishment.

- The student is duly informed of the faults with which he is accused. The sanctions he incurs are provided for by the regulations in force and the internal regulations of the higher education establishment. They are the responsibility of the disciplinary council and can go as far as permanent exclusion from the establishment.

1.3. Teachers' and Researchers' Rights – حقوق الأساتذة والباحثين

They have the right to:

- **Academic freedom** (الحرية الأكاديمية) in teaching and research.
- Recognition of their **scientific work** (العمل العلمي).
- Protection of **intellectual property** (الملكية الفكرية).
- Fair promotion and evaluation.
- Adequate working conditions,
- Availability of educational and scientific resources,
- Permanent training and retraining.

1.4. Teachers' Obligations – واجبات الأساتذة

They must:

- Be objective and transparent in teaching and evaluation.
- Respect students' dignity and confidentiality.
- Avoid favoritism, harassment, or abuse of power.
- Guide students with honesty, fairness, and professionalism.
- Skills, morality, integrity, tolerance, loyalty.
- Strive to maintain the highest possible standards in professional activity.

- Ensure respect for the confidentiality of the content of deliberations and debates.
- Demonstrate professional conscientiousness in carrying out their tasks.
- Contribute to the revitalization of the evaluation function of educational and scientific activities at all levels.
- Enshrine the principle of transparency and that of the right of appeal.
- Do not abuse the power given to him by his profession.
- Refrain from using one's academic status and incurring the liability of the university for purely personal purposes.
- Honestly manage all funds entrusted to him in the context of the university, research activities or any other professional activity.
- Preserve your freedom of action as an academic.
- Demonstrate availability to carry out the tasks of his position and be present within higher education establishments for the execution of these.
- Act as an education professional by keeping abreast of innovations, ensuring the constant updating of the state of one's knowledge and teaching and training methods.
- Conduct teaching and research in accordance with universal ethical and professional standards, far from any form of propaganda and indoctrination.
- Thus, the researcher-teacher is required to provide teaching as effective as the means made available to him by the higher education establishments allow, in a spirit of justice and equity towards all students without no

distinction, by encouraging the free exchange of ideas, and by being available to support them.

- Avoid any form of discrimination based on gender, nationality, ethnicity, social status, religion, political opinions, disability and illness.
- Clearly state the educational objectives of your teaching, and respect the educational rules of progression (periodicity, duration, grading scale, consultation of copies and receipt of students before final validation of grades.)
- Have the most objective assessment possible of student performance.
- Direct its expertise and consulting activities towards work likely to enrich its teaching, contribute to the advancement of its research, or contribute to its influence as an academic.
- Base your research on a sincere quest for knowledge, with all due respect for the principle of proof and the impartiality of reasoning.
- Respect the scholarly work of academic colleagues and the work of students and credit the authors. Also, plagiarism constitutes a major and inexcusable fault which can lead to exclusion.
- Contribute to respect for the academic freedoms of other members of the university community and accept the fair confrontation of different points of view.
- Demonstrate fairness and impartiality in the professional or academic evaluation of colleagues.

1.5. Institutional Duties – مسؤوليات المؤسسة الجامعية

The university must:

- Promote ethical awareness through **training** (تكوين) and **education** (تنقيف).
- Protect the rights of all members.
- Provide mechanisms for conflict resolution (تسوية النزاعات).
- Apply disciplinary measures in cases of misconduct.

1.5.1. Rights of administrative and technical staff

- Administrative and technical staff must be treated with respect, consideration, and fairness in the same way as all stakeholders in higher education.
- Administrative and technical staff have the right, during recruitment examinations, evaluation, appointments and promotion, to objective and impartial treatment.
- Administrative and technical staff must not suffer any harassment or discrimination in their career development.
- Administrative and technical staff benefit from adequate conditions which enable them to best accomplish their mission and, as such, they benefit from continuing training and constant improvement of their qualifications.

1.5.2. Obligations of administrative and technical staff

- The mission of the administrative and technical staff is to bring together the optimal conditions allowing the teacher-researcher to best fulfil his teaching and research function, and for the student to succeed in his university career.
- This public service mission, carried out through their administrative and technical staff by higher education establishments, must be accomplished in compliance with the fundamental values of the public service of competence, impartiality, integrity, respect, confidentiality, transparency and loyalty.

These standards of behaviour represent major principles that each member of administrative and technical staff must ensure to respect and promote, in particular:

- The competence,
- Impartiality,
- Integrity,
- The respect,
- Confidentiality,
- Transparency,
- The performance.

Chapter 6:

APPLICATIONS – التطبيقات

التطبيقات – APPLICATIONS

التعليم والتقويم – 1.6. Teaching and Evaluation

Ethical principles apply to all forms of instruction and assessment.

تُطبق المبادئ الأخلاقية على جميع أشكال التدريس والتقويم.

ا. تقديم الدروس (Course Delivery):

Teachers must follow approved programs and use pedagogical methods that foster understanding and critical thinking.

ب. التقويم (Evaluation):

- Must be **fair** (عادل), **transparent** (شفاف), and **confidential** (سري).
- Reflects the student's true level of competence.

ج. السلوك (Conduct):

Any form of **harassment** (تحرش) or **discrimination** (تمييز) is prohibited.

The teacher–student relationship must remain professional and respectful.

1. Respect for ethical principles in teaching and research

The teacher is one of the main components of the national charter of university ethics and professional conduct. He has two inseparable and complementary missions: teaching and research. These missions must be carried out in accordance with ethical and professional standards while avoiding any drift towards any indoctrination or possible propaganda.

With regard to his teaching mission, the teacher is required to provide quality educational instruction while offering his students the free exchange of ideas and adequate support to give them a foundation of confidence and will. to perfect their knowledge. It is understood that this task must be carried out with total fairness and justice without any distinction.

For the research, the teacher is required to carry out his research work with sincerity and impartiality of his reasoning. Furthermore, the teacher is very often required to interact with other teachers and doctoral students on a given research project. On this point, the teacher must adopt

responsible conduct and must discern what is acceptable from what is not; and he must also ensure the responsibilities of others on the project in question.

2. Responsibility in teamwork

The question of the teacher-researcher's responsibility in teamwork generally has several dimensions.

The first-dimension concerns research ethics issues, including respect for intellectual property and plagiarism. These points will be discussed later.

The second-dimension concerns professional equality of treatment. Thus, the teacher is required to avoid any discrimination in relation to social status, gender, nationality, etc. The teacher is required to conduct his research with total fairness, keep in his mind the general interest of his research task and act accordingly with competence, integrity and independence to best serve his academic institution.

3. Plagiarism

“Plagiarism is an act of someone who, in the artistic or literary field, gives as his own what he has taken from the work of another.”

It is also what is “borrowed, copied, marked down” without the authorization and reference of its author.

Plagiarizing is a serious act that goes against ethical principles. Plagiarism consists of presenting something (idea, text, table, graphic, etc.) as a personal production when it is in reality something produced by someone else. This act is carried out without attributing it to its author. It is often an intentional act aimed at appropriating the work of others.

Plagiarism is independent:

- The type of plagiarized content: text, image, drawing, formula, etc.
- The medium: printed document, electronic document, etc.

In all cases, the act is considered plagiarism if the reference of its author is not clearly mentioned. Furthermore, even if the author agrees to partial or total reproduction, the omission of mention of this source is considered plagiarism.

Some internet sites are freely accessible; the source must also be mentioned in order to easily find the origin of the source.

Plagiarism is not limited to authentic copying. Plagiarism occurs if the source is not mentioned completely and clearly. The following acts are considered plagiarism:

- “Copy verbatim a passage from any medium without putting it in quotation marks and clearly indicating its origin”.
- “Inserting images, graphics, data, etc. from other sources without indicating the source”.
- “Summarizing an author’s original idea by expressing it in one’s own words, but omitting to indicate the source.”
- “To partially or totally translate a text without mentioning its origin”.

3.1. Consequences of plagiarism

Academic plagiarism is particularly serious because it affects the essential foundations of higher education. Plagiarism:

- goes against the principles of ethics and academic deontology, thus hindering the path of research,
- trivializes intellectual property and kills scientific creation,
- goes against pedagogy and thus destroys the teacher-student relationship of trust,
- penalizes honest people,
- Can harm the reputation of an institution (university, institute, school, etc.)

3.2 Plagiarism detection

There are several forms and ways to disguise the work of others to make it a personal creation. This way of doing things serves to legitimize this borrowing and hides the origin and the true author.

However, analyzing a document to see if it is legitimate is not always an easy task. Analysis criteria make it possible to report findings:

1. Quantitative criterion: is an examination of the extent of the borrowing. In the case where the loan is very small it may then be an oversight; otherwise (too large a loan) and if the reference is not mentioned then it could be a case of real scientific dishonesty.

2. Qualitative criterion: is the loan direct or indirect ? In the case of a direct reproduction, does the author properly cite its provenance? In the case of an indirect reproduction, has the author subjected this reproduction to a transformation (translation, summary, imitation of style, analogy with the subject, etc.)?

3. Reporting criterion: is the reproduction clearly indicated (indication of the name of the author, the work concerned, the edition, etc.). Concealing the correct source can mislead readers as to the real author of the work in question.

3.3. Sanctions against plagiarist

Depending on the seriousness of the plagiarism (extent and nature of the plagiarism), and according to the regulations of the victim's institution, the plagiarist may incur disciplinary or even legal sanctions.

The sanction can be, for example, a cancellation of a thesis, a cancellation of promotion, a retraction of an article, etc.

3.4. Data falsification and fabrication

Another form of scientific fraud which is more or less similar to plagiarism is the falsification and fabrication of data. This action aims to present “tailor-made” data in order to give an original character to the work. Here again, this operation directly concerns responsible conduct and goes against the fundamental principles of all academic and scientific work, which must be based on the production of original work

4. Scientific Research – البحث العلمي

Research is **a central pillar** of the university's ethical mission.

يعدّ البحث العلمي ركيزة أساسية في الرسالة الأخلاقية للجامعة

a. Research Methodology (منهجية البحث):

Must respect scientific accuracy and ethical standards.

b. Plagiarism and Fraud (السرققة الأدبية والتزوير):

Strictly forbidden; all data and sources must be correctly cited.

c. Intellectual Property (الملكية الفكرية):

All work must respect copyright and acknowledge contributors.

d. Publication Ethics (أخلاقيات النشر):

Results must be presented truthfully, without distortion or omission.

Conclusion – الخاتمة

This Charter embodies the moral and professional commitments that ensure the credibility and excellence of the university.

يجسد هذا الميثاق الالتزامات الأخلاقية والمهنية التي تضمن مصداقية وتميز المؤسسة الجامعية.

All members of the university community share the duty to act with **integrity** (نزاهة), **respect** (احترام), and **responsibility** (مسؤولية) to make the university a place of knowledge, truth, and ethical progress.

يتحمل جميع أفراد المجتمع الجامعي مسؤولية التصرف بنزاهة واحترام ومسؤولية لضمان بقاء الجامعة فضاءً للمعرفة والحقيقة والتقدم الأخلاقي.

🕒 1. Academic Integrity – النزاهة الأكاديمية

✅ Example 1

English: A student writes a research paper using online sources and cites all references correctly.

Arabic: يكتب الطالب بحثاً باستخدام مصادر من الإنترنت ويذكر جميع المراجع بطريقة صحيحة.

👉 *This shows academic honesty.* / يدل ذلك على النزاهة الأكاديمية.

❌ Example 2

English: A student copies a report from a classmate and submits it as his own.

Arabic: ينسخ الطالب تقريراً من زميله ويقدمه على أنه عمله الخاص.

👉 *This is plagiarism.* / هذا يُعتبر سرقة أدبية.

✅ Example 3

English: A researcher presents the data exactly as collected, without changing or hiding results.

Arabic: يعرض الباحث البيانات كما هي دون تغيير أو إخفاء النتائج.

👉 *This reflects scientific integrity.* / هذا يعكس الأمانة العلمية.

🤝 2. Respect and Human Dignity – الاحترام وكرامة الإنسان

✅ Example 1

English: A professor treats all students equally, regardless of their background.

Arabic: يتعامل الأستاذ مع جميع الطلبة بعدل بغض النظر عن خلفياتهم.

👉 *This promotes mutual respect.* / هذا يعزز الاحترام المتبادل.

❌ Example 2

English: A student makes fun of another student's accent.

Arabic: يسخر الطالب من لهجة زميله.

👉 *This is a violation of human dignity.* / هذا انتهاك لكرامة الإنسان.

✅ Example 3

English: The university enforces a zero-tolerance policy against harassment.

Arabic: تعتمد الجامعة سياسة "عدم التسامح" مع جميع أشكال التحرش.

👉 *This protects human dignity. / هذا يحمي كرامة الإنسان.*

⚙️ 3. Responsibility – المسؤولية

✅ Example 1

English: A student submits assignments on time and attends all classes.

Arabic: يسلم الطالب واجباته في الوقت المحدد ويحضر جميع المحاضرات.

👉 *This shows a sense of responsibility. / هذا يدل على تحمّل المسؤولية.*

❌ Example 2

English: A teacher delays grading exams for several months.

Arabic: يؤخر الأستاذ تصحيح الامتحانات لعدة أشهر.

👉 *This shows a lack of responsibility. / هذا يدل على غياب المسؤولية.*

✅ Example 3

English: A researcher carefully uses laboratory equipment and keeps it clean.

Arabic: يستخدم الباحث أدوات المختبر بعناية ويحافظ على نظافتها.

👉 *This is responsible behavior. / هذا سلوك مسؤول.*

🔍 4. Transparency and Accountability – الشفافية والمساءلة

✅ Example 1

English: A professor explains the grading criteria before the exam.

Arabic: يوضح الأستاذ معايير التصحيح قبل الامتحان.

👉 *An example of transparency. / مثال على الشفافية.*

❌ Example 2

English: A staff member hides the reason for rejecting a student's request.

Arabic: يخفي أحد الموظفين سبب رفض طلب الطالب.

👉 *This lacks transparency.* / هذا يفتقر إلى الشفافية.

✅ **Example 3**

English: A student admits to making a mistake during an experiment.

Arabic: يعترف الطالب بخطئه أثناء التجربة.

👉 *This shows accountability.* / هذا يعكس روح المساءلة.

⚖️ **5. Equity and Justice – المساواة والعدالة**

✅ **Example 1**

English: All students are graded using the same criteria.

Arabic: يتم تقييم جميع الطلبة وفق نفس المعايير.

👉 *Academic fairness.* / عدالة أكاديمية.

❌ **Example 2**

English: A professor gives better grades to his friends' children.

Arabic: يمنح الأستاذ علامات أعلى لأبناء أصدقائه.

👉 *Favoritism is unethical.* / المحاباة سلوك غير أخلاقي.

✅ **Example 3**

English: The university provides equal access to resources for everyone.

Arabic: توفر الجامعة نفس الموارد لجميع الطلبة.

👉 *This ensures equity.* / هذا يضمن المساواة.

👤 **6. Academic Freedom – الحرية الأكاديمية**

✅ **Example 1**

English: A researcher chooses his research topic freely.

Arabic: يختار الباحث موضوع بحثه بحرية.

👉 *Example of academic freedom.* / مثال على الحرية الأكاديمية.

✅ Example 2

English: A student respectfully disagrees with a professor's opinion.

Arabic: يعبر الطالب باحترام عن رأي مخالف لرأي الأستاذ.

👉 *Freedom of expression in academia.* / حرية التعبير في المجال الأكاديمي.

❌ Example 3

English: A student is prevented from presenting his opinion due to his cultural background.

Arabic: يُمنع الطالب من عرض رأيه بسبب خلفيته الثقافية.

👉 *Violation of academic freedom.* / انتهاك للحرية الأكاديمية.

📖 7. Scientific Research – البحث العلمي

✅ Example 1

English: A researcher uses reliable data collection methods and documents all steps.

Arabic: يستخدم الباحث أدوات جمع بيانات موثوقة ويوثق جميع الخطوات.

👉 *Proper research methodology.* / منهجية بحث سليمة.

❌ Example 2

English: A researcher falsifies data to get better results.

Arabic: يزور الباحث البيانات للحصول على نتائج أفضل.

👉 *This is scientific fraud.* / هذا تزوير علمي.

✅ Example 3

English: Authors include all contributors in the publication and cite all sources.

Arabic: يدرج الباحثون جميع المساهمين في النشر ويذكرون جميع المصادر.

👉 *This shows respect for intellectual property.* / هذا احترام للملكية الفكرية.

Homework 1

Ethics in a university setting is a set of principles and values that guide the behavior of students, faculty members, and university staff. It defines what is right and wrong and helps create a safe and fair learning environment.

Professional conduct in a university includes academic integrity, such as avoiding cheating and plagiarism, respecting deadlines, and following scientific standards in research and projects. It also involves mutual respect between students and faculty and working collaboratively in teams and laboratories.

Students who demonstrate ethical behavior and professional conduct become role models for their peers and earn the trust of their professors and the academic community. Conversely, ignoring ethical principles can lead to academic problems, loss of trust, and even legal consequences in cases of plagiarism or data manipulation.

Modern universities encourage integrating ethics into all aspects of university life, from scientific research to teamwork, to ensure that future professionals can serve society responsibly and with integrity

Part A – Understanding / فهم النص

1. What is the main idea of the text?
ما هي الفكرة الرئيسية للنص؟
2. Why are ethics important in a university setting?
لماذا تُعد الأخلاقيات مهمة في البيئة الجامعية؟
3. What does professional conduct include in university life?
ماذا يشمل السلوك المهني في الحياة الجامعية؟
4. Give two examples of unethical behavior in universities mentioned in the text.
اذكر مثالين على السلوك غير الأخلاقي في الجامعة ذكرا في النص.
5. What are the possible consequences of ignoring ethical principles in the university?
ما العواقب المحتملة لتجاهل المبادئ الأخلاقية في الجامعة؟

Part B – Application & Reflection / التطبيق والتأمل

6. Describe a situation in university where a student might face an ethical dilemma.
صف موقفاً قد يواجه فيه الطالب معضلة أخلاقية في الجامعة.
7. How can integrity and responsibility improve trust between students and professors?
كيف يمكن للنزاهة والمسؤولية تعزيز الثقة بين الطلاب والأساتذة؟

8. Do you agree that academic integrity is more important than getting good grades? Explain.
هل توافق على أن النزاهة الأكاديمية أهم من الحصول على درجات جيدة؟ فسّر رأيك.
9. How would you act if a team member suggests copying part of a report from the internet?
كيف ستتصرف إذا اقترح أحد أعضاء الفريق نسخ جزء من تقرير من الإنترنت؟
10. Based on the text, what qualities make a student a model of ethical and professional behavior?
حسب النص، ما الصفات التي تجعل الطالب قدوة في السلوك الأخلاقي والمهني؟

Homework 2

Research Topics Table: Ethics and Professional Conduct

#	Research Topic / موضوع البحث	Brief Description / وصف مختصر
1	The Importance of Ethics in University Life / أهمية الأخلاقيات في الحياة الجامعية	Discuss why ethics are essential for students, professors, and university life, including honesty, fairness, and trust-building.
2	Professional Conduct in Engineering / السلوك المهني في الهندسة	Explore standards expected from engineers, including honesty, safety, accountability, and environmental responsibility.
3	Academic Integrity and Plagiarism / النزاهة الأكاديمية والانتحال	Investigate the meaning of academic integrity, forms of plagiarism, and university policies.
4	Ethical Dilemmas in University Projects / المعضلات الأخلاقية في المشاريع الجامعية	Examine situations in projects or lab work where ethical decisions must be made.
5	The Role of Ethics in Career Development / دور الأخلاقيات في تطوير المهنة	Explore how ethics learned in university influence future professional success and reputation.
6	Case Studies of Ethical and Unethical Practices in Engineering / دراسات حالة حول الممارسات الأخلاقية وغير الأخلاقية في الهندسة	Analyze real-world examples where engineers acted ethically or unethically.

References

- Prof. L. SAIDI, Cours de : **Ethique, Déontologie et Propriété Intellectuelle**. Faculté de Technologie, Université Mostefa Benboulaïd, Batna
- Dr. TEBANI, **Cours d’Ethique et Déontologie Universitaire**. Département Eau, environnement et développement durable, Faculté de Sciences de la nature et de la vie, UHBC.
- Ministry of Higher Education and Scientific Research, **UNIVERSITY CHARTER OF DEONTOLOGY AND ETHICS**. August 2023.
- [University charter of ethics and deontology – وزارة التعليم العالي والبحث العلمي \(mesrs.dz\)](http://mesrs.dz)

Semestre 1

Unité d’enseignement : UET 1.1

Matière 1 : Dimension éthique et déontologie (Les fondements)

VHS : 22h30 (cours: 1h30)

Crédits : 1

Coefficient : 1

Contenu de la matière :

I. **Notions Fondamentales** – مفاهيم أساسية (2 semaines) **Top of Form**

II. **Les Référentiels** – المرجعيات

III. **La Franchise Universitaire** – الحرم الجامعي (3 semaines)

IV. **Les Valeurs Universitaires** – القيم الجامعية (2 semaines)

V. **Droits et Devoirs** (2 semaines)

VII. **Les Pratiques** (2 semaines)

Mode d’évaluation :

Interrogations, devoirs à la maison, examen final