

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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AMAR TELIDJI LAGHOUAT UNIVERSITY
كلية العلوم
FACULTY OF SCIENCE
قسم البيولوجيا
DEPARTMENT OF BIOLOGY



Courses of the University Ethics and Deontology Module.

2nd Year **Ecology and Environment**
2nd year **Biological Sciences**



BENTAHAR Fatiha.
Associate Professor B.

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Syllabus of the University Ethics and Professional Conduct Course

Module: Cross-sectional unit

Semester 3.

Program

1. INTRODUCTION: Contexts of the Algerian University

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2.1 Morale

2.2 Ethics

2.3 Ethics

2.4 Law

2.5 Professional Values

2.6 Learning and Teaching

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General Introduction

Objective:

The objective of this module is to raise awareness and train students in the fundamental principles of ethics and deontology in the university context. Building on key concepts and professional values, the module aims to develop an in-depth understanding of the rights, obligations and duties of academic actors. It seeks to promote responsible and ethical conduct in the fields of teaching and scientific research, while highlighting the importance of the Charter of Ethics and University Professional Conduct.

i- Mission and Values of the University: مهام وقيم الجامعة

The University, as an institution of public interest, has the mission of developing people both individually and collectively and promoting human and social progress. To accomplish this mission, the University is committed to developing, transmitting and freely disseminating knowledge. It must be at the forefront in maintaining a climate of openness, respect, freedom and responsibility, encouraging the exercise and expression of thought and critical judgment.

الجامعة، كمؤسسة ذات مصلحة عامة، تهدف إلى تطوير الأفراد على الصعيد الشخصي والجماعي وتعزيز التقدم الإنساني والاجتماعي. ولتحقيق هذه المهمة، تلتزم الجامعة بتطوير ونقل ونشر المعرفة بحرية. يجب أن تكون في طليعة التقدم من خلال الحفاظ على مناخ من الانفتاح، والاحترام، والحرية، والمسؤولية، مما يعزز ممارسة الفكر والتعبير عن الحكم النقدي.

In this context, all members of the university community, including the members of the Board of Governors, are required to reflect and act in a way that respects and promotes the values that contribute to the full development of society, the university community, the profession and the individual. Ethics at the university therefore concerns all its members.

The notions of morality, ethics, deontology and law have in common that they refer to right and wrong, and they serve to establish rules of conduct, norms and laws essential to the proper functioning of the university community.

في هذا السياق، يُطلب من جميع أعضاء المجتمع الجامعي، بما في ذلك أعضاء مجلس الإدارة، التفكير والعمل بما يحترم ويعزز القيم التي تساهم في التطور الكامل للمجتمع، والمجتمع الجامعي، والمهنة، والفرد. لذلك، فإن الأخلاقيات في الجامعة تشمل جميع أعضائها.

تتشارك مفاهيم الأخلاق، والأخلاقيات، وآداب المهنة، والقانون في الإشارة إلى الخير والشر، وهي تستخدم لوضع قواعد السلوك والمعايير والقوانين الأساسية لضمان حسن سير المجتمع الجامعي.

1-1. Algerian University Contexts: سياقات الجامعة الجزائرية

The history of Algerian higher education, which is essentially divided into two phases: before and after the country's independence in 1962. As highlighted in the 2012 World Bank report¹, the first university created in Algeria was the University of Algiers, founded in 1910.

Thus, in 1962, Algerian higher education was reduced to the University of Algiers, two annexes located in Oran and Constantine, and a few schools established by France, concentrated in the capital, such as the École Nationale Supérieure de Commerce, founded in 1900, the Ecole Nationale Polytechnique, founded in 1925, and the Ecole Nationale Supérieure Agronomique, established in 1909.

تاريخ التعليم العالي في الجزائر ينقسم أساساً إلى مرحلتين: قبل وبعد استقلال البلاد في عام 1962. كما يوضح تقرير البنك الدولي لعام 2021، كانت أول جامعة أنشئت في الجزائر هي جامعة الجزائر، التي تأسست في عام 1910. وهكذا، في عام 1962، كان التعليم العالي الجزائري يقتصر على جامعة الجزائر، وفرعين لها في وهران وقسنطينة، وبعض المدارس التي أنشأتها فرنسا وتركزت في العاصمة، مثل المدرسة الوطنية العليا للتجارة التي تأسست عام 1900، والمدرسة الوطنية متعددة التقنيات التي تأسست عام 1925، والمدرسة الوطنية العليا للزراعة التي تأسست عام 1909.

In the aftermath of its independence in 1963, Algeria had about 2500 students. Since then, the national higher education system has undergone a profound quantitative evolution (while in 1971 there were only 144 students per 100,000 inhabitants, there were almost 3300 per 100,000 in 2010, i.e. about 1.2 million). In 2014, there were nearly 1.34 million in 2015), as well as significant changes.

Thus, as early as 1962, adjustments were made in management and recruitment to begin adapting higher education to the context of national sovereignty. Institutes of technology, attached to various ministries, were opened in 1969 to meet the pressing demand for managers and technicians.

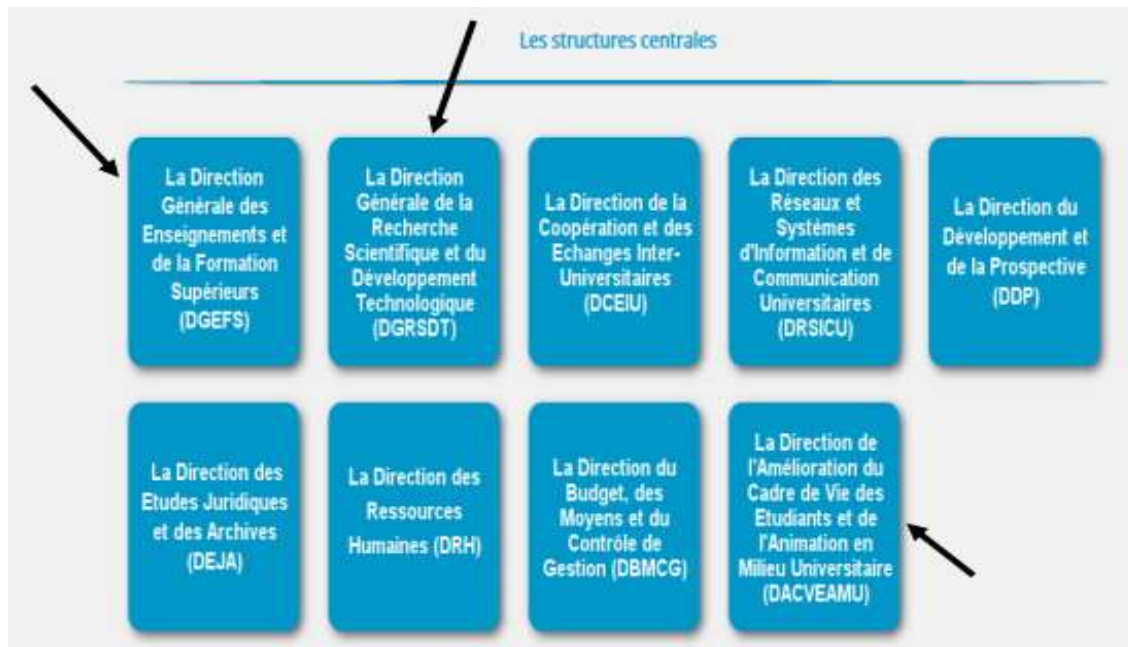
It was only a decade after independence that the Algerian university underwent a profound change. The aim of the 1971 reform was thus to bring about a profound change in the very foundations of the old training system in order to allow the implementation of higher education in Algeria.

لم تبدأ الجامعة الجزائرية في إجراء تحول عميق إلا بعد عقد من الاستقلال. كان الهدف من إصلاح عام 1971 هو إحداث تغيير جذري في الأسس ذاتها للنظام القديم للتكوين، بهدف تمكين تنفيذ التعليم العالي في الجزائر.

The Algerian Ministry of Higher Education and Scientific Research: This has several directorates and services. It is composed of a secretary general, a cabinet, inspectorates and central structures.

These central structures are structured around 9 directorates, governed by Executive Decree No. 14-22 of 23 January 2014. Three directorates are more specifically dedicated to the monitoring of higher education.

Figure.i.1: Central administration and central structure of the Ministry of Higher Education and Scientific Research (source MESRS).



ï-1-1. Description of the education system In Algeria:

Education is compulsory from the age of 6. It is even one of the priorities of the Algerian government. The Algerian education system is divided into several levels: preparatory, basic (primary and secondary), secondary, vocational and higher education.

Access to higher education is conditional on obtaining the baccalaureate or an equivalent foreign diploma. In 1962, Algeria had only three higher education institutions (Algiers, Oran and Constantine) with less than 2000 students, of whom only 1% were women, for less than 250 teachers.

It was only after independence (1963) that the Algerian government began to rebuild its country and its education system. After the creation of the Ministry of Higher Education and Scientific Research in the 1970s, universities were gradually created.

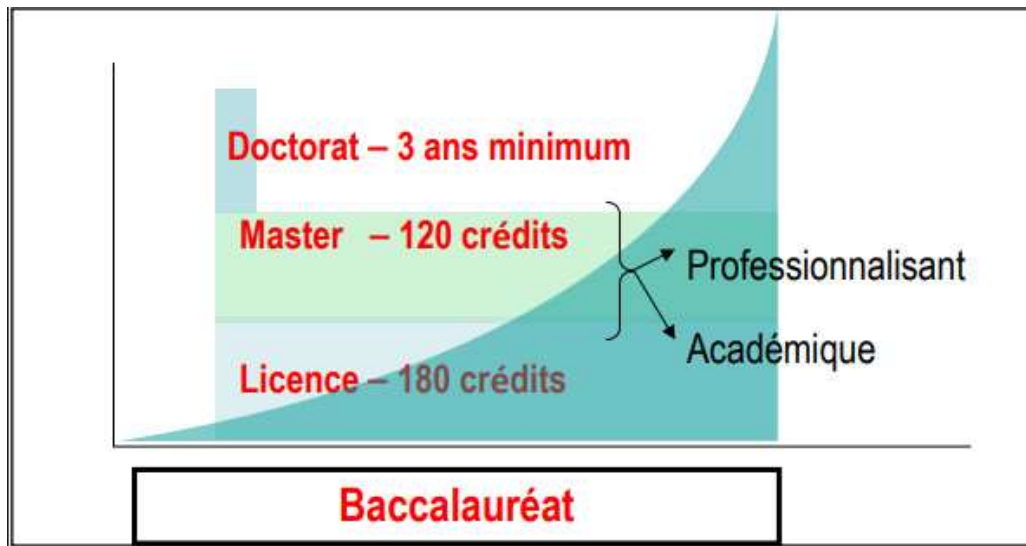
The university network represented 107 universities in 2015 and more than 1,500,000 students, 60% of whom were women for a total of 54,000 teachers. Algerian universities are public scientific, cultural and professional institutions, with legal personality and financial autonomy. They are composed of governing bodies (board of directors and scientific council), a dean, faculties, institutes and annexes; common administrative and technical services. The Algerian education system is inspired by the Napoleonic system in its form and its history linked to French colonization

Like all other countries, Algeria has been confronted with the challenge of the globalization of the university education system, which has favored the establishment of the LMD system (Bachelor's Degree, Master's Degree, Doctorate). This reform has led to an in-depth renovation of the curricula and new teaching practices. Maximizing opportunities and opening up to the international market was the main reason for choosing the LMD. This is why, in 2004, Algeria switched from the classic system (4-year Bachelor's degree, 2-year Magister, 4/3-year Doctorate) to the LMD (3-year Bachelor's degree, 2-year Master's degree and 3-year Doctorate).

i -1-2. Diagram of the education system:

Since the start of the 2004-2005 academic year, the Higher Education and Scientific Research sector has implemented reforms in three areas: the content of educational programmes, the architecture of teaching, and the organisation of pedagogical management structures. The courses are organised into training cycles:

- A first cycle leading to the Bachelor's degree;
- A second cycle leading to a Master's degree;
- A third cycle leading to the Doctorate degree.



Key figures for the university network:

- ❖ 106 institutions, number of universities;
- ❖ 50 university centres;
- ❖ 13 Preparatory Schools / Higher Schools: 12 Normal Schools;
- ❖ 11 National Higher Schools: 20.

Table. i.1: Algerian higher education institutions.

Etablissements de l'Enseignement Supérieur Algérien		
Nombre d'Universités : 50 (49+ université de la formation continue)		
Région Est : 22	Région Centre : 16	Région Ouest : 11
Université de Annaba Université de Batna 1 Université de Batna 2 Université de Biskra Université de Bordj Bou Arreridj Université de Constantine 1 Université de Constantine 2 Université de Constantine 3	Université d'Alger 1 Université d'Alger 2 Université d'Alger 3 Université de Blida 1 Université de Blida 2 Université de Bouira Université de Boumerdes Université de Chlef	Université d'Adrar Université de Béchar Université de Mascara Université de Mostaganem Université d'Oran 1 Université d'Oran 2 Université de Saida Université de Sidi Bel Abbas
Université d'El Oued Université d'El Tarf Université de Guelma Université de Jijel Université de Khenchela Université de M'Sila Université de Ouargla Université d'Oum El Bouaghi Université des Sciences Islamiques EAK Université de Sétif 1 Université de Sétif 2 Université de Skikda Université de Souk Ahras Université de Tebessa	Université de Djelfa Université de Khemis Miliana Université de Laghouat Université de Ghardaïa Université de Tizi Ouzou U.S.T.H.B Université de Bejaïa Université de Médéa	Université de Tiaret Université de Tlemcen U.S.T.O

Comprehension questions with answers.

What is the main objective of this module?

Answer: The main objective of this module is to raise awareness and train students in the fundamental principles of ethics and deontology in the university context, so that they behave responsibly and respect these standards.

What are the two main areas in which this module seeks to promote responsible and ethical conduct?

Answer: This module seeks to promote responsible and ethical conduct in the fields of teaching and scientific research.

What concepts are used to develop the understanding of the rights, obligations and duties of university actors?

Answer: The module uses the key concepts of ethics and professional conduct to help students better understand the rights, obligations and duties of university actors.

What is the importance of the Charter of Ethics and University Professional Conduct according to this module?

Answer: The Charter of Ethics and University Deontology is essential because it sets the rules and standards that govern the behaviour of university actors, thus guaranteeing an ethical framework for teaching and research.

How does this module contribute to the training of students in the university context?

Answer: This module trains students to adopt a professional and ethical attitude, preparing them to face ethical dilemmas and to respect the standards of their profession in the academic setting.

Why is it important to make students aware of the principles of ethics and deontology?

Answer: It is important to educate students about these principles because it helps them to act responsibly, uphold standards of professional conduct, and make ethical decisions in their academic and professional lives.

Which university actors are concerned by the rights, obligations and duties covered in this module?

Answer: The academic actors concerned by this module are students, researchers and teachers, who are all required to respect the principles of ethics and deontology.

Why is understanding professional ethics essential for teachers and researchers?

Answer: Understanding professional ethics is essential for teachers and researchers as it ensures that they uphold standards of conduct in their practices, avoid unethical behavior, and maintain integrity in teaching and research.

How can this module help students to face ethical challenges in their studies and future professional careers?

Answer: This module prepares them to face the ethical dilemmas they may encounter in their studies or professional careers by providing them with the tools to analyze and resolve these situations in an ethical and responsible manner.

What professional values are highlighted in this module to promote ethical behaviour?

Answer: In this module, the professional values promoted to promote ethical behaviour include integrity, accountability, respect, transparency and fairness. These values encourage university actors to adopt exemplary professional conduct, to respect the rights of others and to make decisions based on sound ethical principles in their academic and research activities. They also aim to ensure that interactions within the university community take place in a climate of trust and mutual respect.

Chapter I: Concept

What is a concept? المفهوم ما معني

A concept is an abstract and general idea that we have of something by expressing the essence of its reality. It is a rational mental representation, a generality, conceived by the mind and expressed in words. Examples: the concept of freedom, the concept of truth, the concept of nature.

المفهوم هو فكرة مجردة وعامة يتم تكوينها حول شيء معين معبراً عن جوهر واقعه. إنه تمثيل عقلي منطقي، وفكرة عامة يتصورها العقل ويعبر عنها بالكلمات. أمثلة: مفهوم الحرية، مفهوم الحقيقة، مفهوم الطبيعة.

I-1. Moral الخلق

Morality is the science of good and evil, it is 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.

الأخلاق هي علم الخير والشر، وهي نظرية تتعلق بالسلوك البشري باعتبار أن هدفها هو الخير. كما أنها تشير إلى العادات والتقاليد والقواعد السلوكية التي تقبلها وتطبقها المجتمع على أنها ترتبط بالخير.

Morality refers to a set of values and principles that make it possible to differentiate between good and evil, right from wrong, acceptable and unacceptable, and to which we should conform.

تشير الأخلاق إلى مجموعة من القيم والمبادئ التي تُمكن من التمييز بين الخير والشر، والعدل والظلم، والمقبول وغير المقبول، والتي يجب الامتثال لها.

Generally speaking, we can define morality as a set of obligations to be respected if we don't want to get into trouble with the law, our colleagues, our spouse...

بشكل عام، يمكن تعريف الأخلاق على أنها مجموعة من الالتزامات التي يجب احترامها إذا كان المرء لا يريد الوقوع في مشاكل مع القانون، زملائه، أو شريكه في الحياة...

a. Sources of morality : The sources of morality are the foundations that influence and guide the moral norms, values, and principles of a society or individual. These sources may vary depending on cultural, religious, and philosophical contexts, but they generally include:

مصادر الأخلاق هي الأسس التي تؤثر على المعايير والقيم والمبادئ الأخلاقية في المجتمع أو لدى الفرد وتوجهها. يمكن أن تختلف هذه المصادر حسب السياقات الثقافية والدينية والفلسفية، لكنها تشمل عمومًا:

- **Religion** الدين: Many moral traditions stem from religious beliefs, which provide rules, commandments, or teachings on good and evil.

العديد من التقاليد الأخلاقية تنبع من المعتقدات الدينية، التي توفر قواعد أو وصايا أو تعاليم حول الخير والشر.

- **Consciousness** الوعي: provides the cognitive and emotional basis on which moral judgments are based. Without conscience, it would be difficult for a person to fully understand the implications of their actions on themselves and others, and thus to live according to consistent moral principles.

يوفر الأساس المعرفي والعاطفي الذي تستند إليه الأحكام الأخلاقية. بدون وعي، سيكون من الصعب على الشخص أن يفهم تمامًا تداعيات أفعاله على نفسه وعلى الآخرين، وبالتالي أن يعيش وفقاً لمبادئ أخلاقية متسقة.

- **The sense of duty** الاحساس بالواجب: is it to do good or to seek it?

هل هو تحقيق الخير أو البحث عنه؟

- **The sense of respect** الشعور بالاحترام: interpersonal relationships should be governed by respect; يجب أن تكون العلاقات بين الأفراد محكومة بالاحترام;

- **Justice** العدالة: It implies fairness, impartiality, and respect for the rights of each individual. In this context, justice guides moral behaviour by ensuring that actions and decisions are taken in a fair and balanced manner. Justice is not only punitive; It can also be restorative, seeking to right wrongs and restore balance in human relationships. This approach emphasizes reconciliation and reparation, thus contributing to a morality based on forgiveness, understanding, and healing of wounds;

تتضمن العدالة الإنصاف، والحياد، واحترام حقوق كل فرد. في هذا السياق، توجه العدالة السلوكيات الأخلاقية من خلال ضمان أن تتخذ الأفعال والقرارات بشكل عادل ومتوازن. العدالة ليست فقط عقابية؛ بل يمكن أن تكون أيضاً تصحيحية، حيث تسعى إلى تصحيح الأضرار وإعادة التوازن في العلاقات الإنسانية. هذه المقاربة تركز على المصالحة والتصحيح، مما يساهم في خلق أخلاق قائمة على التسامح، والفهم، وشفاء الجروح.

- **Virtue** الفضيلة: virtue is a fundamental source of morality, guiding not only individual actions but also collective values. It provides a framework for understanding what it means to live ethically and encourages personal and moral development through the continuous practice of positive qualities.

الفضيلة هي مصدر أساسي للأخلاق، موجهة ليس فقط الأفعال الفردية ولكن أيضاً القيم الجماعية. توفر إطاراً لفهم ما يعني أن تعيش بطريقة أخلاقية وتشجع على التطور الشخصي والأخلاقي من خلال ممارسة مستمرة للصفات الإيجابية.

I-2. Ethics علم الخلق

Ethics = the science of morality or the set of moral principles that are the basis of someone's behavior.

Ethics is an approach aimed at adopting the best solution to a given problem based on learned, accepted and integrated values and taking into account the context in which the problem is currently being posed. Which relates to morality.

الأخلاق = علم الأخلاق أو مجموعة المبادئ الأخلاقية التي تكون أساس سلوك الشخص. الأخلاق هي عملية تهدف، عند مواجهة مشكلة معينة، إلى اتخاذ أفضل حلاً باستناد إلى القيم التي تم تعلمها وقبولها وتكاملها، مع مراعاة السياق الذي ينشأ فيه المشكلة حالياً. ذلك الذي يتعلق بالأخلاق

Ethics is essentially a matter of self-discipline and presupposes the existence of a motivation that encourages free, autonomous and internal control of one's behaviour and actions.

الأخلاق تعتمد أساساً على الانضباط الذاتي وتفترض وجود دافع يشجع على التحكم الحر والذاتي والداخلي في السلوك والأفعال

I-3. Ethics آداب المهنة

Deontology "Theory of Duty": this word comes from the Greek Deon, deontos "duty" and logos discourse. The word ethics refers to all the duties, obligations and responsibilities incumbent on a person during the performance of his or her duties, in order to facilitate relations between professionals.

الأخلاقيات "نظرية الواجب": تأتي هذه الكلمة من اليونانية "ديون (Deon) "بمعنى "واجب" و"لوغوس" (logos) بمعنى "خطاب". تعني كلمة الأخلاقيات مجموع الواجبات، والالتزامات، والمسؤوليات التي تقع على عاتق الشخص أثناء ممارسة مهامه، وذلك لتسهيل العلاقات بين المهنيين.

It refers to the obligations that people are required to comply with in their work. They can be workers in the same profession, such as teachers, engineers or people in the service of the same employer.

تشير إلى الالتزامات التي يتعين على الأشخاص الالتزام بها في عملهم. يمكن أن يكون هؤلاء الأشخاص من نفس المهنة، مثل المعلمين أو المهندسين، أو من الأشخاص الذين يعملون لخدمة نفس صاحب العمل.

Like the rules of law, the rules of ethics apply in the same way to all members of the group, in all situations of practice. An authority is responsible for enforcing them and imposing penalties in the event of a derogation.

مثل قوانين الحقوق، تنطبق القواعد الأخلاقية بنفس الطريقة على جميع أعضاء المجموعة، في جميع حالات الممارسة. يتم تكليف سلطة بفرض احترام هذه القواعد وفرض عقوبات في حالة التجاوز عنها.

A distinction must be made between trade and profession:

has. Occupation: A profession refers to the exercise by a person of an activity in a professional field, with a view to remuneration. By extension, the profession refers to the degree of mastery acquired by a person or an organization as a result of the practice over a sufficient period of time of this activity, such as the experience and know-how acquired and the improvement of practices.

Etymology: Derived from the Old French "menestier" (ninth century), "mistier", then "mestier" (eleventh century), inherited from the popular Latin "misterium" and the classical Latin "ministerium". Initially means "need", then "service" or "function".

المهنة: تشير المهنة إلى قيام شخص بممارسة نشاط في مجال مهني بهدف الحصول على تعويض مالي. وبالتوسع، تشير المهنة إلى درجة الإتقان التي يكتسبها شخص أو منظمة نتيجة لممارسة هذه النشاط على مدى فترة زمنية كافية، مثل الخبرة والمهارة المكتسبة وتحسين الممارسات.

الأصل اللغوي: مشتقة من الفرنسية القديمة "minstrel" (القرن التاسع)، ثم "mistier"، و"mestier" (القرن العاشر)، الموروثة من اللاتينية الشعبية «misterium» ومن اللاتينية الكلاسيكية «ministerium». كانت تعني في الأصل «الحاجة»، ثم «الخدمة» أو «الوظيفة».

b. The profession is reserved for activities that have formalized a morality or ethics specific to their field of practice.

Ethical principles:

- Traditional
- Fundamentals
- Evolution of the profession
- Mandatory nature (Fault = Sanction).

Examples of ethical rules:

- Medical confidentiality in the health professions and the prohibition of revealing information about their patients;
- Professional secrecy for lawyers and the prohibition of disclosing information about their clients;
- The prohibition for a police officer to take advantage of his position to obtain advantages in his favor.

أمثلة على القواعد الأخلاقية:

- السرية الطبية في مهن الصحة ومنع الكشف عن معلومات تتعلق بالمرضى؛
- السرية المهنية للمحامين ومنع الكشف عن معلومات تتعلق بالعملاء؛
- منع الشرطي من استغلال وظيفته للحصول على مزايا شخصية.

Conclusion:

Ethical reflection is a questioning of actions and abstentions.

Morality governs actions and abstentions (الامتناع) but also intentions, even if they remain hidden.

Ethics guide actions and abstentions.

الاستنتاج: التفكير الأخلاقي هو تساؤل حول الأفعال والامتناعات. الأخلاق تحكم الأفعال والامتناعات، وكذلك النوايا حتى وإن بقيت خفية. الأخلاقيات توجه الأفعال والامتناعات.

I-4. Right:

Each person must know the purpose and mission of their function in the organization.

يجب على كل شخص أن يعرف هدف ومهمة وظيفته في المنظمة.

Law differs from morality and ethics in the sense that it does not pronounce on the value of acts, good/evil, good or bad, and only defines what is permitted and defended by power in a given society.

القانون: يتميز القانون عن الأخلاق والأخلاق في الجوانب التي لا يتعين عليه التعبير عن قيمة الأفعال، سواء كانت سالحة أو غير سالحة، جيدة أو سيئة، ويحدد فقط ما هو مسموح وما هو محظور بواسطة السلطة في المجتمع المعني

Each person must know the purpose and mission of their function in the organization.

يجب على كل شخص معرفة هدف ومهمة وظيفته في المنظمة

Moral: what society deems good.
Ethics: which I judge well.
Ethics: what the profession imposes on me.
Law: what the law defines as permitted or prohibited.

Comprehension questions with answers.

1/ What is a concept?

Answer: A concept is an abstract and general idea that expresses the essence of reality, a mental representation expressed in words.

2/ What are examples of concepts mentioned in the text?

Answer: The concept of freedom, truth, and nature.

3/ How is morality defined in this text?

Answer: Morality is the science of good and evil, a theory of human conduct that has good as its object, it refers to the values and principles that differentiate good from evil.

4/ What are the main sources of morality mentioned?

Answer: Religion, conscience, sense of duty, respect, justice, and virtue.

5/ What role does conscience play in morality according to the text?

Answer: Consciousness provides the cognitive and emotional basis for understanding the implications of actions on oneself and others.

6/ How is ethics defined in this text?

Answer: Ethics is the science of morality or a set of moral principles that guide someone's behavior, aiming to adopt the best solution to a problem.

7/ What is the difference between morality and ethics according to the text?

Answer: Morality is about the general rules of conduct for differentiating between right and wrong, while ethics is an approach to finding the best solution based on the context.

8/ How is ethics defined?

Answer: Ethics is the set of duties, obligations and responsibilities that a person must respect in the performance of his or her duties.

9/ What is the difference between ethics and deontology according to this text?

Answer: Ethics is personal self-discipline linked to moral principles, while deontology concerns the professional rules that must be respected in the practice of a profession.

10/ Which professions can be affected by ethics?

Answer: Teachers, engineers, or other workers employed by the same employer.

11/ How are the ethical rules applied?

Answer: An authority ensures that ethical rules are respected and imposes sanctions in the event of non-compliance.

What is a profession according to the text?

Answer: A profession refers to the exercise of a professional activity in a field, with a view to remuneration. It also reflects the degree of mastery acquired by an individual or organization through experience and know-how.

What is the etymological origin of the word "profession"?

Answer: The word "métier" derives from the Old French "menestier" (ninth century), "mistier", then "mestier" (eleventh century), itself inherited from the popular Latin "misterium" and the classical Latin "ministerium", initially meaning "need", then "service" or "function".

What is the difference between a trade and a profession according to the text?

Answer: The term "profession" is reserved for activities that have formalized a moral or ethical structure specific to their field of practice, while a "trade" refers to a professional activity more generally.

What are the ethical principles mentioned in the text?

Answer: The ethical principles are: traditional, fundamental, evolution of the profession, and mandatory.

What are some examples of ethical rules mentioned in the text?

Answer: Medical secrecy for health professionals, professional secrecy for lawyers, and the prohibition for police officers to take advantage of their position to obtain benefits.

How does law differ from morality and ethics according to the text?

Answer: The law does not pronounce on the moral value of acts (good/evil), but only defines what is permitted and forbidden by power in a given society.

Why is it important to know the purpose and mission of one's function in an organization according to the text?

Answer: It is important for each person to know the purpose and mission of their role in order to fulfill their role in the organization.

Which professions are subject to professional secrecy rules according to the examples given?

Answer: Health professions (medical confidentiality), lawyers (professional secrecy), and police officers (prohibition of abuse of office).

What are the consequences of an ethical breach according to the text?

Answer: An ethical breach leads to sanctions.

How is ethics evolving in the professions?

Answer: Ethics evolve with the profession, adapting to new practices and maintaining its fundamental principles.

These questions will make it possible to verify the understanding of the distinctions between profession, profession, and deontology, as well as the legal and ethical concepts addressed in the text.

I-5. Professional values:

I-5-1. The skill الكفاءة:

Competence consists of in-depth and recognized knowledge that confers the right to judge and decide in certain matters. It implies the updating of one's knowledge and, in the case of the teacher, a constant adaptation of one's teaching methods in order to ensure meaningful learning.

الكفاءة تتضمن معرفة عميقة ومعتترف بها تمنح الحق في الحكم واتخاذ القرار في مسائل معينة. إنها تفترض تحديث المعرفة الشخصية و، في حالة المعلم، تكيف مستمر لأساليبه التعليمية من أجل تحقيق تعلم ذو مغزى

I-5-2. Scientific integrity الامانة العلمية:

The behaviours and attitudes that prevail during the performance of teaching, research or creative work ensure the safeguarding of the fundamental values related to scientific integrity.

السلوكيات والتصرفات التي تسود أثناء تنفيذ الأعمال التعليمية، والبحث، أو الإبداع تضمن الحفاظ على القيم الأساسية المرتبطة بالنزاهة العلمية

I-5.3 - Intellectual property الفكرية الملكية:

The behaviours and attitudes prevailing in the performance of teaching, research or creative work ensure the safeguarding of the fundamental values related to intellectual property.

I-5.4 - Probity النزاهة:

The exercise of his function is carried out with honesty, justice and integrity, i.e. with absolute probity. ممارسة وظيفته بأمانة، عدالة، ونزاهة، أي بنزاهة مطلقة.

I-5.5 - Transparency الشفافية:

The one who is invested with power gives an account of his actions in a transparent way, that is to say, by letting the whole reality appear, without it being altered or biased. The exercise of transparency helps to maintain and enhance public confidence in the integrity and impartiality of the University and its members.

الشخص المكلف بالسلطة يجب أن يسهم بأفعاله بشكل شفاف، أي أن يظهر الحقيقة كاملة دون تحريف أو تحيز. ممارسة الشفافية تسهم في الحفاظ على زيادة ثقة الجمهور في نزاهة و عدالة الجامعة وأعضائها

I-5.6 - Continuity الاستمرارية:

Continuity requires ensuring that, when power is transferred, everything necessary for the exercise of that power is accessible.

الاستدامة تتطلب التأكد من أنه عند تسليم السلطة، يكون كل ما هو ضروري لممارسة تلك السلطة قابلاً للوصول

I-5.7 - Efficiency الكفاءة في التنفيذ:

Efficiency is a value that ensures optimal performance while maintaining minimal use of resources.

الكفاءة هي قيمة تضمن الحصول على أداء مثلى مع الحفاظ على استخدام أدنى للموارد

I-5.8 - Diligence الاجتهاد:

Diligence ensures that one is eager to carry out one's work.

الاجتهاد يضمن أن تكون عاجلين في أداء عملنا

I-5.9 - Conformity التطابق:

Members ensure that their activities comply with the laws, regulations, policies and procedures that apply to the University.

يتحقق أعضاء من أن أنشطتهم متوافقة مع القوانين، اللوائح، السياسات والإجراءات التي تنطبق على الجامعة

I-5.10 - Balance التوازن:

Balance implies a fair use of resources according to available resources, constraints and limits, in a context of an evolving environment.

التوازن يعني استخدام مناسب للوسائل بناءً على الموارد المتاحة والقيود والحدود، في سياق بيئي متغير

I-5.11- Disinterestedness نكران الذات:

Selflessness is a value that ensures that, in the exercise of one's duties, one detaches oneself from any personal interest. The use of the human, material or financial resources of the University shall be carried out in such a way that the personal interests of the members do not prevail over the interests of the University.

الاستغناء هو قيمة تجعل من الضروري أن نفصل عن أي مصلحة شخصية أثناء ممارسة واجباتنا. استخدام الموارد البشرية والمادية والمالية للجامعة يجب أن يتم بطريقة تضمن أن مصالح الأعضاء الشخصية لا تأخذ الأفضلية على مصالح الجامعة

I-5-12. Privacy السرية الخصوصية:

I-5-13. Accountability المساءلة:

Accountability is the possibility of considering a person, from a material and ethical point of view, as responsible for his or her actions. It is up to everyone involved in the future of the University to assume their responsibilities.

الاستغناء هو قيمة تجعل من الضروري أن نفصل عن أي مصلحة شخصية أثناء ممارسة واجباتنا. استخدام الموارد البشرية والمادية والمالية للجامعة يجب أن يتم بطريقة تضمن أن مصالح الأعضاء الشخصية لا تأخذ الأفضلية على مصالح الجامعة.

المسؤولية هي القدرة على اعتبار الشخص، من الناحية المادية والأخلاقية، مسؤولاً عن أفعاله يتعين على كل شخص مشارك في مستقبل الجامعة تحمل مسؤولياته

I-5-14. The exclusive service الحصرية الخدمة:

Exclusive service (الحصرية الخدمة) refers to a service or set of services that are specifically designed to meet the unique and specific needs of a customer or group of customers. This type of service is distinguished by its rarity, its personalized nature, and its limited access, often reserved for a limited number of people or prestigious clients.

الخدمة الحصرية تشير إلى تقديم خدمة أو مجموعة من الخدمات التي يتم تصميمها خصيصاً لتلبية احتياجات فريدة ومحددة لعميل معين أو مجموعة من العملاء. يتميز هذا النوع من الخدمة بندرتة، وطابعه الشخصي، والوصول المحدود إليه، حيث يكون غالباً محصوراً على عدد قليل من الأشخاص أو العملاء المميزين.

I-6. Learning and teaching:

I-6-1. Learning:

Learning is an intellectual activity that results in the acquisition of non-innate knowledge. It therefore requires a guided activity.

التعلم هو نشاط ذهني يؤدي إلى اكتساب معارف غير فطرية. وبالتالي، يتطلب هذا النشاط توجيهاً وإرشاداً.

An apprenticeship can also refer to acquired knowledge or know-how.

يمكن أن يشير التعلّم أيضاً إلى معرفة أو مهارة مكتسبة.

Formal and semi-formal learning is constrained and organized learning (e.g. school).

التعلّم الرسمي وشبه الرسمي هما التعلّم المقيد والمنظم (مثل: المدرسة).

Informal learning is the result of regular action but is not constrained (e.g. family). التعلّم

غير الرسمي ينتج عن نشاط منتظم لكنه غير مقيد (مثل: الأسرة)

Generally speaking, the main difference between teaching and learning is: Teaching is transmitting knowledge, while learning involves acquiring knowledge.

بشكل عام، الفرق الرئيسي بين التعليم والتعلم هو: التعليم يعني نقل المعرفة، بينما التعلم ينطوي على اكتساب المعرفة.

Comprehension questions with answers.

1/ What is competence according to the text?

Answer: Competence is a body of in-depth knowledge that allows us to judge and decide in a specific area, and it requires constant updating, especially for teachers who need to adapt their teaching methods.

2/ How is scientific integrity defined in the text?

Answer: Scientific integrity concerns the behaviours and attitudes that guarantee the preservation of fundamental values during the performance of teaching, research or creative work.

3/ What is the importance of intellectual property according to the text?

Answer: Intellectual property is a fundamental value that must be protected in teaching, research, and creative work.

4/ What is probity in the professional context according to the text?

Answer: Probity implies exercising one's duties with honesty, justice and integrity, with respect for absolute probity.

5/ Why is transparency essential in the university context?

Answer: Transparency allows for full and unbiased accountability for actions, thereby strengthening public confidence in the integrity and impartiality of the university and its members.

6/ What is continuity in a professional context according to the text?

Answer: Continuity ensures that during the transfer of power, everything necessary for the exercise of that power is accessible.

7/ How is efficiency defined in the text?

Answer: Efficiency is about achieving optimal performance while using a minimum of resources.

8/ What is the value of due diligence in the professional context?

Answer: Diligence means being quick and diligent in carrying out one's professional tasks.

9/ Why is compliance important in the academic context?

Answer: Compliance ensures that activities are in accordance with the laws, regulations, policies and procedures in place at the university.

10/ How does disinterestedness manifest itself in the exercise of university functions?

Answer: Selflessness is the practice of doing one's job without furthering personal interests, ensuring that the university's resources are not used for personal gain.

11/ What is the importance of confidentiality in the workplace?

Answer : Privacy is essential to protect private and sensitive information in a business context.

12/ What is imputability according to the text?

Answer: Accountability refers to a person's material and ethical responsibility for their actions, with each individual in the university taking responsibility.

13/ What is the exclusive service, and how is it different from other services?

Answer: Exclusive service refers to services that are specifically designed to meet the unique needs of a select group of customers or individuals, often in a personalized and rare way.

14/ What is the main difference between teaching and learning according to the text?

Answer: Teaching is about imparting knowledge, while learning involves acquiring that knowledge.

15/ What are the possible objectives for a teacher in a university setting?

Answer: Actively participate in the success of students, succeed in one's own career (publications), take part in the management of the institution, manage research, and have exemplary behavior in the face of difficult situations (cheating, temptations).

I-6-2. Teaching:

Teaching is a structured process of imparting knowledge, skills and values to learners in a variety of educational contexts. (Jean Houssaye, 1988), teaching is based on three fundamental elements: the teacher, the learner and knowledge, which interact to form what he calls the "pedagogical triangle". This process is not limited to the mere transmission of information, but also involves the acquisition of critical skills and the encouragement of personal and social development (Meirieu, 1996).

Teaching can also be seen as an intentional activity aimed at promoting learning through a variety of pedagogical methods, whether traditional or modern (Perrenoud, 1999). It is distinguished by the organization of learning content and the support of learners in their progress. As Philippe Meirieu (1996) points out, teaching is not simply a matter of providing lessons, but of creating conditions that allow students to understand and assimilate knowledge.

التعليم هو عملية منظمة تهدف إلى نقل المعرفة والمهارات والقيم إلى المتعلمين في سياقات تعليمية مختلفة (لجان هوساي، 1988)، يعتمد التعليم على ثلاثة عناصر أساسية: المعلم، المتعلم والمعرفة، التي تتفاعل لتشكل ما يسميه "المثلث التربوي". هذه العملية لا تقتصر فقط على نقل المعلومات، بل تشمل أيضاً اكتساب مهارات التفكير النقدي وتشجيع التطور الشخصي والاجتماعي (ميريو، 1996).

يمكن أيضاً اعتبار التعليم نشاطاً هادفاً يهدف إلى تعزيز التعلم من خلال استخدام أساليب تربوية متنوعة، سواء كانت تقليدية أو حديثة (بيرنود، 1999). يتميز التعليم بتنظيم المحتويات التعليمية ومرافقة المتعلمين في تطورهم. وكما يشير فيليب ميريو (1996)، التعليم لا يقتصر فقط على تقديم الدروس، بل يتضمن أيضاً تهيئة الظروف التي تسمح للطلاب بفهم واستيعاب المعرفة.

The concept of teaching/learning can be defined as the transmission of knowledge by helping people understand and assimilate. It is confused with education, which is a social conduct whose aim is to transform the subject from a cognitive and practical point of view.

يمكن تعريف مفهوم التعليم / التعلم على أنه نقل المعرفة من خلال مساعدة في الفهم والاستيعاب. وهو يتداخل مع التربية التي هي سلوك اجتماعي يهدف إلى تحويل الفرد من الناحية المعرفية والعملية

What are the possible objectives for a teacher:

- Actively participate in the success (exam and future) of the student;
- Succeed in one's own career (publications, etc.);
- Take part in the management of the institution;
- Manage outsourcing: research;
- To behave as well as possible in difficult situations (cheating, temptations, tricks, etc.).

أهداف ممكنة للأستاذ

المشاركة الفعالة في نجاح الطلاب (الامتحانات والمستقبل)

تحقيق مساره الوظيفي الخاص (النشر، ...)

المشاركة في إدارة المؤسسة

إدارة التفويض: البحث

التصرف بأفضل طريقة ممكنة في مواجهة المواقف الصعبة (الغش، التجريب، التحالفات...)

I-7. Didactics and pedagogy:

I-7-1. Didactics: علم الدراسات التعليمية

The didactics of a discipline is the science that studies, for a particular field, the phenomena of teaching, the conditions of the transmission of culture specific to an institution and the conditions of the acquisition of knowledge by a learner.

علم الدراسات التعليمية في مجال معين هو العلم الذي يدرس ظواهر التعليم، وظروف نقل الثقافة المميزة لمؤسسة معينة، وظروف اكتساب المعرفة من قبل الطالب

♣ Didactic transposition:

Is the activity that consists of transforming an object of scholarly knowledge into an object of knowledge to be taught.

هي النشاط الذي يتضمن تحويل جسم معرفة علمي إلى جسم معرفة يمكن تعليمه

♣ Didactic contract:

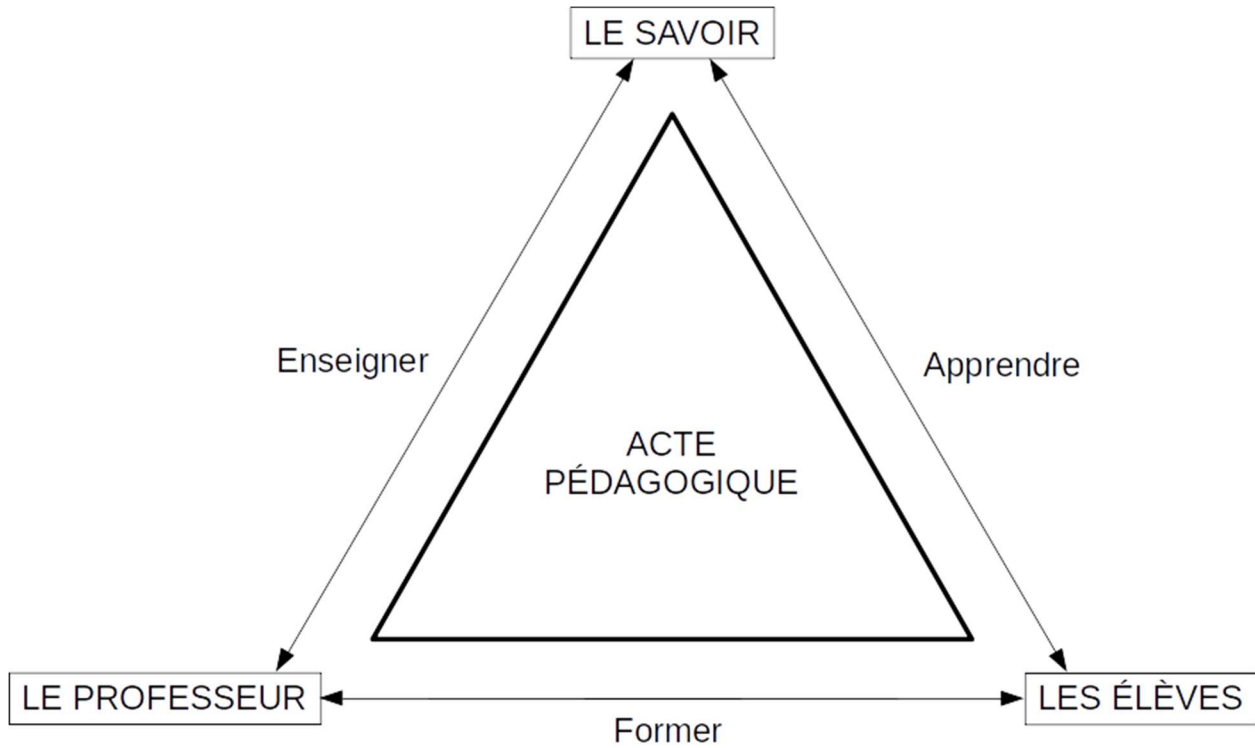
It is the set of behaviors of the teacher that are expected of the student, and the set of behaviors of the student that are expected of the teacher.

إنها مجموعة سلوكيات المعلم التي يُتوقع من الطالب أن يتبعها، ومجموعة سلوكيات الطالب التي يُتوقع من المعلم أن يتبعها

I-7-2. Pedagogy: (lead, lead, accompany)

Pedagogy is the set of principles, approaches, methods, techniques and procedures aimed at facilitating the acquisition and integration of knowledge.

البيداغوجيا هي مجموعة من المبادئ والأساليب والتقنيات والإجراءات التي تهدف إلى تسهيل اكتساب وتكامل المعرفة



Comprehension questions with answers.

1/ What is the didactics of a discipline?

Answer: The didactics of a discipline is the science that studies the phenomena of teaching, the conditions of transmission of the culture proper to an institution, and the conditions of acquisition of knowledge by a learner.

2/ What is didactic transposition?

Answer: Didactic transposition is the activity that consists of transforming an object of scholarly knowledge into an object of knowledge to be taught.

3/ How is the didactic contract defined?

Answer: The didactic contract refers to the set of behaviors expected of the teacher by the student, and vice versa.

4/ What is the difference between didactics and pedagogy?

Answer: Didactics focuses on the study of teaching phenomena specific to a discipline, while pedagogy encompasses the principles, approaches, methods and techniques that aim to facilitate the acquisition and integration of knowledge.

5/ What is pedagogy according to the text?

Answer: Pedagogy is the set of principles, approaches, methods and techniques used to facilitate the acquisition and integration of knowledge.

6/ Why is didactic transposition important in teaching?

Answer: It is important because it makes scholarly knowledge accessible and understandable to learners.

7/ What are the key elements of the didactic contract?

Answer: The key elements are the behaviors expected reciprocally between the teacher and the student.

8/ How does pedagogy contribute to learning?

Answer: It contributes by offering adapted approaches and methods to facilitate the acquisition and integration of knowledge among learners.

9/ How are didactics and pedagogy complementary?

Answer: Didactics focuses on the content to be taught in a discipline, while pedagogy focuses on teaching and learning methods, both of which are necessary for effective teaching.

10/ How does pedagogy help to support a learner?

Chapter III: Applications and General Discipline

التطبيقات والانتضباط العام .

III- Applications and General Discipline:

Applications and general discipline in academia encompass the set of rules, procedures, and behaviors expected of students and staff to ensure a harmonious and effective learning environment. They concern compliance with the university's internal regulations, the follow-up of courses, practical work (TP) and tutorials (TD), as well as good academic conduct.

These rules are intended to promote integrity, accountability, and rigour in study and research. They are essential to maintaining a climate of mutual respect, discipline and academic performance. Failure to comply with these rules may result in disciplinary sanctions, which are managed by bodies such as the Disciplinary Council.

تشمل التطبيقات والانضباط العام في البيئة الجامعية مجموعة القواعد والإجراءات والسلوكيات المتوقعة من الطلاب والموظفين لضمان بيئة تعليمية متناغمة وفعالة. تتعلق هذه القواعد باحترام النظام الداخلي للجامعة، وحضور الدروس، والأعمال التطبيقية (TP) والموجهة (TD)، وكذلك السلوك الأكاديمي السليم.

تهدف هذه القواعد إلى تعزيز النزاهة، والمسؤولية، والجدية في الدراسات والبحث. وهي ضرورية للحفاظ على مناخ من الاحترام المتبادل، والانضباط، والأداء الأكاديمي. قد يؤدي عدم الامتثال لهذه القواعد إلى فرض عقوبات تأديبية تُدار من قبل هيئات مثل مجلس التأديب.

Article 23: The rules of general discipline at the university are based on respect for others, courtesy and tolerance.

Article 24: The student is required to comply with the rules of hygiene, dress and behaviour.

Article 25: Students must imperatively respect, in their approach (administrative, pedagogical), the hierarchical channel.

Article 26: It is forbidden for the student to bring foreign persons into the university.

Article 27: It is strictly forbidden to smoke in the educational premises.

Article 28: If necessary, the security agents will carry out checks on the objects transported.

Article 29: Depending on the seriousness of the offence committed, measures may be taken by the dean or the rector, pending the holding of the disciplinary council

III-1. Disciplinary Council: مجلس التأديبي

The Disciplinary Council in the university environment is a body responsible for dealing with violations of the rules and internal regulations committed by students or staff. His role is to guarantee order and maintain compliance with the values and standards established by the university, such as ethics, respect for internal regulations, and good academic conduct.

The Disciplinary Council evaluates behaviour deemed to be contrary to the rules, examines the facts, and takes decisions that can range from simple warnings to more serious sanctions, such as temporary or permanent exclusion. It aims to ensure a fair and equitable management of conflicts, while preserving the integrity of university life.

مجلس التأديب في الوسط الجامعي هو هيئة مكلفة بالتعامل مع الانتهاكات المرتكبة ضد القواعد واللوائح الداخلية من قبل الطلاب أو الموظفين. ويتمثل دوره في ضمان النظام والحفاظ على احترام القيم والمعايير التي وضعتها الجامعة، مثل الأخلاقيات المهنية، احترام النظام الداخلي، والسلوك الأكاديمي الجيد.

يقوم مجلس التأديب بتقييم السلوكيات التي تُعتبر مخالفة للقواعد، ويفحص الحقائق، ويتخذ قرارات قد تتراوح بين توجيه إنذارات بسيطة وصولاً إلى عقوبات أكثر خطورة، مثل الإقصاء المؤقت أو النهائي. ويهدف إلى ضمان إدارة عادلة ومنصفة للنزاعات، مع الحفاظ على نزاهة الحياة الجامعية.

Article 30: The disciplinary council exercises disciplinary power with regard to students. To this end, the following shall be instituted at the university:

- One disciplinary council per faculty to deal with first-degree offences.
- A disciplinary council of the University to deal with second-degree offences

III-1.1. Faculty Disciplinary Council: مجلس التأديبي للكلية

Article 31: The Disciplinary Council of the Faculty is composed of (05) permanent members and (05) substitute members. The latter shall only sit in the absence of the permanent members.

- The Dean of the Faculty or his/her representative
- (03) full teachers and (03) substitute teachers appointed by the dean after consultation with the board of directors.
- One full member and one substitute member representing elected students.

Article 32: The Disciplinary Council of the Faculty is chaired by the Dean or his representative

III-1.2. University Disciplinary Council: مجلس التأديبي للجامعة

The disciplinary council of the university is composed of (7) full members and (7) substitute members. The latter shall sit only in the absence of the titular members.

- The Rector of the University or his representative
- 05 full members and (5) substitute members appointed by the rector
- 01 full member and one substitute member elected student representative

يتكون مجلس التأديب في الجامعة من (7) أعضاء دائمين و(7) أعضاء احتياطيين. ولا يجلس الأعضاء الاحتياطيون إلا في حال غياب الأعضاء الدائمين.

• رئيس الجامعة أو من يمثله

• 05 أعضاء دائمين و(5) أعضاء احتياطيين يعينهم رئيس الجامعة

• 01 عضو دائم وعضو احتياطي يمثلان الطلاب المنتخبين

Article 33 : Any duly observed offence shall be brought to the attention in writing of the head of the competent educational structure within forty-eight (48) working hours following the facts.

Article 34 : The file presented to the Disciplinary Council must include:

- The official referral to the disciplinary council by the person in charge of the competent educational structure.

- A detailed report identifying the complainant. A detailed account of the facts, a description of the injury, the names of any witnesses, a summary of the student's situation, and all evidence.

Article 35: Offences of the first degree include:

- Attempted fraud or fraud established on examination
- Refusal to comply with instructions from university staff
- Gross indiscipline towards all university staff and university students and students.

Article 36 : The applicable offences of the 2nd degree are:

1. Recidivism of 1st degree offences
2. Premeditated fraud on the exam
3. Obstruction of the smooth running of the university, violence, threats and assaults of all kinds, organized disorder.
4. Possession of any means for the purpose of harming the physical integrity of personnel
5. Identity theft, forgery and use of forgery, falsification and substitution of administrative documents.
6. Defamation of all university staff and students
7. Deliberate acts of disruption and marked disorder affecting the smooth running of educational activities (obstruction of teaching and examinations or their boycott, disruptive grouping, etc.).
8. Theft, breach of trust and misappropriation of property of the institution, teachers and students.
9. Deliberate deterioration of the property, equipment, furniture and accessories.

Article 37: The offences mentioned for the 1st and 2nd degrees of this regulation are not exhaustive. Any misconduct judged as such by a disciplinary council is qualified as a first- or second-degree offence depending on its seriousness and its consequences on the university community. The disciplinary council is the judge.

Article 38: Students who have committed an offence are summoned to be heard by the disciplinary council of the Faculty/institute or by the disciplinary council of the university/university centre, as the case may be.

Article 39: the student in breach may call on his or her TD or section delegate and his tutor teacher to assist him.

Article 40: If the student in question does not respond to the summons, the meeting is postponed. A second summons will be sent to him. If the student does not appear before the disciplinary council following the second summons, the latter will sit and pronounce its verdict.

Article 41: The penalties applicable to first-degree offences are:

- The verbal warning
- The written warning
- Blame
- 00/20 put to the test

Article 42: Depending on the seriousness and nature of the facts, the penalties applicable to second-degree offences may range from:

- From zero to the test
- Excluding the subject (no possibility of taking any future test of the subject in question)
- To the validity of the results in progress with the exception of the subject in question
- Failure to validate the semester or failing all the subjects in which the student is enrolled.
- A non-validation of the current year
- Excluding the following semester
- Excluding a semester or a year within the institution
- Permanently excluded from university

Article 43: The decision of the Disciplinary Council shall be notified to the person concerned within 72 hours of the meeting of the said Council.

Article 44: The student has the right to appeal, and in this case in a letter addressed to the rector, he may request that his case be re-examined by the disciplinary commission. If the decision is upheld, under these conditions, and as a last resort, the student may request an amnesty by letter addressed to the director.

Article 45 : Any student excluded by the disciplinary council for a period greater than or equal to one semester automatically loses his or her rights to university works.

Comprehension questions with answers.

1/ What are the main objectives of the rules of application and general discipline in the university environment?

Response: To promote a harmonious and effective learning environment, to ensure integrity, accountability and rigour in study and research.

2/ What behaviors are expected of students according to articles 23 to 25 of the university regulations?

Answer: Respect for others, courtesy, tolerance, hygiene, appropriate dress and behaviour, and respect for the chain of command for administrative and educational procedures.

3/ What does Article 26 stipulate concerning access to university for outsiders?

Answer: Students are prohibited from bringing foreigners into the university.

4/ What is the article that prohibits smoking in educational premises?

Answer: Article 27 strictly prohibits smoking in educational premises.

5/ What role do security guards play in compliance with university rules?

Answer: They carry out checks on the objects transported if necessary (Article 28).

6/ What sanctions can be taken by the Dean or the Rector before the Disciplinary Council is held?

Response: Depending on the seriousness of the offence, temporary measures may be taken by the Dean or the Rector (Article 29).

7/ What is the role of the Disciplinary Council in the university environment?

Answer: The Disciplinary Council is responsible for dealing with violations of internal rules and regulations committed by students or staff to ensure order and maintain compliance with university standards.

8/ What is the difference between the Disciplinary Council of the faculty and that of the university?

Answer: The Disciplinary Council of the faculty deals with first-degree offences, while the university's disciplinary council deals with second-degree offences (Article 30).

9/ Who makes up the Disciplinary Council of the faculty?

Answer: The dean or his representative, three full professors and three substitutes, and an elected student representative with his substitute (Article 31).

10/ Who chairs the Disciplinary Council of the faculty and that of the university?

Answer: The Dean or his representative for the faculty (Article 32), and the Rector or his representative for the university.

III-1.3. Attendance and absence from classes, tutorials, practical work:

الالتزام بالحضور والغياب في المحاضرات، الدروس التطبيقية، والتدريبات العملية

Attendance at lectures, tutorials (TD) and practical work (TP) is essential in the university environment, as it guarantees active student participation and better assimilation of knowledge. Regular attendance allows you to follow the progress of teaching, interact with teachers and participate in practical activities, which are crucial elements for academic success.

Repeated absence, especially when unjustified, can lead to negative consequences, such as the loss of participation points or exclusion from practical sessions, or even the non-validation of certain teaching units. Some institutions impose a minimum attendance threshold below which the student can be penalized, thus reflecting the importance of attendance in the university career.

الالتزام بحضور الدروس، والأعمال الموجهة (TD) والأعمال التطبيقية (TP) أمر أساسي في البيئة الجامعية، لأنه يضمن مشاركة فعالة من الطلاب وفهماً أفضل للمعارف. الحضور المنتظم يتيح متابعة سير الدروس، والتفاعل مع الأساتذة، والمشاركة في الأنشطة العملية، وهي عناصر حاسمة للنجاح الأكاديمي.

الغياب المتكرر، خاصة عندما يكون غير مبرر، قد يؤدي إلى عواقب سلبية، مثل فقدان نقاط المشاركة أو استبعاد الطالب من الجلسات العملية، أو حتى عدم اعتماد بعض وحدات التعليم. تفرض بعض المؤسسات حداً أدنى من الحضور، والذي إذا لم يتم تحقيقه، قد يتعرض الطالب للعقوبات، مما يعكس أهمية الالتزام بالحضور في المسار الجامعي.

Article 46: The purpose of the course is to teach the subject to be taught. The student's presence in class is essential. The compulsory nature of attendance is left to the discretion of the teaching team.

Article 47: Attendance at practical work and tutorials is compulsory throughout the semester.

Article 48: Three unjustified absences or five absences, even justified, from the tutorial sessions of a subject entail exclusion from the subject and the UE of which it is part for the academic year.

Article 49: Students concerned by continuous medical checks or therapeutic acts (haemodialysis, etc.) or those regularly required for elite sports competitions, benefit from a special attendance regime in relation to the requirements of their constraint.

Article 50 : Justified absence from a practical session (lab, fieldwork, and internships) entitles the student to a remedial session, during the semester, if conditions allow.

Unjustified absence from a practical session (lab, field and internships) is sanctioned by a zero mark in the practical work concerned. In this case, the student cannot benefit from a remedial session.

Unjustified absences from more than one third (1/3) of the practical sessions result in exclusion from the subject and the UE of which it is part for the current semester.

Article 51 : The justification for absence must reach the services of the department within three working days of the date of the examination, otherwise it will be rejected. In the case of a postal post, it must be postmarked within the same period. The justification for absence must be stamped by the head of department, who will specify the date of submission before sending it to the person in charge of the subject or the UE concerned. This document is placed in the student's file.

III-1.4. Absence from examinations: الغياب في الامتحانات

Absence from exams in academia is an important topic that can have consequences on students' academic progress. In general, any absence from an examination must be justified by valid reasons, such as illness or exceptional circumstances. Universities often require the presentation of proof, such as a medical certificate, to allow the student to take a retake exam or a special session.

Unjustified absence may result in the loss of points associated with the exam, or even the non-validation of the teaching unit concerned, which may delay the student's progress in his or her academic course.

الغياب عن الامتحانات في الوسط الجامعي هو موضوع مهم قد يكون له عواقب على التقدم الأكاديمي للطلاب. بشكل عام، يجب أن يكون أي غياب عن امتحان مبررًا بأسباب مقبولة، مثل المرض أو ظروف استثنائية. تطلب الجامعات عادةً تقديم مستندات تثبت الغياب، مثل شهادة طبية، للسماح للطلاب بإجراء امتحان تعويضي أو جلسة خاصة.

الغياب غير المبرر قد يؤدي إلى فقدان النقاط المرتبطة بالامتحان، وقد يصل إلى حد عدم اعتماد الوحدة الدراسية المعنية، مما قد يسبب تأخيرًا في تقدم الطالب في مساره الأكاديمي.

Article 52: Justified absence from a final examination entitles the student to the retake examination of the test concerned.

Unjustified absence from a final exam is sanctioned by a zero mark in the test concerned. In this case, the student cannot benefit from the retake exam for the test concerned.

Article 53: Cases of justified absences:

- Death of ascendants, descendants and collateral relatives ;(death certificate -03 days of absence Permit).
- Marriage of the person concerned ;(Marriage certificate-03 days of absence allowed)
- Paternity or Maternity of the person concerned ;(Childbirth certificate-03 days of absence allowed for the father; according to the medical certificate for the mother.
- Hospitalisation of the person concerned; (Certificate of hospitalization – number of days of absence allowed according to the length of hospitalization).
- Illness of the person concerned ;(Medical certificate of sick leave issued by a sworn doctor - number of days of absence allowed according to the duration of the sick leave).
- Official requisitions or summonses;(d requisition document issued by the competent authority - number of days of absence permitted according to the duration of the activity.
- Other duly justified cases of major impediment

Article 54: The justification for absence must reach the services of the department within three working days of the date of the examination, otherwise it will be rejected. In the case of a postal post, it must be postmarked within the same period.

The justification for absence must be stamped by the head of department, who will specify the date of submission before sending it to the person responsible for the subject or the UE. This document is placed in the student's file.

Comprehension questions with answers.

Questions about attendance and absence from classes, tutorials and practical work:

1/ Why is attendance at classes, tutorials and practical work essential in the university environment?

Answer: It ensures active participation, better assimilation of knowledge, and allows interaction with teachers and participation in practical activities.

2/ What is the consequence of an unjustified absence from more than three tutorial sessions? (Article 48)

Answer: The student is excluded from the subject and the teaching unit (UE) of which it is a part for the academic year.

3/ What are the rights of students with continuous medical constraints or who are required for elite sports competitions? (Article 49)

Answer: They benefit from a special attendance regime adapted to their constraints.

4/ What is the penalty for an unjustified absence from a practical session? (Article 50)

Answer : The student receives a grade of zero for the practical session concerned and cannot benefit from a remedial session.

5/ What should a student do in case of justified absence from a practical session? (Article 50)

Answer: He may be entitled to a remedial session if conditions allow.

6/ What are the consequences of an unjustified absence from more than a third of the practical sessions? (Article 50)

Answer: The student is excluded from the subject and the UE for the current semester.

7/ How long does it take for the student to provide proof of absence from the exams? (Article 51)

Response: Rationale must be received within three business days of the date of the review.

Questions about exam absences:

8/ What is the consequence of an unjustified absence from a final exam? (Article 52)

Answer: The student receives a grade of zero on the exam and is not eligible for a retake session.

9/ In what case can a student benefit from a retake exam after an absence from a final exam? (Article 52)

Answer: In case of justified absence.

10/ Name some situations justifying an absence from an examination according to Article 53.

Answer: Death of a loved one, marriage, paternity/maternity, hospitalization, illness, requisitions or official summonses.

11/ What documents are required to justify an absence due to marriage or paternity? (Article 53)

Answer: Marriage certificate for marriage (03 days of absence) and birth certificate for paternity (03 days of absence).

12/ What must the student do to justify his absence from an exam? (Article 54)

Answer: The subsidy must provide the rationale to the department within three business days of the review.

III-2. Evaluation, progression and orientation modalities in bachelor's and master's studies : طرق التقييم والتقدم والتوجيه في دراسات الليسانس و الماستر

The methods of evaluation, progression and orientation in bachelor's and master's studies are key elements of the university organization. They aim to measure students' achievements and ensure their academic progress. Evaluation is based on a system of continuous assessment, final exams and, sometimes, projects or practical work. Each teaching unit (UE) is graded, and the results are expressed in ECTS credits, which allow semesters and years of study to be validated.

Progression from one year to the next depends on obtaining a sufficient number of credits, while guidance intervenes to guide students in the choice of their courses or specializations, according to their results and their professional aspirations. For the master's degree, the orientation becomes more precise, with more specific choices related to the research or careers envisaged.

طرق التقييم والتقدم والتوجيه في دراسات الليسانس والماستر هي عناصر أساسية في التنظيم الجامعي. تهدف هذه الطرق إلى قياس اكتساب الطلاب وضمان تقدمهم الأكاديمي. يعتمد التقييم على نظام من المراقبة المستمرة، والامتحانات النهائية، وأحياناً على المشاريع أو الأعمال العملية. كل وحدة تعليمية (UE) تُقَيَّم، وتُعبَّر النتائج عن طريق رصيد من وحدات ECTS، الذي يُمكن من اعتماد الفصول الدراسية وسنوات الدراسة.

تقدم الطالب من سنة إلى أخرى يعتمد على الحصول على عدد كافٍ من الرصيد، بينما يأتي التوجيه لتوجيه الطلاب في اختيار مساراتهم أو تخصصاتهم، بناءً على نتائجهم وتطلعاتهم المهنية. بالنسبة للماستر، يصبح التوجيه أكثر تحديداً، مع خيارات أكثر تخصصاً تتعلق بالبحث أو المهن المتوقعة.

Article 1: The training for the "new regime" bachelor's degree is organised by field of training bringing together a coherent set of courses and specialities, reflecting the fields of competence of the higher education institution.

Article 2: A course is a subdivision of a field of training. It determines the specificity of teaching within a field. A course can be single or multi-disciplinary.

Article 3: A specialty is a subdivision of a course. It specifies the training course and the skills to be acquired by the student.

Article 4: The teaching unit is made up of one or more "subjects" provided in all forms of teaching (Courses, tutorials, practical work, conferences, seminars, projects, internships, etc.). A teaching unit can be compulsory or optional.

Article 5: The teaching unit and its constituent subjects are assigned a coefficient and evaluated by a grade.

Article 6: The teaching unit and the subjects of which it is composed are measured in credits. The value in credits allocated to them by reference to the semester hourly volume necessary for the acquisition of knowledge and skills through the forms of teaching provided for in the above article as well as to the volume of activities that the student must carry out for the semester in question (personal work, report, dissertation, internship, etc.).

One (1) credit is equivalent to an hourly volume of 20 to 25 hours per semester including the hours of instruction provided to the student by all the forms of teaching provided for in Article 4 above and the estimated hours of personal work of the student. **The total value of the credits allocated to the teaching units making up a semester is set at 30.**

Article 7: The standard course is a coherent combination of teaching units constituting a course of study defined by the training team and presented in the offer of formation. It is organised in such a way as to allow the student to gradually develop his or her training project. Each student can build an "individualized" course with the help and follow-up of one or more training teams within one or more higher education institutions.

Article 8: The bridging is the possibility offered to the student to modify his or her training course in the institution attended or in another institution in accordance with the principle of mobility.

Comprehension questions with answers.

Questions about evaluation, progression and orientation methods:

1/ What are the main objectives of the evaluation methods in bachelor's and master's studies?

Answer: Measure students' achievements and ensure their academic progress.

2/ What types of evaluation are used in the university system?

Answer: Continuous assessment, final exams, projects or practical work.

3/ How are the results of a teaching unit (UE) expressed and used?

Answer: The results are expressed in ECTS credits, which allow semesters and years of study to be validated.

4/ What is the importance of ECTS credits in a student's academic progression?

Answer: Year-over-year progression depends on the completion of a sufficient number of credits.

5/ How is student orientation done in the context of their master's studies?

Answer: Guidance guides students in the choice of their courses or specializations, according to their results and their professional aspirations.

6/ Define what a course is in the context of university training. (Article 2)

Answer: A course is a subdivision of a field of training that determines the specificity of the teaching and can be mono or multidisciplinary.

7/ What is the difference between a course and a specialty? (Articles 2 and 3)

Answer: A course is a subdivision of a field of training, while a specialty is a subdivision of a course, specifying the training path and the skills to be acquired.

8/ What does a teaching unit include according to Article 4?

Answer: It consists of one or more subjects provided in various forms of teaching (courses, tutorials, practical work, conferences, seminars, projects, internships).

9/ How is the teaching unit and its constituent subjects measured? (Article 6)

Answer: They are measured in credits, with a value in credits assigned according to the semester hourly volume and the activities that the student must perform.

10/ What is the equivalent of an ECTS credit according to Article 6?

Answer: One credit is equivalent to an hourly volume of 20 to 25 hours per semester.

11/ What is a typical course and what is its role in the curriculum? (Article 7)

Answer: It is a coherent combination of teaching units allowing the student to gradually develop his or her training project.

12/ What is the function of the footbridge mentioned in Article 8?

Answer: This is the possibility offered to the student to modify his or her training course in his or her institution or in another institution in accordance with the principle of mobility.

III-3. Registration and re-registration: التسجيل و إعادة التسجيل

University enrollment and re-enrollment are essential administrative steps for students in their academic journey. Initial enrollment marks the student's formal integration into a university, allowing them to access courses, services, and educational resources.

As for re-registration, it concerns students already enrolled, allowing them to renew their university status for the following years. These steps often include validating documents, paying tuition fees, as well as updating personal information. They guarantee the smooth running of studies and access to exams and diplomas.

التسجيل وإعادة التسجيل الجامعي هما خطوات إدارية أساسية للطلاب في مسيرتهم الأكاديمية. التسجيل الأولي يرمز إلى الاندماج الرسمي للطلاب في الجامعة، مما يتيح له الوصول إلى الدروس والخدمات والموارد التعليمية.

أما إعادة التسجيل، فهي تتعلق بالطلاب المسجلين بالفعل، حيث تمكنهم من تجديد وضعهم الجامعي للسنوات التالية. تشمل هذه الإجراءات غالبًا التحقق من الوثائق، ودفع الرسوم الدراسية، بالإضافة إلى تحديث المعلومات الشخصية. تضمن هذه الخطوات سير الدراسة بشكل سلس والوصول إلى الامتحانات والشهادات.

Article 9: Enrolment in university studies with a view to obtaining the bachelor's degree is open to holders of the baccalaureate or a foreign diploma recognized as equivalent.

Students with several baccalaureates can only benefit from one university registration at the national level.

Registration for university studies with a view to obtaining the master's degree is open to holders of a bachelor's degree or a diploma recognized as equivalent.

The conditions for enrolment in the fields of training of the bachelor's and master's degrees are set each academic year by the Minister in charge of higher education.

Article 10: The registration or re-registration of students is taken per academic year.

The student must pay the administrative registration fees for each academic year.

Article 11: Upon final registration, the student shall be issued with a certificate of enrolment and a student card. This card must be renewed each academic year, as part of a regular re-registration by the institution.

III-4. Organization of teaching: تنظيم الدروس

The organization of university teaching is based on a clear and methodical structuring of programs and courses in order to guarantee quality training for students. It includes the division of courses into different modules or teaching units (UEs), which can be theoretical, practical or methodological, adapted to the requirements of the disciplines taught. Teaching is generally organised in semesters, with credits (ECTS) awarded to each module to assess the students' progress. This organization promotes progressive training, supervised by teacher-researchers, and aims to develop both theoretical knowledge, practical skills and autonomy of students in their field of study.

تنظيم التعليم الجامعي يعتمد على هيكلية واضحة ومنهجية للبرامج والدورات الدراسية لضمان تقديم تعليم ذو جودة عالية للطلاب. يشمل ذلك توزيع الدورات الدراسية إلى وحدات أو وحدات تعليمية مختلفة، التي يمكن أن تكون نظرية أو عملية أو منهجية، متماشية مع متطلبات التخصصات المقررة. عادةً ما يتم تنظيم التعليم على مدى فصول دراسية، مع تخصيص نقاط (ECTS) لكل وحدة لتقييم تقدم الطلاب. هذا التنظيم يعزز التعليم التدريجي، بإشراف من أساتذة باحثين، ويهدف إلى تطوير كل من المعرفة النظرية، والمهارات العملية، واستقلالية الطلاب في مجال دراستهم.

ARTICLE 12: THE TRAINING leading to the Bachelor's degree or the Master's degree is organised by field of training, courses and specialities and offered in the form of a standard course.

This organisation must allow the student to choose a standard course or to build an "individualised" training course taking into account his or her skills and his or her own professional project for the future.

Article 13 : The training includes, depending on the course and to varying degrees, theoretical, practical and applied methodological teaching. Depending on the objectives, and while ensuring the acquisition by the students of a general culture, the training can include elements of pre-professionalization, professionalization, individual or collective projects, one or more internships as well as the learning of university working methods, the use of documentary resources and

computer tools, as well as the mastery of foreign languages. It can also include the writing of a dissertation or an internship report or the completion of an end-of-studies project. In the second cycle, the training may include an introduction to research.

Article 14 : The courses in a training course are organised into study semesters including teaching units.

ARTICLE 15: The training courses for obtaining the bachelor's degree are organized in six (06) semesters and articulated in three (3) stages:

- A first stage of immersion, adaptation to university life and disciplinary discovery.
- A second stage of deepening, consolidating knowledge and progressive orientation.
- A third stage of specialization allows you to acquire knowledge and skills in the chosen specialty.

Article 16: The training courses for the Master's degree are organized in four (04) semesters and articulated in two (02) stages:

- The first stage is devoted to the common teaching of several courses and/or several specialties in the same field, as well as to the deepening of knowledge and progressive orientation.
- The second stage is devoted to the specialisation of the training, the introduction to research and the writing of a dissertation.

III-5. Knowledge and skills test: مراقبة المعرفة والقدرات

Article 17: The skills and acquisition of knowledge concerning each teaching unit are assessed every six months either by a continuous and regular assessment, or by a final examination or by the two methods of assessment combined. The continuous and regular assessment method is applied as far as possible.

Article 18: The head of department, in consultation with the training team, publishes at the beginning of each semester the number of tests, their nature, their duration as well as the control

method(s) adopted and the weighting applied. The weighting relates to the nature of the tests and the methods of control adopted

Article 19: The evaluation of the student covers, depending on the training course, on:

- Teachings,
- Practical work,
- Tutorials,
- Field trips,
- Practical internships,
- Seminars,
- Personal work.

Article 20: The average of the grades of the tutorials is calculated from the student's evaluation grades. These assessments can be organised in the form of lectures, written questions, homework, personal work, etc. The weighting of these elements is left to the discretion of the teaching team.

Article 21 : The mark of the practical work results from the average of the marks of the tests and those of the reports with a weighting left to the discretion of the teaching team

Article 22: For each semester of teaching, two sessions of knowledge and skills tests are organised; the second session of "retake".

The remedial sessions, for each of the two semesters of the same academic year, are organised in September.

Article 23: The teaching unit is definitively acquired for any student who has acquired all the subjects of which it is composed. A subject is acquired if the mark obtained in this subject is equal to or greater than 10/20.

The teaching unit is also acquired by compensation if the average of all the marks obtained in the subjects of which it is composed, weighted by their respective coefficients, is equal to or greater than 10/20.

The teaching unit thus acquired entails the acquisition of the credits allocated to it.

In this case, the credits acquired can be capitalised within the same training course and transferable to all the other training courses comprising the said unit.

The exclusion of a subject making up a teaching unit does not allow the acquisition of this teaching unit by calculating the average of the marks obtained in the other subjects of which it is composed

Article 24: The semester is acquired by any student who has obtained all the teaching units that make it up in accordance with the conditions set out in Article 23 above.

The semester can also be acquired by offsetting between the different teaching units in the following way: The general average of the semester is calculated on the basis of the averages obtained for the teaching units making up the semester, weighted by their respective coefficients.

The semester is then acquired if this average is equal to or greater than 10/20. The semester, thus acquired, entails the acquisition of the thirty (30) credits assigned to it.

The exclusion of a student from a teaching unit does not allow him or her to be compensated.

Article 25: In the event of failure in the first session, the student sits for the retake session in the tests relating to the teaching units not acquired. In this case, the student retains the benefit of the subjects acquired in accordance with the above article and sits for the examinations of the subjects not acquired.

In the case of a teaching unit acquired within the framework of the compensation provided for in Article 24 above, the student may be authorised to sit for the remedial session for the subjects not acquired in the said unit.

Article 26: During the retake session, the mark for each of the subjects concerned shall then be determined on the basis of the mark obtained in the retake test in accordance with the procedures for the assessment of knowledge and skills adopted in accordance with the provisions of Article 18cis dessus. la final mark retained for the subject shall be the best of the averages between the first session and the retake session.

Article 27: At the end of the retake session, the teaching unit and the semester are acquired in accordance with the same provisions of Articles 23 and 24 above.

In the event that a teaching unit is not acquired in accordance with the provisions of Article 23 above, the appropriations allocated to the subjects acquired of which it is composed may be capitalised.

Article 28: The Principle of Compensation shall apply:

- To the teaching unit: it allows the acquisition of the teaching unit by calculating the average of the grades of the consecutive subjects assigned their respective coefficients.
- During the semester: it allows the acquisition of the semester by calculating the average of the grades of the teaching units that make it up, assigned to their respective coefficients.
- At the level (L1, L2, L3): it allows the acquisition of the level (L1, L2 or L3) by calculating the average of the grades of the teaching units that make it up, assigned to their respective coefficients.

Comprehension questions with answers.

Questions about registration and re-registration:

1/ Why is initial enrolment considered an essential step in students' academic career?

Answer: It marks the student's official integration into the university, allowing them to access courses and educational resources.

2/ What are the main steps required for enrolment and re-enrolment at the university?

Answer: Validation of documents, payment of tuition fees, and updating of personal information.

3/ Who can enrol in university studies to obtain a bachelor's degree? (Article 9)

Answer: Holders of a baccalaureate or a foreign diploma recognized as equivalent.

4/ What are the registration requirements for students wishing to obtain a master's degree? (Article 9)

Answer: Hold a bachelor's degree or a recognized equivalent diploma.

5/ How are administrative registration fees applied each academic year? (Article 10)

Answer: The student must pay the registration fees for each academic year.

6/ What is issued to a student when he or she enrolls definitively? (Article 11)

Answer: A school certificate and a student card.

7/ How often is the student card renewed? (Article 11)

Answer: Each academic year, as part of a regular re-registration.

Questions about the organization of teaching:

8/ What is the importance of the organization of university teaching?

Answer: It guarantees quality training for students through a clear structuring of programs and courses.

9/ How are the courses distributed within the university programs?

Answer: They are divided into modules or teaching units (UEs), which can be theoretical, practical or methodological.

10/ What is assigned to each module to assess student progress?

Answer: Credits (ECTS).

11/ How does the organization of teaching promote student development?

Answer: It aims to develop students' theoretical knowledge, practical skills and autonomy.

12/ What is a typical course in the context of university training? (Article 12)

Answer: It is a combination of teaching units that allow the student to choose or build an individualized training path.

13/ What types of teaching are included in the training according to Article 13?

Answer: Theoretical, methodological, practical and applied teaching, as well as elements of pre-professionalization and professionalization.

14/ How are the training courses to obtain a bachelor's degree structured? (Article 15)

Answer: They are organized in six semesters and articulated in three stages: impregnation, deepening and specialization.

15/ What are the two stages of the training paths to obtain a master's degree? (Article 16)

Answer: The first stage concerns common teaching and the deepening of knowledge, and the second stage is dedicated to specialization and the writing of a dissertation.

III-5. Progression in studies: التقدم في الدراسة

Article 27: The transition from the first to the second semester of the same academic year in the same training course is the right for any student who is regularly enrolled.

III-5.1. Progression in Bachelor's studies: التقدم في الدراسة الليسانس

Article 28: The transition from the first to the second year of the bachelor's degree is automatic if the student has acquired the first two semesters of the training course.

However, the transition from the first to the second year of the bachelor's degree may be authorized for any student who has acquired at least 30 credits, including at least 1/3 in one semester.

Article 29: The transition from the second to the third year of the bachelor's degree is automatic if the student has acquired the first four semesters of the training course.

However, the transition from the second to the third year of the bachelor's degree may be granted to any student who has validated at least 90 credits and acquired the fundamental teaching units required to continue studies in the specialty.

Article 30: The student, authorized to progress in his or her training course according to the conditions of passage provided for in the above articles, may keep the benefit of the subjects acquired. In this case, the obligation or exemption from taking courses, tutorials and practical work in the subjects not acquired is the prerogative of the training team.

Article 31: A student who is not admitted to progress to the second or third year of a training course shall, as the case may be, be authorised to re-enrol in the same course or directed by the training team to another training course.

III-5.2. Progression in Master's studies: التقدم في الدراسة الماجستير

Article 32: The transition from the first to the second year is automatic if the student has acquired the first two semesters of the training course.

However, the transition from the first to the second year may be authorised for any student who has validated a minimum of 45 credits and acquired the teaching units prerequisite for the continuation of studies in the specialty, after a study of his or her training course by the training team.

Article 33: The student, authorized to progress in his or her training course according to the conditions of passage provided for in Article 32 above, may keep the benefit of the subjects acquired.

In this case, the obligation or exemption from taking courses, tutorials and practical work in the subjects not acquired is the prerogative of the training team.

Article 34: A student who is not admitted to progress to the second year of a training course is, as the case may be, authorised to re-enrol in the same course or directed, by the training team, towards another training course.

As far as possible, the orientation procedure is applied as a priority for students who are failing. It must lead to the construction of an individualized path more in line with the student's abilities and allows him or her to progress better in his or her course of study.

Under no circumstances may the master's student stay there for a maximum of 03 years, even in the case of a reorientation.

لا يمكن للطالب في مرحلة الماجستير البقاء أكثر من 03 سنوات كحد أقصى، حتى في حالة إعادة التوجيه.

Comprehension questions with answers.

Questions about progression in Bachelor's studies:

1/ What are the necessary conditions to move from the first to the second semester in a training course? (Article 27)

Answer: Passage is a matter of right for any student who is regularly enrolled.

2/ What are the requirements to move from the first to the second year of the bachelor's degree? (Article 28)

Answer : The student must have acquired the first two semesters of the course or at least 30 credits, one third of which must be completed in one semester.

3/ What are the conditions for moving from the second to the third year of the bachelor's degree? (Article 29)

Answer : The student must have acquired the first four semesters of the course or have validated at least 90 credits and acquired the fundamental teaching units.

4/ What happens if a student has not validated all the subjects in a year of the bachelor's degree but is allowed to progress? (Article 30)

Answer: The student can keep the benefit of the subjects acquired, and the decision to take or not to take the courses of the subjects not acquired depends on the training team.

5/ What are the options for a student who is not admitted to progress in the second or third year of the bachelor's degree? (Article 31)

Answer : They can re-enrol in the same course or be directed to another training course.

Questions about progression in Master's studies:

6/ What are the conditions for moving from the first to the second year of the master's degree? (Article 32)

Answer: The student must have acquired the first two semesters or at least 45 credits, with the prerequisite teaching units for the specialty.

7/ What are the rights of the student in the event of progression to a master's degree, concerning the subjects already acquired? (Article 33)

Answer: The student can keep the benefit of the subjects acquired, and the training team decides on the need to follow the courses of the non-validated subjects.

8/ What happens to a master's student who is not allowed to progress to the second year? (Article 34)

Answer: He can re-enrol in the same course or be directed to another course. The orientation procedure aims to build an individualized path adapted to one's abilities.

9/ How many years maximum can a student spend in a master's course, even in the event of a change of orientation? (Article 34)

Answer : The student may not stay there for a maximum of three years.

Références :

Houssaye, J. (1988). Le triangle pédagogique. Paris : ESF éditeur.

Meirieu, P. (1996). L'école, mode d'emploi. Paris : ESF éditeur.

Perrenoud, P. (1999). Pédagogie : des savoirs aux pratiques. Paris:

ESF éditeur. Le concept

ANNEXES

Un *statut d'université* (décret n° 03-344 du 24.09.1983 abrogé par l'article 87 du décret 03-279 modifié et complété par le décret exécutif 06-343 du 27-09-2006 fixant les missions et les règles particulières de l'organisation et du fonctionnement de l'université): L'Université algérienne est une entité dotée de l'autonomie administrative et financière, spécialisée généralement dans plusieurs disciplines scientifiques. Elle regroupe un grand nombre d'instituts qui lui sont rattachés organiquement. Les instituts constituent les unités opérationnelles. Organisés en départements, les instituts d'université forment, chacun dans son domaine précis, les structures de prise en charge des missions de formation et de recherche assignées à l'Université.

Ce décret, portant statut-type de l'université a été modifié et complété. L'université est composée d'organes, d'un rectorat, de facultés, d'instituts et, le cas échéant, d'annexes. Elle comporte des services administratifs et techniques communs (décret exécutif n° 03-279 du 23 août 2003).

Un *statut d'institut national d'Enseignement Supérieur (INES)* (décret n° 83-543 du 24.09.83): L'institut national d'Enseignement Supérieur est également une entité dotée de l'autonomie administrative et financière, entièrement organisée autour d'une seule discipline. Elle fonctionne avec un règlement qui lui confère une autonomie beaucoup plus importante que celle dont peut disposer l'institut d'université. Dans la réalité, la situation est plus complexe. De fait, on constate une catégorisation des institutions d'Enseignement Supérieur plus diversifiée que celle définie par la réglementation en vigueur:

- Université et centre universitaire: d'un même mode d'organisation dans les structures internes avec des différences en matière de nombre d'étudiants et d'enseignants.
- des Facultés
- un statut d'École supérieure (Décret exécutif n° 16-176 du 14 juin 2016 fixant le statut-type de l'école supérieure)

Université de Skikda, Algérie:

Création de l'Université en 2001 (1987 : institut ENSET, 1998 : centre universitaire).
6 facultés, 23 départements, 16 laboratoires, 31 500 étudiants, 1026 enseignants

Université de Sétif 2, Algérie:

Création de l'Université en 2011.
1 unité de recherche et 11 laboratoires, 25 488 étudiants, 955 enseignants

Université d'Alger 1, Algérie:

Création de l'Université en 1909.
4 facultés, 43 568 étudiants, 2587 enseignants, 1376 personnels techniques et administratifs, 11 départements, 26 laboratoires

Université d'El Oued, Algérie:

Création de l'Université en 1987.
7 facultés, 1 institut, 26 830 étudiants, 819 enseignants, 603 personnels techniques et administratifs, 13 laboratoires

Université d'Oran-Mohamed Boudiaf USTO, Algérie:

Création de l'Université en 1971.
7 facultés, 1 institut du sport, 26 000 étudiants, 1000 enseignants, 950 personnels techniques et administratifs, 39 laboratoires, 22 départements

Ecole Polytechnique d'Architecture et d'Urbanisme (EPAU), Algérie:

Création de l'Université en 1970.
1350 étudiants, 203 enseignants/enseignants-chercheurs, 170 personnels techniques et administratifs, 3 laboratoires

Université Kasdi Merbah (UKMO) Ouargla, Algérie :

Création de l'Université en 1988.
10 facultés, 2 instituts, 33 départements, 34 laboratoires, 31 000 étudiants.

Université de Bejaia, Algérie:

Création de l'Université en 1983.
43 000 étudiants, 1700 enseignants/enseignants-chercheurs, 8 facultés, 1200 personnels administratifs et techniques

Université de Sidi Bel Abbès, Algérie:

Création de l'Université en 1989.
29 073 étudiants, 1423 enseignants/enseignants-chercheurs, 9 facultés, 1807 personnels administratifs et techniques

Université de Rouen Normandie, France:

Création de l'Université en 1966.
30 000 étudiants, 2600 enseignants/enseignants-chercheurs et personnels administratifs et techniques, 6 UFR, 4 instituts, 2 écoles internes, 37 unités de recherche,

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

قرار رقم 371 مؤرخ في 11 جوان 2014
يتضمن إحداث المجالس التأديبية في مؤسسات التعليم العالي
ويحدد تشكيلها وسيرها

إن وزير التعليم العالي والبحث العلمي،

- بمقتضى القانون رقم 99 - 05 المؤرخ في 18 ذي الحجة عام 1419 الموافق 4 أبريل 1999 والمتضمن القانون التوجيهي للتعليم العالي، المعدل والمتمم،
- و بمقتضى المرسوم الرئاسي رقم 14 - 154 المؤرخ في 5 رجب عام 1435 الموافق 5 مايو سنة 2014 والمتضمن تعيين أعضاء الحكومة،
- و بمقتضى المرسوم التنفيذي رقم 03-279 المؤرخ في 24 جمادى الثانية عام 1424 الموافق 23 غشت سنة 2003، والمحدد لمهام الجامعة و القواعد الخاصة بتنظيمها وسيرها، المعدل والمتمم،
- و بمقتضى المرسوم التنفيذي رقم 04-180 المؤرخ في 5 جمادى الأولى عام 1425 الموافق 23 يونيو سنة 2004 والمحدد لصلاحيات مجلس آداب وأخلاقيات المهنة الجامعية وسيره،
- و بمقتضى المرسوم التنفيذي رقم 05-299 المؤرخ في 11 رجب عام 1426 الموافق 16 غشت سنة 2005، والمحدد لمهام المركز الجامعي و القواعد الخاصة بتنظيمه و سيره،
- و بمقتضى المرسوم التنفيذي رقم 05-500 المؤرخ في 27 ذي القعدة عام 1426 الموافق 29 ديسمبر سنة 2005، والمحدد لمهام المدرسة خارج الجامعة و القواعد الخاصة بتنظيمها و سيرها،
- و بمقتضى المرسوم التنفيذي رقم 08-265 المؤرخ في 17 شعبان عام 1429 الموافق 19 غشت سنة 2008 والمتضمن نظام الدراسات للحصول على شهادة الليسانس وشهادة الماستر و شهادة الدكتوراه،
- و بمقتضى المرسوم التنفيذي رقم 13-77 المؤرخ في 18 ربيع الأول عام 1434 الموافق 30 يناير سنة 2013 والمحدد لصلاحيات وزير التعليم العالي والبحث العلمي،
- و بمقتضى القرار رقم 96 المؤرخ في 28 يونيو 1989 المتعلق بالتنظيم الخاص بالمجالس التأديبية في الجامعات، المعاهد الوطنية للتعليم العالي والمؤسسات الأخرى.



- وبمقتضى القرار رقم 711 المؤرخ في 03 نوفمبر 2011 الذي يحدد القواعد المشتركة للتنظيم والتسيير البيداغوجي للدراسات الجامعية لنيل شهادتي الليسانس والماستر،

- وبمقتضى القرار رقم 712 المؤرخ في 03 نوفمبر 2011 والمحدد كليات التقييم والتدرج والتوجيه في طوري الدراسات لنيل شهادتي الليسانس والماستر.

يقرر

المادة الأولى: يهدف هذا القرار إلى إحداث مجالس التأديب في مؤسسات التعليم العالي وتحديد تشكيلها وسيرها.

الفصل الأول

أحكام عامة

المادة 2: يخضع كل طالب داخل الحرم الجامعي للقواعد العامة للانضباط والحفاظ على النظام، القائمة على احترام الآخر، والحفاظ على ممتلكات وتجهيزات المؤسسة. يلتزم كل طالب باحترام، على وجه الخصوص، أحكام النظام الداخلي للمؤسسة.

المادة 3: ينبغي على كل طالب تقديم بطاقته عند كل مراقبة من طرف المصالح الجامعية.

المادة 4: ينبغي على كل طالب احترام قواعد النظافة والأمن المعمول بها داخل المؤسسة.

الفصل الثاني

المجلس التأديبي، تشكيلته وصلاحياته

المادة 5: يُحدث على مستوى كل مؤسسة للتعليم العالي:

- مجلس تأديبي للمؤسسة،
- مجلس تأديبي لكل هيئة في المؤسسة: القسم، الكلية أو المعهد.

ينشأ المجلس التأديبي بموجب مقرر من مدير المؤسسة.

المادة 6: يتشكل المجلس التأديبي من:

- خمسة أعضاء دائمين وخمسة أعضاء إضافيين، يتم انتخابهم من طرف ومن بين أساتذة الهيئة المعنية،
- عضو دائم ممثل عن الطلبة وعضو آخر إضافي، يتم انتخابهم من الطرف ومن بين طلبة الهيئة المعنية.



المادة 07: يختص مجلس التأديب للقسم بالبت في المخالفات من الدرجة الأولى المرتكبة على مستوى القسم.

المادة 08: يختص مجلس التأديب للكلية أو المعهد بالبت في المخالفات من الدرجة الثانية المرتكبة على مستوى الكلية أو المعهد.

المادة 09: يختص مجلس التأديب للمؤسسة بالنظر في المخالفات، مهما كانت درجتها، المرتكبة بداخلها، لاسيما المخالفات المرتكبة في الفضاءات البيداغوجية والإدارية غير الملحقة بهيكل بيداغوجي تابع لكلية، معهد أو قسم،

يُعد هيئة طعن ضد قرارات مجلس التأديب للكلية، المعهد أو القسم.

له صلاحية الفصل في طلبات إعادة الإدماج و طلبات العفو.

المادة 10: يجب أن تُنصب على مستوى مؤسسات التعليم العالي مجالس التأديب المنصوص عليها في هذا القرار، وأن تكون عملية.

عهدة مجالس التأديب ثلاث سنوات جامعية.

الفصل الثالث المخالفات

المادة 11: تُعد مخالفات من الدرجة الأولى:

- كل محاولة غش، غش مثبت أو غش مثبت مع سبق الإصرار في الامتحان
- كل حالة عدم إمتثال للتوجيهات الصادرة عن الإدارة، الأساتذة الباحثين أو المكلفون بالأمن
- كل طلب غير مؤسس لتصحيح ثان لورقة الامتحان.

المادة 12: تُعد مخالفات من الدرجة الثانية:

- حالات تكرار مخالفات الدرجة الأولى،
- عرقلة السير الحسن للمؤسسة، الفوضى المنظمة، العنف، التهديد وكل حالات الاعتداء مهما كانت طبيعتها،
- حمل أية وسيلة بنية الإضرار بالسلامة الجسدية للأساتذة الباحثين، الأعدان الإداريين والتقنيين ومستخدمي المصالح والطلبة،
- التزوير واستعمال المزور وتحويل محتوى الوثائق البيداغوجية والإدارية،
- انتحال هوية،
- القذف في حق كافة مستخدمي المؤسسة الجامعية والطلبة،
- القيام بسلوك متعمد من شأنه إحداث الفوضى الموصوفة وعرقلة السير الحسن للنشاطات البيداغوجية، كإعاقة سير الدروس والامتحانات أو مقاطعتها، التجمعات المخلة بالنظام...
- السرقات واستغلال الثقة وتحويل ممتلكات المؤسسة، الأساتذة والطلبة،

- إتلاف متعدد لممتلكات المؤسسة كالأجهزة والأثاث وملحقاته،
- التثمت والكلام البذيء في حق كافة المستخدمين، الأساتذة الباحثين، المستخدمين الإداريين، التقنيين وأعوان المصالح والطلبة،
- رفض الامتثال والخضوع للمراقبة القانونية داخل الحرم الجامعي.

المادة 13: المخالفات غير المذكورة في المادتين 11 و12 من هذا القرار، يمكن للمجلس أن يصنفها ضمن مخالفات الدرجة الأولى أو الثانية، حسب خطورتها والنتائج المترتبة عنها.

الفصل الرابع العقوبات

المادة 14: تحدد العقوبات المطبقة على مخالفات الدرجة الأولى كما يلي:

- إنذار شفوي
 - إنذار كتابي يدرج في الملف البيداغوجي للطالب
 - توبيخ يدرج في الملف التأديبي للطالب
- تمنح علامة صفر على عشرين ألياً لامتحان المعني في حالة ثبوت الغش أو محاولة الغش فيه.

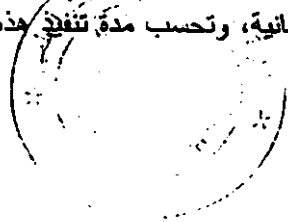
المادة 15: تحدد العقوبات المطبقة على مخالفات الدرجة الثانية كما يلي:

- الإقصاء من المادة أو الوحدة المعنية، يؤدي هذا الإقصاء حتماً إلى عدم المصادقة على النتائج التي يكون قد حصل عليها الطالب في هذه المادة أو الوحدة،
- الإقصاء من السداسي أو من السنة الجارية حسب ما إذا كان التدرج سداسياً أو سنوياً. يؤدي هذا الإقصاء حتماً إلى عدم المصادقة على النتائج التي يكون قد حصل عليها في هذا السداسي أو في هذه السنة،
- الإقصاء لسداسيين أو سنتين باحتساب السداسي أو السنة الجارية، حسب ما إذا كان التدرج سداسياً أو سنوياً. يؤدي هذا الإقصاء حتماً إلى عدم المصادقة على النتائج التي يكون قد حصل عليها في هذا السداسي أو في هذه السنة.
- الإقصاء لسداسيين أو سنتين باحتساب السداسي أو السنة الجارية، حسب ما إذا كان التدرج سداسياً أو سنوياً، في كل مؤسسة للتعليم العالي. يؤدي هذا الإقصاء حتماً إلى عدم المصادقة على النتائج التي يكون قد حصل عليها في هذا السداسي أو في هذه السنة.

تحسب مدة الإقصاء في المسار الجامعي.

المادة 16: لا تلغي العقوبات التأديبية الصادرة عن المجالس التأديبية، المتابعات القضائية المنصوص عليها في التشريع والتنظيم الساري المفعول.

المادة 17: يمكن وجوباً للجهة البيداغوجية المؤهلة، اتخاذ إجراءات تحفظية، ريثما يصدر قرار مجلس التأديب بالنسبة لحالات الغش والمخالفات من الدرجة الثانية، وتحسب مدة تنفيذ هذه الإجراءات في مدة العقوبات.



الفصل الخامس الإجراء التأديبي

المادة 18: يتم إخطار المسؤول عن الجهة البيداغوجية المؤهلة قانونا، كتابيا عن كل مخالفة تمت معابنتها وذلك في غضون 48 ساعة التي تلي الأحداث.

المادة 19: يحدد النظام الداخلي للمجلس التأديبي تنظيم وسير مداولات المجلس وإجراءات معالجة الملف التأديبي حتى إتخاذ القرار النهائي.

المادة 20: يبلغ قرار العقوبة :

- للمعني بالأمر،
- يدرج في الملف البيداغوجي للمعني،
- ينشر في المؤسسة،
- للمؤسسات الجامعية الأخرى والديوان الوطني للخدمات الجامعية، إذا كانت العقوبة تتمثل في الإقصاء لمدة سنة على الأقل.

المادة 21: يمكن للطالب المعاقب أن يلتمس كتابيا، العفو لدى مدير المؤسسة الجامعية. يقدم هذا الالتزام كتابيا ومؤرخا وممضيا من قبل المعني، في أجل أقصاه خمسة عشر (15) يوما بعد تبليغ القرار.

المادة 22: بعد انقضاء مدة العقوبة، يحق للطالب التمتع بجميع حقوقه الجامعية من جديد.

المادة 23: تلغى كل الأحكام المخالفة لهذا القرار.

المادة 24: يكلف المدير العام للتعليم والتكوين العالين ومدراء المؤسسات الجامعية، كل فيما يخصه، بتطبيق هذا القرار الذي سينشر في النشرة الرسمية للتعليم العالي والبحث العلمي.

وزير التعليم العالي والبحث العلمي

وزير التعليم العالي والبحث العلمي
الأستاذ محمد بشاركي

