

Academic Integrity Guide

“Students”

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Academic integrity values of the program

Definitions:

The program adopts the definition of The International Center for Academic Integrity as a ‘a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. Without them, everything that we do in our capacities as teachers, learners, and researchers loses value and becomes suspect.

Courage is the responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research.

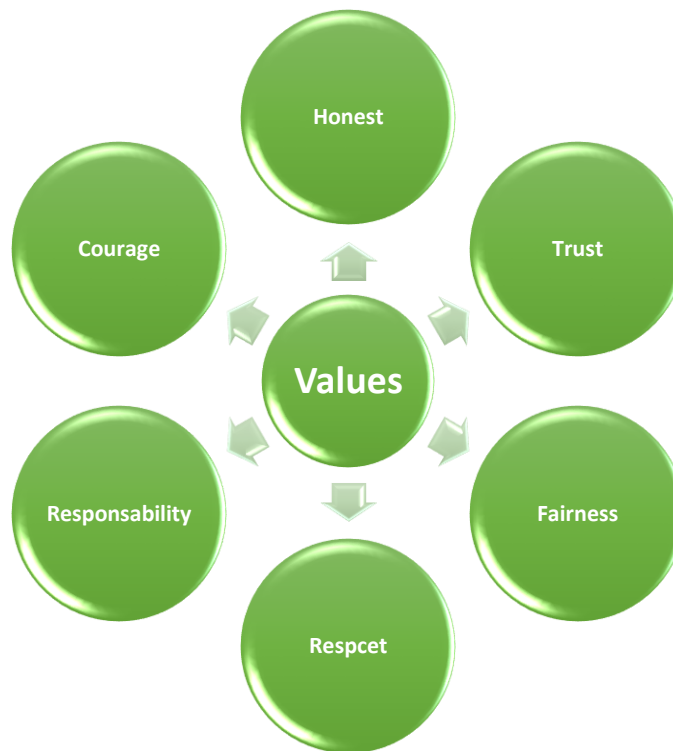


Figure1. Program academic integrity values

Research integrity can also be defined in terms of the credibility of its findings as ‘the trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation.

Academic misconduct or research misconduct generally refers to a breach of academic integrity. Cheating, plagiarism, and fabrication or falsification of data are examples of such breaches.

Students' role in academic integrity:



Honesty

- Following their instructor's guidelines and expectations for assignments and tests
- Submitting original work and completing individual assessments independently



Trust

- Being dependable and reliable in their work, commitments, and actions
- Following their instructor's directions and completing work by the set deadline



Fairness

- Treating others equally without self-interest or prejudice
- Following the University's rules and not trying to gain unfair advantages in assessments



Respect

- Respecting instructors and colleagues
- Consistently and accurately citing the work of others in their assignments
- Keeping academic materials and instructor's intellectual property private



Responsability

- Completing their individual and group work to the best of their abilities
- Seeking help if they are struggling or are not sure to finish their tasks properly



Courage

- Being brave and standing up for what is right, even in challenging situations.
- If they think someone has committed an academic offense or is violating a rule - they alert the responsible

Figure2. Summary of students' role in academic integrity

Faculty Student ethical code of conduct

Many pieces of literature on university education showed that the student is one of the victims of challenges that are faced in university life, and vindicated this because of their unawareness of the attributes and responsibilities of an exemplary university student, the behavior of few of them are based on struggle and flaw, and others on lack of disinterest. While present-day trends in university education appeal for a student to be a significant member of the university family and to be a committed coworker in the productiveness of its reputation and prestige in society, it calls for the importance of having the attributes of the exemplar student at the university, and the need to augment students with it, and to hold them accountable.

Today, university student faces challenges that ordeal their understanding, reasoning, and accomplishments; it may be enhanced with a breakdown of the jurisdiction accepted by society and accepted by the university, thus committing behaviors that cause a breakdown of their relationship with Divinity, contribute to their low self-confidence or lead to weakness in their studies, cause strain in their relationship with their teachers and colleagues, or be a troubling member of their university and society. University students may not accept this situation for themselves. If jabbed with the ethics to which they must adhere in all his interactions in university life, he can proficiently face these challenges.

Article 1 - The objectives of the code of ethics:

The existence of an ethical agreement for the university student leads to several benefits, such as stirring their interest and discerning the nature of their role, and making them feel responsible towards their university, which can be deemed as a yardstick for equating the actual work with idealism, explains the level of advancement in their performance, a comprehensive appraisal of their goals, and the inculcation of the spirit of honest competition between them and their colleagues. Therefore, it is essential to emphasize the

role of the university in developing the personality of the students as the second pillar in university life and the ability to achieve scientific and professional development on an ongoing basis.

Article II- Code of ethics mechanisms:

It requires the university to inform the student that they have an essential role, and the university views it as indispensable as it is for any faculty member. Present-day trends in the arena of the university student have highlighted the need to include them in most interfaces of the University, as they are a member of the educational process, an essential partner in the planning, implementation, and evaluation of student activities, and an active milieu in the assessment of the performance of their teachers. Even modern trends in university education are decisive for their other contributions, ultimately contributing to the upgrading of their University's reputation and commanding it in the ranks of distinguished universities at the level of local and national universities and the level of regional and international universities, both neighboring and distant ones. To establish an ethics code that helps them comprehend it correctly in all their college interactions.

Article III - The student's ethics towards Allah:

This area is part of the moral ethics of the university student because it is as important as our heart's position in the body. If they reconcile with Allah, their condition gets aligned with other milieus of the educational process. It means a set of principles and rules that regulate and guide the student's relationship with His Allah in various situations. They execute all their work considering ethics in different fields as if they are trying to strive for God's blessings and applause. The university student's ethics are many towards Allah, including:

- The sincerity towards the purpose of Allah:

This means that their purpose in seeking knowledge is to enlighten their understanding, refine their reasoning, and improve their actions, to prepare themselves to be a Muslim

scholars who will be able to serve their religion by available and acceptable means.

- **Patience:**

It means that the student remembers that asking for knowledge is not so easy that they cannot get it without being dynamic and prepared to encounter the difficulties they face, whether it be personal, whether it may be physical, financial, mental, or social, and can connect to family members or contribute in careers and are team up with positivity to their working hours and their necessities.

- **Apply science:**

This foundation refers to paraphrasing what they have learned theoretically in daily situations; when they know the meaning of scientific facts, they must apply it when seeking knowledge and make all the effort required to acquire it. This footing is an essential educational principle in Islamic education.

Triumphing the ethics of a university student towards Allah requires that they remember that Allah can be approached by doing HIS worship, good work, and keeping away from the factors which may cause spiritual deviation.

One of the educational insinuations of the university student's ethics towards Allah is the establishment to be a patient believer who works to discipline themselves, control motives, guide desires, purify their personality, and straighten their foundation. One of the outcomes is inculcating a love for goodness and the devoted to doing the work with righteousness so that Muslims are permanently attached to Allah in all their employment duration with the intention of not being greedy, and one of the effects is working towards the goal of winning the patients of Allah in all circumstances and conditions.

Article 4 - Student Ethics towards himself:

This area means a set of principles and rules responsible for controlling and directing the student's actions towards himself. The university student's ethics are several, and his ethics toward Allah affect his behavior about himself, thereby rendering him to have a set of

ethics that would help him to perform actions that distinguish him from other fellow students who are indifferent towards their Allah. Ethics in this area include:

- High in demanding knowledge:

This concept indicates that the student has a sincere and concrete determination to acquire knowledge no matter how difficult it may be to achieve it by enmeshing many efforts and facing difficulties. Keeping in mind the remarkable examples of successful scientists and experts in different disciplines of science who have overcome their challenges to obtain higher grades.

- Taking care of his biography and reputation:

This concept means that the students should be good-looking and know how to carry themselves, be balanced in their purpose, saying and doing so the same thing, and stay away from all destructive behaviors. This foundation makes him the best representative for his family, school, and former teachers. In such instances, he will become different from a student who does not care about doing what he wants from work and disregards its ill-fated end.

- A good vision for his future:

This concept means that the student has a clear goal proportionate to his potential towards his university studies and the choice for his scientific specialization, and thus makes efforts that he considers will be helping to achieve his goal. A student with a good perception of the necessities of the employment market, in terms of specialization, qualification, and skills, inhabits a practical life while studying at university.

- Personal strength:

This foundation means that the student has a high ability to distinguish between acceptable and unacceptable behavior in society and University, being distinguished from others regarding the skills and interests, needs, and habits, and not drifting with inbound alternatives that are considered harmful to the related culture, and not ashamed to

harmonize with the unprecedented rewards. This state of the affair makes the student worthy of social appreciation at the University and society because it is the model of the Muslim student that any university wants in its students.

- Respect for his/her constructive role in life:

This concept means that the student has a role in shaping his/her personality, having a perception about himself/herself, and thereby acquiring the quality of dealing with situations anywhere and at any time.

- Social in nature:

This concept indicates that each student has personal attributes that make the student acceptable to others, such as tolerance, respect for others, fun, kindness, humility, and optimism.

- Appearance care:

This concept indicates the student's interest in cleanliness and cares for integrity and aroma because it reflects the personality. This should make it acceptable to other colleagues, teachers, and all those who deal with the student outside the classroom.

- Verbal fluency:

This concept means that the students should be able to express their opinions without fear or hesitation in front of the faculty member, based on their role as a partner in the accomplishment of success in the educational process. A student with speech defects due to heredity must be kept in check in reaction to present-day trends in education, which emphasize the need to participate with their regular student counterparts.

- Language mastery:

This concept refers to the need for a university student to have another language with the native language since university studies require the student to read in diverse positions. They may find the scientific materials they need in a language other than theirs. They may have to use resources that satisfy their scientific interest in determining what is worth

reading and understanding.

The elaboration of the university student's ethics requires that they identify the personalities of the ideal student at the University, whether personal, moral, social, or voluntary, through mentoring and mentoring programs at the secondary level, through introductory meetings of new students at the university level, though prior year deanship programs and other training programs.

One of the educational implications of a university students' ethics towards themselves is to create a model to be an ideal student in personality, where they are balanced in personality and can play their roles properly in the light of persuasive willpower to enable them to act to be acceptable by the others.

Article 5 - The student's ethics towards his studies:

This area means a set of principles and rules responsible for controlling and guiding university students' studies. His ethics influences his ethics in the previous two sections. The university student may be the cause of quite a few problems, which may contribute to domineering the quality of university teaching, including sleep patterns, mental issues, low level of education, the desire to learn from the lecture, a keenness to get good grades, the constant absence, and the diversity of beliefs of the university student towards his studies.

- Review course plans:

This concept means that the student should comprehend the plan of each course on time to review the old topics, learn new topics, know the requirements for addressing subjects, exam dates, and other needs to be fully prepared and for passing the course.

- Attending lectures:

This concept means discipline in attending his lectures without delay or absence except in some instances; He has no liberty to augment himself within his right to benefit from it, which does not benefit him.

- Studying first and foremost:

This concept refers to the student's meticulous keenness towards courses and reading topics that have not been discussed before so that he is aware of the key and secondary elements in them and identifies the portions that he could not understand himself and therefore wants to ask the faculty member. He organizes his ideas if he desires to augment them. This foundation also refers to reading the topics that have been dealt with in an orderly manner; so that the topics of the courses pooled do not mount up on him, and therefore it becomes difficult for him to study, which will help him pass the exams.

- Acumen in his interventions:

This concept is intended to know the right time to ask his questions, the type and sum of questions, as well as the appropriate time to answer questions asked either by a faculty member or fellow students.

Achieving the student's ethics towards his studies requires that they recognize the scholarly habits to be an ideal student at the University and address the bad habits that caused him to fail to pass the courses, which directly impacted his delay in graduation.

One of the educational implications of making the student aware of the ethics of this field is to inculcate a sense of satisfaction within himself, achieving the appreciation of his teachers, fulfilling the requirements of passing courses, thus achieving success and excellence, graduating in the time permitted by regulations, and obtaining certificates of thanks by his university.

Article 6 - Student Ethics towards Teachers:

This area means the set of principles and rules responsible for controlling and guiding the university student's relationships with faculty members who are knowledgeable and who do not know them. The ethics towards Allah and the student per se influence the student's ethics in this area. Among them are:

- Respect for the faculty member:

This foundation means that the university student appreciates his humanity, takes into account his age and experience, implements his instructions governing his relationship with his students, values his efforts to manage students, thanks him for his attempts to motivate his students to attend actively, and he refrains from embarrassing him with any questions or asking difficult questions. And peace be upon him when he sees it.

- Permission from him:

This concept refers to taking the consent of the faculty member when entering the classroom, when exiting it, and when you wish to ask questions. Or make a partial intervention in putting it forward or putting forward to his colleagues. It also means taking his consent when putting forward the opinions of his colleagues in the profession or criticizing them within the boundaries of literature.

- Respond to it:

This concept means that the student's presence with the faculty member is highly thought-provoking so that he does not engage inside conversations with his colleagues, play with his mobile phone, wander his mind away from the lesson, or sleep. He has to listen to and discuss the portions he does not understand well, even if necessary to accompany him on his way to another hall or walk with him to his office.

- Keeping his secret:

This concept is intended to make the student aware of the affairs in the classroom from examples of sensitive matters or any focus on his mistakes, whether related to the lesson, the treatment, or the matters related to classroom management, except whenever there is a necessity. He should not make his profile a kindling material to be made fun of among fellow students inside or outside the college.

- Accepting an apology:

In the event of a mistake happening to others when dealing with each other, mistakes vary in virtue. When the mistake happened by the faculty member unintentionally or

intentionally, if the mistake is a fatal fabrication of the offender, to maintain integrity, it is praiseworthy for the injured party to accept the student's apology and ask forgiveness and forget about it.

Taking into the university student's ethics account in this area requires that they acquire about their obligations towards the faculty, which is the responsibility of academic assistance at the University, and that each faculty member provide their students with copies of their course plan so that they know and take into account their requirements perfectly.

One of the educational implications of the ethics of this field is the formation of good reciprocal relationships between faculty members and their students, the execution of the prerequisites to pass each course individually, gaining the trust of faculty members, respecting mutual satisfaction, and encouraging the success and excellence of students.

Article 7 - Student ethics towards colleagues:

This area means a set of principles and rules responsible for controlling and guiding the student's relationships with fellow students at the University. The student's ethics in this field are influenced by his ethics towards Allah and towards himself, including:

- Supervision by choosing to be babysitters:

This conception means that the student's interest in forming relationships with fellow students should be focused on being an excellent babysitter in his religion, modernism, and science so that he can benefit from it in developing himself religiously, morally, and educationally and advance his interest in the ceremonial features that some are good at making.

- Interest in forming good relationships:

This foundation indicates a network of healthy relationships with fellow students. This concept requires that the student should have exclusive features, such as being friendly, humble, flexible, cheerful, and honest, and acquire other domains to help to make good

social relations.

- Cooperation with his colleagues:

This foundation means that the student and his colleagues should exchange mutual benefits and services between them, such as providing him with the scientific material for the courses when he missed out, helping him to clarify incomprehensible portions to him, asking about him in his absence, in his illness, defending him in front of faculty and his colleagues, and providing guidance and advice to him in his failure in his studies.

The university student's ethics require that the family instill in itself from a young age to know the basics of best possible dealing with others and its virtuous application. Then the school accomplishes this affair so that the curriculum includes topics on the rights of others and implements classroom and non-curricular activities about these rights and the role of the University in introducing him to the rights and duties of the university student, to be informed of the extraordinary university life.

One of the educational implications of intriguing such ethics is to satisfy the need for self-esteem, respect others, develop their social experiences, and address the lack of understanding of the subjects of courses.

Article 8 - Student ethics towards patients in clinical training:

- The patient has the right to self-autonomy - the patient has the right to choose or reject the treatment method, allowing the student to conduct a clinical examination or disapproval, while this does not affect the quality of medical service provided to him as a patient.
- The patient has the right to identify the attending physician, nurses, and caretakers with their job names, and the patient has the right to know that their team contains some trainees who are getting trained under the full supervision of faculty or consultants.
- Respect the confidentiality and privacy of the patient.

- Not to misuse his position as a therapist
- The patient can receive compassionate and respectful care commensurate with customs and traditions.
- The patient has the right to be adequately cared for based on their need, with no discrimination in receiving health care.
- The patient has the right to be adequately informed about the diagnosis of his illness and treatment plan, using clear and understandable terms and vocabulary and answering all his questions while providing translation services when needed.
- The patient has the right to be adequately informed of why he has undergone various examinations and treatments and who will do so.
- The patient has the right to maintain his privacy and to be cared for in a safe environment free of abuse, and they have the right to refuse to speak or meet with those who have nothing to do with the health institution.
- The patient has the right to have a person of the same gender when needed (if private body parts need to be exposed either for examination or treatment).
- The patient has the right to maintain the privacy and confidentiality of his medical and social information and data so that only those directly related to his treatment or for medical review and improved performance and quality are informed. The disclosure of any information concerning the patient requires written consent unless his life is in imminent danger, following applicable legal procedures such as legal ineligibility (less than 18 years of age) or the case of reported infectious diseases.
- The patient has the right to continue his treatment and is informed if the case requires that he be transferred to any other medical institution outside the Medical Health Center following the regulations and regulations in force at the Ministry of Health.
- The patient has the right to be informed about the regulations and regulations in

place at the health center that are related to his treatment, his duties towards the health center and its employees, and he has the right to identify those to which he can resort, whether to inquire or complain.

- The patient has the right to identify therapeutic and educational institutions directly related to his treatment.
- The patient has the right to agree or refuse to participate in medical research that could affect their health care.

Article 9 - Student Ethics towards his University:

This area means the set of principles and rules that the University accepts and obliges its students to observe in various aspects of academic, social, and recreational behavior, both within and outside the University, because they are responsible for controlling and guiding them. The students' ethics in this field are influenced by their ethics toward their studies and toward their teachers, including:

- Loyalty to the University:

That is, to show the University's forms of appreciation, such as respect for its intellectual frameworks, such as its vision, objectives, mission, regulations, programs, plans, and instructions, commitment to its implementation, maintaining its identity, and defending its rewards, participating in its renaissance and prestige, and distinguishing it in the scientific community and society.

- Tribute to the University:

That is, to speak appropriately about the University's interest in providing the educational equipment required by the educational process, to recognize thanks to its people who work to improve its reputation, to praise the efforts of faculty members to take care of their students, to take pride in the criteria of admission to its students, and to avoid addressing the shortcomings of its roles towards its students with the general public.

- Distance from offending them:

That is, not vowing any hostile demonstration of the ideal student, such as cheating in exams, participating in unauthorized organizations at the University, damaging the property, or targeting to belittle their family.

- Participating in University activities:

This means that the student should take the initiative to participate in the activities of the University, particularly activities in which the University is represented in the community or at the national level; the University is the second educational facilitator after the home where the student spends most of their time and should not wait to thanks the University for doing it.

Enhancing these ethics requires the ideal student is to do duties towards the University, such as attending mentoring programs, and meetings, or aware of publications issued by academic counseling and the departments concerned with student affairs at the University. One of the educational implications of the student's application of these ethics is having cultural awareness of their University, knowing the ethics of the ideal student of science, their obligation to maintain the reputation and prestige of the University and to contribute to their University in the situations when students are violating its laws.

Article 10 - Student Ethics towards his community:

In this area, the set of principles and rules that society accepts is intended to guide and control the behavior of the university student and is obliged to observe it because it is responsible for preparing generations, has loyalty to the rewards it adheres to, and the objectives that enlist its potential to achieve it. The student's ethics in this field are influenced by his ethics towards Allah and towards himself, including:

- Loyalty to the community:

This means that the student loves to lead his community and shows his practices by hearing and obeying their directives, such as being keen to seek knowledge per the needs of the

employment market and recognizing the reasons for requesting a university education to improve the reputation, to preserve their potential, and to participate in their pleasant and unpleasant events.

- Enjoy a good culture:

This means that the student should be well aware of the culture of a society, aware of its national events, familiar with its problems and conditions, participate in providing solutions to it, and have an awareness of the culture of his nation, its concerns, and aspirations. He is also familiar with events at the international level and can provide acceptable rationalization.

Enhancing the university student's ethics towards his community requires that he be accustomed from a young age to abide by the requirements of loyalty to society, which is done through the family, the school, the group of comrades, the media, the University, because the process is cumulative, within the framework of taking into account the characteristics of each age stage so that the desired loyalty goals of society are achieved. It also requires that the University introduce its students to their cultural role in response to contemporary trends in university education concerning the university student.

One of the educational implications of taking the student with these ethics is the formulation of a citizen student who knows the rights of his country towards him, knows what duties he must carry out, and does not fear suffering that may lessen his determination and eagerness, and treasure a citizen who is well informed about the fundamentals of the culture of his country, nation and the world around him, rather than living under the petty of science and culture.

Students' violations of the ethical Code of conduct

First: Academic Violations

Include the following examples:

Cheating:

- o Copying the answers of another student during the exam.
- o Copying answers that were written on some body parts, clothing, etc.
- o Obtaining in advance a copy of the exam questions or any information related to it.
- o The use of references or notes during an exam in which it is prohibited.

Plagiarism: It is the reproduction or paraphrasing of the other published or unpublished work (students' work) without acknowledgement, or examples:

- o The use of the ideas of another person without acknowledgement of the source.
- o Paraphrasing or summarizing another person's work without acknowledgement.
- o Cutting and pasting from electronic sources

Falsification: It is any attempt to present fictitious or distorted data, evidence, references, or experimental results. Examples of falsification are:

- o Presenting research data falsely claimed to have been carried out by you.
- o The invention of references and/or false claims. Including data etc. in your work which you know to be false or incorrect.
- o Fake certificates for non- academic requirements such as hours in practice, or to have achieved professional competencies

Recycling: It is where a piece of work which has already been used in one context is used again (without declaration) in another context. Examples of recycling are:

- o Re-submitting work which has already been assessed and marked in full or in part for another assessment in the same or in a different course.
- o Failure to disclose that a piece of work was submitted for assessment and has been or

will be used for other academic purposes.

- Publishing essentially the same piece of work in more than one place without declaration.

Fake Certificates:

- Falsely claiming to receive IELTS / TOEFL certifications.
- Handing in Fake copies of school files.
- Providing false work certificates.
- Providing false medical reports or certifications.
- Using someone else's ID card.

Submitting Group Work as if it is Individual Work (Collusion):

- Work with someone or others to solve a homework assignment while the work is supposed to be individual.
- Seek help or get help to resolve an assignment that is supposed to be individual.

Not Participating in Collaborative Work:

- False claim of active participation in collective action.
- The false claim is that part of the work of others is the work of the plaintiff.

Inappropriate Pretending to Be Someone Else:

In the case of a student attending any test or activity of academic duty in place of another student.

Participation in Academic Disinformation:

By this, we mean assisting another student or trying to help him commit an act of academic disinformation, such as doing the work of others, designing or producing a project for another student, voluntarily providing them with answers during the test, contacting a student during the probationary period and providing information, giving a student a copy of a test in advance, leaving relevant material at the test site, or changing the result.

Interference with the work of others:

This includes intentionally interfering with other students' work, sabotaging their lab results, research, and electronic files, providing misleading information, or disrupting student work.

Second: Non-Academic Violations

Non-academic violations of Northern Border University standards of conduct include (but are not limited to):

1. Violating any Northern Border University properties, buildings, facilities, or labs or entering them without a permit.
2. Abuse (by word or act) and intimidation of colleagues, visitors to University or college, and their staff.
3. Disruptive or abusive behavior within campus boundaries.
4. Behavior threatens the lives or safety of others, whether physical or moral, within the campus premises and facilities.
5. Theft includes theft of services or personal/property belongings to the University within the university premises or in any university activity.
6. Disrespecting the University's rules in terms of appropriate clothing. The University respects cultural diversity and the requirements of a productive learning environment. Therefore, students should respect local culture and traditions in their clothing.
7. Vandalizing, destroying, or damaging the university's or others' property inside the campus.
8. Owning, copying, or using keys to university buildings, facilities, or property without permission.
9. Unauthorized access or use of the University's facilities or property, including computer tools or software.

10. Unauthorized placement of signs, notifications, banners, signs, or notices. Such materials are placed on authorized bulletin boards or other designated locations. It is not allowed to put such materials on cars, trees, walls, doors, or glass surfaces. Student event announcements that are distributed or displayed in most buildings on campus must be approved and stamped by the Department of Student Activities.

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