

DISCIPLINE CHART

NAME OF DISCIPLINE				ACADEMIC ETHICS AND INTEGRITY				CODE:	
CICLE OF STUDIES DE STUDII (L-BA/M-MA/D-Ph.D.) AND YEAR OF STUDIES 1, 2, 3, 4				D-Ph.D. 1	Semester	1	THE STATUS OF DISCIPLINE (OB-compulsory/OP-optional/F-facultative)		OB
NUMBER OF HOURS PER WEEK				TOTAL HOURS SEMESTER	TOTAL HOURS SEMESTER *	NUMBER S OF CREDITS	TYPE OF EVALUATION (P-along the way, C-colloquium, E-exam, M-mixed)		TEACHING LANGUAGE
C	S	L	Pr.	28	(112-28=) 84	10	M		ROMANIAN / ENGLISH
2									

HOLDER OF THE ACTIVITIES OF COURSE	DIDACTIC AND SCIENTIFIC DEGREE, FIRST NAME, SURNAME		DEPARTMENT
	PHD PROFESSOR CARMEN COZMA		PHILOSOPHY

PREVIOUSLY COMPLETED DISCIPLINES	
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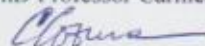
OBJECTIVES	<ul style="list-style-type: none"> - knowing and understanding the need of academic ethics and integrity - developing the erothetical style of approaching ethical issues - emphasizing the necessity of care in promoting, supporting and increasing integrity within the academic ethics and scientific research - strengthening the character traits - developing documentation skills in ethics and law as regards the intellectual creation
SPECIFIC COMPETENCES GAINED	
PROFESSIONAL COMPETENCES	<ol style="list-style-type: none"> 1. appropriating the contents of academic ethics and integrity 2. exploring peculiar ethical problems in education and scientific research 3. understanding the importance of enacting ethical values and principles in PhD thesis preparation and writing 4. assuming responsible commitment in maintaining integrity within profession and life in its wholeness
TRANSVERSAL COMPETENCES	<ol style="list-style-type: none"> 5. recognizing, assessing and finding ways to solve ethical dilemmas 6. developing interpersonal communication skills grounded on ethics 7. efficient management and decision making in various contexts of learning 8. respecting and promoting the basic ethical values of scientific research
CONTENT OF COURSE	ACADEMIC ETHICS AREA AND ITS NEED IN EDUCATION AND SCIENTIFIC RESEARCH PARTICULARITIES OF ACADEMIC ETHOS ‘MORALITY IS ALWAYS VALID’ – IMPLICATIONS OF MORAL EDUCATION WITHIN DOCTORAL SCHOOL INTEGRITY AS CORE VIRTUE IN A CULTURE OF HONESTY DEVELOPED IN UNIVERSITY AND SOCIETY MORAL RESPONSIBILITY, ETHICAL DUTY, AND ACADEMIC INTEGRITY ETHICAL THEORIES, CASES AND THE PRINCIPLE OF REFLECTIVE EQUILIBRIUM ETHICAL AND UNETHICAL CONDUCT IN THE REALM OF SCIENTIFIC RESEARCH. QUESTIONS, DILEMMAS, SOLUTIONS IN GRAPPLING WITH VIOLATIONS OF ACADEMIC INTEGRITY ETHICS, INTEGRITY, MORALITY, AND LEGALITY RESPONSIBLE SCIENCE AND ETHICAL BEHAVIOUR OF RESEARCHER ETHICAL STANDARDS AND POLICIES IN THE ACADEMIC ENVIRONMENT CODES OF BEST PRACTICE AND LEGISLATION IN SCIENTIFIC RESEARCH

BIBLIOGRAPHY (SELECTIVE)	<p>Tricia Bertram Gallant. 2008. "Academic Integrity in the 21st Century: A Teaching and Learning Imperative". <i>ASHE Higher Education Report</i>, Volume 33, No.5. San Francisco, CA: Jossey Bass Publishers.</p> <p>Tracey Bretag (ed.). 2016. <i>Handbook of Academic Integrity</i>. Singapore: Springer.</p> <p>Carmen Cozma. 2020. „In Search of the Meaningfulness of 'Academic Ethics': Make Ethics Count in the Modern University". In Carmen Cozma (ed.). <i>Contemporary Issues and Challenges in Humanities, Arts and Higher Education</i>. Bucharest: Eikon Press, pp. 475-502.</p> <p><i>European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers</i>. 2005. Brussels: European Commission. Directorate-General for Research.</p> <p>T. Fishman (ed.). 2017. <i>The Fundamental Values of Academic Integrity</i>. 2nd edition. International Center for Academic Integrity (ICAI). Clemson, SC: Clemson University.</p> <p><i>General Code of Ethics in Scientific Research</i>. 2007. Bucharest.</p> <p>D. Gould and J. Roberts. 2007. <i>A Handbook for Developing and Sustaining Honor Systems</i>. Portland, OR: Council for Spiritual and Ethical Education.</p> <p>M. Josephson and M. Mertz. 2004. <i>Honor Above All</i>. Los Angeles, CA: Josephson Institute of Ethics.</p> <p>James M. Lang. 2013. <i>Cheating Lessons: Learning from Academic Dishonesty</i>. Cambridge, MA: Harvard University Press.</p> <p>Law 206 / 2004 as regards good conduct in scientific research, technological development and innovation</p> <p>Law of whistle-blowers, 571 / 2004.</p> <p>Francis L. Macrina. 2014. <i>Scientific Integrity</i>. Washington, DC: ASM Press.</p> <p>Donald L. McCabe, Kenneth D. Butterfield and Linda K. Tresiño. 2012. <i>Cheating in College: Why Students Do It and What Education Can Do about It</i>. Baltimore: The Johns Hopkins University Press.</p> <p><i>The European Code of Conduct for Research Integrity</i>. 2017. 2nd edition. Berlin: ALLEA.</p>
METHODOLOGICAL LANDMARKS	university lecture; debate; case study

EVALUATION	methods	- thematic conversation during classes - written final paper	
	forms	continuous assessment and final written exam	
	Weight of evaluation forms in the formula of final grade	average scores for the assessment of the attendance regularly activity/participation fully in class discussions over the semester and the written final paper (50% + 50%)	
	Minimal standards of performance	Knowing and using the basic ethics' elements within the scientific research Writing the final paper Class attendance and the value of interventions in the frame of debates during the semester	

Date of filing
27.09.2021

Signature of course holder
PhD Professor Carmen Cozma



Date of approval in department

Signature of director of department
PhD Professor Nicolae Rămbu