SYLLABUS

1. Data about the program of study

1.1 Institution	The Technical University of Cluj-Napoca
1.2 Faculty	Faculty of Automation and Computer Science
1.3 Department	Computer Science
1.4 Field of study	Computer Science and Information Technology
1.5 Cycle of study	Master of Science
1.6 Program of study / Qualification	Data Science / Master
1.7 Form of education	Full time

2. Data about the subject

2.1 Subject name	***Ethics and academic integrity***			Subject code	**18.00**
2.2 Course responsible / lecturer					
2.3 Teachers in charge of seminars / Laboratory / project					
2.4 Year of study		2.5 Semester		2.6 Type of assessment (E - exam, C - colloquium, V – verification)	
2.7 Subject category	Formative category: DA – advanced, DS – speciality, DC – complementary				DC
	Optionality: DI – imposed, DO – optional (alternative), DF – optional (free choice)				DI

3. Estimated total time

3.1 Number of hours per week	1	of which:	Course	1	Seminars	-	Laboratory	-	Project	-
3.2 Number of hours per semester	14	of which:	Course	14	Seminars	-	Laboratory	-	Project	-
3.3 Individual study:										
(a) Manual, lecture material and notes, bibliography										5
(b) Supplementary study in the library, online and in the field										2
(c) Preparation for seminars/laboratory works, homework, reports, portfolios, essays										2
(d) Tutoring										-
(e) Exams and tests										2
(f) Other activities:										-

3.4 Total hours of individual study (suma (3.3(a)…3.3(f)))	11
3.5 Total hours per semester (3.2+3.4)	25
3.6 Number of credit points	1

4. Pre-requisites (where appropriate)

4.1 Curriculum	-
4.2 Competence	-

5. Requirements (where appropriate)

5.1. For the course	Conditions for active and interactive learning, teaching activities based on heuristic and creative strategies, on problem-based learning situations, as well as practical and applied activities; Onsite scenario: use of computers, video projector, and internet connection; Online scenario: collaborative platforms (MS Teams, etc.)
5.2. For the applications	-

6. Specific competence

6.1 Professional competences	• demonstrates disciplinary expertise • presents arguments convincingly • thinks abstractly • synthesizes information • applies the principles of ethics and scientific integrity in research activities • consults information sources • promotes knowledge transfer
6.2 Cross competences	• demonstrates a desire for learning • critically evaluates information and its sources

7. Expected Learning Outcomes

Knowledge	The student identifies: • concepts, theories, principles, and methods specific to the field of ethics and academic integrity • the main explanatory models of the basic constructs of academic ethics (proper conduct, morality, integrity) • tools for communicating and embracing the principles of ethics and academic integrity • instructional strategies and techniques for developing ethical standards in scientific writing • legislation in the field of ethics and academic integrity
Skills	The student is able to: • appropriately use concepts, theories, and principles in matters of ethics and academic integrity • identify and eliminate sources that lead to unethical behavior • describe, interpret, and apply university ethical codes • interpret the processes involved in the awareness and resolution of moral issues at both individual and collective levels through the lens of major ethical theories • apply ethical principles in resolving potentially conflictual situations with ethical implications • analyze ethical standards in the course of scientific research and publication of results • use research data in accordance with the standards of ethics and professional integrity • effectively use methods and techniques specific to academic research based on ethical conduct in the development of academic projects • interpret legal norms
Responsibilities and autonomy	The student demonstrates: • the ability to make logical connections between concepts and ideas through conceptual transfers in order to explain and substantiate educational and/or professional actions • appreciation of interindividual differences in solving ethical issues • acceptance of the necessity for ethical standards in scientific research • a positive and responsible attitude toward the field of study • active participation in class discussions with peers and professors • appreciation for continuous learning, prompt understanding, and appropriate application of the rules and standards of ethics and academic integrity

8. Discipline objective (as results from the *key competences gained*)

8.1 General objective	Improving the level of knowledge and application of ethical conduct and the operationalization of academic integrity within Romanian higher education, through the acquisition of concepts, methods, tools, and procedures for analyzing the observance of academic integrity at all levels (teaching, administrative, scientific, etc.).
8.2 Specific objectives	To appropriately acquire the concepts specific to ethics and academic integrity for their application in developing a responsible professional career, with moral conduct being an important benchmark of professionalism; To develop the ability to understand, appreciate, and value the main norms and standards related to academic ethics; To gain the knowledge and skills necessary for understanding, respecting, interpreting, and implementing codes of ethics and professional integrity; To develop the skills to identify and resolve issues with ethical implications

	(ethical dilemmas); To understand the concepts required for drafting academic/scientific papers in accordance with the principles of ethics and academic integrity; To identify specific tools for measuring and promoting a culture of integrity in the academic environment.

9. Contents

9.1 Lectures	Hours	Teaching methods	Notes
Introduction to Ethics and Academic Integrity Morality, ethics, deontology, academic integrity – conceptual clarifications. Interdisciplinary and integrative approaches. University ethics. The importance of academic integrity. Consequences of lacking academic integrity.	2		
Institutional Tools for Promoting Academic Ethics Ethics and academic integrity in the University Charter and in the Codes of Ethics and Integrity of national universities. Ethics committees. Academic responsibilities and rights. Ethical and unethical academic conduct – effects and sanctions.	2		
Integrity Standards in Teaching and Research Activities in Higher Education The teaching process – approached from the perspective of integrity. Specific relationships and types of behavior among teaching staff, students, and other stakeholders in the educational process. Good practices at national and international level.	2		
Scientific Research Activity – Specific Integrity Standards Scientific research and the intellectual's professional development. Good conduct in scientific research. Teamwork in research. Intellectual property: copyright, patent, registered trademark.	2		
Standards for Writing Scientific Papers Rules for final thesis writing. Structure of a scientific paper. Citation and bibliography. Scientific report. Scientific article. Scientific research project.	2		
Ethical Issues in Producing Scientific Papers Plagiarism and self-plagiarism as forms of academic fraud – prevention actions and methods of combat. Other ethical issues in research and publishing: data falsification and fabrication, ghost writing, duplicate publication, whistleblowers, article authorship, peer review, use of AI tools (e.g., ChatGPT), etc. Electronic tools for originality checking: advantages and limitations.	2		
Legislative Regulations in the Field. Future and Perspectives: The Illusion Become Reality, the Institutionalization of Ethics Ways to promote academic integrity in the university environment. Recommendations for developing a culture of academic integrity.	2		

Bibliography:

1. Papadima, L. (coord.). (2017). Deontologie academică. Curiculum cadru. București: Editura Universității din București, disponibil la http://mepopa.com/Pdfs/papadima_2017.pdf.
2. Socaciu, E., Vică, C., Mihailov, E., Gibea, T., Mureșan, V., Constantinescu, M. (2018). Etică și integritate academică. București: Editura Universitatii din Bucuresti, disponibil la https://deontologieacademica.unibuc.ro/wp-content/uploads/2018/11/Etica-si-integritate-academica.pdf.
3. Șarpe, D., Popescu D., Neagu A., Ciucur, V. (2011). Standarde de integritate în învățământul universitar (ediție online), UEFISCDI, București, disponibil la http://uefiscdi.gov.ro.
4. Șercan, E. (2017). Deontologie academică. Ghid Practic. București: Editura Universității din București.
5. *** ALLEA (ed.). (2017). The European Code of Conduct for Research Integrity (Revised Edition). Berlin: ALL European Academies, disponibil la http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020-ethics_code-of-conduct_en.pdf.
6. *** ANOSR și SAR. (2017). Ghid de scriere academică pentru studenți, disponibil la file:///C:/Users/Admin/Desktop/etica/materiale/Ghid-de-scriere-academică-pentru-studenți.compressed-1.pdf.
7. *** Carta Universității Tehnice din Cluj-Napoca, disponibilă la

https://www.utcluj.ro/media/page_document/245/Carta_UTCN_actualizata_24aprilie2015.pdf.
8. *** Legea 319/2003 privind Statutul personalului de cercetare-dezvoltare, publicată în M.O. nr. 530 din 23.07.2003, cu ultima modificare prin Legea nr. 69/2018, publicată în M.O. nr. 245 din 20.03.2018.
9. *** Legea 206/2004 (modificată și completată) privind buna conduită în cercetarea științifică, dezvoltarea tehnologică și inovare, publicată în M.O. nr. 505 din 04.06.2004, cu ultima modificare prin O.G. nr. 2/2016, publicată în M.O. nr. 51 din 21.01.2016, aprobată prin Legea nr. 178/2016.
10. *** Legea Învățământului Superior nr. 199/2023, cu modificările și completările ulterioare, disponibilă la https://legislatie.just.ro/Public/DetaliiDocument/271898

9.2 Applications - Seminars/Laboratory/Project	Hours	Teaching methods	Notes
Bibliography			

**Se vor preciza, după caz: tematica seminariilor, lucrările de laborator, tematica și etapele proiectului.*

10. Bridging course contents with the expectations of the representatives of the community, professional associations and employers in the field

The course Ethics and Academic Integrity is designed to help master's students become familiar with the moral and ethical norms and standards that define the concept of integrity in academic and research activities. Master's students who successfully complete this course will be able to understand, interpret, and appropriately apply these norms, as well as identify forms of academic integrity violations and the sanctions they entail. These competencies are essential for master's students to have a proper understanding of the rights and obligations derived from being a member of the academic community, and they are also necessary for their future roles as engineers in their respective fields. The course content aligns with the identified need both academically and in the labor market, specifically the formation of adults capable of applying and respecting ethics and professional integrity in their daily activities.

11. Evaluation

Activity type	Assessment criteria	Assessment methods	Weight in the final grade
Course	The correctness, completeness, and accuracy of the theoretical knowledge covered; the degree of mastery of specialized terminology; the ability to analyze, synthesize, and integrate acquired knowledge; the capacity for critical argumentation; and the ability to relate specialized knowledge to real-life situations.	Summative assessment – onsite colloquium Continuous assessment – presentation of a portfolio of works developed throughout the semester	60% 40%
Seminar	-	-	-
Laboratory	-	-	-
Project	-	-	-

Minimum standard of performance:
Understanding of the main concepts, ideas, theories, and knowledge of the fundamental issues in the field;
Operationalization of key terms;
Application of acquired knowledge through providing examples, designing illustrations, and conducting complete and relevant analyses of situations from the perspective of ethics and academic integrity.
The final grade is calculated using the formula:
0.6 * Summative Assessment Grade + 0.4 * Continuous Assessment Grade
Submission of the individual portfolio (by the announced deadline) and attendance at the colloquium are mandatory for obtaining a grade and successfully completing the course.

Date of filling in: 01.09.2025	**Responsible**	**Title First name Last name**	**Signature**
	Course		
	Applications		

Date of approval in the department 17.09.2025	Head of department, Prof.dr.eng. Rodica Potolea
Date of approval in the Faculty Council 19.09.2025	Dean, Prof.dr.eng. Vlad Mureșan