



SYLLABUS

Academic ethics and integrity

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeș-Bolyai University of Cluj Clu-Napoca
1.2. Faculty	Faculty of European Studies
1.3. Department	Department of European Studies and Governance
1.4. Field of study	International Relations and European Studies
1.5. Study cycle	Doctoral studies
1.6. Study programme/Qualification	Doctoral School International Relations and European Studies
1.7. Form of education	Full time

2. Information regarding the discipline

2.1. Name of the discipline		Academic ethics and integrity					Discipline code		SDR0004		
2.2. Course coordinator					Assoc. Prof. Dr. Adrian-Gabriel Corpădean						
2.3. Seminar coordinator					Assoc. Prof. Dr. Adrian-Gabriel Corpădean						
2.4. Year of study		1	2.5. Semester		1	2.6. Type of evaluation		C	2.7. Discipline regime		OB

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	2	of which: 3.2 course	1	3.3 seminar/laboratory	1
3.4. Total hours in the curriculum	24	of which: 3.5 course	12	3.6 seminar/laborator	12
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					50
Additional documentation (in libraries, on electronic platforms, field documentation)					50
Preparation for seminars/labs, homework, papers, portfolios and essays					25
Tutorship					Var.
Evaluations					Var.
Other activities:					
3.7. Total individual study hours		125			
3.8. Total hours per semester		149			
3.9. Number of ECTS credits		8			

4. Prerequisites (if necessary)

4.1. curriculum	-
4.2. competencies	working use of English

5. Conditions (if necessary)

5.1. for the course	-
5.2. for the seminar /lab activities	-

6.1. Specific competencies acquired ¹

Professional/essential competencies	<ul style="list-style-type: none"> • Identification of ethical and integrity-related issues in various branches of research • Analysis of ethical dilemmas in concrete research situations • Identification of plagiarism and other forms of academic dishonesty • Application of EU provisions on ethics in research • Enhanced research design and quality
Transversal competencies	<ul style="list-style-type: none"> • Resolution of ethical problems in IRES and corresponding disciplines • Correct use of cross-disciplinary tools in research • Use of communication tools to resolve ethical dilemmas • Use of complex terminology in defining ethical cases

6.2. Learning outcomes

Knowledge	The student knows: how to identify best practice and avoid breaches in academic ethics and integrity, through a comprehensive course based on case studies and on the presentation of PhD students' own research interests.
Skills	The student is able to identify and combat various types of plagiarism, according to EU and national provisions, as well as to analyse complex ethical matters arising in the broad research environment, including the digital one.
Responsibility and autonomy:	The student has the ability to assess the role of ethics in the area of academic freedom.

7. Objectives of the discipline (outcome of the acquired competencies)

¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

7.1 General objective of the discipline	<ul style="list-style-type: none"> To identify best practice and avoid breaches in academic ethics and integrity, through a comprehensive course based on case studies and on the presentation of PhD students' own research interests.
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> To enable PhD students to identify and combat various types of plagiarism, according to EU and national provisions. To analyse complex ethical matters arising in the broad research environment, including the digital one. To assess the role of ethics in the area of academic freedom.

8. Content

8.1 Course	Teaching methods	Remarks
Introduction		
Defining academic integrity and standards	Lecture	https://academicintegrity.org/ . Tricia Bertram Gallant (2017), "Academic Integrity as a Teaching & Learning Issue: From Theory to Practice", Theory into Practice, 56:2, pp. 88-94, DOI: https://doi.org/10.1080/00405841.2017.1308173 .
The European Charter for Researchers and The European Code of Conduct for Research Integrity	Lecture	https://euraxess.ec.europa.eu/jobs/charter/european-charter . https://allea.org/code-of-conduct/ .
Plagiarism: legal and academic aspects	Lecture	Chris Park (2003), "In Other (People's) Words: Plagiarism by university students - literature and lessons", Assessment & Evaluation in Higher Education, 28:5, pp. 471-488, DOI: https://doi.org/10.1080/02602930301677 .
Plagiarism: forms and prevention	Lecture	Gert Helgesson, Stefan Eriksson (2014), "Plagiarism in research", Medicine, Health Care and Philosophy, vol. 18, pp. 91-101, http://link.springer.com/article/10.1007%2Fs11019-014-9583-8 .
Other forms of academic dishonesty	Lecture	Nhung T. Hendy, Nathalie Montargot, Antigoni Papadimitriou (2021), "Cultural Differences in Academic Dishonesty: A Social Learning Perspective", Journal of Academic Ethics, 19, pp. 49-70, https://doi.org/10.1007/s10805-021-09391-8 . Kari Trost (2009), "Psst, have you ever cheated? A study of academic dishonesty in Sweden", Assessment & Evaluation in Higher Education, 34:4, pp. 367-376, DOI: https://doi.org/10.1080/02602930801956067 .
Ethical challenges in AI and the digital environment	Lecture	Sunny Mutti (2022), "Academic Integrity in the Digital Age", Technology and the Curriculum,

		Pressbooks, https://pressbooks.pub/techcurr20221/chapter/academic-integrity-in-the-digital-age . D. Olcott Jr., X. Carrera Farran, E. E. Gallardo Echenique, J. González Martínez, (2015), "Ethics and Education in the Digital Age: Global Perspectives and Strategies for Local Transformation in Catalonia", RUSC. Universities and Knowledge Society Journal, 12(2), pp. 59-72, DOI: http://dx.doi.org/10.7238/rusc.v12i2.2455 .
Ethical issues in experimental research	Lecture	Jonathan Lewis (2020), "Experimental Design: Ethics, Integrity and the Scientific Method", in R. Iphofen (ed.), Handbook of Research Ethics and Scientific Integrity, DOI: https://doi.org/10.1007/978-3-030-16759-2_19 .
The ethics behind research projects	Lecture	European Commission (2013), Ethics for researchers Facilitating Research Excellence in FP7, https://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf .
Ethics amid academic freedom	Lecture	Anthony Shannon, Danielle Eden (2018), "Academic freedom, integrity and research ethics", Journal of Social Science Research, 12(2), pp. 2672-2679, DOI: https://www.researchgate.net/publication/326974861_Academic_freedom_integrity_and_research_ethics .
Sanctions and consequences: case studies	Lecture	Babeș-Bolyai University Code of Ethics and Professional Conduct (2019), www.ubbcluj.ro/en/despre/organizare/files/EN_Codul-de-etica-si-deontologie-profesionala.pdf .
Conclusion and feedback		
<p>Bibliography</p> <ol style="list-style-type: none"> 1. Babeș-Bolyai University Code of Ethics and Professional Conduct (2019), www.ubbcluj.ro/en/despre/organizare/files/EN_Codul-de-etica-si-deontologie-profesionala.pdf. 2. Dobrick, Farina Madita, Fischer, Jana, Hagen, Lutz M. (eds.) (2018), Research Ethics in the Digital Age. Ethics for the Social Sciences and Humanities in Times of Mediatization and Digitization, Springer, https://etica.uazuay.edu.ec/sites/etica.uazuay.edu.ec/files/public/Research%20Ethics%20in%20the%20Digital%20Age%20Ethics%20for%20the%20Social%20Sciences%20and%20Humanities%20in%20Times%20of%20Mediatization%20and%20Digitization%20%28%20PDFDrive%20%29.pdf. 3. European Commission (2013), Ethics for researchers Facilitating Research Excellence in FP7, https://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf. 4. Gallant, Tricia Bertram (2017), "Academic Integrity as a Teaching & Learning Issue: From Theory to Practice", Theory into Practice, 56:2, pp. 88-94, DOI: https://doi.org/10.1080/00405841.2017.1308173. 5. Helgesson, Gert, Eriksson, Stefan (2014), "Plagiarism in research", Medicine, Health Care and Philosophy, vol. 18, pp. 91-101, http://link.springer.com/article/10.1007%2Fs11019-014-9583-8. 		

6. Hendy, Nhung T., Nathalie Montargot, Antigoni Papadimitriou (2021), "Cultural Differences in Academic Dishonesty: A Social Learning Perspective", Journal of Academic Ethics, 19, pp. 49-70, <https://doi.org/10.1007/s10805-021-09391-8>.
7. Lewis, Jonathan (2020), "Experimental Design: Ethics, Integrity and the Scientific Method", in R. Iphofen (ed.), Handbook of Research Ethics and Scientific Integrity, DOI: https://doi.org/10.1007/978-3-030-16759-2_19.
8. Mutti, Sunny (2022), "Academic Integrity in the Digital Age", Technology and the Curriculum, Pressbooks, <https://pressbooks.pub/techcurr20221/chapter/academic-integrity-in-the-digital-age>.
9. Olcott, D. Jr., Carrera Farran, X., Gallardo Echenique, E. E., González Martínez, J., (2015), "Ethics and Education in the Digital Age: Global Perspectives and Strategies for Local Transformation in Catalonia", RUSC. Universities and Knowledge Society Journal, 12(2), pp. 59-72, DOI: <http://dx.doi.org/10.7238/rusc.v12i2.2455>.
10. Park, Chris (2003), "In Other (People's) Words: Plagiarism by university students - literature and lessons", Assessment & Evaluation in Higher Education, 28:5, pp. 471-488, DOI: <https://doi.org/10.1080/02602930301677>.
11. Shannon, Anthony, Eden, Danielle (2018), "Academic freedom, integrity and research ethics", Journal of Social Science Research, 12(2), pp. 2672-2679, DOI: https://www.researchgate.net/publication/326974861_Academic_freedom_integrity_and_research_ethics.
12. The European Charter for Researchers, <https://euraxess.ec.europa.eu/jobs/charte/european-charter>.
13. The European Code of Conduct for Research Integrity, <https://allea.org/code-of-conduct/>.
14. The University of Sydney, <https://www.sydney.edu.au/students/academic-integrity/breaches.html>.
15. Trost, Kari (2009), "Psst, have you ever cheated? A study of academic dishonesty in Sweden", Assessment & Evaluation in Higher Education, 34:4, pp. 367-376, DOI: <https://doi.org/10.1080/02602930801956067>.
16. <https://academicintegrity.org/>.

8.2 Seminar / laboratory	Teaching methods	Remarks
Introduction and requirements		
Examples of academic standards	Individual presentations	
The EU's approach to academic ethics	Text analyses	
The EU's approach to academic ethics	Case studies	
Legal provisions on academic plagiarism	Debate	
How to detect and prevent plagiarism?	Case studies	
Mapping academic dishonesty	Case studies	
Examples of ethical breaches in AI and the virtual world	Case studies	
Case studies on ethical considerations in experimental research	Project analyses	
Examples of research projects with ethical considerations	Group debate	
The boundaries of academic freedom	Debate	
Conclusion and feedback		

Bibliography
Journal of Academic Ethics, <https://www.springer.com/journal/10805>.
UNESCO, <https://etico.iiep.unesco.org/en/academic-integrity>.
Council of Europe, "Academic integrity and plagiarism", <https://www.coe.int/en/web/ethics-transparency-integrity-in-education/academic-integrity-and-plagiarism>.

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- This course enables PhD students to conduct quality research, in keeping with the European norms and best practice pertaining to ethical standards. The competencies and information germane to academic integrity are of use to any researcher, regardless of their field of activity, and are meant to boast a high level of accuracy and fairness in all research endeavours, from publications to research projects and fieldwork. This will provide a significant advantage in the researchers' academic or private sector activity.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	Final paper or presentation	Quality of arguments, case study analysis	60
10.5 Seminar/laboratory	Active attendance	No. of presentations and analyses	30
Ex officio: 1 point			
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> Final paper/presentation with at least two arguments and a case study. 			

11. Labels ODD (Sustainable Development Goals)²

							
							
							

² Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.”.



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TRADITIO ET EXCELLENTIA



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FACULTATEA DE
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Date:
3 November 2025

Signature of course coordinator

Signature of seminar coordinator

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Date of approval:

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Signature of the head of Doctoral School

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