COURSE DESCRIPTION

1. Programme Identification Data

1.1 Higher Education Institution	**„ALEXANDRU IOAN CUZA" UNIVERSITY OF IAȘI**
1.2 Faculty	**FACULTY OF CHEMISTRY**
1.3 Department / Doctoral School	**DOCTORAL SCHOOL OF CHEMISTRY**
1.4 Field of Study	**CHEMISTRY**
1.5 Cycle of Studies	**DOCTORATE**
1.6 Study Programme / Qualification	**ADVANCED UNIVERSITY STUDIES – DOCTORAL SCHOOL OF CHEMISTRY / PhD IN CHEMISTRY**

2. Course Identification Data

2.1 Course Title	**ETHICS AND ACADEMIC INTEGRITY**						
2.2 Course coordinator (lectures)	**Prof. univ. dr. habil. Cecilia ARSENE** **Prof. univ. dr. Ionel MANGALAGIU** **Prof. univ. dr. habil. Romeo Iulian OLARIU** **Prof. univ. dr. Aurel PUI**						
2.3 Seminar coordinator							
2.4 Year of study	**I**	**2.5** Semester	**1**	**2.6** Type of assessment	***C**	**2.7** Disciple regime	****CC**

*[E – exam / C – colloquium] **[CC = Compulsory Course / OC = Optional Course]

3. Estimated Total Workload (hours per semester)

3.1 Hours per week	**1**	**3.2** Lectures	**1**	**3.3** Seminars	**-**
3.4 Total hours according to the curriculum	**14**	**3.5** Lectures	**14**	**3.6** seminars	**-**

Time allocation	hours
Study based on textbooks, course materials, bibliographic sources, and other relevant resources	14
Additional research in the library, on specialized electronic platforms, and in the field	40
Preparation for seminars, assignments, papers, portfolios, essays	20
Academic tutoring	4
Assessment activities	4
Other activities	4

3.7 Total hours of individual study	86
3.8 Total hours per semester	100
3.9 Number of credits	**4**

4. Preconditions (if applicable)

4.1 Curriculum prerequisites	Completion of a Master's degree (or equivalent) and enrolment in the doctoral study programme in Chemistry, according to the regulations of the Doctoral School.
4.2 Competences prerequisites	General competence in the use of scientific language and in the analysis of information from the scientific literature; competence in documentation, synthesis, and academic argumentation in research contexts; as well as competence in using a personal computer and applications from the Microsoft Office suite (Word, PowerPoint, Excel, Outlook).

5. Conditions (if applicable)

5.1 Course course	Appropriate teaching spaces for doctoral activities, equipped with IT and multimedia equipment (video projector, PC), with access to the Internet, institutional IT infrastructure, and bibliographic resources and relevant scientific databases. Compliance with institutional regulations regarding the

	organization of doctoral studies
5.2 Conducting the seminar	**-**

6. Specific competences accumulated

Professional competences	• Competence to design and substantiate responsible scientific research approaches in accordance with the principles of ethics and academic integrity, with the aim of advancing scientific knowledge; • Competence to critically and constructively evaluate scientific research projects and results in relation to the current state of theoretical and methodological knowledge and to the norms of ethics and academic integrity; • Competence to select and apply principles, theories, and the normative framework specific to research ethics and academic integrity, including in interdisciplinary contexts and complex situations; • Competence to analyze, explain, and interpret ethical situations and issues specific to scientific research and the academic environment from multiple perspectives; • Systematic and in-depth knowledge of concepts, norms, debates, and emerging approaches in the field of ethics and academic integrity, as well as the ability to communicate and engage in dialogue with specialists in related fields.
Transversal competences	• Competence to initiate and develop academic projects and activities focused on creativity, responsibility, and respect for ethical values, as a foundation for professional development; • Competence to assume responsibility for, and to organize, coordinate, and lead activities carried out within professional groups, scientific research, or organizations and institutions, in compliance with ethical principles; • Competence to initiate and develop innovative and complex theoretical and practical projects in academic and research contexts, in accordance with the norms of ethics and academic integrity.

7. Course Objectives (derived from the acquired competences)

7.1. General objective	To develop the competence to understand and apply the principles of ethics and academic integrity in research and the academic environment through critical analysis of ethical and unethical behavior, the relevant normative framework, and current practices in education and research, in order to support responsible professional conduct in accordance with academic standards.
7.2. Specific objectives	Upon completion of the course, the doctoral student will be able to: • critically analyse potential forms of unethical behaviour in the work of researchers and academics; • identify and interpret documented examples from the literature that highlight situations of deviation from academic good conduct and ways to prevent them; • assess, from an ethical perspective, practices, opportunities, and mechanisms in academia related to professional development and integration into the labor market; • demonstrate a responsible and reflective attitude toward their own professional choices, in accordance with the principles of ethics and academic integrity .

8. Content

8.1	**Lecture Topics**	**Teaching methods***	**Notes** (hours / references)
1.	The concept of ethics. Introduction. Professionalism and ethics. Moral values	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])
2.	Codes of ethics and ethical standards. Ethics in the university	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])

3.	Integrity in the academic environment. Evaluation of academic units. Conduct and deviations in an academic unit	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])
4.	Integrity in the academic environment. Misrepresentation of identity documents. Relationships in an academic unit. Title and PhD degree. Research Fellowship	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])
5.	Integrity in teaching. Learning ways. The PhD. The impact of the teacher. Professionalism and moral values	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])
6.	Academic misconduct: forms and situations. Effects on the victim and on the university institution	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])
7.	Enforcement of codes of ethics. Deviation reporting mechanisms. The Ethics Committee. Sanctions and the effectiveness of codes of ethics	Interactive lecture, explanation and conceptual demonstration, academic conversation and debate, critical analysis and problematization	(2 hours, [1÷5])

*In cases of force majeure, teaching activities may be conducted online, in accordance with current legislation.

Bibliography

1. Hınız, G. Research Ethics and Ethical Behavior in Research. In: Abu-Shaheen, A.K., Hamza, M.A., Marar, S. (eds) Introduction to Research Ethics and Academic Integrity, Springer, **2025**.
2. Speight, J. G. Ethics in the University. Scrivener Publishing, Wiley, **2016.**
3. Blackburn, S. Ethics: A Very Short Introduction. Oxford University Press, **2009**.
4. Otteson, J. R. Actual Ethics. Cambridge University Press, **2006**.
5. Schultz, R. A. Contemporary Issues in Ethics and Information Technology. IRM Press, **2005**.

9. Learning Outcomes

Knowledge and understanding	• explain fundamental concepts of ethics and academic integrity relevant to research activities and the academic environment; • describe the normative framework, principles, and ethical standards applicable to scientific research and academic activities; • understand types of ethical and unethical behavior in research and education, as well as their causes and consequences; • recognize the role of ethics and academic integrity in ensuring the quality, credibility, and impact of scientific research.
Application and analysis	• apply principles of ethics and academic integrity in the analysis of concrete situations and case studies in academic and research contexts; • use ethical criteria and institutional norms to evaluate scientific research projects and results; • critically analyze deviations from academic good conduct and identify appropriate preventive and corrective measures; • relate ethical principles to current practices in academic and research activities.
Critical Assessment and Accountability	• critically and constructively evaluate academic behaviors, decisions, and practices from the perspective of ethics and academic integrity; • assess the impact of breaches of ethical norms on individuals, the academic community, and institutions; • demonstrate responsibility, autonomy, and integrity in guiding one's own doctoral research approach; • justify the importance of compliance with ethical norms and responsible conduct in scientific and professional activities.

	• communicate issues related to ethics and academic integrity clearly and in a well-argued manner, both orally and in writing, in academic and scientific contexts;
Academic Communication	• use appropriate terminology specific to research ethics and academic integrity when engaging in dialogue with specialists in related fields;
	• participate actively and in a reasoned manner in academic discussions and debates on current ethical issues in education and research;
	• present analyses and reasoned positions on ethics and academic integrity clearly and critically in institutional and professional contexts.

10. Correlation of the course content with the expectations of community representatives, professional associations, and representative employers in the field related to the program.

The content of the course *Ethics and academic integrity* is aligned with the expectations of the academic community, professional associations, and employers in the fields of research and education by developing the competences necessary for the identification, evaluation, and management of situations with ethical risk in academic and research activities.

Upon completion and successful passing of the discipline, the doctoral student will acquire the knowledge and competences required to identify, analyze, and critically evaluate unethical behaviors in academic and research contexts, as well as to recognize the limits and mechanisms for preventing situations that may lead to deviations from academic ethics and integrity, in accordance with professional and institutional standards.

11. Assessment

Activity	11.1 Assessment criteria	11.2 Assessment methods	11.3 Weight in final grade (%)
11.4 Course	Correctness, coherence, and quality of argumentation in responses, as evidence of understanding and application of the principles of ethics and academic integrity; the ability to critically analyze ethical situations specific to research and the academic environment.	Colloquium – oral and well-reasoned presentation of an ethics-related research issue, based on the relevant normative framework and specialized literature.	100
11.5 Seminar			
11.6 Minimum Performance Standard			
In order to pass the discipline, the doctoral student must demonstrate: • the ability to identify key activities and situations with the potential to generate ethical and academic integrity issues in research and the academic environment; • knowledge and application of methods for preventing and avoiding ethical and academic integrity violations; • the ability to analyze and argue a concrete ethical situation in relation to the principles and norms of academic ethics .			

Date of completion   Course coordinator   Seminar coordinator
26.09.2025

                       Prof. univ. dr. habil. Cecilia ARSENE

                       Prof. univ. dr. Ionel MANGALAGIU

                       Prof. univ. dr. habil. Romeo Iulian OLARIU

                       Prof. univ. dr. Aurel PUI

Date of approval   Director of the Doctoral School of Chemistry
29.09.2025   Prof. univ. dr. habil. Cecilia ARSENE