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DISCIPLINE SHEET
Academic year 2025-2026

1. About the program

1.1 Higher education institution	University of Bucharest
1.2 Faculty	Faculty of Interdisciplinary Studies
1.3 Department	Interdisciplinary School of Doctoral Studies – ISDS-UB
1.4 Field of study	-
1.5 Study cycle	Doctorate
1.6 Study program / Qualification	***Broad Interdisciplinarity/ Mind, Language and Cognition***

2. About the discipline

2.1 Name of the discipline				Ethics and Academic Integrity			
2.2 Holder of the course				Constantin Vică, Paul Vasos			
2.3 Holder of the seminar							
2.4 Study year	1	2.5 Semester	1	2.6 Evaluation type	V	2.7 Discipline regime	Oblig.

3. Total estimated time

3.1 Number of weekly hours	1	3.2 out of which course:	1	3.3 seminar/laboratory	0
3.4 Total hours in the curriculum	28	3.5 out of which course:	28	3.6 seminar/laboratory	0
Distribution of time:					**hours**
Study according to the textbook, course material, bibliography and notes					50
Additional documentation in the library, on specialized electronic platforms and in the field					40
Preparation of seminars/laboratory, assignments, papers, portfolios and essays					17
Tutoring					10
Examinations					5
Others……					

3.7. Total hours of individual study	**122**
3.8. Total hours per semester	**150**
3.9. Number of credits	**6**

4. Preconditions (where applicable)

4.1 curriculum	not applicable
4.2 skills	not applicable

5. Conditions (where applicable)

5.1 course delivery	Room with multimedia equipment (video projector, smart board)
5.2 conducting the seminar/laboratory	

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6. Learning outcomes

Knowledge	LO1. Demonstrate understanding the principles of academic integrity, including honesty, transparency, and proper attribution of sources. They will be familiar with institutional policies and international standards regarding ethical conduct in research and scholarship.
Skills	LO1. Demonstrate independence in routine work including autonomous learning, reading widely, creative thinking, critical thinking, effective time management, collegiality, initiative, responsibility, problem-solving etc. LO2. Demonstrate the capacity to identify and avoid plagiarism, fabrication, and other forms of academic misconduct. Graduates will apply proper citation practices, manage data responsibly, and uphold the integrity of the research process in all their academic work.
Responsibility and autonomy	LO1. Demonstrate intellectual independence and academic integrity and the ability to make assessments of research ethics. LO2. Demonstrate independence in maintaining high ethical standards, even in challenging situations. They will be proactive in seeking guidance when ethical dilemmas arise and continuously reflect on their practices to ensure alignment with the values of academic integrity. LO3. Demonstrate accountability for their own work and contribute to a culture of integrity within their academic and professional communities. They will actively promote ethical behavior and address breaches of academic integrity when encountered.

7. Contents

8.1 Course	**Methods**	**Observations**
1.1. *Frameworks for moral evaluation. How do we analyze an ethical problem?* • Basic concepts of ethics • Moral argumentation • What are ethical theories and when are they useful? • Criteria for moral evaluation: intentions, consequences, and virtues • Moral dilemmas and moral disagreement • Moral principles, values, and duties 1.2. *Specifics of academic ethics* • Unethical behavior in academic organizations (types and consequences) • Moral development in academia • The crisis of harassment and bullying – from individual misconduct to systemic ethical failures • Power asymmetries in academia • Integrity and responsibility of academics	Lecture, explanation, conversation	4 hours
2.1. *Teamwork ethics* • Recruitment principles: transparency, fairness, representativeness	Lecture, explanation, conversation	3 hours

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• Ethics of contribution recognition • Collaboration, complicity, and whistleblowing • Science as a moral system – Mertonian norms of science 2.2. *Research ethics: contemporary challenges* • On academic misconduct • Old challenges: plagiarism and self-plagiarism • Some new challenges: digital research on social media, electronic informed consent, and emerging technologies • Developing ethical reflexivity beyond moral intuitions and compliance • Ethics-by-design • Publication ethics: authorship, co-authorship, ghostwriting, and predatory journals • Ethical and regulatory challenges of being a European researcher • Open science tensions		
3.1. *Academic integrity: institutional tools* • Code of ethics and committees • The institutional virtues of an academic organization • Ethical evaluation and approval of research projects: why it is necessary and how it is done? • Who can help us solve moral issues within the university? 3.2. *Research ethics in the social sciences and humanities* • Academic freedom and disagreement in science • Autonomy, human dignity and respect for persons • Expression, vulnerabilities, and the (non-)harm principle	Lecture, explanation, conversation	3 hours
4. *The ethics of using generative artificial intelligence in research* • Do you really trust AI? Transparency, explainability and interpretability • The future of scientific authorship and new responsibilities • Guidelines, publishing norms, and automatic peer review • Involuntary plagiarism, hallucinations and academic fraud • New research skills and the risk of deskilling • Where is the limit of originality? From hypothesis generation to editing.	Lecture, explanation, conversation	4 hours
• Introducing ethical concepts for basic sciences in the context they appeared in		7 hours

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• Citing correctly and giving credit in publications and scientific projects • Ethics in collaboration and competition • Ethical guidelines for Horison EU Scientific Projects (with specifics on handling data in medical sciences)		
• Examples of scientific conduct • Scientific ethics in the handling of tests for medical devices and medicine • Scientific ethics and big data in chemistry, biochemistry, biology, and medical sciences • Nobel prizes and interdisciplinarity: a discussion on relative contributions of different disciplines to addressing a scientific question • Papers that reveal various peer-review practices of editing houses in various fields		7 hours

References:

Handbooks and practical guides

Emanuel Socaciu, Constantin Vică, Emilian Mihailov, Toni Gibea, Valentin Mureșan, Mihaela Constantinescu, *Etică și integritate academică*, Editura Universității din București, 2022. Open access: https://eticasiintegritate.unibuc.ro/wp-content/uploads/2024/05/Manual_Etica-si-integritate-academica_ed.2.pdf

Toni Gibea, Constantin Vică, Emilian Mihailov, Emanuel Socaciu, Valentin Mureșan, *Etică și integritate academică. Instrumente suplimentare*, Editura Universității din București, 2018. Open access: https://eticasiintegritate.unibuc.ro/wp-content/uploads/2018/12/Etica-si-integritate-academica_instrumente-suplimentare.pdf

Emilia Șercan, *Deontologie academică. Ghid practic*. Editura Universității din București, 2017. Open access: https://eticasiintegritate.unibuc.ro/wp-content/uploads/2018/10/DeontologieAcademica-Ghid-practic.pdf

R. Fox and J. DeMarco, *Moral Reasoning: A Philosophical Approach to Applied Ethics*, Holt, Chicago, 1990.

I. Haiduc, *Bunele Maniere in Stiinta, Culegere de Reguli si Norme*, Academica, 1996

Research ethics and academic integrity

Brateg, Tracey (ed.). 2016. *The Handbook of Academic Integrity*. Springer.

Keeney, Patrick. 2017. *Academic Ethics*. London: Routledge.

Shamoo, Adil E., and David B. Resnik. 2022. *Responsible Conduct of Research*. Fourth Edition. Oxford: Oxford University Press.

Artificial intelligence and research

Cacciamani, Giovanni E., Gary S. Collins, and Inderbir S. Gill. 2023. 'ChatGPT: Standard Reporting Guidelines for Responsible Use'. *Nature* 618 (7964): 238–238. https://doi.org/10.1038/d41586-023-01853-w.

Dwivedi, Yogesh K., Nir Kshetri, Laurie Hughes, et al. 2023. '"So What If ChatGPT Wrote It?" Multidisciplinary Perspectives on Opportunities, Challenges and Implications of Generative Conversational AI for Research, Practice and Policy'. *International Journal of Information Management* 71 (August): 102642. https://doi.org/10.1016/j.ijinfomgt.2023.102642.

Krügel, Sebastian, Andreas Ostermaier, and Matthias Uhl. 2023. 'ChatGPT's Inconsistent Moral Advice

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Influences Users' Judgment'. *Scientific Reports* 13 (1): 1. https://doi.org/10.1038/s41598-023-31341-0.
Kwon, Diana. 2025. 'Is It OK for AI to Write Science Papers? Nature Survey Shows Researchers Are Split'. *Nature* 641 (8063): 574–78. https://doi.org/10.1038/d41586-025-01463-8.
McGowan, Alessia, Yunlai Gui, Matthew Dobbs, et al. 2023. 'ChatGPT and Bard Exhibit Spontaneous Citation Fabrication during Psychiatry Literature Search'. *Psychiatry Research* 326 (August): 115334. https://doi.org/10.1016/j.psychres.2023.115334.
Mollaki, Vasiliki. 2024. 'Death of a Reviewer or Death of Peer Review Integrity? The Challenges of Using AI Tools in Peer Reviewing and the Need to Go beyond Publishing Policies'. *Research Ethics* 20 (2): 239–50. https://doi.org/10.1177/17470161231224552.
Nyholm, Sven. 2023. 'Is Academic Enhancement Possible by Means of Generative AI-Based Digital Twins?' *The American Journal of Bioethics* 23 (10): 44–47. https://doi.org/10.1080/15265161.2023.2249846.
Porsdam Mann, Sebastian, Anuraag A. Vazirani, Mateo Aboy, et al. 2024. 'Guidelines for Ethical Use and Acknowledgement of Large Language Models in Academic Writing'. *Nature Machine Intelligence* 6 (11): 1272–74. https://doi.org/10.1038/s42256-024-00922-7.
Prillaman, McKenzie. 2024. 'Is ChatGPT Making Scientists Hyper-Productive? The Highs and Lows of Using AI'. *Nature* 627 (8002): 16–17. https://doi.org/10.1038/d41586-024-00592-w.
Renkema, Maarten, and Aizhan Tursunbayeva. 2024. 'The Future of Work of Academics in the Age of Artificial Intelligence: State-of-the-Art and a Research Roadmap'. *Futures* 163 (October): 103453. https://doi.org/10.1016/j.futures.2024.103453.
Resnik, David B., and Mohammad Hosseini. 2025. 'The Ethics of Using Artificial Intelligence in Scientific Research: New Guidance Needed for a New Tool'. *AI and Ethics* 5 (2): 1499–521. https://doi.org/10.1007/s43681-024-00493-8.
Rilla, Raluca, Tobias Werner, Hiromu Yakura, Iyad Rahwan, and Anne-Marie Nussberger. 2025. 'Recognising, Anticipating, and Mitigating LLM Pollution of Online Behavioural Research'. arXiv:2508.01390. Preprint, arXiv, August 2. https://doi.org/10.48550/arXiv.2508.01390.
Rueda, Jon, Viktor Ivanković, and Charlie Blunden. 2025. 'A Cautiously Optimistic View on Large Language Model Use against Linguistic Injustice in Academia'. *Nature Machine Intelligence*, October 16, 1–2. https://doi.org/10.1038/s42256-025-01138-z.
Savulescu, Julian, and Udo Schuklenk. 2025. 'Forget Plagiarism: It's Originality, Utility, and Contribution That Matter in Academia Now'. *Bioethics* n/a (n/a). https://doi.org/10.1111/bioe.70069.
Staiman, Avi. 2023. 'Academic Publishers Are Missing the Point on ChatGPT'. *The Scholarly Kitchen*, March 31. https://scholarlykitchen.sspnet.org/2023/03/31/guest-post-academic-publishers-are-missing-the-point-on-chatgpt/.
Tang, Ruixiang, Yu-Neng Chuang, and Xia Hu. 2024. 'The Science of Detecting LLM-Generated Text'. *Communications of the ACM* 67 (4): 50–59. https://doi.org/10.1145/3624725.
Van Noorden, Richard, and Jeffrey M. Perkel. 2023. 'AI and Science: What 1,600 Researchers Think'. *Nature* 621 (7980): 672–75. https://doi.org/10.1038/d41586-023-02980-0.
Vincent, James. 2023. 'ChatGPT Can't Be Credited as an Author, Says World's Largest Academic Publisher'. *The Verge*, January 26. https://www.theverge.com/2023/1/26/23570967/chatgpt-author-scientific-papers-springer-nature-ban.
Walters, William H., and Esther Isabelle Wilder. 2023. 'Fabrication and Errors in the Bibliographic Citations Generated by ChatGPT'. *Scientific Reports* 13 (1): 14045. https://doi.org/10.1038/s41598-023-41032-5.
Woudenberg, René van, Chris Ranalli, and Daniel Bracker. 2024. 'Authorship and ChatGPT: A Conservative View'. *Philosophy & Technology* 37 (1): 34. https://doi.org/10.1007/s13347-024-00715-1.
Elsevier. 2025. 'The Use of AI and AI-Assisted Technologies in Writing for Elsevier'. October. https://www.elsevier.com/about/policies-and-standards/the-use-of-generative-ai-and-ai-assisted-technologies-in-writing-for-elsevier.
Springer. 2025. 'Artificial Intelligence (AI)'. https://link.springer.com/brands/springer/journal-policies#Artificial%20intelligence%20(AI).

Philosophy and ethics readings (recommendations)

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Immanuel Kant. 1998 (1785). *Groundwork of the Metaphysics of Morals.* Gregor M (ed.). Cambridge, UK: Cambridge University Press.
John Stuart Mill. 1879 (1863). *Utilitarianism*. https://www.utilitarianism.com/jsmill-utilitarianism.pdf
James Rachels, and Stuart Rachels. 2019. *The Elements of Moral Philosophy* (9th ed.). New York: McGraw-Hill Education.
Peter Singer. 2011. *Practical Ethics*, Cambridge, UK: Cambridge University Press.
Hugh LaFollette (ed.). 2014. *Ethics in Practice: An Anthology*. New York: Wiley-Blackwell.
Anthony Weston. 2011. *A Practical Companion to Ethics*. Oxford: Oxford University Press.

8. Correlating the content of the discipline with the expectations of representatives of the epistemic community, professional associations and representative employers in the field related to the program

The course tackles the most widely discussed theoretical problems in academic ethics, as well as their practical implications.
Along with discussing more abstract arguments and theoretical stances, the course approaches the ethical infrastructure of academic organizations and moral decision tools that can be used and referred to by students in their future academic and professional life.

9. Assessment

Type of activity	Assessment criteria	Evaluation methods	Weight in the final grade
Course	Final presentation and defense 50% attendance threshold	Project, verification	100%
Minimum performance standard	PASS		

Fill in date: 2.2.2026

Holders of the course,
Conf. Dr. Constantin Vică
Prof. Dr Paul Vasos

Director ISDS-UB,
Conf. Dr. Habil. Mihaela MATACHE