Universitatea Naţională de Ştiinţă şi Tehnologie Politehnica Bucureşti
Facultatea de Electronică, Telecomunicaţii şi
Tehnologia Informaţiei

COURSE DESCRIPTION

1. Program identification information

1.1 Higher education institution	**National University of Science and Technology Politehnica Bucharest**
1.2 Faculty	**Electronics, Telecommunications and Information Technology**
1.3 Department	**Electronic Devices, Circuits and Architectures**
1.4 Domain of studies	Electronic Engineering, Telecommunications and Information Technology
1.5 Cycle of studies	Bachelor/Undergraduate
1.6 Programme of studies	Microelectronics, Optoelectronics and Nanotechnologies

2. Date despre disciplină

2.1 Course name (ro) (en)				Integrare europeană European Integration			
2.2 Course Lecturer				Lector dr. Sergiu ȚÂRA			
2.3 Instructor for practical activities				Lector dr. Sergiu ȚÂRA			
2.4 Year of studies	1	2.5 Semester	2	2.6. Evaluation type	V	2.7 Course regime	Op
2.8 Course type		C	2.9 Course code	04.C.02.A.024		2.10 Tipul de notare	Nota

3. Total estimated time (hours per semester for academic activities)

3.1 Number of hours per week	2	Out of which: 3.2 course	2	3.3 seminary/laboratory	0
3.4 Total hours in the curricula	28	Out of which: 3.5 course	28	3.6 seminary/laboratory	0
Distribution of time:					hours
Study according to the manual, course support, bibliography and hand notes Supplemental documentation (library, electronic access resources, in the field, etc) Preparation for practical activities, homework, essays, portfolios, etc.					20
Tutoring					0
Examinations					2
Other activities (if any):					0

3.7 Total hours of individual study	22.00
3.8 Total hours per semester	50
3.9 Number of ECTS credit points	2

4. Prerequisites (if applicable) (where applicable)

4.1 Curriculum	Not applicable
4.2 Results of learning	Not applicable

5. Necessary conditions for the optimal development of teaching activities (where applicable)

5.1 Course	The course will take place in a room equipped with a video projector and computer

5.2 Seminary/ Laboratory/Project	Not applicable

6. General objective *(Reffering to the teachers' intentions for students and to what the students will be thought during the course. It offers an idea on the position of course in the scientific domain, as well as the role it has for the study programme. The course topics, the justification of including the course in the currcula of the study programme, etc. will be described in a general manner)*

This course aims to familiarize students with the main concepts, historical developments, explanatory models and theories, and political and administrative practices and institutions at the European level.

It cultivates in students an overall vision of the field and conveys a system of political and social values centered on democratic values, norms, and behaviors.

7. Competences *(Proven capacity to use knowledge, aptitudes and personal, social and/or methodological abilities in work or study situations and for personal and proffesional growth. They refflect the empolyers requirements.)*

Specific Competences	Demonstrates basic **knowledge** in the field of European institutions and practices Correlates the **knowledge** acquired in the field of European integration with that of the main field of specialization **Applies in practice** the knowledge acquired for the analysis and interpretation of major political, social, and economic events at national and European level **Argues and analyzes** coherently and correctly the context for applying the field's basic knowledge, using key concepts of the discipline and the specific methodology. **Oral and written communication in Romanian:** uses the scientific vocabulary specific to the field for effective written and oral communication. **Oral and written communication in a foreign language (English):** demonstrates understanding of field-specific vocabulary in a foreign language.
Transversal (General) Competences	**Works in a team and communicates effectively,** coordinating efforts with others to **solve problem situations** of medium complexity**.** **Autonomy and critical thinking:** the ability to think in scientific terms, to search for and analyze data independently, and to draw and present conclusions / identify solutions. **Capacity for analysis and synthesis**: presents the acquired knowledge synthetically, as a result of a systematic analysis process. **Observes the principles of academic ethics:** correctly cites the bibliographic sources used during documentation activities. Puts into practice elements of **emotional intelligence** in the appropriate socio-emotional management of situations in real/academic/professional life, demonstrating self-control and objectivity in decision-making or stressful situations.

8. Learning outcomes *(Synthetic descriptions for what a student will be capable of doing or showing at the completion of a course. The learning outcomes reflect the student's acomplishments and to a lesser extent the teachers' intentions. The learning outcomes inform the students of what is expected from them with respect to performance and to obtain the desired grades and ECTS points. They are defined in concise terms, using verbs similar to the examples below and indicate what will be required for evaluation. The learning outcomes will be formulated so that the correlation with the competences defined in section 7 is highlighted.)*

Knowledge	*The result of knowledge aquisition through learning. The knowledge represents the totality of facts, priciples, theories and practices for a given work or study field. They can be theoretical and/or factual.* · **Lists** the most important stages that marked the European construction and the stages of its achievement. · **Defines** notions specific to the field of European integration. · **Describes/classifies** the main European institutions and how they function. **Highlights consequences and relationships,** with an analysis of short-, medium-, and long-term European perspectives.
Skills	*The capacity to apply the knowledge and use the know-how for completing tasks and solving problems. The skills are described as being cognitive (requiring the use of logical, intuitive and creative thinking) or practical (implying manual dexterity and the use of methods, materials, tools and intrumentation).* · **Selects** and **groups** information relevant to the field in a given context. · **Works** productively **in a team.** · **Produces a scientific text.** · **Interprets** causal relationships appropriately. · **Analyzes and compares** information relevant to the field in the broader European and international context. **Argues** the identified solutions/modes of resolution.
Responsability and autonomy	*The student's capacity to autonomously and responsably apply their knowledge and skills.* · **Selects** suitable bibliographic sources and analyzes them. · **Observes the principles of academic ethics,** correctly citing the bibliographic sources used. · **Demonstrates receptivity** to new learning contexts. · **Shows collaboration** with colleagues and teaching staff in carrying out didactic activities · **Demonstrates autonomy** in organizing the learning situation/context or the problem situation to be solved · **Shows social responsibility** through active involvement in student social life/involvement in events within the academic community · **Promotes/contributes with new solutions related to the field of specialization** to improve the quality of social life. · **Acknowledges the value of their contribution in engineering** to identifying viable/sustainable solutions to address problems in social and economic life (social responsibility). · **Analyzes and leverages business opportunities**/ entrepreneurial development opportunities in the field of specialization. **Demonstrates management skills** for real-life situations (time management, collaboration vs. conflict).

9. Teaching techniques *(Student centric techniques will be considered. The means for students to participate in defining their own study path, the identification of eventual fallbacks and the remedial measures that will be adopted in those cases will be described.)*

Starting from the analysis of students' learning characteristics and their specific needs, the teaching process will explore both expository methods (lecture, presentation) and conversational–interactive methods, such as exercises, practical activities, and problem solving.

Teaching will use lectures based on PowerPoint presentations or various short videos that will be made available to students. Each class will begin with a recap of the chapters already covered, with emphasis on the concepts covered in the previous class.

This course covers information and practical activities designed to support students in their learning efforts and in developing optimal relationships of collaboration and communication in a climate conducive to discovery learning.

Active listening and assertive communication skills will be practiced, as well as feedback construction mechanisms, as means of behavioral regulation in various situations and of adapting the pedagogical approach to students' learning needs.

Teamwork skills will be practiced to solve different learning tasks.

10. Contents

COURSE		
Chapter	**Content**	**No. hours**
1	The European idea in history	2
2	The historical process of European construction	4
3	The stages of establishing the European Union and the main waves of enlargement	4
4	The European constitution, the foundation of institutions and European integration	2
5	The system of EU community institutions	2
6	European Union policies	4
7	The EU's consultative bodies	2
8	The Justice and Home Affairs pillar	2
9	Common foreign and security policy	2
10	Perspectives of the European Union. Internal and external challenges	4
	Total:	28

Bibliography:

. Acemoglu, Daren şi Robinson, James (2018), *De ce eşuează naţiunile. Originile puterii, ale prosperităţii şi ale sărăciei*, Bucureşti: Litera;
. Banciu, Angela (coord.), Scurtu, Georgeta-Margareta, Cotoară, Daniela-Maricica, Stoica, Adrian-Claudiu, Ţâra, Sergiu (2006), *Integrare europeană. Repere istorice şi evoluţii instituţionale contemporane*, Bucureşti: Politehnica Press;
. Angela Banciu (coordonator), Daniela Maricica Cotoară, Adrian Claudiu Stoica, Sergiu Ţâra, Raluca Iulian (2006), *Teorii politice şi integrare europeană*, Bucureşti: Politehnica Press;
. Dobre, Ana Maria (2005), *România şi integrarea europeană*, Iaşi: Institutul European;
. Pinder, John (2005), *Uniunea Europeană: foarte scurtă introducere*, Bucureşti: ALL;
. Cotoară, Daniela Maricica (2004), *Uniunea Europeană*, Bucureşti: Cartea Universitară;
. Fuerea, Augustin (2004), *Manualul Uniunii Europene*, ediţia a II-a, Bucureşti: Universul juridic.

Bibliography:

11. Evaluation

Activity type	11.1 Evaluation criteria	11.2 Evaluation methods	11.3 Percentage of final grade

11.4 Course	Preparation of an individual scientific paper on concepts, theories, or notions specific to the field	Evaluation of the quality of the paper	50
	Reading the texts available on the Moodle platform and demonstrating understanding of the fundamental concepts	Continuous assessment. Types of activities that can earn these points: • Active participation in debates • Delivering presentations	30
	Verification of acquired knowledge	Final evaluation, based on questions addressed to students regarding the topics covered during the semester	20
11.5 Seminary/laboratory/project			
11.6 Passing conditions			
Obtaining 50% of the total score. Obtaining 50% of the score related to activities during the semester.			

12. Corroborate the content of the course with the expectations of representatives of employers and representative professional associations in the field of the program, as well as with the current state of knowledge in the scientific field approached and practices in higher education institutions in the European Higher Education Area (EHEA)

· Through the activities carried out, students develop skills to provide solutions to problems and to propose ideas to improve the situation in the field within the member states of the European Union;

· In developing the content of the course, knowledge, theoretical aspects, and practical phenomena described in the specialized literature, published personal research, etc. were taken into account.

· The course content is similar to courses run by similar-profile universities in the member states of the European Union.

Through the activities carried out in the course, the aim is to develop the graduate's ability to manage practical situations they may face in real life, in order to increase their contribution to improving the socio-economic or educational environment, that is, within economic, social, political, or administrative institutions, governmental or non-governmental organizations in which they will be involved in their subsequent activity, etc.

Date	Course lecturer	Instructor(s) for practical activities
25.09.2025	Lector dr. Sergiu ȚÂRA	Lector dr. Sergiu ȚÂRA

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Date of department approval	Head of department
26.09.2025	Prof. Dr. Claudius Dan
Date of approval in the Faculty Council	Dean
26.09.2025	Prof. Dr. Mihnea Udrea