Федеральное государственное автономное образовательное учреждение высшего образования
«Российский университет дружбы народов имени Патриса Лумумбы»

Институт экологии
_____
(наименование основного учебного подразделения (ОУП) – разработчика ОП ВО)

Утверждена на заседании Ученого совета РУДН протокол № 1 от « 11 » мая 2022 г	Открыта приказом ректора РУДН от « 17 » мая 2022 г № 311(заочная форма); от « 21 » сентября 2022 г № 501(очная форма)

ОСНОВНАЯ ПРОФЕССИОНАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА ВЫСШЕГО ОБРАЗОВАНИЯ (ОП ВО)

Направление подготовки/специальность:
_____**01.04.02 Психолого-педагогическое образование**_____
(код и наименование направления подготовки/специальности)

Направленность (профиль/специализация):
_____**Environmental Pedagogy / Экологическая педагогика**_____
(наименование ОП ВО)

Образовательная программа разработана в соответствии с требованиями:
ОС ВО РУДН, утвержденного приказом ректора № 371 от «21» мая 2021 г.

Уровень образования:
_____**магистратура**_____
(бакалавриат/специалитет/магистратура/ординатура – вписать нужное)

Квалификация выпускника:
_____**магистр**_____
(квалификация выпускника в соответствии с приказом Минобрнауки России от 12.09.2013 г. №1061)

Срок получения образования по ОП ВО:

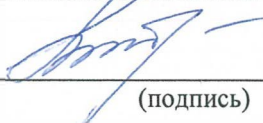| **2 года**	**-**	**2 года 6 месяцев**
(очная форма обучения)	(очно-заочная форма обучения)	(заочная форма обучения)

Сведения об особенностях реализации программы: реализуется на английском языке

СОГЛАСОВАНО:

Руководитель ОП ВО **Закирова Ю.Л.**	Председатель МССН **Соколова Н.Л.**	Руководитель ОУП **Савенкова Е.В.**
(подпись)	(подпись)	(подпись)
«___» _____2023 г.	«___» _____2023 г.	«___» _____2023 г.

2023 г.

PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA

Institute of Environmental Engineering

(name of the main educational unit (OUP) - the developer of the OP VO)

Approved at the meeting of the Academic
Council of RUDN University Protocol No. 9
dated May 11, 2022

Opened by order of the Rector of RUDN
University No. 300
dated April 11, 2022

PROFESSIONAL EDUCATION PROGRAM OF HIGHER EDUCATION

Field of studies / specialty:

44.04.02
field of studies / speciality code and title

Profile/Specialisation:

Environmental Pedagogy
higher education programme title

The Educational Programme is developed in compliance with:
Educational Standard of RUDN University, approved by Order of the Rector No.
___371___ dated _____ May 21, 2021_____
(day, month, year)

Level of education:

Master's
(bachelor's / specialist's / master's – to fill in the required)

Graduate's Qualification:

Master
(graduate's qualification in compliance with the order of the Ministry of Education and Science of Russian Federation
dated September 12, 2013, No. 1061)

Length of Educational Programme:

2 years	**2,5 years**	
(full-time education)	(part-time education)	(correspondence education)

AGREED by:

Head of Educational Programme **Zakirova Yu.L.**	Chairperson of Didactic Council **Sokolova N.L.**	Head of Educational Department **Savenkova E.V.**
(signature)	(signature)	(signature)
"___" _____2023__	"___" _____2023_	"___" _____2023__

2023

1. EDUCATIONAL PROGRAMME GOAL (MISSION)

The mission of the educational program "Environmental Pedagogy" is to train environmental graduates who specialize in careers in environmental education. On completion of the training, candidates should be conversant and be able to partake in, or render advice concerning, all aspects involved in the transfer of environmental principles by education. This includes the transfer of relevant ethical, social and ecological principles to learners.

This Master of Science program combines educational concepts with a knowledge of natural sciences to create leaders in the environmental education field. Students will develop educational skills in curriculum building, student management, and standards alignment with the life sciences. Using these skills and new-found knowledge, students will design and lead an environmental education program.

Courses and internships highlight aspects of Environmental Education in urban and rural contexts while catering to the individual interests of students. Through innovative coursework, professional internships, and graduate capstones, students acquire the skills and confidence to be leaders in the field.

Grounded in Environmental Education theory and practice, graduate students acquire an interdisciplinary understanding of the social, political, and economic aspects of human systems and how they impact ecological systems. Students learn natural sciences, social sciences, and humanities. Principles of sustainability, justice, and cultural competency are interwoven into our Environmental Education approach.

Students gain knowledge in such disciplines as Environmental Education, Environmental Psychology, Environmental Science, Applied and Social Ecology, Environmental Philosophy and Culture, Environmental Ethics, Computer Technology, Foreign Language for Specific Purposes, etc. Training is conducted at the international level by highly qualified specialists. The MSc Program manager & developer: PhD, Assoc. Prof. Zakirova Yulia L. (zakirova-yul@rudn.ru).

The skills developed while studying Environmental Education:
- ➤ Leadership: environmental educators learn how to lead group activities, both in the classroom and outdoors.
- ➤ Pedagogy: students learn teaching methodology and best practices for both formal and non formal educational settings.
  Communication: students learn to communicate effectively with people of all age ranges and backgrounds. They learn how to explain complex environmental concepts verbally and in writing. They also must give presentations and run group activities. Critical Thinking: students learn how to evaluate sustainability challenges and potential solutions, as well as the environmental consequences of individual actions.
- ➤ Scientific Analysis: students also learn how to collect, analyze, and interpret environmental data about their local areas, and interpret the information for community groups.
  The extensive amount of person-to-person interactions in this program can help improve the communication skills you already have. Environmental educators must relate to people as distinct as local farmers, high-level politicians, and school administrators. Hone your classroom management abilities or take your speaking skills out of the classroom and into the boardroom.

2. EDUCATIONAL PROGRAMME RELEVANCE, SPECIFICITY, AND UNIQUENESS

Around the globe environmental education is seen as a means to help citizens become environmentally knowledgeable, skilled and dedicated people who are willing to work individually and collectively towards achieving a balance between the quality of life and the quality of the environment. Environmental education thus is regarded a multi-disciplinary form of education that focuses on nature, environment and society as interdependent and inseparable entities.

Being an environmental educator means understanding how people learn and what inspires people to change. This specialization balances knowledge about the learning process with a solid foundation in environmental sciences and the acquisition of effective teaching methodologies and educational designs. Students learn to translate the complex web of earth systems science, sustainability, environmental issues, and environmental change for the public.

The professional competence of a specialist in the field of environmental education is based on the synthesis of acquired environmental, psychological, pedagogical, methodological and research knowledge, skills and abilities necessary to solve professional problems.

Environmental education aims to nurture an understanding of how personal and societal choices affect the earth's ecosystems and inhabitants. Creating life-long respect for the world around us benefits everyone. With an advanced degree in Environmental Education, you can transfer your passion for conserving our natural resources to students, coworkers, and lawmakers. By adding an in-depth knowledge of ecological systems to your current skill set, you can help promote environmental programs in schools and business enterprises.

3. LABOUR MARKET NEEDS FOR PERSONNEL TRAINING IN EDUCATIONAL PROGRAMME PROFILE

Environmental Education graduates go on to serve as professional leaders across the globe. From teaching students of all ages to a career in government and nonprofit organizations, environmental educators have a wide variety of job opportunities. Our graduates work for environmental justice, reinvigorate environmental and science education in cities, guide communities in planning for climate change and promote sustainable, just, inclusive practices in environmental educational organizations, schools, and businesses.

Schools at all levels are realizing the benefits of environmental education programs. You may be able to offer career-related education for students at nearly any level.

Learning the skills of powerful educational approaches equips students as leaders and change agents in nature centers and museums, classrooms and higher education, residential facilities, corporations, the media, municipalities, zoos, aquariums, farms, community organizations, and botanical gardens. Educating for sustainability, raising awareness about climate change, reconnecting children and adults to nature and their community, translating science into conservation education, employing conservation psychology techniques, and making sense of the human footprint on the planet are all aspects of Environmental Education.

Environmental educators work with children, students, adults, and tourists in both formal and non-formal settings.
Sample career paths:

Environmental Science Instructor

- Develop and coordinate lesson plans on conservation, sustainability, and green living

- Enrich students through a dynamic learning environment
- Assess learning outcomes
- Supervise lab and field experiments

Resource Supervisor for Environmental Education

- Organize and develop school curricula that focus on the environmental sciences
- Coordinate field trips and in-service programs
- Analyze the program's success through assessment data

4. SPECIAL REQUIREMENTS FOR POTENTIAL APPLICANTS

Applicants who have a bachelor's degree in the profile of the master's program and wish to improve their professional level and acquire additional competences can enter the educational program. It is also possible to enroll applicants with non-core education in related fields.

The applicant must have the appropriate competences to master the program "Environmental Pedagogy" / "Environmental Pedagogy":
- the ability to generalize, analyze, perceive information, set a goal and choose ways to achieve it;
- awareness of the social significance of their future profession, a high motivation to perform professional activities, the ability to find professional solutions, including non-standard situations, and the willingness to bear responsibility for them;
- readiness to perform professional functions when working in a team;
- basic fundamental training in the field of natural sciences and mathematics,
- ability to read and understand specialized literature;
- experience in research projects according to the profile of training;
- ability to systematize scientific information, process received data.

Admission requirements.

The introductory test for a multidisciplinary master's degree in **44.04.02** «Environmental Pedagogy» conducted in the form of a portfolio competition, this is a procedure for selecting applicants based on the examination commission's review and evaluation of documents confirming their sufficient educational qualifications, revealing their potential in their chosen field and testifying to their motivation.

Mandatory documents submitted to the commission:
- diploma of higher education;
- motivation letter.

Additional documents (if possible and optional):
- proof of foreign language proficiency;
- availability of published scientific papers (articles, etc.), participation in research;
- participation in extracurricular activities and volunteering.

5. FEATURES OF EDUCATIONAL PROGRAMME IMPLEMENTATION

5.1. The Educational Programme is implemented *with elements of* e-learning / distance learning technologies (TUIS, Microsoft Teams)

5.2. The language of the Educational Programme implementation *English.*

5.3. The Educational Programme *does not provide for education* of people with disabilities.

5.4. The Educational Programme is implemented by *Peoples' Friendship University of named after Patrice Lumumba*

5.5 The information on the planned introductory/advanced field internships and (or) research & development internships

Students are required to complete applied internships, in which they gain valuable skills and build important professional networks. Actual work experience provides skills and helps you learn the ins and outs of your new career. Environmental Education students gain hands-on experience in stewardship practices, positive youth, and community development, program design and evaluation, conservation psychology, and understanding 'place' as socio-ecological systems and dynamic classrooms for all ages.

In the process of training, students have the following types of internships: educational introductory and research, pedagogical and pre-diploma ones.

Educational and research internship is carried out at the departments as well as in various organizations and institutions according to the specialty. The results of the internship contribute to the study of subsequent disciplines of the course, their more complete understanding, as well as the term research work.

Pedagogical internship is organized in educational institutions of different levels.

Pre-diploma internship is the final stage of training and is carried out after students master the programs of theoretical and practical courses. The base of internship and its content is determined by the theme of the final qualifying work.

6. CHARACTERISTICS OF EDUCATIONAL PROGRAMME GRADUATE'S PROFESSIONAL ACTIVITIES

6.1. The field(s) of professional activities of the Educational Programme graduate, where he/she can carry out his/her professional activities: Environmental Pedagogy, standard 01.001 "Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)"

6.2. The type(s) of professional activities tasks, which the graduate is trained to solve when mastering the Educational Programme:
- design and implementation of the pedagogical process in the natural sciences in an educational institution under the programs of basic general, secondary general education and additional, including vocational education, using pedagogical technologies that correspond to the age characteristics of students;
- observance of the ethics of relationships, taking into account the peculiarities of the organization of educational and extracurricular work in the education system;
- studying the possibilities, needs, achievements of students in the field of education and designing educational programs, disciplines and individual training routes based on the results obtained,
- organization of interaction with public and educational organizations, groups of students and parents to solve the problems of professional activity;
- using the educational environment to ensure the quality of education, including the use of information technology;
- implementation of professional self-education and personal growth, designing a further educational route and professional career.

6.3. The list of generalised labour functions and labour functions which are related to the professional activities of the Educational Programme graduate and are taken into account in the course of its development.

- educational and methodological activities for the implementation of basic and additional, including professional programs;
- research activities for the implementation of basic and additional, including professional programs.

7. REQUIREMENTS FOR EDUCATIONAL PROGRAMME OUTCOMES

7.1. Upon completion of the Educational Programme, the graduate is expected to acquire the following Generic Competences (GCs):

Code and descriptor of generic competence	Code and competence level indicator
GC-1. Able to carry out a critical analysis of problem situations based on a systematic approach, to develop an action strategy.	GC-1.1. Knows ways to solve problematic problems and identify their components and relationships between them.
	GC-1.2. Able to search for solutions to a problematic task based on available and reliable sources of information.
	GC-1.3. Owns a strategy for solving a problem situation based on a systematic and interdisciplinary approach.
GC-2. Able to manage a project at all stages of its life cycle.	GC-2.1 Formulates on the basis of the problem posed a project task and a way to solve it through the implementation of project management.
	GC-2.2 Develops the concept of the project within the framework of the designated problem (in the chosen professional area): formulates the goal, objectives, justifies the relevance, significance (scientific, practical, methodological and other depending on the type of project), expected results and possible areas of their application.
	GC-2.3 Plans the necessary resources, including taking into account their replaceability.
	GC-2.4 Plans the necessary resources, including taking into account their replaceability.
GC-3. Able to organize and manage the work of the team, developing a team strategy to achieve the goal.	GC-3.1 Has the skills to monitor the implementation of requirements.
	GC-3.2 Able to develop a team work plan.
GC-4. Able to apply modern communication technologies, including in a foreign language(s) for academic and professional interaction.	GC-4.1Knows the lexical, grammatical, stylistic, socio-cultural features of the scientific style, the academic sub-style of the scientific style of natural science disciplines in Russian and the foreign language being studied.
	GC-4.2 Owns professional vocabulary in a foreign language; orthographic, orthoepic, lexical, grammatical, stylistic norms of scientific speech; strategies of perception and generation of oral and written scientific texts in the specialty.

	GC-4.3 Able to extract new information based on the analysis of foreign-language scientific literature and other sources; select and systematize materials on a given / selected topic and draw up annotations, abstracts, reviews in foreign and Russian languages; translate scientific literature in the specialty from a foreign language into Russian.
	GC-4.4 Presents the results of research and project activities at various public events, participates in academic and professional discussions in Russian (foreign) language.
GC-5. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction.	GC-5.1 Adequately explains the behavior and motivation of people of different social and cultural backgrounds in the process of interacting with them, based on knowledge of the causes of the emergence of social customs and differences in people's behavior.
	GC-5.2 Has the skills to create a non-discriminatory environment for interaction in the performance of professional tasks.
GC-6. Able to identify and implement the priorities of their own activities and ways to improve it based on self-esteem.	GC-6.1 Able to analyze large amounts of information of professional content.
	GC-6.2 Able to analyze, synthesize and optimize solutions to the tasks.
GC-7. Able to search for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data received from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data.	GC-7.1 Apply the methods of statistics in scientific and practical research; computer means of data processing and problem solving.
	GC-7.2 Formulates the problem of processing real data in terms of a real problem.
	GC-7.3 Knows the principles and techniques of modern corporate information culture and the basics of the digital economy

7.2. Upon completion of the Educational Programme, the graduate is expected to acquire the following general professional competences (GPCs):

Code and descriptor of general professional competence	Code and competence level indicator

GPC-1. Able to carry out and optimize professional activities in accordance with regulatory legal acts in the field of education and professional ethics.	**GPC-1.1** Knows the priority directions for the development of the educational system, laws and other legal acts regulating educational activities.
	GPC-1.2 Able to carry out professional activities in accordance with the regulatory legal acts in the field of education and the norms of professional ethics.
	GPC-1.3 Owns actions to comply with legal, moral and ethical standards, requirements of professional ethics - in the conditions of professional activity; actions for the implementation of professional activities in in accordance with the requirements of federal state educational standards for preschool, elementary general, basic general, secondary general education.
GPC-2. Able to design basic and additional educational programs and develop scientific and methodological support for their implementation.	**GPC-2.1** Knows the principles, methods and approaches to the design of basic and additional educational programs, the main approaches to the development of scientific and methodological support for the implementation of programs.
	GPC-2.2 Able to develop the target, content and organizational sections of the main and additional educational programs of the educational process; develop program content elements and implement them selection taking into account the planned educational results; select elements of the content of programs, determine the principles of their succession, determine the planned educational results; develop scientific and methodological support of program implementation.
	GPC-2.3 Able to develop the target, content and organizational sections of the main and additional educational programs taking into account the planned educational results; carry out the design of basic and additional educational programs, taking into account the planned educational results; select and structure the content of basic and additional educational programs; develops scientific and methodological ensuring the implementation of basic and additional educational programs.
GPC-3. Able to design the organization of joint and individual educational and educational activities of students, including those with special educational needs.	**GPC-3.1** Knows modern methods and technologies for organizing educational activities, the principles and content of the theory of pedagogical design; general patterns of child development, modern pedagogical technologies for the implementation of activity and competence-based approaches, taking into account the age and individual characteristics of students, including those with special educational needs; individual and group technologies training and education.
	GPC-3.2 Able to plan and organize educational and educational activities in accordance with the age and psycho-physiological characteristics and individual educational needs of students, to carry out educational cooperation and joint educational activities; organize

	independent activities of students, including educational, research and design; plan and implement the educational process in accordance with the main general educational program, select various types of educational tasks (educational, educational, practical, educational and gaming) and organize their solution (in an individual or group form) in accordance with the level of cognitive and personal development of students .
	GPC-3.3 Able to analyze the contingent of students, clarify and modify the planning of the educational and educational process; develop and implement methodological methods of training and education, taking into account the contingent of students with special educational needs; use modern information and communication technologies and mass media in the practice of professional activity; develop training sessions taking into account the characteristics of the student population, implement group and individual technologies for training and education; plan the educational and educational process for a group, class and / or individual contingents of students with outstanding abilities and / or special educational needs based on existing programs and their own developments, taking into account the specifics of the composition of students.
GPC-4. Able to create and implement the conditions and principles of spiritual and moral education of students on the basis of basic national values.	**GPC-4.1** Knows the principles, theories, methods of spiritual and moral education, methods and forms of organizing the education of students on the basis of basic national values.
	GPC-4.2 Knows how to apply elements of educational methods, forms and means of students based on basic national values.
	GPC-4.3 Owns ways to create conditions for the spiritual and moral education of students on the basis of basic national values.
GPC-5. Able to develop programs for monitoring the results of students' education, develop and implement programs to overcome learning difficulties.	**GPC-5.1** Knows the ways and methods of organizing monitoring studies, the typology of monitoring, methodological monitoring tools; the technology of diagnosing educational results, the principles of diagnosing, understands the mechanisms for identifying individual characteristics, prospects for the development of the student's personality, ways to overcome learning difficulties.
	GPC-5.2 Able to develop programs for monitoring the results of mastering the educational program by students, is able to develop programs of targeted activities to overcome learning difficulties; select diagnostic tools, analyze the results of a diagnostic study, organize pedagogical interaction with specialists in the field of education (psychologist, social pedagogue, etc.).
	GPC-5.3 Able to organize and conduct pedagogical monitoring of the development by students of the

	educational program of the level of training; use modern methods of diagnostics and monitoring, taking into account the use of information and communication technologies; to adjust educational activities based on the data of monitoring educational results, taking into account individual capabilities and educational needs of students and design a set of measures to overcoming learning difficulties; select diagnostic tools, analyze educational the results of students, to implement the pedagogical recommendations of specialists (psychologist, defectologist, etc.) in working with students who experience difficulties in mastering the program, as well as with students with special educational needs.
GPC-6 Able to design and use effective psychological and pedagogical, including inclusive, technologies in professional activities, necessary for the individualization of education, development, education of students with special educational needs.	**GPC-6.1** Knows the general and specific features of the psychophysical development of students with special educational needs; psychological and pedagogical foundations of educational activity; design principles and features of the use of psychological and pedagogical (including inclusive) technologies in professional activities, taking into account the personal and age characteristics of students, including those with special educational needs.
	GPC-6.2 Knows how to design special conditions for inclusive education of students with special educational needs; organize the activities of students with disabilities to master the adapted educational program; apply educational technologies for the individualization of education, development, education of students, including those with special educational needs.
	GPC-6.3 Has the skills to take into account the peculiarities of the development of students in the educational process; selection skills and use of psychological and pedagogical (including inclusive) technologies in professional activities for individualization of training, development, education, including students with special educational needs.
GPC-7 Able to plan and organize the interaction of participants in educational relations.	**GPC-7.1** Knows the features of building interaction with various participants in educational relations, taking into account the peculiarities. educational environment of the institution mechanisms and technologies of interaction between participants in educational relations.
	GPC-7.2 Knows how to use the features of the educational environment of the institution to implement the interaction of subjects; draw up (together with other specialists) plans for the interaction of participants in educational relations; use technologies and methods of organizing the interaction of participants in educational relations; use social networks to organize interaction with various participants in educational activities.

	GPC-7.3 Able to plan and organize the interactions of participants in educational relations, taking into account the main patterns of age development; use in the course of planning and organizing the interaction of participants in educational relations indicators of their individual characteristics; use technologies and methods of organizing the interaction of participants in educational relations for the implementation of educational activities; use the possibilities of social networks to organize the interaction of various participants in educational activities.
GPC-8 Able to arrange pedagogical activities based on special scientific knowledge and research results	**GPC-8.1** Knows the modern methodology of pedagogical design, the state and development trends of international and domestic pedagogical research; methodology and technology for designing pedagogical activity, the content and results of research in the field of pedagogical design
	GPC-8.2 Able to identify and systematize the main ideas and results of international and domestic pedagogical research; apply modern scientific knowledge and materials of pedagogical research in the process of pedagogical design; determine the purpose and objectives of organizing pedagogical activity based on the conditions of the pedagogical situation; assess the pedagogical situation and determine pedagogical tasks, use the principles of the project approach in the implementation of pedagogical activities.
	GPC-8.3 Able to identify and systematize the main ideas and results of international and domestic pedagogical research; apply modern scientific knowledge and materials of pedagogical research in the process of pedagogical design; determine the purpose and objectives of designing pedagogical activity based on the conditions of the pedagogical situation; assess the pedagogical situation and determine pedagogical tasks, use the principles of the project approach in the implementation of pedagogical activities.

7.3. Upon completion of the Educational Programme, the graduate is expected to acquire the following professional competences (PCs)*

Code and descriptor of professional competence	Code and competence level indicator	Code and title of occupational standard for relevant PC
In methodical activity:		
PC-1 Able to carry out research support and educational and	**PC-1.1** Able to carry out research support for the implementation of	**01.001** Teacher (pedagogical activity in

methodological support for the implementation of basic and additional, including professional programs.	basic and additional, including professional programs.	the field of preschool, primary general, basic general, secondary general education) (educator, teacher)
	PC-1.2 Able to provide educational and methodological support for the implementation of basic and additional, including professional programs.	
In pedagogical activity:		
PC-2 Able to design and implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.	**PC-2.1** Able to design the educational process in the natural sciences according to the programs of basic general, secondary general education and additional, including vocational education.	**01.001** Teacher (pedagogical activity in the field of preschool, primary general, basic general, secondary general education) (educator, teacher)
	PC-2.2 Able to implement the educational process in the natural sciences under the programs of basic general, secondary general education and additional, including vocational education.	

*The Educational Programme's developer formulates the PC, taking into account the requirements of occupational standards and the Educational Programme field of study.

8. MATRIX OF COMPETENCES that students acquire when   mastering the Educational Programme ___ Environmental Pedagogy _____, implemented under the RUDN University Academic Council decision dated "_11_" _May_____ 2022__ (Protocol No. ____9_____) in the field of studies / speciality _____**44.04.02** Psychological and pedagogical activity

Code		Disciplines (modules)	COMPETENCES
B1		Mandatory Part	GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GC-7; GPC-1; GPC-2; GPC-3; GPC-4; GPC-5; GPC-6; GPC-7; GPC-8; PC-1; PC-2
	B1.V	University Disciplines Module	GC-1; GC-2; GC-3; GC-5; GC-6; GPC-1; GPC-2; GPC-3; GPC-4; GPC-5; GPC-6; GPC-7; GPC-8; PC-1; PC-2
	B1.V.01	Concept of Environmental Pedagogy	GC-6.1; GC-6.2; GPC-1.1; GPC-1.2; GPC-1.3; GPC-2.1; GPC-2.2; GPC-2.3; GPC-5.1; GPC-5.2; GPC-5.3; GPC-6.1; GPC-6.2; GPC-6.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-1.1; PC-1.2
	B1.V.02	Concept of Environmental Psychology	GC-6.1; GC-6.2; GPC-1.1; GPC-1.2; GPC-1.3; GPC-2.1; GPC-2.2; GPC-2.3; GPC-5.1; GPC-5.2; GPC-5.3; GPC-6.1; GPC-6.2;

			GPC-6.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-1.1; PC-1.2
	B1.V.03	Psychology of Environmental Behaviour	GC-3.1; GC-3.2; GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.04	Environmental Didactics	GC-1.1; GC-1.2; GC-1.3; GC-2.1; GC-2.2; GC-2.3; GC-2.4; GC-3.1; GC-3.2; GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-1.1; GPC-1.2; GPC-1.3; GPC-2.1; GPC-2.2; GPC-2.3; GPC-3.1; GPC-3.2; GPC-3.3; GPC-5.1; GPC-5.2; GPC-5.3; GPC-6.1; GPC-6.2; GPC-6.3; GPC-7.1; GPC-7.2; GPC-7.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-1.1; PC-1.2; PC-2.1; PC-2.2
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	B1.V.DV.01.01	Applied Ecology	GC-1.1; GC-1.2; GC-1.3; GC-2.1; GC-2.2; GC-2.3; GC-2.4; GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.DV.01.02	Fundamentals of Biodiversity	GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.DV.02	Optional Disciplines/Electives	GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; PC-2.1; PC-2.2
	B1.V.DV.02.01	Humanitarian Ecology	GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; PC-2.1; PC-2.2
	B1.V.DV.02.02	Environmental Philosopy	GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; PC-2.1; PC-2.2
	B1.V.DV.03	Optional Disciplines/Electives	GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.DV.03.01	Sustainable Development in the Context of Environmental Culture	GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
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	B1.V.DV.04	Optional Disciplines/Electives	GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.DV.04.01	Psychology of Environmental Consciousness	GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.V.DV.04.02	Psychology of Environmental Perception and Emotions	GC-6.1; GC-6.2; GPC-4.1; GPC-4.2; GPC-4.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.O	Compulsory (Disciplines) Module	GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GC-7; GPC-1; GPC-2; GPC-3; GPC-4; GPC-5; GPC-6; GPC-7; GPC-8; PC-1; PC-2
	B1.O.01	Environmental Education	GC-3.1; GC-3.2; GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-1.1; GPC-1.2; GPC-1.3; GPC-3.1; GPC-3.2; GPC-3.3; GPC-4.1; GPC-4.2; GPC-4.3; GPC-6.1; GPC-6.2; GPC-6.3; GPC-7.1; GPC-7.2; GPC-7.3; PC-1.1; PC-1.2; PC-2.1; PC-2.2
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	B1.O.05	Computer Technologies in Education	GC-1.1; GC-1.2; GC-1.3; GC-2.1; GC-2.2; GC-2.3; GC-2.4; GC-6.1; GC-6.2; GC-7.1; GC-7.2; GC-7.3; GPC-5.1; GPC-5.2; GPC-5.3; PC-2.1; PC-2.2
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	B1.O.07	Social Ecology	GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-2.1; PC-2.2
	B1.O.08	Environmental Ethics	GC-1.1; GC-1.2; GC-1.3; GC-5.1; GC-5.2; GC-6.1; GC-6.2; GPC-1.1; GPC-1.2; GPC-1.3; GPC-4.1; GPC-4.2; GPC-4.3; PC-2.1; PC-2.2
B2		Internship	GC-1; GC-2; GC-3; GC-4; GC-5; GC-6; GC-7; GPC-1; GPC-2;

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	B2.V.01(У)	Introductory Internship	GC-6.1; GC-6.2; GPC-2.1; GPC-2.2; GPC-2.3; GPC-3.1; GPC-3.2; GPC-3.3; GPC-5.1; GPC-5.2; GPC-5.3; GPC-6.1; GPC-6.2; GPC-6.3; GPC-7.1; GPC-7.2; GPC-7.3; GPC-8.1; GPC-8.2; GPC-8.3; PC-1.1; PC-1.2; PC-2.1; PC-2.2
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	B2.V.04(ПD)	Undergraduate Internship	GC-1.1; GC-1.2; GC-1.3; GC-2.1; GC-2.2; GC-2.3; GC-2.4; GC-4.1; GC-4.2; GC-4.3; GC-4.4; GC-6.1; GC-6.2; GC-7.1; GC-7.2; GC-7.3
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