

Semester	Status	Module	Module coordinator	Module component	Module component objective	Lecturers	SWH	accumulating Credits (workload per semester)	Credits (whole module, assigned only after successful completion of all module components)	teaching form	teaching language	Module examination(s) in the assigned semester	Share in module exam
1	M	Fundamentals of wildlife biology & zoology	Rieger	Wildlife biology & Zoology	Students are enabled to identify relevant animal taxa, explain their anatomical and biological characteristics and their function in (forest-) ecosystems. In addition, students have an overview of the biology and ecology of wildlife with emphasis on mammals. Another focus is the knowledge of wildlife species and the overview on habits and lifestyle of native wildlife relevant for hunting.	Rieger, Linde	4	4	6	L	G, E	WE120	WE (65%)
				Applied forest entomology	The participants acquire basic knowledge on anatomy, physiology, biology and ecology of insects. Moreover, the most important insect groups in Central European forests including the damages they cause, can be identified by the students.	Majunke	2	2		L	G		WE (35%)
1	M	Soil science & site ecology	Riek	Soil science	Students have a basic understanding of the origin, the structure and the characteristics of different (forest) soil types and are enabled to use this knowledge to understand the functions of soils in the ecosystem.	Riek	2	2	4	L	G	WE120	WE (50%)
				Site & vegetation ecology	Students are enabled to assess forest sites based on climatological, geological and pedological characteristics and on vegetation survey. The basics of the northeast German site assessment method (SEA95) are known. In addition, students are also familiar with the nomenclature of the international soil classification and know globally applicable methods of site ecological assessment.	Riek et al.	2	2		L	G		WE (50%)
1	M	Fundamentals of socio-economy	Welp	Introduction to socioeconomics	Students are enabled to apply socioeconomical principles in the context of economic relations and the management of forest and forest service businesses.	Welp	2	2	4	L, PE	E	OR & WE120	OR (25%) WE (25%)
				Basics of economics	The students are enabled to understand economic interrelations between the enterprise and environment. They are capable to analyse and assess enterprises according to their performance, and to apply models to optimize economic processes.	v.d. Wense	2	2		L, PE	G		WE (50%)
1	M	Ecosystem-based nature conservation and sustainable development	Ibisch	Biological diversity, nature conservation & ecosystem management	The students are enabled to actively and vividly take part in the discussions and in contemporary debates about the topical questions and concerns of sustainability, nature resource management and of nature conservation. Their knowledge is based on a complex and integrative reflection and acknowledgement of ecosystems, in which humans systems are embedded. Based on the elementary knowledge of the evolution, dimensions and status quo of biological diversity, as well as the the anthropological, historical, evolutionary, and dynamic reflection of nature, the students can critically assess the topical challenges of nature conservation. They have knowledge of the importance of the ecosystembased approach for modern biodiversity and nature resource management and they have knowledge of the actual approaches to the maintainance of biodiversity in forest ecosystems.	Ibisch	2	2	4	L	G	TD20 & WE90	TD (50%)
				With nature – for humans: Introduction to sustainable development	The students approach and reflect the interdisciplinary, interconnected theoretical foundations of the concept of sustainable development and can apply their knowledge and lessons learned to practical case studies.	Ibisch et al.	2	2		L	G		WE (50%)

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1	M	Botany and wood science	Schill	General botany	Students are enabled to name and identify fundamentals of botany with focus on trees.	Schill	4	4		L, PE	G	WE180	WE (60%)
				Wood species determination	The students have knowledge of the composition of wood. They gain necessary methodological abilities to determine relevant domestic and tropical wood species based on macroscopic attributes.	Cremer	1	2		L, PE	G	&	WE (20%)
1	M	Data assessment & analysis I	Mund	Biometry	Students have basic knowledge of environmental data collection and analysis and distinguished practical skills to conduct data analyses supported by computer software.	Schultz	2	2		L, PE	E	WE90 &	WE (33%)
1	E	Hunting & Wildlife biology	Rieger	Hunting I *	The student is enabled to apply fundamentals of game biology, hygiene, hunting legislation and practice in the context of ecosystem-oriented hunting. In this context, students can demonstrate expertly handling, use and technology of hunting and hunting relevant guns. Students know the rules of hunting law and regulations of the arms law governing the use of hunting weapons, as far as they are necessary for obtaining a hunting license and hunting practice. They can judge issues of hunting in conformity with hunting law and assess the relationship between hunting law and forest/nature protection law.	Rieger et al.	4	4		L, S, PE	G		WE (50%)
1	E	Social systems & communication	Welp	Group-related communication	Students gain practical tools applicable in dealing with media (press, television, radio) and print media (printing, publishing) as well as representatives of public relations (press officer). They are enabled, using their emotional intelligence, to creatively communicate, write (creative writing) and organize thereby addressing the audience needs.	Welp et al.	2	3		S	G	TD20 &	TD (50%)
				Intercultural communication	Students have knowledge about the theoretical fundamentals of intercultural communication and are enabled to apply intercultural competences and skills in teams and in different kinds of organisations.	Welp	2	3		L, S, PE	E	OR &	OR (50%)
1	E	Actors and projects in forest ecosystem management	Spathelf	Global actors in forest management	The students are familiar with basic characteristics of the global forest sector and the state of the World's forest. They are enabled to critically analyse and assess the role and tasks of the relevant international organisations dealing with sustainable forest management and conservation. The students are enabled to understand the role of the respective actor in the international management discourse of ecosystems and natural resources.	Spathelf, Nowicki, et al.	2	3		S	E	TD20 &	TD (50%)
1	E	Alternative utilization of forests and timber	Cremer	Biomass as bio raw material and energy carrier	The students have basic knowledge of the political importance of biomass as bio raw material and energy carrier. They are enabled to critically discuss the production and energetic utilization of (woody) biomass in the light of current political and economic developments as well as the long term goals for the composition of the national energy supply. The students know area- and mass-potentials of woody biomass as well as systems for the production and utilization of biomass as bio raw material and energy carrier and their (economic) importance especially for forest companies.	Cremer, Murach, Guericke	3	3		L, PE	G	TD20 &	TD (50%)
1	E	Foreign languages	Brunnhuber	Foreign language	Students are enabled to communicate in foreign languages about topics related to ecosystem management.	NN	4	6		S		tbd**	tbd**

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2	M	Data assessment & analysis I	Mund	Database management	Students know that a database should reflect the structure of the part to manage of the real world as adequately as possible. Therefore, the first step when creating a database consists in the analysis of the real situation and the discovery of the essential types of objects, groups of people (the entities), the processes taking place between them and the relationships between them. Students are enabled to starting from this analysis to establish a database and to create the necessary tables with their fields and the matching field data types. They can import data from other files, such as Excel, as new tables or into existing tables. Students are enabled to create links between the tables and to construct different types of queries to evaluate the data from the tables. They are enabled to create forms for data input and reports for the structured output of the results.	Dietterle	2	2	6	PE	E	& WE90 & PP	WE (33%)
				Introduction to geographic information systems	Students are familiarised to collect and use spatial data in forest ecosystems, amongst others geospatial data infrastructure (GDI) and open source data structures by using open source geographic information systems (GIS).	Mund	2	2		L, S, PE	E		PP (33%)
2	M	Botany and wood science	Schill	Dendrology	Students are able to identify native and foreign species of trees and shrubs by using identification hand-books. Students further gain knowledge of tree-ecology and systematics of selected tree-taxa.	Schill	2	2	8	L, PE	G	& WE90	WE (20%)
2	M	Forest ecology I	Linde	Forest ecology & wildlife management	The students understand the fundamental processes in ecosystems and know basic methods to analyse them. They are familiar with the relevant field methods, so they can combine their theoretical knowledge with practical application. Moreover, they are enabled to evaluate the consequences of ecosystem manipulation. The students can use the basic knowledge in ecology, zoology and wildlife biology to establish management plans.	Linde, Schill, Wolff, Rieger	5	6	6	L, PE, S, P	E, G	PP & WE90	PP (60%) WE (40%)
2	M	Forest mensuration	Wolff	Forest mensuration I	Students are skilled for the efficient and independent investigation, processing and analysis of simple mainly single tree-focused space-oriented forest data.	Wolff, Guericke	2	2		L, PE	G		WE (50%)
2	M	Introduction into scientific work	Guericke	Introduction into scientific work I	The students are enabled to work on a scientific question / hypothesis. They are capable to apply methods of self-management and project management and they are familiar with scientific writing and presentation. The students are furthermore trained to critically discuss scientific results and have insight into principles of good scientific practice.	Guericke et al.	2	2		L, PE	G	TP &	TP (50%)

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2	E	Foreign language	Brunnhuber	Foreign language	Students are enabled to communicate in foreign languages about topics related to ecosystem management.	NN	4	6		S		tbd**	tbd**
2	E	Actors and projects in forest ecosystem management	Spathelf	Student Research Colloquium	Students are enabled to analyse and critically discuss recent projects in (forest) ecosystem management in different regions of the world, considering relevant stakeholders. They have deepened their political, socioeconomic, geographical and ecological understanding in the context of ecosystem management, obtaining a broad and integral vision of the existing challenges, approaches and actors.	Nowicki	3	3		S	E	& P	P (50%)
2	E	Botanic exercises	Schill	Dendroecology	The students are enabled to identify function, correlations and plantphysiological as well as genetic mechanisms.	Schill	2	3		L	G		WE (50%)
				Plant identification	The students acquire the competence to understand the principles of plant systematics and vegetation science as well as to use plant identification literature.	Schill	2	3		L, PE	G	WE180	WE (50%)
2	E	Forest ecosystem management & analysis	Ibisch	Ecosystem Diagnostics Analysis and Nature Conservation	The students are enabled to analyze the situation of exemplary ecosystems and interpret and apply this knowledge to management.	Ibisch	3	3		PE	G	PR &	PR (50%)
				Ecosystem management in transformation countries	The students learn on an exemplary basis of a region in a chosen transformation country to what extent socioeconomic and political transformation processes induce changes in the ecosystem and how corresponding knowledge is relevant to ecosystem management. The students are enabled to identify and implement ecosystemic and socioeconomic indicators for the evaluation of potential changes in the system.	Ibisch	3	3	6	PE, S	E	PR &	PR (50%)
				Field exercises in zoology & wildlife biology	The students are enabled to recognize and assess correlations between habitat and species, their biology and the environment. The theoretical fundamentals of the sub-module in wildlife biology and zoology will be strengthened through practical exercises. The students acquire applicable knowledge of species (wildlife, birds, invertebrates, and plants).	Linde, Rieger	3	3		S, PE	E, G	OR &	OR (50%)

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2	E	Hunting & Wildlife biology	Rieger	Wildlife biology	Students have an overview of the biology and ecology of wildlife with emphasis on mammals and birds. Another focus is the lifestyle of native wildlife.	Rieger	3	3		S	G	OR &	OR (50%)
				Exercises in wildlife management & zoology	Students can identify a range of regionally occurring species. They are familiar with the species' biological characteristics and protection status. Students have working knowledge of current recording methods. Students can identify problem areas of wildlife management, analyze the arguments of representatives of various stakeholders and develop solutions. They possess skills to collaborate in the creation of wildlife management plans.	Rieger, Linde	3	3	S, PE	G	WR &	WR (50%)	
				Hunting II *	The student is enabled to apply fundamentals of game biology, hygiene, hunting legislation and practice in the context of ecosystem-oriented hunting. In this context, students can demonstrate expertly handling, use and technology of hunting and hunting relevant guns. Students know the rules of hunting law and regulations of the arms law governing the use of hunting weapons, as far as they are necessary for obtaining a hunting license and hunting practice. They can judge issues of hunting in conformity with hunting law and assess the relationship between hunting law and forest/nature protection law.	Rieger	2	2	6	L, S, PE	G	WE120	WE (50%)
2	E	Exercises in soil science & site ecology	Riek	Field exercises in site & vegetation ecology	Students are enabled to classify soils in the field and to derive their site ecological properties with the help of field methods. In addition, they are able to assess forest site conditions with the help of vegetation surveys. On the basis of these site ecological properties recommendations for the selection of tree species are derived.	Riek et al.	3	3		PE	G	WR (50%)	

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3	M	Forest mensuration	Wolff	Forest mensuration II	The students are capable to establish a forest management plan according to different enterprise goals.	Wolff, Guericke	2	2	4	L, PE	G	WE180	WE (50%)
3	M	Data assessment and analysis II	Mund	Geographic information systems & remote sensing	Students are enabled to use open source and proprietary geographic information systems, spatial data management and remote sensing techniques for natural resources management.	Mund et al.	2	2	4	S, PE	E	PP & PP	PP (50%)
				Social survey methods	The students are capable to apply quantitative and qualitative methods in social sciences; moreover, they know how to interpret the results from such analyses.	Welp	2	2	L, PE	E	PP (50%)		
3	M	Forest ecology II	Linde	Applied ecology	Students are enabled to analyze (forest-) ecosystems in respect of site conditions, nutrient availability, climatic conditions, stand structure and growth parameters, and plant and animal community. Furthermore, students know the different interactions among organisms and the concepts of Applied Ecology (e.g. biological control).	Linde, Wolff, Riek, Schill	2	2	4	L, PE, P	E, G	PR & WE90	PR (60%)
				Silvicultural basics	Students will gain an understanding of the interrelationship between forest ecosystems and their environment under the influence of different management systems. Students are enabled to transform the information of forest based disciplines into knowledge that enables them to sustainably manage forest ecosystems.	Murach	2	2	L	G	WE (40%)		
3	M	Forest utilization	Mussong	Raw material wood	Students know the structure and composition of wood, as well as relevant wood attributes. Based on that, students are enabled, to sort wood according to customer needs.	Cremer	2	2		L, PE	E		WE (25%)
				Timber markets and logistics	The students gain special knowledge regarding timber markets and timber logistics. Using that background, they are enabled to apply and critically evaluate their knowledge in an international context.	Cremer	1	1		L, PE	E		WE (12,5%)
				Forest, humans & work	Students are enabled to plan and supervise manual forest operations according to current standards.	Mussong	2	2	8	L, PE	G	WE120	WE (25%)
				Harvest planning in forestry	Students are enabled to contribute to the planning and implementation of resource protecting, sustainabled harvest planning in forestry in an international context.	Mussong	2	2		L, PE	G		WE (25%)
				Forest opening and rural road planning	The students have basic knowledge in designing rural roads for forest management and recreation purposes in an international context.	Mussong	1	1		L	G		WE (12,5%)
3	M	Forest growth & inventory	Guericke	Forest growth	Students are enabled to discuss and to assess the quantitative and qualitative growth dynamics of single trees and forest stands. They know the impact of local geographical conditions, such as soil conditions and climate, on growth and yield, stand structure and stability. They have skills of different methods and types of inventories. They are enabled to perform such inventories and to analyse the current silvicultural status. On this base they are qualified to define silviculture goals and management options, to realize such strategies and to ensure sustainable forestry.	Guericke, Wolff	2	2		L, PE	E		WE (50%)

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3	E	Exercises in soil science & site ecology	Riek	Field & laboratory training in soil science	Students know the basics of practical sampling and laboratory analysis in soil science. They are enabled to develop sampling approaches independently to select and carry out appropriate laboratory tests and to critically interpret the results. In the field they are enabled to derive appropriate estimation parameters for soil identification from morphological characteristics of the soil profile.	Riek, Bruszies	2	3	6	PE, S	G	WR	WR (50%)
3	E	Specialization module I	course director	Specialization module I	The qualification is individual and depends on the job-related interest and on the self chosen free selectable module of the student. The individual choice shapes the personnel profile in the context of the education goal and job qualification of the study individual programme.	course director	6	6	6	tbd	tbd	tbd	tbd
3	E	Phytopathology, forest damage & monitoring	Majunke	Forest damage diagnostics	Students are enabled to detect and based on obvisory opinion to describe forest damages of meteorogenic, anthropogenic and biotic reasons.	Majunke	3	3		PE, S	G	WE90 &	WE (50%)
				Fundamentals of phytopathology and environmental monitoring	Students are enabled to identify fundamental biotic and abiotic cause-and-effectrelations in plant diseases and to apply methods of environmental monitoring.	Schill, Wolff	3	3		L, PE	G	WE90 &	WE (50%)
3	E	Alternative utilization of forests and timber	Cremer	Sustainable production of woody biomass	Students are enabled to quantify relevant variables of the element budget of forest ecosystems and to assess the sustainable production of wooden biomass in agiculture and forestry. The utilization of wooden biomass within the political framework is known and can be applied to forest undertakings. Yield estimations as well as economic evaluations of management concepts can be developed.	Murach, Cremer, Guericke	2	3	6	L, PE	G	TD20 &	TD (50%)
3	E	Forest utilization exercises	Mussong	Exercises in forestry work	The students are familiar with technical and planning aspects of relevant practical work tasks in forest and landscape management.	Mussong	3	3		S, PE	G	P &	P (50%)
3	E	Hunting & Wildlife biology	Rieger	Modern hunting strategies	Students are enabled to organize hunting operations for public or private forestry owners according to modern, ecological principles. They are also enabled to independently plan, organize and conduct greater movement hunts.	Rieger	3	3		PE, S, P	G	PR &	PR (50%)

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4	M	Forest growth & inventory	Guericke	Forest planning & forest inventory	The students are skilled to apply basic forest inventory techniques for typical objectives and different scales.	Wolff, Guericke	2	2	4	L, PE	G, E	WE180	WE (50%)
4	M	Applied silviculture & forest economics	Spathelf	Silviculture	Students are enabled to develop, evaluate and put into practice forest management approaches/strategies on the basis of knowledge on forest ecology, forest growth and yield, soil sciences and silviculture. Specific silvicultural methods are well-known and can be applied to concrete situations according to the goals of the forest enterprise or the landowner, respectively.	Spathelf	3	4	6	L, PE	E	WE180	WE (60%)
				Forest economics	Students are enabled to develop, evaluate and put into practice forest management approaches/strategies on the basis of knowledge on forest ecology, forest growth and yield, soil sciences and silviculture. Specific silvicultural methods are well-known and can be applied to concrete situations according to the goals of the forest enterprise or the landowner, respectively.	v.d. Wense	2	2		L, PE	G		WE (40%)
4	M	Forest protection	Majunke	Forest protection	Students are enabled to plan and practically implement forest protection measures.	Majunke	4	4	6	L, PE	G	WE120	WE (60%)
				Forest entomology	The participants are enabled to identify the most important Central European forest damage relevant insect groups.	Majunke	2	2		L, PE	G		WE (40%)
4	M	Adaptive ecosystem management	Ibisch	Adaptive ecosystem management	Based on the principles and instruments of adaptive management as well as ecosystem-based strategies, the students will be enabled to propose ecosystem-based strategies for sustainable development in selected areas.	Ibisch, Welp, Nowicki	6	8	8	L, PE	E	PR	PR (100%)

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4	E	Social Systems & communication	Welp	Social forestry and extension methods	The students have a sound knowledge of the history, forms and challenges of social forestry especially in developing countries. They train related skills such as conducting stakeholder dialogues and conflict management.	Welp et al.	2	3			L, S, E		TD20 &	TD (50%)
				Environmental education	Students are sensitized to the issue of environmental education (especially for forest-related education) in terms of sustainability and to become multipliers for an environmentally sustainable acting with strong environmental skills. They gain the ability to independently carry out a guide tour through the forest with a specific audience. Students will understand environmental education as a forward-looking concept that, in addition to the ecological dimensions, also has in mind the economic, social, and global dimension of sustainable development.	Schilling	3	3		6	L, PE	G	PP &	PP (50%)
4	E	Hunting & Wildlife biology	Rieger	Hunting practice	Students have sound hunting-theoretical and -practical skills and are enabled to hunt ecosystem adapted according to the technical requirements.	Rieger	3	3			PE, P	G	PR &	PR (50%)
4	E	Phytopathology, forest damage & monitoring	Majunke	Applied forest phytopathology	Students are enabled to recognize fungi species (groups) important in forestry, to assess importance and infestation symptoms to implement proper prevention, monitoring and abatement measures.	Heydeck, Majunke et al.	3	3	6		L, PE, S	G	WE90 &	WE (50%)
4	E	Alternative utilization of forests and timber	Cremer	Agroforestry	Students are enabled to recognize agroforestry systems and techniques, especially in developing countries of Asia, Africa and South America and to evaluate them in terms of their practicality also against the respective cultural background. Further, they are able to assess the situation, the importance of globally relevant agricultural crops and trees in agroforestry systems.	Schilling	2	3			L, S, PE	E, G	TD20 &	TD (50%)
				Non timber forest products (NTFP) using the example of bee keeping	Students have basic knowledge about beekeeping in theory and practice.	Cremer	2	3		6	L, PE	G	OR &	OR (50%)
4	E	Specialization module II	course director	Specialization module II	The qualification is individual and depends on the job-related interest and on the self chosen free selectable module of the student. The individual choice shapes the personnel profile in the context of the education goal and job qualification of the study individual programme.	course director	6	6	6	tbd	tbd	tbd	tbd	tbd
4	E	Forest utilization exercises	Mussong	Forest road development	Students are enabled to contribute to the planning of the development of forests and landscapes, taking into account the management and recreational purposes.	Mussong	3	3			S, PE	G	PR &	PR (50%)
				Exercises in forest harvest planning	Students are enabled to develop, plan and organise a project of forest harvesting measures in an international context.	Mussong	3	3			S, PE	G	PR &	PR (50%)
4	E	Geographic information systems	Mund	Application of geographic information systems	Students are enabled to apply different spatial working methods and statistical techniques with the help of Geographical Information Systems (GIS). They are able to solve spatial and planning problems in practice-relevant case studies. Further they are enabled to implement different spatial working methods and statistical techniques in the field of natural resource management.	Mund	2	3			S, PE	E	PR &	PR (50%)

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5	M	Practical study semester abroad	Mussong	Practical study semester abroad	Students are enabled to effectively plan and conduct projects related to (forest) ecosystems management and the sustainable use of natural resources all over the world.	Mussong	30	30	30	P	E, tbd	PR*** & PP***	PR (50%) & PP (50%)
6	M	Introduction into scientific work	Guericke	Introduction into scientific work II	The students are enabled to plan and carry out a scientific work (Bachelor thesis). The can present and discuss scientific results.	faculty lecturers	2	2	4	S	E, G	& TD20	TD (50%)
6	M	Bachelor thesis	faculty lecturers	Bachelor thesis	Students are enabled to write a scientific report on a selected research topic. In the context of the report the student is enabled to formulate subject-specific questions and use known methods as well as develop new methods and can acknowledge the results critical in the context of similar studies. The student is enabled to write scientifically and has knowledge about the basics of good scientific practice.	faculty lecturers	12	12	12	P	E, G	PR	PR (100%)
6	M	Environmental policy & economics	Günther-Dieng	Environmental economics	Students know the fundamentals of environmental economics and are enabled to classify and communicate environmental-economic issues.	v.d. Wense, NN	2	2		L, PE, P	E		TD (50%)
				Development & environmental policy	Students know of the basic elements of the two sectoral politic fields concerning Development and Environment and the essential legal documents. They are enabled to take actively part in public discussions and write statements and other contributions e.g. for organization which are engaged in this field. They can develop arguments and are trained in dispute participation and moderation.	Günther-Dieng	2	2		L, PE	E	TD20	TD (50%)
6	M	Forest management strategies & evaluation	v.d. Wense	Forest growth modelling	Students are acquainted with the background and motivation of growth modelling. They are aware of the theory and functionality of single tree growth models. They are enabled to compile case studies, to analyse the results from different scientific and silviculture points of view and to derivate recommendations for silviculture management. Students are enabled to apply the single tree growth modell „BwinPro Brandenburg“.	Guericke	1	1		L, PE	G		PR (50%)
				Forest management strategies & evaluation	The students are enabled to – at least partly – establish a sustainable forest management plan, considering all relevant forest related disciplines. They understand fundamental relationships concerning forest ecology and sustainable forest management and are capable to transfer knowledge and scientific approaches into practice.	Spathelf et al.	5	5		L, PE	G	6	PR & TD20

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6	E	Environmental law and certification	Günther-Dieng	Environmental legislation	Students are enabled to apply the constitution and importance of nature conservation law and its instruments, based on the state and federal nature protection law, especially in their relation to forests.	Günther-Dieng	2	3		L, PE	G	WE90 &	WE90 (50%)
				Environmental (FFH) impact assessment	Students are enabled to judge the legitimacy of an Environmental Impact Assessment (EIA) and FFH impact assessment and to evaluate and quantify separately the protection targets in formal and material aspects and to draft an expert's report.	Günther-Dieng	2	3	6	S	G	PP &	PP (50%)
				Certification of forests	The students have knowledge of relevant certification systems. Students are enabled to evaluate these systems and apply them in practice.	Cremer, Mussong	2	3		L, S	G	OR &	OR (50%)
6	E	Forest landscape restoration	Spathelf	Forest landscape restoration	Students are enabled to apply techniques of (forest) landscape restoration after a variety of disturbance types such as afforestation, rehabilitation of degraded land, water resource management in order to restore basic ecosystem / forest functions and contributing to the well-being of humans in different (forest) biomes of the world.	Spathelf	4	6	6	L, S	E	OR	OR (100%)
6	E	Forest utilization exercises	Mussong	Forest & landscape opening for recreation purposes	The students have practical knowledge in planning of recreation-related infrastructure.	Mussong, Mund	3	3	6	S, PE	G	PR &	PR (50%)
6	E	Geographic information systems	Mund	GIS consolidation	Students have the skills and capacity to select and apply suitable and most recent spatial data and services of modern spatial data infrastructure in order to analyse complex ecological or forestry questions using any kind of spatial data.	Mund	2	3	6	PE	E, G	PR &	PR (50%)

* Hunting I & II build up on each other and have to be selected together in direct succession

** variable examination form / according to language level (A1-A2 (WE90+OR) (80%+20%) / B1-B2 (WE120+OR) (70%+30%) / C1-C2 (WE180+TD20) (60%+40%)

*** examination performance is not graded (grading: "with success"=passed / "without success" = failed)

(Sub-)modules written in green are taught for IFEM and Fowi together

tbd = to be decided

Mandatory module
Elective module
Practical/thesis

2 E Module closes after one semester

2 E Module takes place in more than one term and will be continued in a higher semester

3 E Module takes place in more than one term and is completed in this semester

Teaching form				Examination form							
Lecture	Seminar	Practical Exercise	Project	Technical discussion	Project presentation	Oral report	Written exam	Term paper	Protocol	Work report	Project report
L	S	PE	P	TD	PP	OR	WE	TP	P	WR	PR

SWH = Semester work hours; M = Mandatory module; E = Elective module