

Educational institution  
"Belarusian State Economic University"

APPROVE

First Vice-rector of the educational institution

"Belarusian State Economic University"

E.F. Kireeva

*28.12.*

2022

Registration number UD 5343-22/1 account.

## PHILOSOPHY

The curriculum of the institution of higher education in the academic  
discipline for the specialties:

- 1-23 01 02 "Linguistic support of intercultural communications (by directions)"
- 1-23 01 05 "Sociology"
- 1-23 01 04 "Psychology"
- 1-23 01 06 "Political Science (by directions)"
- 1-24 01 02 "Jurisprudence"
- 1-25 01 01 "Economic Theory"
- 1-25 01 02 "Economics"
- 1-25 01 03 "World Economy"
- 1-25 01 04 "Finance and credit"
- 1-25 01 05 "Statistics"
- 1-25 01 07 "Economics and management at the enterprise"
- 1-25 01 08 "Accounting, analysis and audit (by directions)"
- 1 25 01 09 "Commodity science and examination of goods"
- 1-25 01 10 "Commercial activity"
- 1-25 01 12 "Economic informatics"
- 1-25 01 13 "Economics and management of the tourism industry"
- 1-25 01 14 "Commodity science and trade entrepreneurship"
- 1-25 01 15 "National Economy"
- 1-25 01 16 "Economics and Management in the real estate market"
- 1-26 01 01 "Public Administration"
- 1-26 02 01 "Business Administration"
- 1-26 02 02 "Management (by direction)"
- 1-26 02 03 "Marketing"
- 1-26 02 05 "Logistics"
- 1-26 02 06 "Advertising activity"
- 1-31 03 06 02 "Economic cybernetics (by directions)"

The curriculum is based on the model curriculum for the discipline "Philosophy" for institutions of higher education

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**RECOMMENDED FOR APPROVAL:**

Department of Philosophy of the educational institution "Belarusian State Economic University"

(Minutes No. 2 dated September 30, 2022);

Scientific and methodological council of the educational institution "Belarusian State Economic University"

(Minutes No. 2 dated 11.12 2022)

## EXPLANATORY NOTE

The study of philosophy, as well as other social and humanitarian disciplines, is focused on the development by students the foundations of world and domestic philosophical thought, the formation of their creative attitude to the social heritage, the development of independent productive thinking. In this regard, of particular importance is the study of the dynamics of philosophical knowledge in a broad historical and cultural context, the philosophical understanding of modern social realities, the relationship of all aspects of society's and man's life.

Philosophy as an academic discipline occupies a special place in the system of social and humanitarian education, being its conceptual basis. In conjunction with other social and humanitarian disciplines, it makes a significant contribution to the development of the worldview of the future specialist, contributes to the formation of his active citizenship, helps him to adequately assess the features and processes of development of modern society. Philosophical knowledge offers a person an integral vision of the world, helps to master systemic thinking, overcome the fragmentation of everyday consciousness. Philosophy considers the world through the prism of a truly human attitude towards it, lays the foundations of a humanistic worldview. It contributes to the self-determination of a person in the world, to the constructive solution of the most important life-sense issues, development of an effective life strategy. By its nature, philosophy is always innovative and critical: on the one hand, it disciplines a person's thinking, on the other hand, it gives him additional "degrees of freedom", helps to organize an intellectual creative search.

### **General requirements for the formation of universal competencies**

The main goals of social and humanitarian training of students in institutions of higher education are the formation and development of social and personal competencies based on humanitarian knowledge, emotional and value and social and creative experience and ensuring the solution and execution of civil, socio-professional, personal tasks and functions.

General requirements for the formation of universal competencies of a graduate are determined by the following principles:

- **Humanization** as a priority principle of education, ensuring the personality-oriented nature of the educational process and the creative self-realization of the graduate;

- **Fundamentalization** as contributing to the orientation of the content of social and humanitarian disciplines to identify the essential foundations and relationships between various processes of the surrounding world, natural science and humanitarian knowledge;

- **Competence** approach as defining a system of requirements for the organization of the educational process, aimed at increasing the role of independent work of students, modeling socio-professional problems and ways to solve them, ensuring the formation of graduates' ability to act in changing life circumstances;

- **Social and personal training** as ensuring the formation of students' social and personal competence based on the unity of acquired humanitarian knowledge

and skills, emotional and value relations and social and creative experience, taking into account the interests, needs and opportunities of students;

- **interdisciplinarity and integrativity** social and humanitarian education, the implementation of which ensures the integrity of the study of humanitarian knowledge and its relationship with the social context of the future professional activity of the graduate.

In accordance with the above goals and principles of social and humanitarian training, a graduate of an institution of higher education, while preparing for the educational program of the first stage, must acquire the following universal competencies (UC):

UC-1. Own the basics of research activities, search, analyze and synthesize information.

UC-2. Work in a team, tolerantly perceive social, ethnic, religious, cultural and other differences.

UC-3. Be capable of self-development and improvement in professional activities.

UC-4. Show initiative and adapt to changes in professional activity.

UC-5. Possess a humanistic worldview, the qualities of citizenship and patriotism.

UC-6. Possess a modern culture of thinking, be able to use the basics of philosophical knowledge in professional activities.

#### **Goals and objectives of the academic discipline "Philosophy"**

The main objectives of studying the academic discipline "Philosophy", related to the formation of general philosophical competencies:

- formation of a modern integral vision of the world in the graduate, based on humanistic ideals and scientific principles of activity;
- mastering the basics of world and domestic philosophical culture;
- formation of the ability for creative and critical scientific and practical, rationally oriented thinking, which ensures constructive participation in socially transformative and professional activities.

**Task** studying philosophy as an academic discipline is the formation of the student's subject and operational philosophical competencies.

Formation *subject philosophical competencies* students provides that as a result of studying the compulsory academic discipline "Philosophy", the graduate should know:

- main problems of philosophy;
- key philosophical ideas and categories;
- main approaches to the philosophical interpretation of being;
- fundamental components of the philosophical theory of man;
- basic values of modern culture;
- philosophical and ideological foundations of human activity;
- main characteristics cognitive activities, the most important philosophical methods and regulations of scientific research;
- basic concepts of the functioning and development of society;

- global problems of our time, main strategies and prospects for their resolution.

The operational philosophical competencies of the student suggest that he should be able to:

- formulate and argue the main ideas and values of their worldview;
- apply philosophical ideas and categories in the course of the analysis of socio-cultural and socio-professional problems and situations;
- characterize the leading philosophical ideas of the modern scientific picture of the world, broadcast and popularize them;
- realize meaningful valuable choice, formulate and argue the axiological regulations of your life.

### **The structure of the content of the discipline "Philosophy"**

The curriculum for the discipline "Philosophy" reflects the specific profile of the institution of higher education, its own scientific and methodological developments and professional experience of the teaching staff.

108 hours are allotted for the study of "Philosophy" discipline, including 54 hours of class work and 54 hours of independent study of students, including time to prepare for the exam. Distribution of classroom hours by class type: lectures - 28 hours, seminars - 26 hours. The workload of the discipline is three credit units.

The form of the current certification is exam.

**EDUCATIONAL AND METHODOLOGICAL CARD OF THE EDUCATIONAL  
DISCIPLINE "PHILOSOPHY"  
FOR A DAY FORM OF THE OBTAINING HIGH EDUCATION**

section number, module	Section name, topic	Number of classroom hours						Other	form of control knowledge
		Lectures	Practical classes	Seminar classes	Laboratory classes	Number of hours USR			
						Le ctu res	Se mi nar s		
1	2	3	4	5	6	7	8	9	10
<b>1</b>	<b>Section 1. The Formation and Development of Philosophy</b>	<b>10</b>		<b>6</b>					
1.1	Philosophy and worldview	2							
1.2	Genesis of philosophical knowledge. The main directions of philosophy.	6		4					Survey, testing
1.3	Russian Philosophy. Philosophical thought in Belarus.	2		2					Survey, written work
<b>2</b>	<b>Section 2. Philosophical reflection on the problems of being</b>	<b>4</b>		<b>4</b>					
2.1	Ontology and philosophy of Nature	2		2					Survey
2.2	Philosophical understanding of the problem of development. Dialectics and synergetics.	2		2					Survey, testing
<b>3</b>	<b>Section 3. Philosophical anthropology</b>	<b>4</b>		<b>4</b>					
3.1	The problem of man in philosophy and science.	2		2					Paperwork
3.2	Human consciousness as a subject of philosophical analysis. The problem of artificial intelligence.	2		2					Survey, testing
<b>4</b>	<b>Section 4. Social philosophy</b>	<b>6</b>		<b>6</b>					
4.1	Society as a developing system	2		2					Survey, testing
4.2	The prospects and risks of modern civilization	2		2					Survey, control work
4.3	Belarus in the modern civilization process	0		2					Paperwork
<b>5</b>	<b>Section 5. Theory of knowledge and philosophy of science.</b>	<b>4</b>		<b>6</b>					Survey, control work
5.1	The multiplicity of forms of knowledge and the problem of truth in philosophy	2		2					Survey, control work
5.2	Science and its sociocultural status	2		2					Survey,

									testing
5.3	Philosophy in the professional activity of a specialist			2					Paperwork
	<b>Total hours</b>	<b>28</b>		<b>26</b>					

# CONTENT OF THE EDUCATIONAL DISCIPLINE "PHILOSOPHY"

## Section 1. Formation and development of philosophy

### Topic 1.1. Philosophy and worldview

The problem of defining philosophy. Philosophy and worldview. The concept and structure of the worldview. Historical types of outlook.

The subject of philosophy and its historical dynamics. Specificity of philosophical thinking. The role of philosophy in human life and society. Problem field of philosophy. The relationship of philosophy, science, art, morality, religion. Functions of philosophy in modern culture. Philosophy as a way of self-knowledge of a person. Images of philosophy in the history of culture.

### Topic 1.2. Genesis of philosophical knowledge. The main directions of philosophy

Socio-historical and cultural prerequisites for the emergence of philosophy. Philosophical thought of the ancient East. Specificity of the philosophical tradition of ancient India: its cultural and ideological foundations. Rational-pragmatic orientation of the philosophy of ancient China.

Peculiarities of the ancient Greek civilization and the ancient philosophical tradition. Cosmocentrism of ancient philosophical thinking. Early Greek philosophy: the idea of the beginning. The concept of atomism and materialistic teachings. Classical ancient philosophy: Socrates, Plato, Aristotle. The problem of man in the Hellenistic period. Status and functions of philosophy in medieval European culture. The problem of the relationship between reason and faith. Historical stages in the development of medieval philosophy. The principles of medieval philosophical thinking: theocentrism, supranaturalism, creationism, symbolism, the principle of the opposition of spirit and body, providentialism and eschatologism. Philosophical ideas of the Renaissance. Socio-historical and cultural foundations of the Renaissance. Anthropocentrism and humanism in the philosophy of the Renaissance. Nature-philosophical and socio-political doctrines. The problem of self-determination of philosophy in the era of modern times. The development of natural science and the problem of method in philosophy. Empiricism and rationalism as the main philosophical currents of the era. Socio-historical and ideological foundations of the philosophy of the Enlightenment. The idea of "natural rights" of man and the concept of "social contract". materialistic tradition. The problem of freedom, progress and patterns of history in the philosophical thought of the Enlightenment. German classical philosophy and its role in the development of the European philosophical tradition.

Formation and main directions of non-classical philosophy. The main provisions of the philosophy of Marxism. Formation of the irrational tradition in non-classical philosophy. Historical forms of the philosophy of positivism. Phenomenological direction in modern philosophy. Human existence as a subject of the philosophy of existentialism. Religious philosophy in the context of modern European culture. Modern philosophical hermeneutics. The main ideas of the philosophy of postmodernism.

### Topic 1.3. Russian philosophy. Philosophical thought of Belarus.



Philosophy as a form of comprehension of national and cultural traditions. Philosophical thought of Belarus. Assimilation of the spiritual experience of Western European and Russian traditions in the culture of Belarus. The main stages, directions of development and typological characteristics of Russian philosophy.

The main stages in the development of philosophical thought in Belarus. Educational activities of Euphrosyne of Polotsk and Cyril of Turov. Socio-philosophical and humanistic ideas in Belarusian philosophy during the Renaissance and Enlightenment (F. Skorina, S. Budny, S. Polotsky, K. Lyshchinsky). Philosophical and socio-political problems in the literary work of Y. Kupala, Y. Kolas, M. Bogdanovich. Philosophy and development of the Belarusian national consciousness at the beginning of the 20th century (A. Harun, I. Abdiralovich-Kanchevsky and others). Formation and development of the Marxist philosophical tradition of the Soviet period. Philosophy, culture and socio-political life of Belarus in modern conditions.

## **Section 2. Philosophical understanding of the problems of being**

### **Topic 2.1. Ontology and philosophy of nature.**

Ontology as a philosophical doctrine of being. The crisis of classical ontology and modern existential-anthropological models of being. Being, non-being, being as fundamental categories of ontology. Being of things, processes and states of nature. The being of man-made things ("second nature").

System organization of being. Categories "system", "structure", "element". The concept of matter. Modern science about the structure of matter. The main structural levels of the organization of material existence. Formation and development of the idea of the unity of being. Spatio-temporal organization of being. Real, conceptual and perceptual space and time. Basic concepts of space and time in philosophy and science: relational and substantial. Features of biological space-time. Specificity of socio-historical space and time.

Nature as a subject of philosophical reflection. The concept of nature. Specificity of the philosophical approach to the study of nature. Evolution of ideas about nature in philosophy and science. Nature as a human habitat. Natural and artificial habitat. The concept of biosphere and noosphere. Socio-ecological strategy of nature management Coevolutionary imperative and ecological values of modern civilization. Global problems in the "man-society-nature" system and scenarios of a possible future.

### **Topic 2.2. Philosophical understanding of the problem of development. Dialectics and Synergetics.**

Dynamic organization of being. Movement and development as attributes of being. The problem of progress. Basic development models. Development and determinism. Development of evolutionary concepts in natural science and social sciences. The concept of global evolutionism as a new image of the dynamic organization of the Universe.

Dialectics in the history of philosophy: ontological, epistemological and logical aspects of dialectics. The idea of the dynamism of being in various forms of dialectical philosophy. Dialectics as a philosophical theory of development. Principles, laws and categories of dialectics. Historical forms of dialectics. Modern discussions about the meaning of dialectics. Features of social dialectics. Dialectics and Synergetics. Synergetics as a new vision of the

organization of being. Main categories and principles of synergetics. The role of synergetics in understanding development processes.

### **Section 3. Philosophical anthropology**

#### **Topic 3.1. The problem of man in philosophy and science.**

The doctrine of man in the structure of philosophical knowledge. The main strategies for comprehending human nature in classical and non-classical philosophy are: naturalizing, rationalistic, sociological, philosophical-religious, existential-personalist. The problem of anthropogenesis and anthroposociogenesis in philosophy and science.

The problem of the biosocial nature of man in modern philosophy and science. Activity as an essential characteristic of a person. Concept and structure of activity. Phenomenon of communication, types of communication. Human subjectivity and existential characteristics of personality. Essence and existence. The problem of freedom in philosophy. The problem of the meaning of life. The phenomenon of death and immortality in philosophy and culture. Man in the modern information and communication space. Philosophy and the "life world" of a person in the culture of the XXI century.

#### **Topic 3.2. Human consciousness as a subject of philosophical analysis. The problem of artificial intelligence.**

The problem of consciousness and the main traditions of its analysis in philosophy. The dilemma of substantialism and functionalism. Existential-phenomenological strategy for the study of consciousness. The problem of the genesis of consciousness. Consciousness and evolution of forms of reflection. Consciousness and psyche of animals. Cultural genesis of consciousness. Consciousness and the brain. The essence of the psychophysiological problem. The structure of individual and social consciousness. Consciousness and self-awareness. Consciousness and language. Consciousness and the unconscious.

Artificial intelligence as a philosophical problem. Basic approaches to the study of artificial intelligence in philosophy and science. Turing test. The phenomenon of qualia and the problem of the relationship between consciousness and artificial intelligence. Moral and ethical problems in the development of artificial intelligence. The "moral machine" phenomenon. Ideas of posthumanism in modern philosophy.

### **Section 4 Social philosophy**

#### **Topic 4.1. Society as a developing system.**

The evolution of ideas about society in the history of philosophical thought. The main strategies for the study of social reality in modern philosophy. Society as a system: the essence of a systematic approach to the consideration of society. The main spheres of public life and their relationship. The concept of social structure. Types of social structures. Modern concepts of social stratification. Social mobility and its types. Network model of social structure and current trends in sociodynamics. City as a civilizational phenomenon. The phenomenon of urbanization in the modern world.

The problem of sources and driving forces of social dynamics. The main factors of social dynamics: geoclimatic, demographic, technical and technological, etc. Linear and non-linear interpretations of the historical process. Formational and civilizational paradigms in social

philosophy. The nature of social contradictions. Evolution and revolution in social dynamics. The concept of the subject of the historical process. The phenomenon of mass society. Concepts of elites in modern social philosophy.

#### **Topic 4.2. Prospects and risks of modern civilization.**

The development of society as a civilizational process. The concept of civilization. Types of civilizations in the history of society (pre-industrial, industrial, post-industrial). Technology and its role in the history of civilization. The concept of engineering and technology. Management system and its historical dynamics. The concept and structure of the mode of production. Social consequences of scientific and technological progress. Culture and spiritual life of society. The concept of culture and the paradigm of its interpretation.

Risk as a social phenomenon. The concept of "risk society". Opportunities for "acceptable risk" in social action. Globalization as a subject of socio-philosophical analysis. Problems and risks of consumer society. The phenomenon of the information society. Risks of virtual reality: an abundance of low-quality information, the problem of information inequality, problems of human adaptation to virtual reality. Global violence, including terrorism, its social roots, sources. Modern wars, their danger to man. Various forms of violence carried out with the help of a virtual network. The problem of security at different levels of social reality. Demographic dangers and risks. Global pandemic as a new social danger, its consequences. Prospects for the development of civilization and modern strategies of sociodynamics.

#### **Topic 4.3. Belarus in the modern civilizational process.**

Local civilizations and the problem of preserving cultural and national identity in the modern world. East Slavic civilization between West and East. The Belarusian model of socio-economic development and the civilizational choice of Belarus in the globalizing world. The problem of socio-cultural identification of a person in modern society. Universal human values and universal values of modern humanism. The latest trends in the socio-cultural development of the world community and the forms of their philosophical understanding.

### **Section 5. Theory of knowledge and philosophy of science**

#### **Topic 5.1. The variety of forms of knowledge and the problem of truth in philosophy.**

The specificity of the cognitive attitude of man. Cognition and knowledge as a subject of epistemology and epistemology. The problem of the subject and object of knowledge. Interpretations of cognition as a subject-object and subject-subject relationship. Knowledge as an activity. The role of practice in cognition. Structure and main characteristics of the cognitive process. The relationship of sensory and rational knowledge. Mind and reason. Knowledge as creativity. The role of imagination and intuition in the cognitive process. Knowledge and faith.

Cognition as the comprehension of truth. The problem of truth in ancient philosophy. The epistemological relativism of the sophists, the connection between truth and virtue, the classical concept of truth by Aristotle. The concept of two truths in the Middle Ages. The problem of truth in the philosophy of Marxism. Scientific truth and its criteria. Concepts of truth in modern philosophy (coherent, pragmatic, conventional). Truth and value.

## **Topic 5.2. Science and its sociocultural status**

The concept of science. Science as an activity, a system of knowledge and a social institution. Specificity of scientific activity, subject, means and methods, object of scientific knowledge. Levels of organization of scientific research: empirical and theoretical. Features of scientific knowledge, criteria of scientific character, main forms of scientific knowledge (fact and theory). Institutionalization of science, small and big science. Science in its historical development. Classical, non-classical and post-non-classical science. Features of the scientific and technological revolution in the twentieth century. Functions of science in industrial, post-industrial and information society. Scientism and anti-scientism. Scientific and non-scientific knowledge. The phenomenon of pseudoscientific and parascientific knowledge in modern society. Creative freedom and social responsibility of a scientist. Ethics of science and its role in the formation of the modern type of scientific rationality.

## **5.3. Philosophy in the professional activity of a specialist.**

Philosophy of economics and business. Philosophy of economy and methodological problems of economic science. The problem of economic determinism in explaining social development. Man in the system of socio-economic relations. The role of labor in the development of man and society. The problem of freedom of choice in the context of economic relations. Philosophical critique of the economic preconditions for social inequality, alienation and mass consumer society. Digital transformation of the economy and society, the problem of digital inequality. The relationship of the economy with politics, morality, ideology. Business ethics. Philosophy and business ethics. Global problems of the present and the prospects of the "green" economy. Futurological models of "limits to growth" and "zero growth". Economic policy and the concept of sustainable development of the Republic of Belarus.

## **Final diagnostics of mastering the academic discipline "Philosophy".**

This section provides a final diagnostic of knowledge acquisition and skills in the academic discipline and can be carried out in the form of a test or testing (including on a computer basis) with different levels of tasks. The different levels of test tasks allow diagnosing in students such levels of assimilation of activities as recognition, recall from memory, understanding and application of knowledge in a familiar situation, application of knowledge in an unfamiliar situation (heuristic activity), creative activity. Within the framework of the "final diagnostics of knowledge" section, students can also defend the results of educational research projects or creative assignments.

## **INFORMATIONAL AND METHODOLOGICAL PART**

### **Guidelines for the organization of independent work of students in the discipline "Philosophy"**

In mastering the knowledge of an academic discipline, an important stage is the independent work of students. The main areas of independent work of the student are:

- initially detailed acquaintance with the program of the academic discipline;
- familiarization with the list of recommended literature on the discipline as a whole and its sections, its availability in the library and other available sources, the study of the necessary literature on the topic, the selection of additional literature;
- studying and expanding the lecture material of the teacher through special literature, consultations;
- preparation for practical classes according to specially developed plans with the study of basic and additional literature;
- preparation for the implementation of diagnostic forms of control (tests, tests, oral surveys, etc.);
- exam preparation.

Independent work of students in the discipline "Philosophy" is organized in accordance with the Regulations on the independent work of students of the educational institution "Belarusian State Economic University", approved by the Order of the Rector of the Belarusian State Economic University on May 14, 2014 No. 411-A. The departments develop and improve the forms and content of independent work of students, taking into account the profile of education and the requirements of their future professional activity. The content and forms of independent work of students are developed in accordance with the goals and objectives of the mandatory module, scientific and methodological preferences and professional experience of the teachers of the department.

When organizing independent work of students, such forms and methods are used as performing test tasks, solving problematic situations and tasks, analyzing philosophical articles and compiling annotations, reviews, writing abstracts, essays, etc.

Among the most promising and effective teaching and learning strategies that meet the objectives of studying this training course are active and collective learning strategies, which are determined by the following methods and technologies:

- 1) methods of problem-based learning (problem presentation, partial search (heuristic conversation) and research method);
- 2) personality-oriented (developing) technologies based on active (reflexive-activity) forms and methods of learning ("brainstorming", business, role-playing and simulation games, discussion, press conference, educational debates, round table, etc.);
- 3) information and communication technologies that ensure the problem-research nature of the learning process and the activation of independent work of students (electronic presentations for lectures, the use of audio and video support for training sessions (analysis of audio, video situations, etc.), development and application based on computer and multimedia tools for creative tasks, supplementing traditional training sessions with means of interaction based on network communication capabilities, etc.

The procedure for diagnosing the formation of student competencies includes the following steps:

- determination of the object of diagnostics;
- revealing the fact of student's educational achievements with the help of criterion-oriented tests and other diagnostic tools;
- measuring the degree of compliance of the student's educational achievements with the requirements of the educational standard;
- evaluation of the results of the compliance of the student's educational achievements with the requirements of the educational standard (using a rating scale).

Evaluation of the student's educational achievements in the exam is made on a ten-point scale.

To assess the educational achievements of students, criteria approved by the Ministry of Education of the Republic of Belarus are used.

To diagnose the formation of students' competencies, the following main forms and means are used: tests, tests, abstracts, essays, complex tasks by module, academic discipline, assessment by the module-rating system, reports on educational and research work of students, exams and others.

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### MAIN LITERATURE

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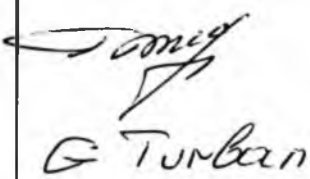
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## PROTOCOL OF APPROVAL OF THE CURRICULUM

The name of the academic discipline approval required	Name of departments	Offers on changes in the content of the curriculum institutions of higher education in the academic discipline	Decision made by the department that developed the curriculum (with date and protocol number)
International Economic Relations	Department of International Business	 G. Turban	Protocol № 4. 03 november 2022

**ADDITIONS AND CHANGES TO THE HEI CURRICULUM**  
for \_\_\_\_ / \_\_\_\_ academic year

No. p/p	Additions and changes	Base

The curriculum was revised and approved at the meeting of the department  
\_\_\_\_\_ (Minutes No. \_\_\_\_ dated \_\_\_\_\_ 20\_\_)

Department head

\_\_\_\_\_

APPROVE  
Director of ISGO

\_\_\_\_\_