

<b>Module title</b>		<b>Abbreviation</b>
Ethical and philosophical aspects of physical and complex disabilities		o6-K-Pä1-092-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education II		
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 85% of sessions offered).
<b>Contents</b>		
Historical development of Education for People with Physical and Complex Disabilities in the context of Curative and Special Education (education-specific and social dimensions). Leading paradigms and concepts and their meaning for the development of specific offering structures of Education for People with Physical and Complex Disabilities. Status of the subject and realisations of education policy in an international comparison (historical and current developments).		
<b>Intended learning outcomes</b>		
The students know the essential stages and representatives of the historical development of Education for People with Physical and Complex Disabilities, Curative Education and Special Education. They evaluate the essential paradigms and are able to describe and critically evaluate their ethico-anthropological principles. They are able to describe exemplary international developments of Education for People with Physical and Complex Disabilities and can critically evaluate their relations to the subject-specific German tradition and current socio-political developments.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S + S (no information on SWS (weekly contact hours) and course language available)		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
a) written examination (approx. 40 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (20 to 40 minutes) or d) presentation (approx. 20 minutes) and written examination (approx. 20 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 per candidate) or g) term paper (10 to 15 pages)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
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<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO § 96 (1) 2. Körperbehindertenpäd. Pädagogik im Förderschwerpunkt körperliche und motorische Entwicklung SO		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2013) First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2013)		

First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2009)

First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2009)