



# Module Catalogue

for the Subject

# Special Education

as a minor in a Bachelor's degree programme

(60 ECTS credits)

Examination regulations version: 2015  
Responsible: Faculty of Human Sciences  
Responsible: Institute of Special Education

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## The subject is divided into

section / sub-section	ECTS credits	starting page
Compulsory Courses	60	6

## Learning Outcomes

German contents and learning outcome available but not translated yet.

### **Wissenschaftliche oder künstlerische Befähigung**

- Die Studierenden verfügen über vertiefte Kenntnisse hinsichtlich der Struktur des Faches sowie der Bedeutung der Sonderpädagogik in der Gesellschaft. Sie können sonderpädagogische Sachverhalte analysieren.
- Die Studierenden können unterschiedliche Theorien der Sonderpädagogik systematisch, historisch und soziokulturell einordnen und reflektieren. Sie verstehen normen#, handlungs#, kultur# und wissenschaftstheoretische Grundlegungen des Faches und können sie explizieren. Sie verfügen über einen sonderpädagogischen Horizont und ein Problembewusstsein zur Beurteilung von heil# und sonderpädagogischen Maßgaben und Maßnahmen, sie können die gesellschaftlichen und anthropologischen Bedingungen von sonderpädagogischen Theorien und ethischen Diskursen sowie sonderpädagogischen Handelns erörtern. Die Studierenden können theoriegeleitet argumentieren.
- Die Studierenden wissen um die Anforderungen, die an wissenschaftliches Arbeiten gestellt werden und können unterschiedliche Methoden der Geisteswissenschaften vergleichen und anwenden.
- Die Studierenden besitzen grundlegende Kenntnisse über sonderpädagogische Forschung. Sie verfügen über theoretisches Wissen zu Anwendungsfeldern der Diagnostik und Beratung, des Wohnens, der Freizeit, der Arbeit und des Berufs in sonderpädagogischem Kontext und sind in die Lage versetzt, Standardtests praktisch durchzuführen, Ergebnisse auswerten und in die pädagogische Praxis umsetzen zu können.
- Sie können sonderpädagogische Themenstellungen unter verschiedenen Zielsetzungen analysieren, bearbeiten und selbstständig darstellen.

### **Fähigkeit, eine qualifizierte Erwerbstätigkeit aufzunehmen**

- Die Absolvent/innen begründen beispielhaft das eigene berufliche Handeln mit theoretischem und methodischem Wissen.

### **Befähigung zum zivilgesellschaftlichen Engagement**

- Die Absolvent/innen sind in der Lage, ihre Kompetenzen in partizipative Prozesse einzubringen und aktiv an Entscheidungen mitzuwirken.
- Sie nutzen ihr Wissen bezüglich wissenschaftlicher, gesellschaftlicher und kultureller Fragestellungen, um begründet Position zu beziehen.

### **Persönlichkeitsentwicklung**

- Die Absolvent/innen sind dazu in der Lage, eigenverantwortlich und selbstständig zu arbeiten.
- Sie kommunizieren und kooperieren mit anderen Fachvertreter/innen sowie Fachfremden, um eine Aufgabenstellung verantwortungsvoll zu lösen.

## Abbreviations used

Course types: **E** = field trip, **K** = colloquium, **O** = conversatorium, **P** = placement/lab course, **R** = project, **S** = seminar, **T** = tutorial, **Ü** = exercise, **V** = lecture

Term: **SS** = summer semester, **WS** = winter semester

Methods of grading: **NUM** = numerical grade, **B/NB** = (not) successfully completed

Regulations: **(L)ASPO** = general academic and examination regulations (for teaching-degree programmes), **FSB** = subject-specific provisions, **SFB** = list of modules

Other: **A** = thesis, **LV** = course(s), **PL** = assessment(s), **TN** = participants, **VL** = prerequisite(s)

## Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

## Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

## In accordance with

the general regulations governing the degree subject described in this module catalogue:

**ASPO2015**

associated official publications (FSB (subject-specific provisions)/SFB (list of modules)):

**03-Aug-2015 (2015-74)**

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.

## **Compulsory Courses**

(60 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Special Education as a Science 1		o6-l-So-Wi1-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
Based on the subject area of Special Education, this module shows the connections between its history, theories, institutions and disciplines. Furthermore, it gives an overview of the various and complex fields of action of preschool, school and extracurricular special educational practice.		
<b>Intended learning outcomes</b>		
This module provides an overview of the theoretical knowledge of the degree subject. Knowledge regarding special educational practice on different levels.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + V (2)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 1 § 96 I Nr. 1 § 97 I Nr. 1 § 100 I Nr. 1		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015) First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015) First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2015) First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)		
minor in a Bachelor's degree programme Special Education (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (60 ECTS) Sonderpädagogik - 2015	page 7 / 23

First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)



<b>Module title</b>		<b>Abbreviation</b>
Introduction to special education and its disciplines		o6-l-SoFR-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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>
1-2 semester	undergraduate	--
<b>Contents</b>		
<p>A lecture series explains the essential theoretical principles of the individual special educational subjects (Education for People with Learning Disabilities, Education for People with Developmental and Intellectual Disabilities, Education for People with Physical and Complex Disabilities, Speech and Language Pathology, Education for People with Emotional and Behavioural Disorders). Subject-specific work placements connect theory and practice.</p>		
<b>Intended learning outcomes</b>		
<p>Theoretical competencies in the corresponding subject (e.g. history, phenomenology, support and methodological systems, legal basics, current developments in theory and practice). Competencies regarding schooling and education in the context of (multifactorial) disabilities. Competencies regarding special educational schooling, education and support.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2)		
<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)		
<p>1) written examination (approx. 60 minutes) or                  2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or                  3) presentation (approx. 30 minutes) or                  4) oral examination of one candidate each (approx. 15 minutes) or                  5) term paper (approx. 10 pages)                  creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
<p>The module can only be considered for credit if a certificate (stating the type and scope of the placement) issued by the institution where the placement was completed is submitted as proof of placement. This certificate must be submitted no later than in the semester after the semester in which assessment was successfully completed. The placement should have a duration of no less than 80 hours; students may divide up these hours as they wish.</p>		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
<p>Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)                  Bachelor's degree (2 majors) Special Education (2015)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Special Education as a Science 2		o6-l-So-Wi2-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
<p>We discuss early theoretical concepts and their development or modification (for example Georgens/Deinhardt) in the context of current theories (for example WHO, inclusion) as well as their effects on scientific research. We examine society's attitude towards disabilities and the development of individual and social identity in the context of disabilities (possibly in the context of specific types of disability). Furthermore, we talk about possibilities of social empathy and ways of improvement as well as aspects of attitude change.</p>		
<b>Intended learning outcomes</b>		
<p>Advanced knowledge of specific theoretical concepts, reflection competence in the context of disabilities and society, increasing problem awareness in the context of disabilities (possibly with a specific focus).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1)		
<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)		
<p>1) written examination (approx. 60 minutes) or            2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or            3) presentation (approx. 30 minutes) or            4) oral examination of one candidate each (approx. 15 minutes) or            5) term paper (approx. 10 pages) or            6) portfolio (approx. 15 pages)            creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 1 § 96 I Nr. 1 § 97 I Nr. 1 § 100 I Nr. 1		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015) First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015)		

First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2015)  
First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)  
First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)

<b>Module title</b>		<b>Abbreviation</b>
Special educational psychology and methods of diagnostics		o6-l-SoPsych-152-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
Basic knowledge and orientational knowledge of curative and special educational psychology. Scientific-theoretical and historical principles of the subject. Selected eras of the history of psychology in the context of disabilities. Principles of special educational-psychological diagnostics. Selected diagnostic (observation) methods and screenings in view of educational promotion.		
<b>Intended learning outcomes</b>		
Basic knowledge and orientational knowledge regarding special educational diagnostic work. Methodological competence regarding psychological interventions and diagnostic observation techniques. Knowledge of processes of knowledge acquisition and changes in behaviour.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Employment and disability		o6-l-ArbBer-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
<p>Work and occupation in a social context; impairments, disabilities and handicaps in view of work and occupation; the special situation of people with impairments and handicaps regarding work and occupation; legal basics of work and occupation; introduction to work and occupation at the end of school years; the system of occupational preparation; organisation, possibilities and pedagogical concepts of occupational training and vocational education; threshold problems and transitional problems, support institutions; special support measures; integration management; life without (socially approved) work.</p>		
<b>Intended learning outcomes</b>		
<p>The students know the special situation of people with impairments and handicaps regarding the job and labour market as well as the possibilities of support (professional competence). They are able to acquire specific information about the introduction to labour and occupation in a highly dynamic field and to keep their knowledge up-to-date (methodological competence). They have advanced their basic knowledge on their own or in small groups (social, methodological and professional competence). They are able to independently conduct smaller surveys on the job and labour situation of people with impairments and handicaps and can develop need-oriented approaches (methodological competence and self-competence).</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1)		
<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)		
<p>1) written examination (approx. 60 minutes) or                  2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or                  3) presentation (approx. 30 minutes) or                  4) oral examination of one candidate each (approx. 15 minutes) or                  5) term paper (approx. 10 pages)                  creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
<p>Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)                  Bachelor's degree (2 majors) Special Education (2015)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Supervised practical training		o6-l-SoTPM-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
During the work placements, the students become acquainted with the work of a special educational or inclusive institution and gain own experiences. In the seminar, they use specific examples from the work placements to evaluate the institutions' work practice in view of their theories, (special) education and psychology.		
<b>Intended learning outcomes</b>		
The students know the specific pedagogical and special educational questions of a corresponding institution (institutions for people with developmental and intellectual disabilities, physical disabilities, socio-emotional disorders, learning disabilities and speech impediments). The students know the possibilities of individual support in pedagogical and psychological contexts; they gain experience in determining the special educational needs of individuals with disabilities/impairments and in developing diagnosis-oriented education plans		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + P (0)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
The module can only be considered for credit if a certificate (stating the type and scope of the placement) issued by the institution where the placement was completed is submitted as proof of placement. This certificate must be submitted no later than in the semester after the semester in which assessment was successfully completed. The placement should have a duration of no less than 80 hours; students may divide up these hours as they wish.		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
--		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to the philosophy of science and methods		o6-l-WiMe-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
Special Education as an academic discipline; subject and purpose of science and scientificity, scientific methods and systems, central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as principles of scientific work -- also based on specific problems and topics of special educational theory, empirical research and practice.		
<b>Intended learning outcomes</b>		
The students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 1 § 97 I Nr. 1 § 99 I Nr. 1 § 100 I Nr. 1		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)		
minor in a Bachelor's degree programme Special Education (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (60 ECTS) Sonderpädagogik - 2015	page 15 / 23

Bachelor's degree (2 majors) Special Education (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)



<b>Module title</b>		<b>Abbreviation</b>
Heterogeneity, Integration, Inclusion		06-I-HetInt-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
<p>Term definitions: Heterogeneity vs. homogeneity/elements of heterogeneity in groups, inclusion, complexity of the term integration (method, process, goal) theoretical principles, historical and current developments, legal basics regarding integration and inclusion in the context of disabilities/impairments, principles of and reasons for inclusive learning and living of children, juveniles and adults in the conflict area between separation, co-operation, integration and inclusion in different stages of life, basics of teaching and learning in heterogeneous groups (principles, concepts, forms and methods)</p>		
<b>Intended learning outcomes</b>		
<p>Reflection and awareness of education law, specific educational needs as well as exclusionary and inclusive forms of schooling and education (evaluation competence). Professional competence in view of central terms, theoretical principles and organisation forms. Methodological competence regarding education of children and juveniles in inclusive settings (heterogeneous groups); social competence regarding the necessity of cooperative (interdisciplinary) teamwork in the context of inclusive schooling and education offers.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1)		
<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)		
<p>1) written examination (approx. 60 minutes) or                  2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or                  3) presentation (approx. 30 minutes) or                  4) oral examination of one candidate each (approx. 15 minutes) or                  5) term paper (approx. 10 pages)                  creditable for bonus</p>		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
--		
<b>Module appears in</b>		
<p>Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)                  Bachelor's degree (2 majors) Special Education (2015)                  Master's degree (1 major) Diversity management, religion and education (2019)</p>		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to child and adolescent psychiatry		06-I-KJP-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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>
2 semester	undergraduate	--
<b>Contents</b>		
Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatoform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody		
<b>Intended learning outcomes</b>		
The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + V (2)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 1 § 97 I Nr. 4 § 100 I Nr. 1		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015)		

First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015)  
First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)  
First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)

<b>Module title</b>		<b>Abbreviation</b>
Counseling in Special Education		o6-l-SoBe-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
<p>Communication theories, interaction and group dynamics, psychological basics of special educational counselling, elements of conversation techniques, counselling and cooperation, elements of conversation techniques when talking to people that have difficulties with verbal expression, collegial counselling and supervision, counselling concepts (e.g. cooperative, solution-oriented, psychology of learning, systemic ...), methods of cooperation, counselling in crisis situations, counselling in the course of education and life planning.</p>		
<b>Intended learning outcomes</b>		
<p>The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1)		
<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)		
<p>1) written examination (approx. 60 minutes) or  2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or  3) presentation (approx. 30 minutes) or  4) oral examination of one candidate each (approx. 15 minutes) or  5) term paper (approx. 10 pages)  creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
<p>§ 95 I Nr. 2  § 96 I Nr. 2  § 97 I Nr. 2  § 99 I Nr. 5  § 100 I Nr. 2</p>		
<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)		
minor in a Bachelor's degree programme Special Education (2015)	JMU Würzburg • generated 18-Apr-2025 • exam. reg. data record Bachelor (60 ECTS) Sonderpädagogik - 2015	page 20 / 23

Bachelor's degree (2 majors) Special Education (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)

First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2015)

First state examination for the teaching degree Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2015)

<b>Module title</b>		<b>Abbreviation</b>
Prevention: early education / early intervention		o6-l-FrBild-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
Principles of preventative (special) education. Relevance of early institutional education and schooling (kindergarten, compensatory education). Early interdisciplinary intervention as a specific institution of preschool intervention. Preschool institutions, diagnostic and support classes, flexible enrolment phases as forms of primary and secondary prevention up to second grade. Legal basics of early education and support.		
<b>Intended learning outcomes</b>		
Competencies regarding developmental and educational support for preschoolers. Advanced knowledge of early education institutions and support systems as well as educational forms of prevention. Competencies regarding legal contexts and possibilities in the field of preschool education and support.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1)		
<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)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015) Bachelor's degree (2 majors) Special Education (2015)		

<b>Module title</b>		<b>Abbreviation</b>
Special Education with focus on adulthood		o6-l-SoErw-152-m01
<b>Module coordinator</b>		<b>Module offered by</b>
Managing Director of the Institute of Special Education		Institute of Special Education
<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	--
<b>Contents</b>		
<p>Overview of (organisational) education and support offers in after-school fields of action in the context of living, working, recreation (activities), sexuality, adult education and age. Principles and central ideas: Self-determination/empowerment, empathy and quality of life, principles and organisation of transitions. Interdisciplinary work and cooperation between different occupational groups. Legal and sociological basics and guidelines.</p>		
<b>Intended learning outcomes</b>		
<p>The students know central post-school fields of action and understand the historical and socio-political variability of educational institutions in the context of current ortho-paedagogical principles; they are able to evaluate the special (personal as well as social) situation of adults with disabilities; they know the importance of interdisciplinary cooperation and teamwork; the students can assess their own vita in view of the special needs of people with disabilities and are able to work in teams and groups</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (1)		
<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)		
<p>1) written examination (approx. 60 minutes) or                  2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or                  3) presentation (approx. 30 minutes) or                  4) oral examination of one candidate each (approx. 15 minutes) or                  5) term paper (approx. 10 pages)                  creditable for bonus</p>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		
<p>Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2015)                  Bachelor's degree (2 majors) Special Education (2015)</p>		