



Module Catalogue

for the Subject

Special Education

as a minor in a Bachelor's degree programme

(60 ECTS credits)

Examination regulations version: 2026
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	55	6
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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)):

??-??-2026 (2026-??)

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

(55 ECTS credits)

Module title		Abbreviation
Special Education as a Science		o6-l-SoWi-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
History, theories, institutions and subareas of Special Education, including Inclusion. Overview of the manifold and complex fields of action of Special Education in preschool, school and school age and adulthood.		
Intended learning outcomes		
Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all levels.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2)		
Method of assessment (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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 96 I Nr. 1 § 98a I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Introduction to Special Education and its disciplines		o6-l-SoFR-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1-2 semester	undergraduate	--
Contents		
<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>		
Intended learning outcomes		
<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>		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + P (0)		
Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus</p>		
Allocation of places		
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Additional information		
<p>Total scope of the internship approx. 80 hours, prior coordination with the person responsible for the module required.</p> <p>As proof of the successful completion of the internship, a certificate from the internship location about the type and scope of the work performed must be submitted at the latest in the semester that follows the successfully completed examination. Otherwise the exam has to be taken again.</p>		
Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Sociology of special needs education		o6-l-Soz-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>2.2.1 Sociology of special needs education (o6-l-Soz-221) (e.g. social differentiation of society (e.g. milieus and lifestyle groups), individual and group (e.g. the results of research on attitude, peer pressure and compliance, prejudices and stereotypes))</p> <p>2.2.2 Sociological questions of special needs education (o6-l-Soz-222) (e.g. interaction in and between groups with impaired and not impaired people (also in relation to current political topics))</p>		
Intended learning outcomes		
<ul style="list-style-type: none"> • Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education; • Understanding of structures and connections within communities and living spaces of disabled and not disabled people; • Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion; • into the research of living together in a society or in a community. 		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1)		
Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus</p>		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 96 I Nr. 1 § 97 I Nr. 4 § 98a I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Psychology in Special Education and Observation Methods		o6-I-SoPsych-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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.		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1)		
Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Counseling in special needs education		o6-l-SoBe-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<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>		
Intended learning outcomes		
<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>		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>a) written examination (approx. 60 minutes) or b) portfolio (approx. 10 pages) or c) oral examination of one candidate each (approx. 15 minutes) creditable for bonus</p>		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
<p>§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 4 § 99 I Nr. 4 § 100 I Nr. 2</p>		

Module title		Abbreviation
Supervised internship		o6-l-SoTPM60-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
During the internships, the students become acquainted with the work of a special educational or inclusive institution and gain own experiences. The seminar picks up specific examples from the internships to reconsider the institutions' practical work in the view of, (special) educational and psychological theories.		
Intended learning outcomes		
The students know the specific pedagogical and special educational questions of a corresponding institution and their social environment. The students know the possibilities of individual educational support and accompaniment; they gain experience in determining the special educational needs of individuals with disabilities/impairments and their participation.		
Courses (type, number of weekly contact hours, language – if other than German)		
S (1) + P (0)		
Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
a) placement report (10 to 15 pages) or b) project work (40 to 50 hours total)		
Allocation of places		
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Additional information		
Total length of the internship approx. 120 hours, prior coordination with the person responsible for the module is required		
Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Introduction to the philosophy of science and methods		o6-l-WiMe-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Special Education as an academic discipline; subject and purpose of science and scientificity; theory and theory building; 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 basics, methodology and principles of scientific work in research and practice -- also based on specific problems and topics of special educational theory, empirical research and practice.		
Intended learning outcomes		
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).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 2 § 100 I Nr. 1		

Module title		Abbreviation
Theoretical and professional ethic aspects		o6-l-TheoRe-202-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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Intended learning outcomes		
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Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1)		
Method of assessment (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. 45 minutes) with term paper (approx. 10 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Basic questions of child and adolescent psychiatry		o6-l-KJP-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
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.		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + V (2)		
Method of assessment (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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Special Educational fields		o6-l-BA-HF-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
10	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Handling of the following three complexes of issues:</p> <p>Prevention and early intervention in special education/Early support programmes</p> <ul style="list-style-type: none"> • principles of prevention and early intervention in special education, • importance of early institutional care and education (day nurseries, nursery schools and compensatory education); • interdisciplinary early support programmes as a specific means of intervention in preschools and preparatory schools; • special needs diagnoses in the classroom and special education classes; • types of primary and secondary intervention in first and second grade (integrated teaching); • legal aspects of early support, intervention and education; <p>Disability, social deprivation and work</p> <p>Content of this module is the importance of work in society, the specific employment situation of people with disabilities, health impairments and disparities and their employment rights. This module also focuses on ways to interest young adults in work and to introduce young people to employment opportunities when reaching the end of compulsory education in school. Issues are also providing vocational orientation and preparing for employment, supporting institutions, pedagogical concepts and opportunities for vocational training to cope with the challenges of thresholds and transitional problems, specific supporting measures, integration management and living without socially valued and accepted work.</p> <p>Adult education and living</p> <p>The starting point of living equally and self-determined in a free society is to enable people with special needs to live independently and participate fully in all aspects of life. What does living mean within the socio-cultural context? What is the educational content of ADLs (Activities of daily living)? What are the housing options for people with disabilities? How do they organize their daily activities in residential institutions? What kind of support and financial aid is available to people with disabilities and what is the legal basis for financial contributions? How do institutional settings affect motivation regarding social participation and self-determination? Issues are also educational needs across the lifespan, such as moving out of the parental home, making friends and having partnerships, sexuality and the desire to have children, parental assistance, exploring community spaces and interacting with others (people with and without disabilities), transitioning into old age, coping with grief, the process of ceasing to live and dealing with death.</p>		
Intended learning outcomes		
<p>The students will learn something about the special situation of people with disabilities, health impairments and disparities within the context of prevention and intervention/early support programmes, disability, social deprivation and work as well as adult education and living. The students will become familiar with the options of customized support for people with disabilities (professional competence). They will learn how to gather topic-related information regarding the complex of issues mentioned above (methodical competence). They will further develop their basic knowledge and will be able to characterize and outline independently special education needs and participation needs (social competence, methodical competence and professional competence).</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2) + S (2)		

Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus
Allocation of places
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Additional information
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Workload
300 h
Teaching cycle
Teaching cycle: summer semester
Referred to in LPO I (examination regulations for teaching-degree programmes)
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Compulsory Electives

(5 ECTS credits)

Module title		Abbreviation
Introduction to education in the context of intellectual and developmental disabilities		06-G-Päd1-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Fundamental questions and essential contents of education for people with intellectual and developmental disabilities. Connections to general curative and Special Education; historical review; fundamental ethical questions; anthropological aspects of understanding intellectual and developmental disabilities; central ideas and goals of education; mindsets and prejudices; situation of parents and siblings; fields of action.		
Intended learning outcomes		
The students have basic orientational knowledge and are able to perceive and describe the phenomena of "intellectual and developmental disabilities" and the social situation of people with intellectual disabilities from different perspectives and can evaluate the resulting (special) requirements for education, schooling and teaching.		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + Ü (1)		
Method of assessment (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
1) written examination (45 to 90 minutes) or 2) presentation (15 to 30 minutes) with term paper (10 to 20 pages) or 3) portfolio (8 to 16 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2		

Module title		Abbreviation
Basics of pedagogy for physical disabilities		o6-K-PädGL-VQ-232-m01
Module coordinator		Module offered by
--		Chair of Special Education in the Context of Physical and Complex Disabilities
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	--	--
Contents		
--		
Intended learning outcomes		
--		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (1)		
Method of assessment (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) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 96 I Nr. 2 § 105 I		

Module title		Abbreviation
Pedagogy of learning and learning impairments		o6-L-PaedL-VQ-202-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
1.2.1 Introduction of the pedagogy of learning and learning impairments (o6-L-PaedL-121) (e.g. Introduction of the group of persons with focus on the central aspects of social disadvantage) 1.2.2 Dimensions of learning (o6-L-PaedL-122) (e.g. impairments in ideal-typical learning and possible aspects of stimulation/support)		
Intended learning outcomes		
<ul style="list-style-type: none"> • Proficiency of central terms of pedagogy of learning impairments (learning, education, socialisation); • Ability to reflect learning impairments as a multifactorial phenomenon; • Knowledge of possible factors of social disadvantage (poverty, at-risk families, milieu affiliation, migration/escape, traumatisation) and their potential impact on learning and the sociocultural participation of students; • Ability to connect theoretical perceptions and practical possibilities in competent support of learning. 		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (2)		
Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
Allocation after receipt/allocation by lot		
Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 2 § 106 I		

Module title		Abbreviation
Introduction to speech therapy pedagogy BA		o6-S-SHP-BA-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of preconditions of speech and language; Selected topics of ear, nose and throat medicine (including anatomy, physiology pathophysiology, acoustics)		
Intended learning outcomes		
Self- and social competence: The students self-acquire professional knowledge in the fields of speech and language; also in interdisciplinary fields such as ENT medicine.		
Methodological competence: The students are capable to methodically acquire knowledge of the medical discipline and critically evaluate these disciplines in view of their relevance for Speech and Language Pathology.		
Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary and also knowledge of diseases in ENT medicine.		
Courses (type, number of weekly contact hours, language – if other than German)		
V (2) + V (2)		
Method of assessment (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Introduction to educational science of emotional and behavioral disorders 1		06-V-E1-VQ-202-m01
Module coordinator		Module offered by
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society), inclusion and exclusion in contexts of emotional and behavioural disorders.		
Intended learning outcomes		
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, selfcompetence). The students are able to conduct independent and extensive research on their own and in groups to advance their basic knowledge (professional competence, social competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
written examination (approx. 60 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

Module title		Abbreviation
Introduction to special pedagogy in the context of visual impairment and blindness		o6-B-EPBS-VQ-262-m01
Module coordinator		Module offered by
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Historical and political basics of the pedagogy of visual impairments and blindness (VIB); basic concepts of the subject; sensory-psychological and epistemological basics of the subject; pedagogy of VIB in an international comparison; scholastic and extracurricular institutions and fields of action related to the subject; visual accompaniment; handling of Braille typewriters; Braille grade 1 (full version of Braille).		
Intended learning outcomes		
Students are able to analyse the pedagogical institutionalisation of pedagogy of VIB historically and politically; they have a conceptual knowledge in the subject area and know important terms in German and English; they are able to differentiate between important pedagogical categories on the basis of their fundamental differences; they know important pedagogical fields of action of the subject area; they are able to name and compare examples for possible education-related, professional and everyday practical challenges in the context of VIB; they are able to write with a Braille typewriter; they know the commercial models of Braille typewriters and are able to explain their functions and differences; they know other ways of producing and displaying Braille-like languages; they are able to read Braille grade 1 in a visually oriented way; they are able to write texts in Braille using a Braille typewriter.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (1)		
Method of assessment (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) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 98a I Nr. 2 § 107a I Nr. 1		