

# Module Catalogue

for the Subject

# Special Education

as a degree subject in a Bachelor's degree programme with 2  
majors  
(75 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	60	7
Compulsory Electives	15	19
Compulsory Electives Education for People with Developmental and Intellectual Disabilities	0 or 15	20
Compulsory Electives Education for People with Physical and Complex Disabilities	0 or 15	24
Compulsory Electives Education for People with Learning Disabilities	0 or 15	28
Compulsory Electives Speech and Language Pathology	0 or 15	32
Compulsory Electives Education for People with Emotional and Behavioral Disorders	0 or 15	39
Compulsory Electives special pedagogy in the context of visual impairment and blindness	0 or 15	43
Thesis Area	10	48
Key Skills Area		50
General Key Skills	0-5	51
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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 ein 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 pädagogische Praxis umsetzen zu können.
- Sie können sonderpädagogische Themenstellungen unter verschiedenen Zielsetzungen analysieren, bearbeiten und selbstständig darstellen.
- Die Studierenden besitzen Kenntnisse in zentralen sonderpädagogische Handlungstheorien und Praxiskonzepte einer sonderpädagogischen Fachrichtung. Sie kennen den aktuellen Stand gängiger Theorien und Handlungskonzepte der gewählten Fachrichtung und können aktuelle Problemstellungen benennen, analysieren und begründet Stellung beziehen.
- Die Studierenden verfügen über ein grundlegendes Verständnis zentraler Fragen und Lehr-/ Lernmethoden ihrer gewählten Fachrichtung.

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

- Personen mit Studienabschluss sind in der Lage, das eigene berufliche Handeln mit theoretischem und methodischem Wissen beispielhaft zu begründen.

### **Befähigung zum zivilgesellschaftlichen Engagement**

- Personen mit Studienabschluss 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**

- Personen mit Studienabschluss sind dazu in der Lage, eigenverantwortlich und selbstständig zu arbeiten.
- Sie kommunizieren und kooperieren mit anderen Fachkräften sowie fachfremden Personen, 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**

(60 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Special Education as a Science		o6-l-SoWi-202-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>		
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.		
<b>Intended learning outcomes</b>		
Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all 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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (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		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to Special Education and its disciplines		o6-l-SoFR-202-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) + 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)		
<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>		
<b>Allocation of places</b>		
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<b>Additional information</b>		
<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>		
<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 title</b>		<b>Abbreviation</b>
Sociology of special needs education		o6-l-Soz-202-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>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>		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education;</li> <li>• Understanding of structures and connections within communities and living spaces of disabled and not disabled people;</li> <li>• Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion;</li> <li>• into the research of living together in a society or in a community.</li> </ul>		
<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 term paper (approx. 8 pages) or  3) portfolio (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>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (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		

<b>Module title</b>		<b>Abbreviation</b>
Psychology in Special Education and Observation Methods		o6-I-SoPsych-202-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>		
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 term paper (approx. 8 pages) or 3) portfolio (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 title</b>		<b>Abbreviation</b>
Counseling in special needs education		o6-l-SoBe-202-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>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>		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (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>		

<b>Module title</b>		<b>Abbreviation</b>
Supervised internship		o6-l-SoTPM75-202-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>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
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.		
<b>Intended learning outcomes</b>		
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.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + 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)		
a) placement report (20 to 25 pages) or b) project work (75 to 90 hours total)		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Total scope of the internship approx. 240 hours, prior coordination with the person responsible for the module required.		
<b>Workload</b>		
300 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 title</b>		<b>Abbreviation</b>
Introduction to the philosophy of science and methods		o6-l-WiMe-202-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; 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.		
<b>Intended learning outcomes</b>		
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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 2 § 100 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Theoretical and professional ethic aspects		o6-I-TheoRe-202-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>		
--		
<b>Intended learning outcomes</b>		
--		
<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. 45 minutes) with term paper (approx. 10 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module title</b>		<b>Abbreviation</b>
Basic questions of child and adolescent psychiatry		06-I-KJP-202-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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 100 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Special Educational fields		o6-l-BA-HF-202-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>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Handling of the following three complexes of issues:</p> <p><b>Prevention and early intervention in special education/Early support programmes</b></p> <ul style="list-style-type: none"> <li>• principles of prevention and early intervention in special education,</li> <li>• importance of early institutional care and education (day nurseries, nursery schools and compensatory education);</li> <li>• interdisciplinary early support programmes as a specific means of intervention in preschools and preparatory schools;</li> <li>• special needs diagnoses in the classroom and special education classes;</li> <li>• types of primary and secondary intervention in first and second grade (integrated teaching);</li> <li>• legal aspects of early support, intervention and education;</li> </ul> <p><b>Disability, social deprivation and work</b></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><b>Adult education and living</b></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>		
<b>Intended learning outcomes</b>		
<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>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus
<b>Allocation of places</b>
--
<b>Additional information</b>
--
<b>Workload</b>
300 h
<b>Teaching cycle</b>
Teaching cycle: summer semester
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
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## **Compulsory Electives**

(15 ECTS credits)

## **Compulsory Electives Education for People with Developmental and Intellectual Disabilities**

(0 or 15 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Introduction to education in the context of intellectual and developmental disabilities		06-G-Päd1-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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>		
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.		
<b>Intended learning outcomes</b>		
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.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + Ü (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 (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		
<b>Allocation of places</b>		
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<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		

<b>Module title</b>		<b>Abbreviation</b>
Basic didactic and methodic knowledge in the education of people with intellectual and developmental disabilities		06-G-Did1-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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 didactic concepts and derivations, regarding pupils with intellectual disabilities. General didactic theories and their transfer to special educational needs. Selected concepts and methods for teaching in the field of intellectual disabilities. Thereby, we also reflect upon for pupils with profound and multiple learning disabilities.		
<b>Intended learning outcomes</b>		
The students elaborate basic knowledge from previous, general courses. They gain insights into special educational needs by expanding their basic knowledge, interpreting special demands, and deriving conclusions for teaching pupils with intellectual disabilities. By reflecting upon teaching and educating people with profound and multiple learning disabilities, the students develop a clear position on how to shape education for these pupils.		
<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) presentation (15 to 30 minutes) with term paper (approx. 8 pages) or 2) portfolio (8 to 16 pages) or 3) term paper (10 to 20 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every second semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 3		

<b>Module title</b>		<b>Abbreviation</b>
Basics of psychology in the context of intellectual and developmental disabilities		06-G-Psy-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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 key concepts of the in the context of people with intellectual and developmental disability.		
<b>Intended learning outcomes</b>		
<p>The students have basic and orientative knowledge about key concepts of psychology and its benefits for the professional work with people with intellectual and developmental disabilities. They can substantiate the technical terms of psychology and derive educational action.</p> <p>The students know different orientations, models and key concepts of psychology. They can compare and evaluate them.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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 (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</p>		
<b>Allocation of places</b>		
--		
<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. 4		

## **Compulsory Electives Education for People with Physical and Complex Disabilities**

(0 or 15 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Basics of pedagogy for physical disabilities		o6-K-PädGL-VQ-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (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) or 3) portfolio (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)		
§ 96 I Nr. 2 § 105 I		

<b>Module title</b>		<b>Abbreviation</b>
Medical basics in the context of education for the physically disabled		o6-K-Med1-VQ-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes)		
<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)		
§ 96 I Nr. 5 § 105 I		

<b>Module title</b>		<b>Abbreviation</b>
Participation and transition for people with physical disabilities (Bachelor)		06-K-TT-BA-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (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)		
project work (especially in the area of personal future planning and participation report, 15 to 20 hours total) 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)		
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## **Compulsory Electives Education for People with Learning Disabilities** (0 or 15 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Pedagogy of learning and learning impairments		o6-L-PaedL-VQ-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>		
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)		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Proficiency of central terms of pedagogy of learning impairments (learning, education, socialisation);</li> <li>• Ability to reflect learning impairments as a multifactorial phenomenon;</li> <li>• 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;</li> <li>• Ability to connect theoretical perceptions and practical possibilities in competent support of learning.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 2 § 106 I		

<b>Module title</b>		<b>Abbreviation</b>
Didactics and teaching concepts for learning impairments		o6-L-DidL-VQ-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>2.1.1 Introduction to didactics for learning impairments (o6-L-DidL-211) (e.g. historical and current didactical methods and teaching concepts for teaching structure related to learning impairments)</p> <p>2.1.2 Didactics and teaching concepts for learning impairments (o6-L-DidL-212) (e.g. selected teaching concepts and teaching principles related to learning impairments)</p> <p>2.1.3 Media pedagogy and media didactics relating to learning impairments (o6-L-DidL-213) (e.g. teaching and learning with digital media)</p>		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Fundamental proficiency about didactic and teaching concepts related to learning impairments;</li> <li>• Knowledge of teaching methods and their reflected appliance;</li> <li>• Review of different didactical designs in view of the history of theoretical background and their relevance for current questions about school instruction;</li> <li>• Basic knowledge of theories and concepts for the application of digital media in learning and teaching processes.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1) + 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</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 3 § 106 I		

<b>Module title</b>		<b>Abbreviation</b>
Phenomena and impairments		o6-L-Phaen-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>7.3.1 Neurodevelopmental disorders (o6-L-Phaen-731) (e.g. etiology and epidemiology of developmental disorders)</p> <p>7.3.2 Impairment in Reading (o6-L-Phaen-732) (e.g. prevention, identification, programs of educational promotion)</p> <p>7.3.3 Impairment in mathematics (o6-L-Phaen-733) (e.g. prevention, identification, programs of educational promotion)</p> <p>7.3.4 Mental or behavioural disorders (o6-L-Phaen-734) (e.g. diagnostics and educational promotion of hyperkinetic disorders, anxiety disorders, attachment disorders)</p>		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Knowledge of etiology and epidemiology of developmental, behavioural and emotional disorders;</li> <li>• Awareness of possibilities and programs of educational promotion and an applied variety of them;</li> <li>• Improvement of diagnostic skills;</li> <li>• Improvement of critical reflectivity of medical/psychological diagnostics;</li> <li>• Increase of evaluation skills of possibilities of educational promotion in view of the practical relevance.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1) + S (1) + 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</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 4 § 106 I		

## **Compulsory Electives Speech and Language Pathology**

(0 or 15 ECTS credits)

Students who did NOT take modules o6-S-Gr, o6-S-FFRC and o6-S-Stör3 in the area of mandatory electives may select these modules in the area of subject-specific transferable skills (FSQ).

<b>Module title</b>		<b>Abbreviation</b>
Introduction to speech therapy pedagogy BA		o6-S-SHP-BA-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		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>		
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)		
<b>Intended learning outcomes</b>		
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.		
<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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module title</b>		<b>Abbreviation</b>
Introduction to speech and language pathology 4		o6-S-SHP4-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<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>Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders; Theories on language acquisition, developmental-psychological aspects of language acquisition, models of speech processing (speech production and reception), language-relevant basics of anatomy and physiology of the central nervous system, main functions of the brain lobes, neuropsychology of language functions, discussion of selected co-morbid phenomena and anomalies in view of neuropsychology (including memory, concentration)</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (especially Speech and Language Pathology, psychology) and are able to critically evaluate models and theories of this discipline. The students have worked in groups to advance their knowledge of the module's basic topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar.</p> <p>Methodological competence: The students are able to analyse scientific texts in a hermeneutic way and to critically discuss them.</p> <p>Subject and professional competence: The students have gained a detailed and interdisciplinary overview of language, speech and communication disorders which are topics of Speech and Language Pathology and psychology. The students have basic subject and professional competence in the field of language acquisition (theories on language acquisition, research methods of language acquisition, models of language processing) and neuropsychological research relevant to developmental psychology and language.</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 term paper (approx. 8 pages) or                  3) portfolio (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>		
Teaching cycle: every year, summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		
Bachelor's degree programme with 2 majors Special Education (2026)	JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Bachelor (75 ECTS) Sonderpädagogik - 2026	page 34 / 92

<b>Module title</b>		<b>Abbreviation</b>
(Specific) Language Impairment - acquisition, disorder and prevention		o6-S-StörPräv-BA-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		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>Principles and knowledge of bilingualism (e.g. linguistic, sociological and psychological aspects), theories on bilingual language acquisition (e.g. interlanguage and contrastive analysis hypothesis), neurophysiological and -psychological aspects of speech presentation in multilingual persons, specific developmental speech disorder in multilingual persons, basic knowledge of further selected language and speech disorders (e.g. mutism, speech fluency disorders, childhood aphasia), term definition and definition of prevention and early intervention, identification of early indicators and diagnostic possibilities of developmental language disorders.</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students have worked in groups to acquire basic knowledge of bilingualism, acquisition of bilingualism, selected speech and language disorders, basic knowledge in prevention and early intervention. In doing so, they have advanced their knowledge of relevant aspects and have learned to discuss these in the seminar.</p> <p>Methodological competence: The students are able to critically examine scientific literature and questions.</p> <p>Subject and professional competence: The students acquire basic knowledge of multilingualism, selected speech disorders and prevention and early intervention. They have advanced professional competence in the field of bilingualism, relevant speech and language disorders and early identification of developmental language disorders.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (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 term paper (approx. 8 pages) or                  3) portfolio (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>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module title</b>		<b>Abbreviation</b>
Introduction in speech and language pathology 1 (Minor subject)		06-S-FSS1-Q-252-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 108 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Introduction in speech and language pathology 2 (Minor subject)		06-S-FSS2-Q-252-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1) + S (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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 108 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Developmental language disorders 3		06-S-SES3-V-252-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
--		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (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) portfolio (approx. 10 pages) or 2) presentation (ca. 20 minutes) with term paper (ca. 8 pages) 3) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 99 I Nr. 3		

## **Compulsory Electives Education for People with Emotional and Behavioral Disorders**

(0 or 15 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Introduction to educational science of emotional and behavioral disorders 1		06-V-E1-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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>		
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.		
<b>Intended learning outcomes</b>		
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).		
<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)		
written examination (approx. 60 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to educational science of emotional and behavioral disorders 2		o6-V-E2-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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	ASPO/LASPO § 20 (4): May not be combined with o6-V-PBV2SQ and o6-V-FB-Füg-Theo.
<b>Contents</b>		
Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.		
<b>Intended learning outcomes</b>		
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioral disorders in children, juveniles and adults and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social 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)		
written examination (approx. 60 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Theory of education in the context of emotional and behavioral disorders		o6-V-Terz-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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>		
Fundamental scientific-theoretical and philosophical questions of education; sociological, medical, neuroscientific and psychological aspects of education; fundamental problems of theory of Education for People with Emotional and Behavioural Disorders; critical discussion of individual aspects of education; fundamental questions of education (e.g. relationship, autonomy, solidarity, morality-norms-values, consequences, punishment).		
<b>Intended learning outcomes</b>		
The students are able to evaluate and classify different theories of the individual disciplines of Education for People with Emotional and Behavioural Disorders according to their explanatory approaches (professional competence). They can discuss and apply scientific-theoretical principles of education in practice (methodological competence). They are able to discuss fundamental problems of theory of Education for People with Emotional and Behavioural Disorders in a theory- and practice-driven manner (social and self-competence).		
<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) term paper (approx. 15 pages) or 2) encyclopedia contribution (approx. 10 pages) or 3) portfolio (approx. 25 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

## **Compulsory Electives special pedagogy in the context of visual impairment and blindness**

(0 or 15 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Introduction to special pedagogy in the context of visual impairment and blindness		o6-B-EPBS-VQ-262-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>		
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).		
<b>Intended learning outcomes</b>		
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.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (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) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 98a I Nr. 2 § 107a I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
General didactics in the context of visual impairment and blindness		o6-B-DIDI-VQ-262-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>Learning-theoretical and general didactic basics; design of educational processes in heterogeneous study groups; organisation of teaching; teamwork and pedagogical decision-making in the subject area; concepts on visual, auditory, and tactile improvement of the sensory efficiency; tactile education with an introduction and optimisation of tactile strategies and depletion of tactile constraints; didactic concepts on supporting the concept development; didactics of movement education under difficult conditions; concepts of supporting the performance of identification; tactile teaching media; preparation and improvement of visual media; strategies on sensory parallelisation; disabled social learning; basics of the acquisition of written language; concepts on the development of preparing skills for learning Braille; didactics of the written Braille language; Braille grade 2 (shortened version of Braille).</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to analyse and evaluate individualised teaching-learning concepts of the subject focus vision in a theory-driven manner; they are able to evaluate and analyse strategies for explicit or implicit improvement of sensory efficiency, concept development, and movement education; they are able to analyse strategies for multi-sensory perception of complex issues; they are able to plan and critically evaluate tactile media used in lessons; they are able to tailor visual media for lessons to the individual needs of the learners and justify their decisions; they are able to evaluate approaches of the acquisition of learning Braille; they are able to understand the system of Braille grade 2; they are able to read Braille grade 2 with an abbreviation chart in a visually oriented way; they know ways to produce media related to Braille.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + Ü (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)                  2) portfolio (approx. 10 pages)                  a) oral examination of one candidate each (approx. 20 minutes)                  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)		
<p>§ 98a I Nr. 3                  § 107a I Nr. 2</p>		

<b>Module title</b>		<b>Abbreviation</b>
Functional vision assessment		o6-B-FSEH-VQ-262-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction and ergonomic placement for the improvement of individual visual performance; methods for the analysis of the visual character of learning situations and spaces; concepts for high accessibility creation of the spatial environment with special consideration of visual aspects; creation of high accessibility digital materials (for class); introduction to the use of optical, electronic and non-electronic aids; functional diagnostic of vision with consideration of multiple visual impairments; possible psychosocial developmental peculiarities with visual impairment; reading with a visual impairment as well as aspects of dual usage of writing; epidemiology of difficulties with visual perception in children; diagnostic principles with CVI; visual and cognitive profiles of children with CVI; psychosocial peculiarities in children with CVI; children with CVI and class/school;</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to apply test methods oriented to everyday situations to determine visual acuity, field of vision, contrast and colour vision as well as behavioural observations and assessments and interpret them in a comprehensive way; they are able to create study rooms with special attention to lighting, colour and contrast design, orientation possibilities and visual complexity with high accessibility and consideration of impairments and justify their decisions in a theory-driven and practical manner; they are able to transfer their diagnostic insights into a certificate; they are able to give advice to learners with visual impairments considering the choice and usage of aids in a learning and everyday context and justify their results in a pedagogical manner; they understand possible consequences and behavioural ways that indicate CVI; they are able to derive, execute and justify basic pedagogical measures in the context of CVI; they know basic diagnostic procedures in the context of CVI.</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)                  2) portfolio (approx. 20 pages)                  a) oral examination of one candidate each (approx. 10 minutes)                  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)		
§ 98a I Nr. 4		
Bachelor's degree programme with 2 majors Special Education (2026)	JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Bachelor (75 ECTS) Sonderpädagogik - 2026	page 46 / 92

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## Thesis Area

(10 ECTS credits)

Students may also choose to write their Bachelor's theses in their second majors or to write an interdisciplinary thesis.

<b>Module title</b>		<b>Abbreviation</b>
Thesis in Special Education		06-I-BA-202-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>
10	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
The students choose contents from the field of the Bachelor's degree programme upon consultation with the thesis supervisor.		
<b>Intended learning outcomes</b>		
The students are able to independently and scientifically examine a question of Special Education within a pre-determined processing period.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
No courses assigned to module		
<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)		
Bachelor's thesis (40 to 60 pages)		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Time to complete: 10 weeks		
<b>Workload</b>		
300 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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## Key Skills Area

( ECTS credits)

In the two degree subjects, students must achieve a total of 20 ECTS credits in the area of transferable skills. Of these, a total of 5 ECTS credits must be achieved in the two subjects in the area of general transferable skills and a total of 15 ECTS credits (no less than 5 ECTS credits per subject) must be achieved in the two subjects in the area of subject-specific transferable skills.

## General Key Skills

(0-5 ECTS credits)

Students must take modules offered as part of the pool of general transferable skills (ASQ) of JMU.

## **Subject-specific Key Skills**

(5-10 ECTS credits)

<b>Module title</b>		<b>Abbreviation</b>
Intercultural competences		o6-lk-Komp-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia.		
<b>Intended learning outcomes</b>		
The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Intercultural spheres of activities		o6-1k-Hf-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
2 semester	undergraduate	--
<b>Contents</b>		
Theoretical basics of integration and acculturation of people with a migrant background as well as biculturally socialised children and juveniles, introduction of multicultural fields of practice and action, especially those relevant to pedagogy, e.g. intercultural education in educational and extracurricular institutions as well as intercultural counselling.		
<b>Intended learning outcomes</b>		
The students are aware of potential migration-induced behavioural abnormalities as well as psychosocial stress reactions in migrants and are able to critically think, reflect and independently apply their knowledge in practice. Furthermore, they are able to apply and refine existing concepts.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Fostering communication / Augmentative and alternative communication		o6-GK-UK-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV- Education for people with developmental and intellectual disabilities		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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>		
Topics are communication development, diagnostics and strategies supporting communication regarding students with intellectual disabilities and/or profound and multiple learning difficulties. We thereby consider different forms of expression, and their pragmatic use. With regard to augmentative and alternative communication we discuss basic principles, communication aids and their practical use.		
<b>Intended learning outcomes</b>		
The students acquire basic knowledge to support communication of students with intellectual disabilities and/or profound and multiple learning disabilities. They gather competencies regarding communication development, diagnostics, and ways of supporting communication. Furthermore, they learn strategies to choose, design, and utilize various communication aids.		
<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 (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		
<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 title</b>		<b>Abbreviation</b>
Introduction to education in the context of intellectual and developmental disabilities		06-G-Päd1-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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>		
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.		
<b>Intended learning outcomes</b>		
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.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + Ü (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 (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		
<b>Allocation of places</b>		
--		
<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)		
§ 95 I Nr. 2		

<b>Module title</b>		<b>Abbreviation</b>
<b>Basic didactic and methodic knowledge in the education of people with intellectual and developmental disabilities</b>		06-G-Did1-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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 didactic concepts and derivations, regarding pupils with intellectual disabilities. General didactic theories and their transfer to special educational needs. Selected concepts and methods for teaching in the field of intellectual disabilities. Thereby, we also reflect upon for pupils with profound and multiple learning disabilities.		
<b>Intended learning outcomes</b>		
The students elaborate basic knowledge from previous, general courses. They gain insights into special educational needs by expanding their basic knowledge, interpreting special demands, and deriving conclusions for teaching pupils with intellectual disabilities. By reflecting upon teaching and educating people with profound and multiple learning disabilities, the students develop a clear position on how to shape education for these pupils.		
<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) presentation (15 to 30 minutes) with term paper (approx. 8 pages) or 2) portfolio (8 to 16 pages) or 3) term paper (10 to 20 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every second semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 3		

<b>Module title</b>		<b>Abbreviation</b>
Basics of psychology in the context of intellectual and developmental disabilities		06-G-Psy-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities
<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 key concepts of the in the context of people with intellectual and developmental disability.		
<b>Intended learning outcomes</b>		
<p>The students have basic and orientative knowledge about key concepts of psychology and its benefits for the professional work with people with intellectual and developmental disabilities. They can substantiate the technical terms of psychology and derive educational action.</p> <p>The students know different orientations, models and key concepts of psychology. They can compare and evaluate them.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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 (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</p>		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<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. 4		

<b>Module title</b>		<b>Abbreviation</b>
Basics of pedagogy for physical disabilities		o6-K-PädGL-VQ-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
--		
<b>Intended learning outcomes</b>		
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<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (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) or 3) portfolio (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)		
§ 96 I Nr. 2 § 105 I		

<b>Module title</b>		<b>Abbreviation</b>
Medical basics in the context of education for the physically disabled		o6-K-Med1-VQ-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
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<b>Intended learning outcomes</b>		
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<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) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes)		
<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)		
§ 96 I Nr. 5 § 105 I		

<b>Module title</b>		<b>Abbreviation</b>
Participation and transition for people with physical disabilities (Bachelor)		06-K-TT-BA-232-m01
<b>Module coordinator</b>		<b>Module offered by</b>
--		Chair of Special Education in the Context of Physical and Complex Disabilities
<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	--	--
<b>Contents</b>		
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<b>Intended learning outcomes</b>		
--		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) + S (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)		
project work (especially in the area of personal future planning and participation report, 15 to 20 hours total) 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)		
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<b>Module title</b>		<b>Abbreviation</b>
Pedagogy of learning and learning impairments		o6-L-PaedL-VQ-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>		
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)		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Proficiency of central terms of pedagogy of learning impairments (learning, education, socialisation);</li> <li>• Ability to reflect learning impairments as a multifactorial phenomenon;</li> <li>• 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;</li> <li>• Ability to connect theoretical perceptions and practical possibilities in competent support of learning.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 2 § 106 I		

<b>Module title</b>		<b>Abbreviation</b>
Didactics and teaching concepts for learning impairments		o6-L-DidL-VQ-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>2.1.1 Introduction to didactics for learning impairments (o6-L-DidL-211) (e.g. historical and current didactical methods and teaching concepts for teaching structure related to learning impairments)</p> <p>2.1.2 Didactics and teaching concepts for learning impairments (o6-L-DidL-212) (e.g. selected teaching concepts and teaching principles related to learning impairments)</p> <p>2.1.3 Media pedagogy and media didactics relating to learning impairments (o6-L-DidL-213) (e.g. teaching and learning with digital media)</p>		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Fundamental proficiency about didactic and teaching concepts related to learning impairments;</li> <li>• Knowledge of teaching methods and their reflected appliance;</li> <li>• Review of different didactical designs in view of the history of theoretical background and their relevance for current questions about school instruction;</li> <li>• Basic knowledge of theories and concepts for the application of digital media in learning and teaching processes.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1) + 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</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages) creditable for bonus</p>		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 3 § 106 I		

<b>Module title</b>		<b>Abbreviation</b>
Phenomena and impairments		o6-L-Phaen-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education I - Education for people with learning disabilities		Chair of Special Education for People with Learning Disabilities
<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>7.3.1 Neurodevelopmental disorders (o6-L-Phaen-731) (e.g. etiology and epidemiology of developmental disorders)</p> <p>7.3.2 Impairment in Reading (o6-L-Phaen-732) (e.g. prevention, identification, programs of educational promotion)</p> <p>7.3.3 Impairment in mathematics (o6-L-Phaen-733) (e.g. prevention, identification, programs of educational promotion)</p> <p>7.3.4 Mental or behavioural disorders (o6-L-Phaen-734) (e.g. diagnostics and educational promotion of hyperkinetic disorders, anxiety disorders, attachment disorders)</p>		
<b>Intended learning outcomes</b>		
<ul style="list-style-type: none"> <li>• Knowledge of etiology and epidemiology of developmental, behavioural and emotional disorders;</li> <li>• Awareness of possibilities and programs of educational promotion and an applied variety of them;</li> <li>• Improvement of diagnostic skills;</li> <li>• Improvement of critical reflectivity of medical/psychological diagnostics;</li> <li>• Increase of evaluation skills of possibilities of educational promotion in view of the practical relevance.</li> </ul>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + S (1) + S (1) + 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</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
<b>Allocation of places</b>		
Allocation after receipt/allocation by lot		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 97 I Nr. 4 § 106 I		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to speech therapy pedagogy BA		o6-S-SHP-BA-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		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>		
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)		
<b>Intended learning outcomes</b>		
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.		
<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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module title</b>		<b>Abbreviation</b>
Introduction to speech and language pathology 4		o6-S-SHP4-V-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
<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>Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders; Theories on language acquisition, developmental-psychological aspects of language acquisition, models of speech processing (speech production and reception), language-relevant basics of anatomy and physiology of the central nervous system, main functions of the brain lobes, neuropsychology of language functions, discussion of selected co-morbid phenomena and anomalies in view of neuropsychology (including memory, concentration)</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (especially Speech and Language Pathology, psychology) and are able to critically evaluate models and theories of this discipline. The students have worked in groups to advance their knowledge of the module's basic topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar.</p> <p>Methodological competence: The students are able to analyse scientific texts in a hermeneutic way and to critically discuss them.</p> <p>Subject and professional competence: The students have gained a detailed and interdisciplinary overview of language, speech and communication disorders which are topics of Speech and Language Pathology and psychology. The students have basic subject and professional competence in the field of language acquisition (theories on language acquisition, research methods of language acquisition, models of language processing) and neuropsychological research relevant to developmental psychology and language.</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 term paper (approx. 8 pages) or                  3) portfolio (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>		
Teaching cycle: every year, summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		
Bachelor's degree programme with 2 majors Special Education (2026)	JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Bachelor (75 ECTS) Sonderpädagogik - 2026	page 66 / 92

<b>Module title</b>		<b>Abbreviation</b>
(Specific) Language Impairment - acquisition, disorder and prevention		o6-S-StörPräv-BA-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		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>Principles and knowledge of bilingualism (e.g. linguistic, sociological and psychological aspects), theories on bilingual language acquisition (e.g. interlanguage and contrastive analysis hypothesis), neurophysiological and -psychological aspects of speech presentation in multilingual persons, specific developmental speech disorder in multilingual persons, basic knowledge of further selected language and speech disorders (e.g. mutism, speech fluency disorders, childhood aphasia), term definition and definition of prevention and early intervention, identification of early indicators and diagnostic possibilities of developmental language disorders.</p>		
<b>Intended learning outcomes</b>		
<p>Self- and social competence: The students have worked in groups to acquire basic knowledge of bilingualism, acquisition of bilingualism, selected speech and language disorders, basic knowledge in prevention and early intervention. In doing so, they have advanced their knowledge of relevant aspects and have learned to discuss these in the seminar.</p> <p>Methodological competence: The students are able to critically examine scientific literature and questions.</p> <p>Subject and professional competence: The students acquire basic knowledge of multilingualism, selected speech disorders and prevention and early intervention. They have advanced professional competence in the field of bilingualism, relevant speech and language disorders and early identification of developmental language disorders.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (1) + S (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 term paper (approx. 8 pages) or                  3) portfolio (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>		
Teaching cycle: every year, winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module title</b>		<b>Abbreviation</b>
Introduction to educational science of emotional and behavioral disorders 1		06-V-E1-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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>		
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.		
<b>Intended learning outcomes</b>		
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).		
<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)		
written examination (approx. 60 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to educational science of emotional and behavioral disorders 2		o6-V-E2-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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	ASPO/LASPO § 20 (4): May not be combined with o6-V-PBV2SQ and o6-V-FB-Füg-Theo.
<b>Contents</b>		
Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.		
<b>Intended learning outcomes</b>		
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioral disorders in children, juveniles and adults and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social 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)		
written examination (approx. 60 minutes) 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>		
Teaching cycle: summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Theory of education in the context of emotional and behavioral disorders		o6-V-Terz-VQ-202-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
<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>		
Fundamental scientific-theoretical and philosophical questions of education; sociological, medical, neuroscientific and psychological aspects of education; fundamental problems of theory of Education for People with Emotional and Behavioural Disorders; critical discussion of individual aspects of education; fundamental questions of education (e.g. relationship, autonomy, solidarity, morality-norms-values, consequences, punishment).		
<b>Intended learning outcomes</b>		
The students are able to evaluate and classify different theories of the individual disciplines of Education for People with Emotional and Behavioural Disorders according to their explanatory approaches (professional competence). They can discuss and apply scientific-theoretical principles of education in practice (methodological competence). They are able to discuss fundamental problems of theory of Education for People with Emotional and Behavioural Disorders in a theory- and practice-driven manner (social and self-competence).		
<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) term paper (approx. 15 pages) or 2) encyclopedia contribution (approx. 10 pages) or 3) portfolio (approx. 25 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>		
Teaching cycle: winter semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 100 I Nr. 2 § 109 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
Introduction to special pedagogy in the context of visual impairment and blindness		o6-B-EPBS-VQ-262-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>		
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).		
<b>Intended learning outcomes</b>		
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.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + Ü (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) 2) portfolio (approx. 10 pages) a) oral examination of one candidate each (approx. 15 minutes) 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)		
§ 98a I Nr. 2 § 107a I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
General didactics in the context of visual impairment and blindness		o6-B-DIDI-VQ-262-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>Learning-theoretical and general didactic basics; design of educational processes in heterogeneous study groups; organisation of teaching; teamwork and pedagogical decision-making in the subject area; concepts on visual, auditory, and tactile improvement of the sensory efficiency; tactile education with an introduction and optimisation of tactile strategies and depletion of tactile constraints; didactic concepts on supporting the concept development; didactics of movement education under difficult conditions; concepts of supporting the performance of identification; tactile teaching media; preparation and improvement of visual media; strategies on sensory parallelisation; disabled social learning; basics of the acquisition of written language; concepts on the development of preparing skills for learning Braille; didactics of the written Braille language; Braille grade 2 (shortened version of Braille).</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to analyse and evaluate individualised teaching-learning concepts of the subject focus vision in a theory-driven manner; they are able to evaluate and analyse strategies for explicit or implicit improvement of sensory efficiency, concept development, and movement education; they are able to analyse strategies for multi-sensory perception of complex issues; they are able to plan and critically evaluate tactile media used in lessons; they are able to tailor visual media for lessons to the individual needs of the learners and justify their decisions; they are able to evaluate approaches of the acquisition of learning Braille; they are able to understand the system of Braille grade 2; they are able to read Braille grade 2 with an abbreviation chart in a visually oriented way; they know ways to produce media related to Braille.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
V (2) + Ü (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)                  2) portfolio (approx. 10 pages)                  a) oral examination of one candidate each (approx. 20 minutes)                  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>§ 98a I Nr. 3                  § 107a I Nr. 2</p>		

<b>Module title</b>		<b>Abbreviation</b>
Functional vision assessment		o6-B-FSEH-VQ-262-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		Chair of Special Education in the Context of Blindness and Low Vision and Inclusive 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>Diagnostics of functional vision; magnification, illumination, contrast enhancement, complexity reduction and ergonomic placement for the improvement of individual visual performance; methods for the analysis of the visual character of learning situations and spaces; concepts for high accessibility creation of the spatial environment with special consideration of visual aspects; creation of high accessibility digital materials (for class); introduction to the use of optical, electronic and non-electronic aids; functional diagnostic of vision with consideration of multiple visual impairments; possible psychosocial developmental peculiarities with visual impairment; reading with a visual impairment as well as aspects of dual usage of writing; epidemiology of difficulties with visual perception in children; diagnostic principles with CVI; visual and cognitive profiles of children with CVI; psychosocial peculiarities in children with CVI; children with CVI and class/school;</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to apply test methods oriented to everyday situations to determine visual acuity, field of vision, contrast and colour vision as well as behavioural observations and assessments and interpret them in a comprehensive way; they are able to create study rooms with special attention to lighting, colour and contrast design, orientation possibilities and visual complexity with high accessibility and consideration of impairments and justify their decisions in a theory-driven and practical manner; they are able to transfer their diagnostic insights into a certificate; they are able to give advice to learners with visual impairments considering the choice and usage of aids in a learning and everyday context and justify their results in a pedagogical manner; they understand possible consequences and behavioural ways that indicate CVI; they are able to derive, execute and justify basic pedagogical measures in the context of CVI; they know basic diagnostic procedures in the context of CVI.</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)  2) portfolio (approx. 20 pages)  a) oral examination of one candidate each (approx. 10 minutes)  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)		
§ 98a I Nr. 4		
Bachelor's degree programme with 2 majors Special Education (2026)	JMU Würzburg • generated 24-Mär-2026 • exam. reg. data record Bachelor (75 ECTS) Sonderpädagogik - 2026	page 73 / 92

§ 107a I Nr. 1

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 1		o6-l-FB-Anw1-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 2		o6-l-FB-Anw2-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 3		o6-l-FB-Anw3-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 4		o6-l-FB-Anw4-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + 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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 5		o6-l-FB-Anw5-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Practice-related aspects in Special Education 6		o6-l-FB-Anw6-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 1		o6-l-FB-Ber1-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 2		o6-l-FB-Ber2-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 3		06-I-FB-Ber3-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 4		06-I-FB-Ber4-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + 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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 5		06-I-FB-Ber5-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Qualification goal: employability skills		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Profession-related aspects in Special Education 6		o6-l-FB-Ber6-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (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>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 1		06-I-FB-For1-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Qualification goal: scientific competences		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 2		06-I-FB-For2-202-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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (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. 30 minutes) or 2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 3		06-I-FB-For3-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Qualification goal: scientific competences		
<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 4		06-I-FB-For4-202-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>
3	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + 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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 h		
<b>Teaching cycle</b>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 5		06-I-FB-For5-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (1) + S (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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
Qualification goal: scientific competences		
<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
Teaching cycle: usually every year		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

<b>Module title</b>		<b>Abbreviation</b>
Research-related aspects in Special Education 6		06-I-FB-For6-202-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	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice).		
<b>Intended learning outcomes</b>		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + S (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 term paper (approx. 8 pages) or 3) portfolio (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>		
Teaching cycle: in the semester in which the course is offered		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		