

# Module Catalogue

for the Subject

## Speech and Language Pathology

as vertieft studierte sonderpädagogische Fachrichtung  
(specialisation in special education studied with a focus on  
the scientific discipline)  
with the degree "Erste Staatsprüfung für das Lehramt für  
Sonderpädagogik"

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

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## The subject is divided into

section / sub-section	ECTS credits	starting page
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Compulsory Courses	120	7
Special Education and Related Sciences of Speech Therapy	41	8
Diagnostic background knowledge and specific diagnostics in the areas of language, learning, emotional and social development	15	18
Disorder knowledge (specific language disorders as well as disorders of learning and emotional and social development)	20	22
Teaching, support and therapy in the language support focus	29	27
School fields of action	15	34
Course-related Teaching Placement in Education for People with Special Educational Needs	6	38
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## 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:

**LASPO2015**

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

**17-Nov-2015 (2015-238)**

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.

## Scientific Discipline

(120 ECTS credits)

## Compulsory Courses

(120 ECTS credits)

## **Special Education and Related Sciences of Speech Therapy**

(41 ECTS credits)



Module title		Abbreviation
Introduction to speech and language pathology 1		o6-S-GShp1-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of preconditions of speech and language; anatomical, physiological and phonetic principles for the description of articulation mechanisms and disorders; becoming acquainted with the international phonetic alphabet (IPA) and transcription exercises.		
Intended learning outcomes		
Self- and social competence: The students concentrate on studying contents of neighbouring disciplines. Methodological competence: The students methodically acquire professional knowledge of neighbouring disciplines and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice. Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They especially learn about pronunciation and forms of dysarthria (respiration, phonation, articulation) relevant to Speech and Language Pathology.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (5 ECTS credits)		

Module title		Abbreviation
Introduction to speech and language pathology 2		o6-S-GShp2-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Selected contents of ear, nose and throat medicine (including anatomy, physiology and pathophysiology, acoustics); diagnostics and therapy of ear, nose and throat diseases including hearing disorders		
Intended learning outcomes		
Self- and social competence: The students concentrate on studying contents of the medical disciplines ENT medicine and audiology. Methodological competence: The students methodically acquire professional knowledge of both medical disciplines and critically evaluate these disciplines in view of their relevance for Speech and Language Pathology. Subject and professional competence: The students have basic knowledge of physical acoustics and the principal psychoacoustic parameters. They become acquainted with methods of acoumetry and learn how to analyse and interpret the results. By learning about the function and adjustment of hearing aids, they are enabled to give advice to children and adults with impaired hearing. Furthermore, the participants of the seminar have acquired professional knowledge of the relevance and problems of speech therapy measures in the field of auditory rehabilitation.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (5 ECTS credits)		

Module title		Abbreviation
Introduction to speech and language pathology 3		o6-S-GShp3-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
7	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
<b>Contents</b>		
Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders; basic knowledge of linguistics, provided that it is relevant for the identification, scientific explanation, diagnostics and therapy of disorders.		
<b>Intended learning outcomes</b>		
Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (especially linguistics and speech therapy) and are able to critically evaluate models and theories of these disciplines. Methodological competence: The students are able to analyse scientific texts in a hermeneutic way and to critically discuss them. 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. They are able to conduct scientific work in diagnostic/therapeutic practice on the basis of professional medical and linguistic knowledge.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
V (2) + 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. 80 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
210 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (7 ECTS credits)		

Module title		Abbreviation
Introduction to speech and language pathology 4		o6-S-GShp4-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Self- and social competence: 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. Methodological competence: The students are able to examine and evaluate basic literature and studies in view of scientific criteria. Subject and professional competence: 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.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
max. 5 places will be allocated by lot among all students of different specialisations who applied within the registration period.		
Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (5 ECTS credits)		

Module title		Abbreviation
Information Literacy (Basic Level)		41-IK-BM-152-m01
Module coordinator		Module offered by
head of University Library		University Library
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Information literacy in an academic context: search strategies, resources, reference management, copyright, etc.		
Intended learning outcomes		
Students know what information is needed for what purpose. They are able to locate information that is relevant within their discipline(s) and beyond in a variety of resources and to evaluate this information. They recognise the difference in quality between information they have retrieved from specific, restricted access resources (databases) and information they have found on the free web. The module aims to equip students with the skills needed to find information and literature that is relevant to the topics of their papers.		
Courses (type, number of weekly contact hours, language — if other than German)		
Ü (0.5)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
presentation (approx. 15 minutes) with written elaboration (approx. 2 pages)		
Allocation of places		
--		
Additional information		
Additional information on module duration: usually block taught during semester break. Qualification goal: scientific competences		
Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (2 ECTS credits)		

Module title		Abbreviation
Introduction to the philosophy of science and methods		o6-l-WiMe-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Special Education as an academic discipline; subject and purpose of science and scientificity, scientific methods and systems, central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as principles of scientific work -- also based on specific problems and topics of special educational theory, empirical research and practice.		
Intended learning outcomes		
The students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 1 § 97 I Nr. 1 § 99 I Nr. 1 § 100 I Nr. 1		

<b>Module title</b>		<b>Abbreviation</b>
<b>Thesis course</b>		o6-S-Kolloq-152-mo1
<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>
2	(not) successfully completed	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
Presentation and discussion of current scientific topics which are examined as part of the written Hausarbeit; examination of scientific theory based on selected questions, methodological considerations and deduction of methodological approaches to the corresponding question, data collection and evaluation as well as interpretation of results		
<b>Intended learning outcomes</b>		
Self- and social competence: The students are able to adequately present their research project in the seminar. They are able to objectively discuss and constructively criticise problems and shortcomings in their own research and in scientific works of other students. Methodological competence: The students are able to plan and carry out own research projects in a methodical manner and can critically evaluate the results. Subject and professional competence: The students have acquired the competence to develop own scientific questions/theories and to discuss the results in a scientific manner.		
<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) presentation (maximum 30 minutes) and exposé (maximum 4 pages) or 2) exposé (maximum 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1 (2 ECTS credits)		

Module title			Abbreviation
Introduction to educational science of emotional and behavioral disorders 1			o6-V-PBV1-152-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education V		Chair of Special Education in the Context of Emotional and Behavioural Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society).			
Intended learning outcomes			
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). The students 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 gain first competencies in dealing with behavioural disorders (self-competence).			
Courses (type, number of weekly contact hours, language — if other than German)			
V (2) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
--			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 95 I Nr. 5 § 96 I Nr. 6 § 97 I Nr. 5 § 99 I Nr. 1 (5 ECTS credits)			



Module title			Abbreviation
Pedagogy in connection with learning impairment			o6-L-Päd-152-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education I		Chair of Special Education for People with Learning Disabilities	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Terms and problems: historical and current; history of the subject (developments in pedagogy, didactics, forms of special educational support); current status of Education for People with Learning Disabilities; social circle: Aetiology and genesis, medical, psychological, sociological aspects; introduction to special educational work fields in the context of learning disabilities; general principles of didactics and methods of teaching in the context of learning disabilities; didactic models and teaching concepts; principles and forms of teaching in the context of learning disabilities; socialization background, child development and learning			
Intended learning outcomes			
Basic knowledge of education for people with learning difficulties; basic reflection competence in view of different disciplinary aspects; methodological competence: Examination of fundamental scientific texts of pedagogy (understanding central information, lines of argument and contexts).			
Courses (type, number of weekly contact hours, language — if other than German)			
V (1) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
--			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 95 I Nr. 5 § 96 I Nr. 6 § 97 I Nr. 2 § 99 I Nr. 1 (5 ECTS credits) § 100 I Nr. 5			

## **Diagnostic background knowledge and specific diagnostics in the areas of language, learning, emotional and social development**

(15 ECTS credits)

Module title		Abbreviation
Introduction to psychometrics and standardized tests		o6-l-Testth-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Scientific-theoretical and methodological knowledge of special educational psychological diagnostics, practice-oriented examination of qualitative and quantitative methods.		
Intended learning outcomes		
Knowledge of the scientific-theoretical principles of diagnostic methods of human and social sciences; advanced knowledge of statistical and methodological principles of diagnostics; basic knowledge and orientational knowledge of special educational diagnostic work; knowledge of phenomenological and hermeneutic techniques in the context of educational sciences and psychology; ability of self-reflection regarding the requirements of diagnostic work in special educational contexts.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 4 § 97 I Nr. 4 § 99 I Nr. 2 § 100 I Nr. 4		

Module title		Abbreviation
(Specific) Language Impairment - assessment procedures		o6-S-Diag1-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of diagnosing phonetic and phonological, semantic-lexical disorders as well as dysgrammatism, informal and standardised treatments, differential diagnostics, diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of speech therapeutic goals on the basis of exemplary cases		
Intended learning outcomes		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own therapeutic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating phonetic and phonological, semantic-lexical and syntactic-morphological disorders. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2 (5 ECTS credits)		

Module title		Abbreviation
Outcomes of (Specific) Language Impairment - assessment procedures		o6-S-Diag2-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of diagnosing learning disabilities in school (e.g. literary language, mathematical competencies) and behaviour, informal and standardised treatments (e.g. spelling and reading test, sociogram, curriculum-based measurement), diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of support goals and measures, technique of drawing up medical reports.		
Intended learning outcomes		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own therapeutic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating disorders in the field of cultural techniques. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics. Techniques of drawing up of medical reports or special educational assessments enable the students to properly describe diagnostic findings as well as resulting support measures.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
Preparing an assessment of special educational need (maximum 30 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2 (5 ECTS credits)		

## **Disorder knowledge (specific language disorders as well as disorders of learning and emotional and social development)**

(20 ECTS credits)

Module title		Abbreviation
(Specific) Language Impairment 1		o6-S-Stör1-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of phonetic, phonological and semantic-lexical acquisition (receptive and productive), explanatory theories and models, symptomatology and aetiology of disorders, classification schemes for symptomatology, differentiation of disorders (especially phonetic versus phonological disorders, recall versus memory disorders)		
Intended learning outcomes		
Self- and social competence: The students have worked in groups to advance their knowledge of the module's relevant topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students have basic knowledge of phonetic, phonological and semantic-lexical disorders. They have advanced professional competence in the fields of phonetics, phonology, semantics and encyclopaedia as well as the corresponding disorders of language acquisition regarding symptomatology, aetiology and epidemiology.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 3 (5 ECTS credits)		

Module title		Abbreviation
(Specific) Language Impairment 2		o6-S-Stör2-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of language acquisition theories, knowledge of learning the German language and of dysgrammatical child language, basic knowledge of pragmalinguistics and speech reception, selected aspects of the pragmatic acquisition and development of speech comprehension, relations between pragmatics and speech reception, epidemiology, symptomatology and aetiology of pragmatic and receptive speech disorders		
Intended learning outcomes		
Self- and social competence: The students are able to work in groups to advance their knowledge of the module's relevant topics. In doing so, they deepen their knowledge and learn to discuss relevant aspects in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students have advanced professional competence in the fields of language acquisition theories, pragmalinguistics and speech reception. Based on these skills, they have acquired insights into dysgrammatism in children as well as disorders in pragmatics and speech reception.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 3 (5 ECTS credits)		



<b>Module title</b>		<b>Abbreviation</b>
<b>(Specific) Language Impairment 3</b>		o6-S-Stör3-152-mo1
<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>		
Principles and knowledge of bilingualism (e.g. linguistic, sociological and psychological aspects), theories on bilingual language acquisition (e.g. interlanguage and contrast 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, lacking speech fluency, childhood aphasia)		
<b>Intended learning outcomes</b>		
Self- and social competence: The students have worked in groups to acquire basic knowledge of bilingualism, acquisition of bilingualism and selected speech disorders. In doing so, they have advanced their knowledge of relevant aspects and have learned to discuss these in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students acquire basic knowledge of multilingualism and selected speech disorders. They have advanced professional competence in the field of bilingualism and relevant speech disorders.		
<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 written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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>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)		
§ 99 I Nr. 3 (5 ECTS credits)		

Module title			Abbreviation
Outcomes of (Specific) Language Impairment			o6-S-Sek-152-m01
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Theoretical knowledge of learning areas relevant to school (literary language, mathematical skills), literacy disorders and mathematical disorders, effects of language acquisition disorders on the acquisition of cultural techniques, basic knowledge of behavioural abnormalities in the context of speech disorders, examination of common support concepts and their presentation in evaluation studies			
Intended learning outcomes			
Self- and social competence: The students are able to work in groups to advance their knowledge of the module's relevant topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students have acquired basic knowledge of literary language and literacy acquisition as well as the acquisition of mathematical competencies. Based on this knowledge, they also have profound knowledge of possible disorders in the field of the acquisition of cultural techniques and of methods of therapeutic intervention. They have advanced professional competence in the fields of orthography, literacy acquisition and the acquisition of mathematical competencies as well as corresponding disorders.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + S (1)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus			
Allocation of places			
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Additional information			
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Workload			
150 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 3 (5 ECTS credits)			

## **Teaching, support and therapy in the language support focus**

(29 ECTS credits)

Module title			Abbreviation
Teaching under the condition of speech and language disorders - theory and practice 1			o6-S-Did1-152-m01
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
2 semester	undergraduate	--	
Contents			
Models and concepts of general didactics (e.g. didactic analysis, Berlin Model (Berliner Modell), Hamburg Model (Hamburger Modell)) and instructional psychology, didactic models and concepts of Speech and Language Pathology (e.g. therapy-immanent classes, speech therapeutic classes, Berlin Model and Munich Model (Münchener Modell)), relations between classes, support and individual therapy in view of Speech and Language Pathology, theoretical principles of voice physiology, vocal hygiene and economy (including respiration, posture, tone, articulation)			
Intended learning outcomes			
Self- and social competence: The students are able to critically discuss and evaluate different didactic education models. Furthermore, they acquire the ability to adequately evaluate their own vocal skills and to utilize them in a manner suitable for the occupation. Methodological competence: The students are able to use suitable didactic models as a basis for planning classes and for evaluating and analysing class projects. They are able to utilize their vocal skills in a manner suitable for the occupation and to control and support their voice through specific behaviour patterns and measures of vocal hygiene. Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactics of Speech and Language Pathology. Furthermore, they acquire basic knowledge of the (teacher's) voice and of aspects of vocal hygiene and economy relevant to the occupation.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
--			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 4 (5 ECTS credits)			

Module title		Abbreviation
<b>Teaching under the condition of speech and language disorders - theory and practice 2</b>		o6-S-Did2-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
8	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Disorder-specific methods of Speech and Language Pathology classes regarding speech and language disorders, cross-disorder methods, supporting speech comprehension in view of vocabulary, syntax and dialogue, principles of education and classroom research, current questions and topics of education and classroom research (e.g. quality of classes, evaluation of classes)		
Intended learning outcomes		
Self- and social competence: Based on their knowledge of cross-disorder and disorder-specific methods, the students acquire competencies in planning and implementing linguistic goals in class in a manner appropriate to Speech and Language Pathology and are able to evaluate these goals in view of their effectiveness and efficiency. Furthermore, they acquire the ability to evaluate their own classes in view of quality criteria. Methodological competence: By examining speech therapeutic concepts and support measures that have hitherto mainly been examined in view of their application in individual therapy, the students advance their methodological competencies regarding disorder-specific and cross-disorder methods of planning classes with a special focus on language. Subject and professional competence: The students acquire profound knowledge of educational research, especially of class evaluation. This knowledge aids them in planning and evaluating their own classes on a theoretical basis and therefore facilitates quality improvement in teaching and learning.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 80 minutes) or 2) presentation (approx. 25 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
240 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4 (8 ECTS credits)		

Module title			Abbreviation
Teaching under the condition of speech and language disorders - planning and reflecting 1			o6-S-Uplan1-152-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Long-term mediate and immediate class planning (e.g. school year/term planning, sequencing of learning contents and goals), conception of teaching units based on technical knowledge of subject didactics and Speech and Language Pathology, evaluation of the teaching attempts in view of scientific quality criteria.			
Intended learning outcomes			
Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactic approaches of Speech and Language Pathology.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
portfolio (approx. 15 pages) creditable for bonus			
Allocation of places			
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Additional information			
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Workload			
90 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 4 (3 ECTS credits)			

Module title			Abbreviation
Teaching under the condition of speech and language disorders - planning and reflecting 2			o6-S-Uplan2-152-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Conception of teaching units based on technical knowledge of subject didactics and Speech and Language Pathology, evaluation of the teaching attempts in view of scientific quality criteria.			
Intended learning outcomes			
Self- and social competence: The students are able to methodically and critically discuss and evaluate their own and other students' teaching plans and attempts, especially in view of goals and methods of Speech and Language Pathology. By making own teaching attempts to test themselves as teachers, the students have advanced their pedagogical competencies and are able to critically evaluate their own pedagogical actions in education and speech therapy. Methodological competence: The students are able to properly plan, carry out and critically evaluate exemplary teaching units and/or sequences according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: The students have advanced knowledge of general didactics, instructional psychology and didactics of Speech and Language Pathology and are able to utilize the acquired therapy and support measures of Speech and Language Pathology in class in order to incorporate therapy into class.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
portfolio (approx. 15 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
90 h			
Teaching cycle			
--			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 4 (3 ECTS credits)			

Module title		Abbreviation
<b>(Specific) Language Impairment - Treatment 1</b>		o6-S-Thera1-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of therapeutic concepts for disorders of phonetic and phonological acquisition and for treating semantic-lexical disorders, disorder-specific therapy and support concepts, deduction of speech therapeutic goals, planning and evaluation of therapy sequences on the basis of exemplary cases		
Intended learning outcomes		
Self- and social competence: The students are able to examine basic therapeutic patterns of behaviour in the context of a speech therapeutic intervention. The aim is to objectively evaluate own therapeutic behaviour and to critically discuss and reflect within the seminar group. Methodological competence: deduction, minimal therapy, elaboration therapy. Subject and professional competence: The students have basic knowledge of therapeutic concepts for phonetic, phonological and semantic-lexical disorders in language acquisition. They know a variety of disorder-specific therapy and support concepts and can assess these concepts on the basis of evaluation studies regarding application fields, strengths and weaknesses.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4 (5 ECTS credits)		



Module title		Abbreviation
(Specific) Language Impairment - Treatment 2		o6-S-Thera2-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of therapeutic concepts for disorders of grammar acquisition and for treating receptive and pragmatic disorders, disorder-specific therapy and support concepts, deduction of speech therapeutic goals, planning and evaluation of therapy sequences on the basis of exemplary cases		
Intended learning outcomes		
Self- and social competence: The students are able to examine basic therapeutic patterns of behaviour in the context of a speech therapeutic intervention. The aim is to objectively evaluate own therapeutic behaviour and to critically discuss and reflect within the seminar group. Methodological competence: The students' knowledge of Speech and Language Pathology enables them to methodically derive goals and plans for interventions for dysgrammatism and receptive/pragmatic language acquisition disorders, to examine the effectiveness and efficiency of these interventions, and to modify and evaluate concepts according to clients and disorders. Furthermore, they are able to employ basic methods of therapy support (modelling technique, types of corrective feedback, contrast filling etc.). Subject and professional competence: The students have basic knowledge of therapeutic concepts for dysgrammatism and receptive and pragmatic language acquisition disorders. They know a variety of disorder-specific therapy and support concepts and can assess these concepts on the basis of evaluation studies regarding application fields, strengths and weaknesses.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4 (5 ECTS credits)		

## School fields of action

(15 ECTS credits)

Module title			Abbreviation
Educational working areas in speech and language pathology			o6-S-SHF-152-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
2 semester	undergraduate	--	
Contents			
Legal principles, previous developmental trends and pedagogical goals of cooperative forms in the educational system, areas of cooperation (esp. partner classes, cooperative classes, special educational counselling centres, children without special educational needs in special-needs schools, cooperation between general schools and special-needs schools regarding classes and school life); subject-specific work methods of the individual cooperation forms; legal requirements, previous development and pedagogical goals of mobile special education assistance (msH) and mobile special education services (MSD); organisation, task fields and quality standards of msH and MSD, cooperation between msH and other areas of special educational support (including early intervention, pre-school institutions (SVE), cooperation between MSD and other areas of the (special-needs) school system (general-education school, special educational counselling centres, cooperative classes); subject-specific work methods of msH and MSD; general aspects of prenatal development and birth, relevant information on early childhood development (cognitive, sensomotoric and socio-emotional development), aetiogenesis (risk factors) and symptomatology of disorders in early childhood development; milestones of pre-linguistic and early linguistic development, risk factors for language acquisition disorders, identification of early indicators and diagnostic possibilities, term definition and definition of prevention and early intervention, concepts of prevention and approaches to early intervention in the field of language			
Intended learning outcomes			
Self- and social competence: The students have elaborated on the topics that are relevant for the module in group work. Furthermore, they learn to discuss their results in the seminar and therefore improve their subject-specific knowledge. Methodological competence: The students are able to critically examine scientific literature and questions about pre-linguistic and early linguistic development. By examining scientific findings about prevention as well as subject-specific work methods of the individual forms of cooperation, mobile special education assistance and mobile special education services, the students have acquired know-how and a basis for reflection for their future occupation in the different fields of action of Speech and Language Pathology. Subject and professional competence: The students have profound knowledge of the legal basics, the development and the pedagogical goals of the forms of cooperation in the Bavarian (special-needs) school system. They acquire professional competence regarding legal basics, individual forms of cooperation and special educational services as well as special educational approaches and goals of the forms of cooperation. Furthermore, the students have knowledge of general pre- and postnatal development (especially aetiology and risk factors, symptomatology) and of pre-linguistic and early linguistic development. They are able find connections between language acquisition and other (cognitive, sensomotoric and socio-emotional) areas of early childhood development. The students advance their professional competencies regarding diagnostics and possibilities of early intervention in Speech and Language Pathology.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + S (1) + S (1) + S (1)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 80 minutes) or 2) presentation (approx. 25 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 15 pages)			
LA Sonderpädagogik Speech and Language Pathology (2015)		JMU Würzburg • generated 23-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik - 2015	page 35 / 75

creditable for bonus
<b>Allocation of places</b>
--
<b>Additional information</b>
--
<b>Workload</b>
300 h
<b>Teaching cycle</b>
--
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)
§ 99 I Nr. 5 (10 ECTS credits)

Module title		Abbreviation
Counseling in Special Education		o6-l-SoBe-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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.		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 97 I Nr. 2 § 99 I Nr. 5 § 100 I Nr. 2		

## **Course-related Teaching Placement in Education for People with Special Educational Needs**

(6 ECTS credits)

Students studying for a teaching degree in special education must complete placements pursuant to Section 93 Subsection 1 Nos. 4 and 5 LPO I (examination regulations for teaching-degree programmes). Students who successfully completed the respective modules are awarded ECTS credits that, pursuant to Section 22 Subsection 2 No. 5 Letter f) LPO I (examination regulations for teaching-degree programmes), are a prerequisite for admission to the Erste Staatsprüfung (First State Examination).

Module title		Abbreviation
Course-related placement 1 in speech and language pathology		o6-S-Prakt1-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.</p>		
Intended learning outcomes		
<p>Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 5		
LA Sonderpädagogik Speech and Language Pathology (2015)	JMU Würzburg • generated 23-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik - 2015	page 39 / 75

Module title		Abbreviation
Course-related placement 2 in speech and language pathology		o6-S-Prakt3-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.</p>		
Intended learning outcomes		
<p>Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.</p>		
Allocation of places		
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Additional information		
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Workload		
60 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 5		
LA Sonderpädagogik Speech and Language Pathology (2015)	JMU Würzburg • generated 23-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik - 2015	page 40 / 75



Module title		Abbreviation
Block placement in speech and language pathology		o6-S-Prakt2-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.</p>		
Intended learning outcomes		
<p>Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
P (o)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>Proof of having completed placement (1 to 2 pages) Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.</p>		
Allocation of places		
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Additional information		
--		
Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 93 I Nr. 4		
LA Sonderpädagogik Speech and Language Pathology (2015)	JMU Würzburg • generated 23-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik - 2015	page 41 / 75

## Additive Module

(4 ECTS credits)

Students studying for a teaching degree in special education must complete a "aditives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programmes).

Module title		Abbreviation
Current topics in speech and language pathology		o6-S-AspA-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	unknown	--
<b>Contents</b>		
No information on contents available.		
<b>Intended learning outcomes</b>		
No information on intended learning outcomes available.		
<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) portfolio (approx. 20 pages) or 2) portfolio (approx. 12 pages) and presentation (approx. 20 minutes) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
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<b>Workload</b>		
120 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 32		

## **Freier Bereich (general as well as subject-specific electives)**

(0-15 ECTS credits)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.

Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".

# **Education for People with Speech and Language Pathology**

( ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)

Module title		Abbreviation
Practice-related aspects in Special Education 1		o6-I-FB-Anw1-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
60 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practice-related aspects in Special Education 2		o6-l-FB-Anw2-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practice-related aspects in Special Education 3		o6-l-FB-Anw3-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
90 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practice-related aspects in Special Education 4		o6-l-FB-Anw4-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practice-related aspects in Special Education 5		o6-l-FB-Anw5-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Practice-related aspects in Special Education 6		o6-l-FB-Anw6-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 1		o6-l-FB-Ber1-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
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Workload		
60 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 2		o6-l-FB-Ber2-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
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 written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
60 h		
<b>Teaching cycle</b>		
--		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 3		o6-l-FB-Ber3-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 4		o6-l-FB-Ber4-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 5		o6-l-FB-Ber5-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Profession-related aspects in Special Education 6		o6-l-FB-Ber6-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 1		o6-l-FB-For1-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 2		o6-l-FB-For2-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 30 minutes) or 2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 15 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 3		o6-l-FB-For3-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 4		o6-l-FB-For4-152-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 20 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) term paper (approx. 8 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
90 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 5		o6-l-FB-For5-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Research-related aspects in Special Education 6		o6-l-FB-For6-152-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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)		
Intended learning outcomes		
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) presentation (approx. 30 minutes) or 4) oral examination of one candidate each (approx. 15 minutes) or 5) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
150 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
<b>Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups</b>		o6-l-FB-Lws-MA-152-m01
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
<b>Contents</b>		
Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means		
<b>Intended learning outcomes</b>		
Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means		
<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) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
120 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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Module title		Abbreviation
<b>Studyworkshop: Spelling education in heterogeneous learning groups</b>		o6-l-FB-Lws-RSch-152-mo1
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
3	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
<b>Contents</b>		
Overview of the models of spelling acquisition in pupils; detailed insights into selected models; promotion of spelling competencies; peculiarities of German spelling rules; spelling classes for heterogeneous groups; knowledge of the corresponding didactic means		
<b>Intended learning outcomes</b>		
Subject and professional competence in teaching spelling to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means		
<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 written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
90 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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Module title			Abbreviation
Studyworkshop: Literacy development in heterogeneous learning groups			o6-l-FB-Lws-SE-152-mo1
Module coordinator		Module offered by	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	Method of grading	Only after succ. compl. of module(s)	
3	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Overview of the models of literacy acquisition; detailed insights into selected models; preschool skills; peculiarities of the German language; literacy acquisition in heterogeneous groups; knowledge of the corresponding didactic means			
Intended learning outcomes			
Subject and professional competence in promoting literacy acquisition in children with and without special educational needs; organisation of learning processes for heterogeneous groups; possibilities of using didactic means			
Courses (type, number of weekly contact hours, language — if other than German)			
S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) written examination (approx. 45 minutes) or 2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus			
Allocation of places			
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Additional information			
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Workload			
90 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Studyworkshop: Inquiry based education in science and social studies		o6-l-FB-Lws-SU-152-mo1
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
<b>Contents</b>		
Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups		
<b>Intended learning outcomes</b>		
Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers		
<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) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
120 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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Module title			Abbreviation
Studyworkshop			o6-l-Lws-152-mo1
Module coordinator		Module offered by	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	Method of grading	Only after succ. compl. of module(s)	
4	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Learning in heterogeneous groups; realisation possibilities in fields of action in the context of school; conflict area subject didactics - special educational needs. Analysis and structuring of teaching materials; creating teaching materials; combining theoretical considerations and practical exercises; different forms of open learning for individual and differentiated learning			
Intended learning outcomes			
Professional competence: The students know possibilities and materials for individualised and differentiated classes. They are able to analyse and organise school and preschool learning areas. They know organisation forms and pedagogical implications of learning in heterogeneous groups. Social competence: The students are able to work in teams, share responsibilities and discuss the presentation of results. Self-competence: The students are able to transfer results of scientific work to school processes, evaluate the use of means in school and evaluate or create learning materials. They are able to present and defend their own work results.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or 2) presentation (approx. 30 minutes) creditable for bonus			
Allocation of places			
--			
Additional information			
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Workload			
120 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
<b>Studyworkshop: Software in special education</b>		o6-l-FB-Lws-Soft-152-mo1
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
<b>Contents</b>		
Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software		
<b>Intended learning outcomes</b>		
Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements		
<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 written elaboration (approx. 5 pages) or 3) presentation (approx. 35 minutes) or 4) oral examination of one candidate each (approx. 10 minutes) or 5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or 6) term paper (approx. 10 pages) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
--		
<b>Workload</b>		
120 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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Module title		Abbreviation
Studyworkshop: Open education and inclusive learning		o6-l-FB-Lws-OGl-152-m01
Module coordinator		Module offered by
head of studyworkshop of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
8	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Principles of open learning; principles of inclusive learning; detailed insights into a selected topic area; evaluation and consideration of learners' prior knowledge; creating and presenting didactic means; implementing didactic plans		
Intended learning outcomes		
Subject and professional competence in organising and modifying lessons; consideration of learners' prior knowledge; planning of learning processes; planning and creation of didactic material.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
presentation (approx. 40 minutes) with written elaboration (approx. 10 pages) creditable for bonus		
Allocation of places		
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Additional information		
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Workload		
240 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title			Abbreviation
Studyworkshop: Inclusive learning on different stages of development in heterogeneous learning groups			o6-I-FB-Lws-GemsU-152-mo1
Module coordinator		Module offered by	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software			
Intended learning outcomes			
Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements			
Courses (type, number of weekly contact hours, language — if other than German)			
S (2)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)			
presentation (approx. 40 minutes) with written elaboration (approx. 12 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
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Workload			
150 h			
Teaching cycle			
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Referred to in LPO I (examination regulations for teaching-degree programmes)			
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Module title		Abbreviation
Intercultural competences		o6-lk-Komp-152-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education V		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	Practical work: participation in project teams.
Contents		
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		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) written examination (approx. 60 minutes) Assessment offered: Once a year creditable for bonus		
Allocation of places		
max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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Module title		Abbreviation
Intercultural spheres of activities		o6-lk-Hf-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education V		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
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		
Intended learning outcomes		
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.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or 3) written examination (approx. 60 minutes) Assessment offered: Once a year creditable for bonus		
Allocation of places		
max. 25 places. Should the number of applications exceed the number of available places, places will be allocated as follows: (1) Places will be allocated by lot. (2) A waiting list will be maintained and places re-allocated as they become available.		
Additional information		
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Workload		
150 h		
Teaching cycle		
Teaching cycle: usually once a year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
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## **Hausarbeit (thesis)**

(10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Sonderpädagogik may write this thesis in the subject they selected as sonderpädagogische Fachrichtung (special education specialization). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.

Module title		Abbreviation
Thesis in speech and language pathology		o6-S-H-152-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
10	numerical grade	--
Duration	Module level	Other prerequisites
1-2 semester	undergraduate	--
Contents		
Independent scientific examination of a relevant topic of Speech and Language Pathology. The guidelines of writing the Hausarbeit (thesis) according to § 29 LPO I are laid down in § 23 LASPO.		
Intended learning outcomes		
Self- and social competence: By writing the Hausarbeit (thesis), the students have shown their ability to independently work on a topic of Speech and Language Pathology. Methodological competence: The students are able to work on a question pertaining Speech and Language Pathology according to scientific methods and to professionally discuss and present scientific findings and results. Subject and professional competence: By writing the Hausarbeit (thesis), the students have proved that they have advanced their subject and professional competence in a selected area of Speech and Language Pathology.		
Courses (type, number of weekly contact hours, language — if other than German)		
No courses assigned to module		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
term paper as specified in Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 50 pages) Registration on a continuous basis as agreed upon with supervisor. Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)		
Allocation of places		
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Additional information		
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Workload		
300 h		
Teaching cycle		
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Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 29		