

Subdivided Module Catalogue
for the Subject

Special Education

as a Master's with 1 major
with the degree "Master of Arts"
(120 ECTS credits)

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

Learning Outcomes

German contents and learning outcome available but not translated yet.

Wissenschaftlich#künstlerische Befähigung

- Die Studierenden verfügen über ein kritisches Verständnis zu Grundfragen# und Grundproblemen der Heil# und Sonderpädagogik. Sie sind in der Lage, sonderpädagogische Fragestellungen methodisch#reflexiv einzuordnen und zu erörtern. Zudem wissen sie sowohl um historische Entwicklungen als auch um aktuelle Forschungsfragen der Heil# und Sonderpädagogik als Wissenschaft.
- Studierende sind dazu in die Lage versetzt, eigenständig und nach wissenschaftlich# systematischen Kriterien empirische Studien im Bereich der Heil# und Sonderpädagogik erfolgreich durchzuführen, nach wissenschaftlichen Methoden auszuwerten und Befunde auf theoretische Konzepte zurückzubeziehen.
- Studierende können eine Fragestellung der Sonderpädagogik unter verschiedenen Zielsetzungen analysieren, selbstständig bearbeiten und darstellen.
- Die Studierenden wissen um die Bedeutung der Metatheorien und interdisziplinären Bezüge für die Disziplin Sonderpädagogik. Darüber hinaus können die Studierenden die zentralen anthropologischen Grundfragen# und Grundprobleme ethischen Handelns im Zusammenhang mit sonderpädagogischen Handlungs# und Reflexionsfeldern bewerten.
- Studierende verfügen über detailliertes Wissen im Bereich professioneller Handlungsformen beruflich# betrieblicher Sonderpädagogik und sind in der Lage verschiedene Handlungsfelder der außerschulischen Sonderpädagogik, professionstheoretische Fragen und Problemstellungen zu reflektieren.
- Studierende können aus theoretischen und praktischen Feldern der Sonderpädagogik eigenständig Fragen entwickeln und diese mithilfe wissenschaftlicher Methoden beantworten. Sie können die gewonnenen Erkenntnisse operationalisieren und in Handlungsfelder der außerschulischen Sonderpädagogik hineinragen.
- Die Studierenden verfügen über ein vertieftes Verständnis zentraler Fragen und Problemstellungen der außerschulischen, institutionellen und nicht#institutionellen Sonderpädagogik, der Führung und Organisationsentwicklung sowie ausgewählter rechtlicher Fragestellungen als spezifisches Aufgabenfeld. Sie wissen um ihre Geschichte wie aktuellen Herausforderungen in Theorie und Praxis Sie können Problemstellungen analysieren, reflektieren und Konsequenzen für die pädagogische Praxis ableiten.

Fähigkeit, eine qualifizierte Erwerbstätigkeit aufzunehmen

- Die Studierenden begründen das eigene berufliche Handeln mit theoretischem und methodischem Wissen und reflektieren es hinsichtlich alternativer Entwürfe. Sie schätzen die eigenen Fähigkeiten ein, nutzen sachbezogene Gestaltungs# und Entscheidungsfreiheiten autonom und entwickeln diese unter Anleitung weiter.

Befähigung zum zivilgesellschaftlichen Engagement

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

Persönlichkeitsentwicklung

- Die Absolvent/innen sind dazu in der Lage, eigenverantwortlich und selbstständig zu arbeiten.
- Sie kommunizieren und kooperieren mit anderen Fachvertreter/innen sowie Fachfremden, um eine Aufgabenstellung verantwortungsvoll zu lösen. Sie binden Beteiligte unter der Berücksichtigung der jeweiligen Gruppensituation zielorientiert in Aufgabenstellungen ein.

Abbreviations used

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

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

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

ASPO2015

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

13-Jul-2015 (2015-16)

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.

The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
Compulsory Courses (90 ECTS credits)				
o6-SO-Theo1-152-m01	Theories in Special Education 1	5	NUM	19
o6-SO-Theo2-152-m01	Theories in Special Education 2	5	NUM	20
o6-SO-Theo3-152-m01	Theories in Special Education absorption	5	NUM	21
o6-SO-MiB1-152-m01	Metatheories and Interdisciplinary References 1	5	NUM	13
o6-SO-MiB2-152-m01	Metatheories and Interdisciplinary References 2	5	NUM	14
o6-SO-MiB3-152-m01	Metatheories and Interdisciplinary References absorption	5	NUM	15
o6-SO-HaMe1-152-m01	Pedagogical Methods 1	5	NUM	9
o6-SO-HaMe2-152-m01	Pedagogical Methods 2	5	NUM	10
o6-SO-HaMe3-152-m01	Pedagogical Methods absorption	5	NUM	11
o6-SO-Dia-152-m01	Diagnostics und Individual Understanding	5	NUM	6
o6-SO-Ber-152-m01	Counseling in Special Education	5	NUM	5
o6-SO-Re-152-m01	Judicial Principles	5	NUM	18
o6-SO-Pers-152-m01	Pedagogical Personhood and Aptitude	5	NUM	16
o6-SO-FüO-152-m01	Leadership and Organisational Development	5	NUM	8
o6-SO-Prakt-152-m01	Placement in Special Education Facilities (Accompanied Study)	10	NUM	17
o6-SO-Fo-152-m01	Research Project in Special Education	10	NUM	7
Thesis (30 ECTS credits)				
o6-SO-MA-152-m01	Master Thesis Special Education	30	NUM	12

Module title		Abbreviation
Counseling in Special Education		o6-SO-Ber-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>This module elaborates on knowledge of theories and research in the context of counselling in special educational fields. It focuses on the (further) development of a professional, special educational counselling attitude and on institutional forms and target groups of counselling. Furthermore, it elaborates on selected counselling methods (including cooperative, client-centred, manifestation-oriented, solution-oriented, methodological and contradictory counselling) and allows for self-experience and self-reflection in the context of selected counselling methods. The students acquire central counselling skills, conversation techniques in (pedagogical) conflict situations and - depending on the respective counselling concept - skills in supervision and group counselling.</p>		
Intended learning outcomes		
<p>The students analyse central theories and techniques of counselling in different special educational fields of action. Based on scientific knowledge gained through practical experience, the students acquire central skills in different counselling methods. The students become acquainted with central conversation techniques which are required in conflict situations. They know various counselling situations in special educational fields of action and the corresponding interdisciplinary requirements.</p>		
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 can be chosen to earn a bonus)		
<p>a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Diagnostics und Individual Understanding		o6-SO-Dia-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module introduces and develops diagnostic methods and methods of understanding individual cases. It builds upon the basics of the Bachelor's degree programme and elaborates on diagnostic competencies in the fields of counselling, living and work. The goal is to enable the participants to understand people with disabilities in view of their personal history and their living environment and to organise personalized pedagogical interventions.		
Intended learning outcomes		
Knowledge of diagnostic procedures and strategies for the areas of living, work and counselling in the context of Special Education. Practical experiences in applying, conducting and interpreting diagnostic procedures.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Research Project in Special Education		o6-SO-Fo-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)
10	numerical grade	--
Duration	Module level	Other prerequisites
	undergraduate	--
Contents		
In this module, the students carry out, present and evaluate a research project in the field of Special Education. Each student individually chooses the contents of the research project upon consultation with the lecturer. The project should be related to one of the three special educational topic areas work, living/recreation or counselling. Aside from participating in scientific research projects or conducting own studies, special educational counselling and support measures as well as measures of pedagogical organisational development might be part of the research projects. The students present their results in the form of a poster presentation.		
Intended learning outcomes		
The participants learn to work on a scientific or application-oriented question according to scientific methods. They acquire competencies in planning, organising, conducting and evaluating a scientifically sound measure in the field of Special Education. The students create posters and give presentations to visualize complex projects in a didactic manner. During the project, they plan and execute complex processes which promote their self-competence.		
Courses (type, number of weekly contact hours, language — if other than German)		
R (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
Scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes) and written elaboration (approx. 15 pages)		
Allocation of places		
--		
Additional information		
--		
Workload		
300 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Leadership and Organisational Development		o6-SO-FüO-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		
This module comprises theories, approaches and methods of employee management as well as organisational development in pedagogical institutions. It includes basic aspects of organisational structures and processes in the field of non-profit institutions and methods of organisational development. Furthermore, approaches to employee management and concept development are part of the module.		
Intended learning outcomes		
Professional and methodological knowledge of employee management in pedagogical institutions. Professional and methodological knowledge of organisational development in pedagogical institutions. Evaluation of career choice as well as own strengths and weaknesses in a professional context. Analysis of motivation and abilities required for leading positions.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Pedagogical Methods 1		o6-SO-HaMe1-152-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		
This module describes the relevant connections between practical fields of action and special educational theories. It discusses, gives an overview of and focuses on specific questions and requirements of practice in a theory-driven manner. Holding and analysing practical counselling sessions, going on excursions to curative and special educational institutions or inspecting local institutions might be part of the module. Theory remains the essential frame of reference and an exclusive prioritisation, e.g. of counselling, recreation, living or work and occupation is mandatory.		
Intended learning outcomes		
The students have general knowledge of different fields of action as well as curative and special educational methods and are able to differentiate between these actions and methods. They are aware of practical problems and questions in the field of Curative and Special Education. The students evaluate the structural framework conditions of institutions in curative and special educational fields of action. They examine organisational requirements of institutions and services.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Pedagogical Methods 2		o6-SO-HaMe2-152-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
The module "Action and Methodology 2" refines the results and findings of "Action and Methodology 1" and focuses on advanced aspects of a thematic prioritisation. It examines theory-practice-questions, e.g. from the area of work and occupation, counselling or recreation and living. Part II builds upon the broader overview given in part I and exclusively focuses on specific aspects of a thematic priority.		
Intended learning outcomes		
The students are able to describe and discuss complex theory-driven questions of a specialised field. They are confident in using technical terms and relevant findings and are able to apply these to specific practical fields. The students evaluate the structural framework conditions of institutions in curative and special educational fields of action. They examine organisational requirements of institutions and services.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Pedagogical Methods absorption		o6-SO-HaMe3-152-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module specialises on and examines a prioritisation on a higher level of abstraction on the basis of detailed texts. Possible areas of specialisation might be work and occupation, counselling or recreation and living. In this process, pedagogical core topics and problems are discussed and analysed. (Alternatively, a specialisation in another content area than in "Action and Methodology 1" and "Action and Methodology 2" is possible in the module "Action and Methodology 3". In this case, the contents and competencies/qualifications which have to be acquired correspond to the ones described in "Action and Methodology 1".)		
Intended learning outcomes		
The students are able to evaluate their own professional actions in a reasonable manner. They are able to independently analyse and evaluate problems in practice in a theory-driven manner. The students evaluate the structural framework conditions of institutions in curative and special educational fields of action and know theories and concepts of further development. They examine organisational requirements of institutions and services and know theories and concepts of further development.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Master Thesis Special Education		o6-SO-MA-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)
30	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module provides supervision for students working on their Master's thesis. The meetings, which are scheduled according to requirements, are held by the corresponding thesis supervisor. The goal is to provide the students with advice regarding methods and contents of their Master's thesis, which is based upon a relevant scientific-theoretical approach. The counselling helps the students in determining a question, conducting research and dealing with data.		
Intended learning outcomes		
The students formulate a precise question for their Master's thesis. They have advanced knowledge of a methodological research approach. The students know the functions of the various procedures of acquiring knowledge. They independently work on the determined question in a comprehensible manner and prove that they are able to conduct good scientific practice.		
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 can be chosen to earn a bonus)		
Master's thesis (approx. 100 pages)		
Allocation of places		
--		
Additional information		
Time to complete: 6 months.		
Workload		
900 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Metatheories and Interdisciplinary References 1		o6-SO-MiB1-152-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		
The module discusses abstract and superordinated theoretical approaches and traditions which are useful for the processing and understanding of complex special educational contexts. These include explanatory approaches that stem from different disciplines such as philosophy, theology, psychology and sociology. The module examines and compares different theoretical perspectives and approaches in the context of different thematic focuses. This examination also entails the perspectives of different disciplines on the corresponding thematic focus.		
Intended learning outcomes		
The students are able to compare and critically evaluate theories and approaches in view of different special educational topics.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Metatheories and Interdisciplinary References 2		o6-SO-MiB2-152-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		
This module focuses on the examination of complex perspectives. These perspectives can refer to fundamental, phenomena-related or institutional contexts of Special Education. The module results in critical examinations and in the acquisition of a complex overview of backgrounds, topics and aspects relevant to Special Education, also with a critical potential for the examination and differentiated development of concepts.		
Intended learning outcomes		
The students can conduct scientific analyses to compare the theories of various disciplines. They can communicate, represent and methodically illuminate theoretical and meta-theoretical backgrounds of pedagogical issues in group work. They develop advanced theoretical and critical reflection competence.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Metatheories and Interdisciplinary References absorption		o6-SO-MiB3-152-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		
<p>The third module focusses on a specific theoretical perspective on the elaboration of special educational phenomena and tasks. This perspective is discussed in detail. This (for example scientific-theoretical school) is supposed to serve as a matrix for the structuring of scientific-theoretical questions and for the development of concepts. (Alternatively, a specialisation in another content area than in "Metatheories and Interdisciplinary Contexts 1" and "Metatheories and Interdisciplinary Contexts 2" is possible in the module "Metatheories and Interdisciplinary Contexts 3". In this case, the contents and competencies/qualifications which have to be acquired correspond to the ones described in "Metatheories and Interdisciplinary Contexts 1".)</p>		
Intended learning outcomes		
<p>The students are able to consistently represent and understand a point a view / theory. They have advanced knowledge of humanistic curricula, including a wider pedagogical context.</p>		
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 can be chosen to earn a bonus)		
<p>a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Pedagogical Personhood and Aptitude		o6-SO-Pers-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		
Pedagogical action as a non-standardisable, personalised practice of intervention essentially means taking action in uncertain situations. It is always about imparting general pedagogical knowledge in the corresponding individual situation. The way someone manages these uncertain situations indicates their level of pedagogical professionalism. Pedagogical professionalism can be extended to pedagogical competencies (which competencies should a pedagogue have?), pedagogical relationship building (how should a pedagogical relationship be built?) and pedagogical personality (which pedagogical attitudes and mindsets are useful and necessary in pedagogical practice?). The module "Pedagogical Personality and Qualification" addresses these facets of pedagogical professionalism.		
Intended learning outcomes		
Knowledge of the structural uncertainties of pedagogical action. Knowledge of profession's theories relevant to pedagogy. Knowledge of the relevance of pedagogical relationship building and the role of the pedagogue in the pedagogical process. Ability of self-reflection. Ability to play the key role in the pedagogical process and to build and sustain a strong working bond.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Placement in Special Education Facilities (Accompanied Study)		o6-SO-Prakt-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)
10	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module analyses institutional framework conditions of the work placements, especially aspects of organisational structures and processes encountered in the institutions. Furthermore, the corresponding seminar serves as a discussion board where the different contents, goals and methods of special educational services and institutions are professionally reflected and discussed in detail. The seminar also imparts different approaches to carrying out a practical study in order to assist the students in preparing the internship report and presentation which are part of the examination. The practical study can be submitted in the form of a project study, an institutional analysis or a special educational reflection.		
Intended learning outcomes		
Advanced theoretical knowledge of organisational structures and processes in institutions based on the example of the chosen work placement, knowledge of requirements and contents of institutional analyses, basic knowledge of the methods of project management, advanced knowledge of general and special educational support methods, advanced knowledge of goals, contents and methods of special educational services and institutions.		
Courses (type, number of weekly contact hours, language — if other than German)		
P (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
report on practical course (approx. 15 pages) and presentation (approx. 30 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
300 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Judicial Principles		o6-SO-Re-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		
The module "Legal Basics" focuses on the special relevance of social and labour law for special educational fields of action and work. The seminar provides an overview of the various social codes as well as labour regulations and explains their relevance for rehabilitation and services for the disabled. Aside from fostering problem awareness, it especially focuses on the general principles of social law.		
Intended learning outcomes		
Professional knowledge and basic professional competence regarding social law, labour law and the peculiarities of these legal fields. Professional knowledge of the structure and organisation of both legal fields. Basic knowledge of the regulations of individual labour law (e.g. rights and obligations of employees, holiday entitlements, peculiarities of employment contracts with severely disabled persons). Action and methodological competence in enforcing entitlement to benefits based on social law. Ability to identify and understand aspects of social and labour law which are relevant to pedagogical fields of action.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Theories in Special Education 1		o6-SO-Theo1-152-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module introduces, discusses and analyses special educational theories and theories relevant to Special Education. The theories refer to approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, as well as to the theoretical backgrounds of concepts of special educational action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based contexts might be counselling, work and occupation as well as living and recreation.		
Intended learning outcomes		
The students are able to examine and critically contemplate special educational theories, also in view of basic scientific theory; the students are able to determine the practical relevance of special educational theories and can test their applicability; the students can conduct detailed scientific research on special educational theories. They can communicate, represent and methodically illuminate special educational theories. They develop theoretical and critical reflection competence.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Theories in Special Education 2		o6-SO-Theo2-152-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
This module elaborates on already discussed special educational theories and theories relevant to Special Education. The additional information will be discussed and analysed in the group. The theories refer to advanced approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, as well as to the theoretical backgrounds of concepts of action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based contexts might be counselling, work and occupation as well as living and recreation.		
Intended learning outcomes		
The students are able to thoroughly examine and critically contemplate special educational theories in a differentiated manner, also in view of scientific theory. They can thoroughly evaluate the practical relevance of special educational theories and can test their applicability. The students can conduct detailed scientific research on special educational theories. They can communicate, represent, compare and methodically illuminate special educational theories. They develop advanced theoretical and critical reflection competence.		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		

Module title		Abbreviation
Theories in Special Education absorption		o6-SO-Theo3-152-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	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>This module further elaborates on already thoroughly discussed special educational theories and theories relevant to Special Education. The additional detailed information will be discussed and analysed in the group. The theories refer to differentiated, advanced approaches to the explanation of disabilities and impairments (including specific forms and manifestations), which are also examined in view of more complex aspects of disabilities, as well as to the theoretical backgrounds of concepts of action, to the theory of institutions and to further theoretical backgrounds. Examples of theory-based topics might be counselling, work and occupation as well as living and recreation. (Alternatively, a specialisation in another content area than in "Special Educational Theories 1" and "Special Educational Theories 2" is possible in the module "Special Educational Theories 3". In this case, the contents and competencies/qualifications which have to be acquired correspond to the ones described in "Special Educational Theories 1".)</p>		
Intended learning outcomes		
<p>The students are able to thoroughly examine special educational theories in a differentiated and critical manner. They can ascribe these theories to relevant scientific-theoretical backgrounds in a decisive and differentiated manner and are therefore able to find scientific-theoretical arguments. They can evaluate the practical relevance of special educational theories in a highly differentiated manner and can test their applicability. The students can conduct detailed scientific research on special educational theories in a differentiated manner. They can communicate, represent and methodically illuminate special educational theories. Furthermore, they can compare these theories in a highly differentiated manner. They develop highly differentiated and advanced theoretical and critical reflection competencies.</p>		
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 can be chosen to earn a bonus)		
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) and written elaboration (approx. 20 pages) or c) presentation (approx. 75 minutes) with handout (approx. 5 pages) or d) oral examination of one candidate each (approx. 30 minutes) or e) term paper (approx. 30 pages) or f) scientific poster (1 page DIN A0) with poster presentation (approx. 15 minutes)		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
--		