Subdivided Module Catalogue
for the Subject
Special Education
as a minor in a Bachelor’s degree programme
(60 ECTS credits)

Examination regulations version: 2021
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
Course of Studies - Contents and Objectives

The bachelor's minor special education is offered by the Faculty of Human Sciences at JMU as part of a basic study subject consisting of a major and a minor. The academic degree acquired depends on the major.

The aim of the course is to impart fundamental, scientifically sound knowledge of curative and special education and its related disciplines as well as skills that are important in the extracurricular special educational fields of activity.
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)):

09-Jun-2021 (2021-32)

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

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<td>06-I-KJP-202-m01</td>
<td>Basic questions of child and adolescent psychiatry</td>
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<td>06-I-BA-HF-202-m01</td>
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<td>06-G-Päd1-V-202-m01</td>
<td>Introduction to education in the context of intellectual and developmental disabilities</td>
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<tr>
<td>06-K-Päd1-VQ-202-m01</td>
<td>Living and Learning with physical and complex disabilities - introduction I</td>
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<td>06-L-PaedL-VQ-202-m01</td>
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<td>06-S-SHP-BA-202-m01</td>
<td>Introduction to speech therapy pedagogy BA</td>
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<tr>
<td>06-V-E1-VQ-202-m01</td>
<td>Introduction to educational science of emotional and behavioral disorders 1</td>
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<tr>
<td>06-B-EPBS-VQ-212-m01</td>
<td>Introduction to special pedagogy in the context of visual impairment and blindness</td>
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</table>
Module title: Counseling in special needs education  
Abbreviation: 06-I-SoBe-202-m01

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<thead>
<tr>
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<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
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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:
V (2) + S (1)

Method of assessment:
1) written examination (approx. 60 minutes) or  
2) portfolio (approx. 10 pages) or  
3) oral examination of one candidate each (approx. 15 minutes)  
credible for bonus

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 95 I Nr. 2  
§ 96 I Nr. 2  
§ 98a I Nr. 4  
§ 99 I Nr. 4  
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<td>Introduction to education in the context of intellectual and developmental disabilities</td>
<td>06-G-Päd1-V-202-m01</td>
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<th>Module coordinator</th>
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<tbody>
<tr>
<td>holder of the Chair of Special Education IV</td>
<td>Chair of Special Education IV: Education for People with Developmental and Intellectual Disabilities</td>
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</table>

**Contents**

Fundamental questions and essential contents of education for people with intellectual and developmental disabilities. Connections to general curative and Special Education; historical review; fundamental ethical questions; anthropological aspects of understanding intellectual and developmental disabilities; central ideas and goals of education; mindsets and prejudices; situation of parents and siblings; fields of action.

**Intended learning outcomes**

The students have basic orientational knowledge and are able to perceive and describe the phenomena of "intellectual and developmental disabilities" and the social situation of people with intellectual disabilities from different perspectives and can evaluate the resulting (special) requirements for education, schooling and teaching.

**Courses** (type, number of weekly contact hours, language — if other than German)

V (2) + Ü (1)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (45 to 90 minutes) or
2) presentation (15 to 30 minutes) with term paper (10 to 20 pages) or
3) portfolio (8 to 16 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 95 I Nr. 2
## Module title
Introduction to special pedagogy in the context of visual impairment and blindness

### Abbreviation
06-B-EPBS-VQ-212-m01

### Module coordinator
holder of the Chair of Special Education VI

### Module offered by

### ECTS
5

### Method of grading
numerical grade

### Only after succ. compl. of module(s)

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites

### Contents
Historical and political basics of the pedagogy of visual impairments and blindness (VIB); basic concepts of the subject; pedagogy of VIB in an international comparison; scholastic and extracurricular institutions and fields of action related to the subject; basic pedagogical principles of the educational work; basic biographical aspects related to developmental and learning processes under the condition of VIB; visual accompaniment; handling of Braille typewriters; Braille grade 1 (full version of Braille).

### Intended learning outcomes
Students are able to analyse the pedagogical institutionalisation of pedagogy of VIB historically and politically; they have a conceptual knowledge in the subject area and know important terms in German and English; they are able to differentiate between important pedagogical categories on the basis of their fundamental differences; they know important pedagogical fields of action of the subject area; they are able to explain the importance of the improvement of perception, the forming of concepts, and the education of movement as vital pedagogical principles of the subject area; they are able to name and compare examples for possible education-related, professional and everyday practical challenges in the context of VIB; they are able to write with a Braille typewriter; they know the commercial models of Braille typewriters and are able to explain their functions and differences; they know other ways of producing and displaying Braille-like languages; they are able to read Braille grade 1 in a visually oriented way; they are able to write texts in Braille using a Braille typewriter.

### Courses
(V 2) + Ü (1)

### Method of assessment
1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 20 minutes)

creditable for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
§ 98a I Nr. 2
### Module title

Introduction to educational science of emotional and behavioral disorders 1

### Abbreviation

06-V-E1-VQ-202-m01

### Module coordinator

holder of the Chair of Education of behavioral disorder

### ECTS

5

### Method of grading

numerical grade

### Only after succ. compl. of module(s)

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society), inclusion and exclusion in contexts of emotional and behavioural disorders.

### Intended learning outcomes

The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, selfcompetence). The students are able to conduct independent and extensive research on their own and in groups to advance their basic knowledge (professional competence, social competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence).

### Courses

V (2) + S (1)

### Method of assessment

written examination (approx. 60 minutes)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 100 I Nr. 2

§ 109 I Nr.1
Introduction to the philosophy of science and methods

Abbreviation: 06-1-WiMe-202-m01

Module coordinator: Managing Director of the Institute of Special Education
Module offered by: Institute of Special Education

ECTS: 5
Method of grading: numerical grade
Duration: 1 semester
Module level: undergraduate

Other prerequisites: --

Contents:
Special Education as an academic discipline; subject and purpose of science and scientificity; theory and theory building; scientific methods and systems; central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as basics, methodology and principles of scientific work in research and practice -- also based on specific problems and topics of special educational theory, empirical research and practice.

Intended learning outcomes:
Students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).

Courses (type, number of weekly contact hours, language — if other than German):
V (2) + S (1)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus):
1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes)

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
§ 95 I Nr. 2
§ 96 I Nr. 2
§ 98a I Nr. 2
§ 100 I Nr. 1
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<tr>
<th>Module title</th>
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<tr>
<td>Basic questions of child and adolescent psychiatry</td>
<td>06-I-KJP-202-m01</td>
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<td>Managing Director of the Institute of Special Education</td>
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**Contents**

Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatoform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody.

**Intended learning outcomes**

The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.

**Courses** (type, number of weekly contact hours, language — if other than German)

V (2) + V (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes)
credible for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
§ 95 I Nr. 1
§ 100 I Nr. 1
**Module title**
Introduction to Special Education and its disciplines

**Abbreviation**
06-I-SoFR-202-m01

**Module coordinator**
Managing Director of the Institute of Special Education

**Module offered by**
Institute of Special Education

**ECTS**
5

**Method of grading**
numerical grade

**Duration**
undergraduate

**Other prerequisites**
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### Contents
A lecture series explains the essential theoretical principles of the individual special educational subjects (Education for People with Learning Disabilities, Education for People with Developmental and Intellectual Disabilities, Education for People with Physical and Complex Disabilities, Speech and Language Pathology, Education for People with Emotional and Behavioural Disorders). Subject-specific work placements connect theory and practice.

### Intended learning outcomes
Theoretical competencies in the corresponding subject (e.g. history, phenomenology, support and methodological systems, legal basics, current developments in theory and practice). Competencies regarding schooling and education in the context of (multifactorial) disabilities. Competencies regarding special educational schooling, education and support.

### Courses
(type, number of weekly contact hours, language — if other than German)
V (2) + P (0)

**Method of assessment**
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

### Allocation of places
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### Additional information
Total scope of the internship approx. 80 hours, prior coordination with the person responsible for the module required.

As proof of the successful completion of the internship, a certificate from the internship location about the type and scope of the work performed must be submitted at the latest in the semester that follows the successfully completed examination. Otherwise the exam has to be taken again.

**Referred to in LPO I**
(examination regulations for teaching-degree programmes)

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<td>Introduction to speech therapy pedagogy BA</td>
<td>06-S-SHP-BA-202-m01</td>
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<tr>
<td>holder of the Chair of Special Education III</td>
<td>Institute of Special Education</td>
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<tr>
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<tr>
<td>1 semester</td>
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**Contents**

Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of preconditions of speech and language; Selected topics of ear, nose and throat medicine (including anatomy, physiology, pathophysiology, acoustics)

**Intended learning outcomes**

Self- and social competence: The students self-acquire professional knowledge in the fields of speech and language; also in interdisciplinary fields such as ENT medicine.

Methodological competence: The students are capable to methodically acquire knowledge of the medical discipline and critically evaluate these disciplines in view of their relevance for Speech and Language Pathology.

Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary and also knowledge of diseases in ENT medicine.

**Courses**

(type, number of weekly contact hours, language — if other than German)

| V (2) + V (2) |

**Method of assessment**

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)
creditable for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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### Module title

**Living and Learning with physical and complex disabilities - introduction I**

### Abbreviation

06-K-Päd1-VQ-202-m01

### Module coordinator

holder of the Chair of Special Education II

### ECTS

5

### Method of grading

numerical grade

### Only after succ. compl. of module(s)

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Introduction and evaluation of various pedagogical theories which are important for Education for People with Physical and Complex Disabilities. Introduction of selected common physical impairments in view of pedagogical aspects and evaluation of their importance for the development and support of physically disabled children and juveniles. The combination of the module components offers detailed insights into pedagogical questions which are important for Education for People with Physical and Complex Disabilities. This knowledge serves as a basis for further theoretical and practical examinations.

### Intended learning outcomes

The students have basic knowledge of the theories relevant to Education for People with Physical and Complex Disabilities. Furthermore, they have profound knowledge of various major and common physical impairments and can estimate their possible effects on the various developmental areas. They can carry out and evaluate analyses of possible individual requirements and deduce possible support measures.

### Courses (type, number of weekly contact hours, language — if other than German)

V (2) + Ü (1)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) oral examination of one candidate each (approx. 15 minutes) or
3) term paper (approx. 15 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I (examination regulations for teaching-degree programmes)

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§ 105 I
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<td>Pedagogy of learning and learning impairments</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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**Contents**

1.2.1 Introduction of the pedagogy of learning and learning impairments (06-L-PaedL-121)
(e.g. Introduction of the group of persons with focus on the central aspects of social disadvantage)

1.2.2 Dimensions of learning (06-L-PaedL-122)
(e.g. impairments in ideal-typical learning and possible aspects of stimulation/support)

**Intended learning outcomes**

- Proficiency of central terms of pedagogy of learning impairments (learning, education, socialisation);
- Ability to reflect learning impairments as a multifactorial phenomenon;
- Knowledge of possible factors of social disadvantage (poverty, at-risk families, milieu affiliation, migration/escape, traumatisation) and their potential impact on learning and the sociocultural participation of students;
- Ability to connect theoretical perceptions and practical possibilities in competent support of learning.

**Courses** (type, number of weekly contact hours, language — if other than German)

V (2) + S (2)
Course offered every year, winter semester.
Module taught in: German

**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)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)
Language of assessment: German
creditable for bonus

**Allocation of places**

Allocation after receipt/allocation by lot

**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 97 I Nr. 2
§ 106 I
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Special Education as a Science</td>
<td>06-I-SoWi-202-m01</td>
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<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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<tr>
<th>ECTS</th>
<th>Method of grading</th>
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<tr>
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<tr>
<th>Duration</th>
<th>Module level</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

History, theories, institutions and subareas of Special Education, including Inclusion. Overview of the manifold and complex fields of action of Special Education in preschool, school and school age and adulthood.

**Intended learning outcomes**

Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all levels.

**Courses** (type, number of weekly contact hours, language — if other than German)

V (2) + V (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
§ 95 I Nr. 1
§ 96 I Nr. 1
§ 100 I Nr. 1
Module title
Special Educational fields
Abbreviation
06-I-BA-HF-202-m01

Module coordinator
Managing Director of the Institute of Special Education

Module offered by
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
Handling of the following three complexes of issues:

Prevention and early intervention in special education/Early support programmes
• principles of prevention and early intervention in special education,
• importance of early institutional care and education (day nurseries, nursery schools and compensatory education);
• interdisciplinary early support programmes as a specific means of intervention in preschools and preparatory schools;
• special needs diagnoses in the classroom and special education classes;
• types of primary and secondary intervention in first and second grade (integrated teaching);
• legal aspects of early support, intervention and education;

Disability, social deprivation and work
Content of this module is the importance of work in society, the specific employment situation of people with disabilities, health impairments and disparities and their employment rights. This module also focuses on ways to interest young adults in work and to introduce young people to employment opportunities when reaching the end of compulsory education in school. Issues are also providing vocational orientation and preparing for employment, supporting institutions, pedagogical concepts and opportunities for vocational training to cope with the challenges of thresholds and transitional problems, specific supporting measures, integration management and living without socially valued and accepted work.

Adult education and living
The starting point of living equally and self-determined in a free society is to enable people with special needs to live independently and participate fully in all aspects of life. What does living mean within the socio-cultural context? What is the educational content of ADLs (Activities of daily living)? What are the housing options for people with disabilities? How do they organize their daily activities in residential institutions? What kind of support and financial aid is available to people with disabilities and what is the legal basis for financial contributions? How do institutional settings affect motivation regarding social participation and self-determination? Issues are also educational needs across the lifespan, such as moving out of the parental home, making friends and having partnerships, sexuality and the desire to have children, parental assistance, exploring community spaces and interacting with others (people with and without disabilities), transitioning into old age, coping with grief, the process of ceasing to live and dealing with death.

Intended learning outcomes
The students will learn something about the special situation of people with disabilities, health impairments and disparities within the context of prevention and intervention/early support programmes, disability, social deprivation and work as well as adult education and living. The students will become familiar with the options of customized support for people with disabilities (professional competence). They will learn how to gather topic-related information regarding the complex of issues mentioned above (methodical competence). They will further develop their basic knowledge and will be able to characterize and outline independently special education needs and participation needs (social competence, methodical competence and professional competence).

Courses (type, number of weekly contact hours, language — if other than German)
S (2) + S (2) + S (2)
**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or  
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or  
3) portfolio (approx. 10 pages)  
credible for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

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### Module title

**Psychology in Special Education and Observation Methods**

**Abbreviation**

06-I-SoPsych-202-m01

### Module coordinator

Managing Director of the Institute of Special Education

### Module offered by

Institute of Special Education

### ECTS

5

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Basic knowledge and orientational knowledge of curative and special educational psychology. Scientific-theoretical and historical principles of the subject. Selected eras of the history of psychology in the context of disabilities. Principles of special educational-psychological diagnostics. Selected diagnostic (observation) methods and screenings in view of educational promotion.

### Intended learning outcomes

Basic knowledge and orientational knowledge regarding special educational diagnostic work. Methodological competence regarding psychological interventions and diagnostic observation techniques. Knowledge of processes of knowledge acquisition and changes in behaviour.

### Courses

(V (2) + S (1))

### Method of assessment

1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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<table>
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<tr>
<td>Sociology of special needs education</td>
<td>06-I-Soz-202-m01</td>
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**Module coordinator**
Managing Director of the Institute of Special Education

**Module offered by**
Institute of Special Education

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**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
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### Contents

2.2.1 Sociology of special needs education (06-I-Soz-221)
(e.g. social differentiation of society (e.g. milieus and lifestyle groups), individual and group (e.g. the results of research on attitude, peer pressure and compliance, prejudices and stereotypes))

2.2.2 Sociological questions of special needs education (06-I-Soz-222)
(e.g. interaction in and between groups with impaired and not impaired people (also in relation to current political topics))

### Intended learning outcomes

- Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education;
- Understanding of structures and connections within communities and living spaces of disabled and not disabled people;
- Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion;
- into the research of living together in a society or in a community.

### Courses (type, number of weekly contact hours, language — if other than German)

| V (2) | S (1) |

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I (examination regulations for teaching-degree programmes)

- § 22 II Nr. 4 i)
- § 95 I Nr. 1
- § 96 I Nr. 1
- § 97 I Nr. 4
- § 100 I Nr. 1
### Module: Theoretical and professional ethic aspects

#### Abbreviation
06-I-TheoRe-202-m01

#### Module coordinator
Managing Director of the Institute of Special Education

#### Module offered by
Institute of Special Education

#### ECTS
5

#### Method of grading
Numerical grade

#### Only after succ. compl. of module(s)

#### Duration
1 semester

#### Module level
Undergraduate

#### Other prerequisites

### Contents

This module focuses on professional and philosophical ethics, and social aspects in the context of inclusion and their impact on educational action.

Issues are theoretical principles, the historical and recent development of inclusive education, the legal basis of an inclusive education system, emphasizing aspects of inclusion and living together, as well as inclusive learning among children, young people and adults with and without disabilities in the controversy over separation, cooperation, integration and inclusion. Point of discussion are disabilities and education in heterogeneous groups within the context of encounters with discrimination and disparity.

This module also focuses on taking a closer look on professional ethical principles in special education in theory and practice by adopting the objectives of social appreciation of persons in marginalized groups and their participation in a liberal society.

The students will be encouraged to delve deeply into the subject and reflect their own attitude regarding social and professional ethics.

### Intended learning outcomes

- Being able to reflect on problems and being aware of obstacles in view of education law, specific education needs, separating and including forms of education and training within the context of marginalized circumstances, social disparity and discrimination.

- Professional competence regarding key concepts, theoretical principles and organizational forms ensuring social equity (e.g. equity in education).

- Methodical skills regarding education of special-needs children, young persons and adults in inclusive settings (how to learn in heterogeneous groups, how to live and work in heterogeneous communities).

- Social skills in terms of taking into consideration various cooperating (interdisciplinary) forms of special offers for special needs education.

### 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 can be chosen to earn a bonus)

- 1) written examination (approx. 60 minutes) or
- 2) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
- 3) portfolio (approx. 10 pages)

Creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I (examination regulations for teaching-degree programmes)

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<table>
<thead>
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<th>Module title</th>
<th>Supervised internship</th>
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<tr>
<td>Abbreviation</td>
<td>06-I-SoTPM60-202-m01</td>
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### Contents

During the internships, the students become acquainted with the work of a special educational or inclusive institution and gain own experiences. The seminar picks up specific examples from the internships to reconsider the institutions' practical work in the view of, (special) educational and psychological theories.

### Intended learning outcomes

The students know the specific pedagogical and special educational questions of a corresponding institution and their social environment. The students know the possibilities of individual educational support and accompaniment; they gain experience in determining the special educational needs of individuals with disabilities/im- pairments and their participation.

### Courses (type, number of weekly contact hours, language — if other than German)

S (1) + P (0)

### Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)

a) report on practical course (10 to 15 pages) or
b) project (approx. 40 to 50 hours total)

### Allocation of places

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### Additional information

Total length of the internship approx. 120 hours, prior coordination with the person responsible for the module is required

### Referred to in LPO I (examination regulations for teaching-degree programmes)

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