Subdivided Module Catalogue
for the Subject
Didactics in Catholic Theology
(Secondary School)
as Didaktikfach
with the degree "Erste Staatsprüfung für das Lehramt an Hauptschulen"

Examination regulations version: 2009
Responsible: Faculty of Catholic Theology
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:

LASPO2009

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

26-Nov-2012 (2012-50)

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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<tr>
<th>Abbreviation</th>
<th>Module title</th>
<th>ECTS credits</th>
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<tr>
<td>Compulsory Courses (15 ECTS credits)</td>
<td>Successful completion of modules worth 20 ECTS credits in each subject selected as Didaktikfach (subject studied with a focus on teaching methodology) is a prerequisite for admission to the Erste Staatsprüfung (First State Examination) in the subject Didaktiken einer Fächergruppe der Hauptschule (Didactics of a Group of Subjects of Hauptschule).</td>
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<tr>
<td>01-RD-BM-092-m01</td>
<td>Foundation course in teaching methods</td>
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<tr>
<td>01-RD-AM-092-m01</td>
<td>Advanced course in teaching methods</td>
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<tr>
<td>01-RD-VM-092-m01</td>
<td>Special subject in teaching methods</td>
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<td>Compulsory Electives (5 ECTS credits)</td>
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<td>01-DF-FWGL-112-m01</td>
<td>Basic principles for teaching methods</td>
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<tr>
<td>01-RD-SM-092-m01</td>
<td>Special subject in teaching methods</td>
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<tr>
<td>Freier Bereich (general as well as subject-specific electives)</td>
<td>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 &quot;Ergänzende Bestimmungen für den &quot;Freien Bereich&quot; im Rahmen des Studiums für ein Lehramt&quot;.</td>
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<tr>
<td>01-ET-SEO-112-m01</td>
<td>Ethical orientation</td>
<td>2</td>
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<tr>
<td>01-ET-SEFRU-112-m01</td>
<td>Advanced Issues of theological Ethics</td>
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<td>01-PT-AFKR-092-m01</td>
<td>Issues of Canon Law</td>
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<tr>
<td>01-ET-GFCSE-092-m01</td>
<td>Basic issues of Christian Sexual Ethics</td>
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<td>NUM</td>
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<tr>
<td>01-ET-EGFM-092-m01</td>
<td>Basic issues of Medical Ethics</td>
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<td>NUM</td>
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<tr>
<td>01-BT-ThBE-092-m01</td>
<td>Topics of Biblical Exegeses</td>
<td>2</td>
<td>NUM</td>
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<tr>
<td>01-KG-EFKKÖK-092-m01</td>
<td>Denominational Studies of the Eastern Churches</td>
<td>2</td>
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<tr>
<td>01-KG-EPTF-092-m01</td>
<td>Introduction to patrology</td>
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<tr>
<td>01-KG-KÄSFC-092-m01</td>
<td>Development of Church Offices and Structures in Early Christianity</td>
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<tr>
<td>01-KG-ThHT-092-m01</td>
<td>Topics of Historical Theology</td>
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<td>01-PT-DRWH-092-m01</td>
<td>Dialog of Religions in the modern world</td>
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<tr>
<td>01-PT-GoFei-092-m01</td>
<td>Celebrating God at School</td>
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<tr>
<td>01-PT-PRV-092-m01</td>
<td>Phenomenon of religious uncertainty</td>
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<td>Contemporary topics of Pastoral Theology</td>
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<tr>
<td>01-PT-TS-092-m01</td>
<td>Tutor training</td>
<td>2</td>
<td>B/NB</td>
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</tr>
<tr>
<td>Thesis (10 ECTS credits)</td>
<td>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 Hauptschule may write this thesis in the subject Didaktik einer Fächergruppe der Hauptschule (Didactics of a Group of Subjects of Hauptschule), in the subject they selected as Unterrichtsfach (subject studied with a focus on the scientific discipline) or in the subject Erziehungswissenschaften (Educational Science). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.</td>
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<tr>
<td>01-KT-HS-DF-HA-092-m01</td>
<td>Thesis</td>
<td>10</td>
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<tr>
<td>Module title</td>
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<td>Studies</td>
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<th>Module coordinator</th>
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<tbody>
<tr>
<td>holder of the Chair of Liturgy</td>
<td>Faculty of Catholic Theology</td>
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<td>1 semester</td>
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### Contents
Students are introduced to selected topics in liturgy.

### Intended learning outcomes
At the end of the course, students will have developed a knowledge of selected topics in liturgy. They will be able to identify problems in liturgy and reflect upon their own practice.

### Courses (type, number of weekly contact hours, language — if other than German)
S (no information on SWS (weekly contact hours) and course language available)

### 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)

- Assessments during lecture period: learning portfolio (approx. 7 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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<table>
<thead>
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### Contents

Students are introduced to current topics in pastoral theology and get an advanced understanding to consequences for their practice in church and school from the point of view of their subject.

### Intended learning outcomes

At the end of the course, students will have developed a knowledge of selected topics in pastoral theology. They will be able to look at issues facing society, schools, and the Church from the point of view of pastoral theology and find solutions to them.

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

S (no information on SWS (weekly contact hours) and course language available)

### 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)

assessments during lecture period: learning portfolio (approx. 7 pages)

### Allocation of places

Number of places: approx. 15. Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated by lot as they become available.

### Additional information

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

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Module title: Phenomenon of religious uncertainty

Abbreviation: 01-PT-PRV-092-m01

Module coordinator: holder of the Endowed Chair of Missiology and Dialogue of Religions

Module offered by: Faculty of Catholic Theology

ECTS: 3

Method of grading: numerical grade

Only after succ. compl. of module(s): --

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

Contents

There are numerous religions, and all of them have been criticised. We live in a world that is religiously plural. But how do the religions themselves deal with religious pluralism? The course discusses phenomena of religious uncertainty - atheism, fundamentalism, syncretism, and pluralism - that can transform any religion into an ideology. Any individual, no matter what his/her religion, may develop a dangerous understanding of faith as an ideology. In this context, we must, and will, also critically examine the traditional concept of Christian mission.

Intended learning outcomes

As we live together as a peaceful society, we are increasingly confronted with atheism, fundamentalism, syncretism, and pluralism. At the end of the course, students will have developed the ability to investigate, and reflect upon, patterns for the justification of ideologies.

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

S (no information on SWS (weekly contact hours) and course language available)

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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) written examination (approx. 30 minutes) or d) designing a seminar unit (approx. 45 to 90 minutes) with written elaboration (approx. 5 to 10 pages) or e) assessments during lecture period (approx. 3 to 5 assessments, 30 hours total) or f) term paper (approx. 10 pages)

Allocation of places

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Additional information

Provided there are more than 25 participants, the course can be offered in the form of a lecture (V) instead of a seminar (S).

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

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### Subdivided Module Catalogue for the Subject Didactics in Catholic Theology (Secondary School) LA Hauptschulen

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<th>Module title</th>
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<tr>
<td>Issues of Canon Law</td>
<td>01-PT-AFKR-092-m01</td>
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<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Canon Law</td>
<td>Faculty of Catholic Theology</td>
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<tr>
<th>Duration</th>
<th>Module level</th>
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<td>1 semester</td>
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#### Contents

Selected topics in canon law that relate to the relevant school curricula (topics will vary from semester to semester). Key legal issues relating to religious education and the role of religious education teacher.

#### Intended learning outcomes

At the end of the course, students will have developed the ability to identify topics in canon law that are relevant to classroom practice and to teach in a manner that complies with canon law requirements. They will have become familiar with the legal framework for religious education in schools as well as with the key legal issues facing religious education teachers.

#### Courses

<table>
<thead>
<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<tr>
<td>V (no information on SWS (weekly contact hours) and course language available)</td>
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#### Method of assessment

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<thead>
<tr>
<th>(type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)</th>
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<tbody>
<tr>
<td>a) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)</td>
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#### Allocation of places

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#### Additional information

Additional information on module duration: 1 to 2 semesters.

#### Referred to in LPO I

(Examination regulations for teaching-degree programmes)

§ 79 (1) 3. d) Katholische Religion Religionspädagogik und Praktische Theologie
**Module title**  
Dialog of Religions in the modern world

**Abbreviation**  
01-PT-DRWH-092-m01

**Module coordinator**  
holder of the Endowed Chair of Missiology and Dialogue of Religions

**Module offered by**  
Faculty of Catholic Theology

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**Duration**  
1 semester  
undergraduate  
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**Contents**

Discussion of fundamental issues in the dialogue of religions in the context of key positions developed in the Second Vatican Council (freedom of conscience and of religion, the People of God) and its expressions of appreciation for non-Christian religions. Investigation of the interrelation between politics, religion, and faith and how they impact upon individuals and today’s secular society as a whole. Dialogue is about listening to what others have to say.

**Intended learning outcomes**

We cannot explore issues relating to faith and the meaning of life if we cannot think for ourselves. Faith as a subjective form of knowledge helps students enhance their personal skills as well as their interpersonal skills for interacting with others/individuals practising other faiths or no faith. Developing the ability to see themselves from the point of view of others, students will enhance their capacity for self-criticism. Students will learn to distinguish between the linguistic sign and the signified object or concept.

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

V (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

**Allocation of places**  
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**Additional information**

teaching degree Gymnasium: mandatory elective.

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

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<table>
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<td>Development of Church Offices and Structures in Early Christianity</td>
<td>01-KG-KÄSFC-092-m01</td>
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<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Early Church History, Christian Archaeology and Patrology</td>
<td>Faculty of Catholic Theology</td>
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<tr>
<th>Duration</th>
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<th>Other prerequisites</th>
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<td>1 semester</td>
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**Contents**

Lecture to acquaint students with the development of church offices and structures in early Christianity and, in particular, with the diversity of offices in early Christianity, the development and establishment of the office of bishop, the supraregional organisation of church structures, the development of patriarchates and the historical development of the claim of supremacy of the Bishop of Rome.

**Intended learning outcomes**

At the end of the course, students will have become familiar with the development of church offices and structures in the historical context of early Christianity and will be able to communicate information on the topic to others in an appropriate manner. They will understand historicity as a characteristic of the constitution of the Church. Students will have developed an awareness of how the key decisions in this area that set the course for the early Church are conditioned by their historical contexts and will be able to distinguish between this and its claim to transtemporal validity.

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

V (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

Assessment offered: in the semester in which the course is offered and in the subsequent semester

**Allocation of places**

--

**Additional information**

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

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### Module title

**Denominational Studies of the Eastern Churches**

### Abbreviation

01-KG-EFKÖK-092-m01

### Module coordinator

Subject Representative (Fachvertreter) for Eastern Church History and Ecumenical Theology

### Module offered by

Faculty of Catholic Theology

### ECTS

2

### Method of grading

Only after succ. compl. of module(s)

### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Lecture to acquaint students with the origins, development, and current situation of eastern Christianity as well as its denominational differentiation, i.e. division into Orthodox, Oriental Orthodox, and Uniate churches. An overview of aspects relating to the ecclesiological structures and liturgy as well as spiritual aspects that characterise these churches.

### Intended learning outcomes

At the end of the course, students will have become familiar with the fundamental principles of denominational studies of the eastern churches. They will have a grounding in the discipline and its methods that will enable them to develop an awareness of how denominational differentiations are conditioned by their historical contexts as well as to find solutions to current problems relating to interreligious and intercultural dialogue.

### Courses

(V, no information on SWS (weekly contact hours) and course language available)

### 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) oral examination of one candidate each (approx. 15 minutes) or
- b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or
- c) talk (approx. 15 minutes) or
- d) written examination (approx. 30 minutes) or
- e) term paper (approx. 5 pages) or
- f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

Assessment offered: in the semester in which the course is offered and in the subsequent semester

### 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**
Introduction to patrology

**Abbreviation**
01-KG-EFPT-092-m01

**Module coordinator**
holder of the Chair of Early Church History, Christian Archaeology and Patrology

**Module offered by**
Faculty of Catholic Theology

**ECTS**
2

**Method of grading**
numerical grade

**Only after succ. compl. of module(s)**
--

**Duration**
1 semester

**Module level**
undergraduate

**Other prerequisites**
The study of Early Christian texts requires extensive preparation and revision as well as some independent study of a literary canon.

### Contents
An introduction to the purpose of, as well as topics and problems in, patrology; an overview of early Christian literature and some of its major themes; the key tools of patrology.

### Intended learning outcomes
At the end of the course, students will have become familiar with the different forms and themes of early Christian literature; they will have developed the ability to understand ancient Christian texts within the circumstances of their production as well as to form a critical opinion about them; they will have developed hermeneutic skills and will be able to make patristic sources (somewhat) relevant to contemporary issues.

### Courses
(type, number of weekly contact hours, language — if other than German)
V (no information on SWS (weekly contact hours) and course language available)

### 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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

### 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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<td>1 semester</td>
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**Contents**

Detailed discussion of topics in moral theology and their contexts. Discussion of medicine-related issues faced by society that are of interest within the discipline of moral theology based on relevant literature.

**Intended learning outcomes**

At the end of the course, students will have developed an advanced knowledge of key topics and problems in moral theology. They will have developed an awareness of the historical development and contexts of relevant literature. They will be able to critically reflect upon issues currently faced by society and take their own well-founded position on them.

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

V (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

**Allocation of places**

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**Additional information**

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

§ 55 (1) 2. c) Katholische Religion Systematische Theologie
§ 79 (1) 3. c) Katholische Religion Systematische Theologie
Module title
Basic principles for teaching methods
Abbreviation
01-DF-FWGL-112-m01

Module coordinator
Dean of Studies Faculty of Catholic Theology
Module offered by
Faculty of Catholic Theology

ECTS
5
Method of grading
Numerical grade
Only after succ. compl. of module(s)

Duration
1 semester
Module level
Undergraduate
Other prerequisites
--

Contents
Using the example of a topic in theology, this module provides an insight into the hermeneutic fundamentals of, and essential methods in, the discipline.

Intended learning outcomes
At the end of the course, students will have become familiar with key problems in theology and will have developed an understanding of different forms of theological thinking and discourse.

Courses (type, number of weekly contact hours, language — if other than German)
V (no information on SWS (weekly contact hours) and course language available)

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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 10 pages) or f) oral examination of one candidate each (approx. 10 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)
§ 36 (1) 7. Didaktik der Grundschule Katholische Religion
§ 38 (1) 1. Didaktik der Hauptschule Katholische Religion
§ 38 (1) 1. Didaktik der Mittelschule Katholische Religion
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<th><strong>Celebrating God at School</strong></th>
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<tr>
<td>1 semester</td>
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</table>

**Contents**

Liturgy: the structures of standard worship services, selected elements of services, grounding in anthropology (body language etc.). Pastoral theology: features of the everyday lives of pupils; essential communication skills with special attention to God-talk in liturgy; methods for sermon preparation; preparing short sermons.

**Intended learning outcomes**

At the end of the course, students will have become familiar with the structures of standard worship services as well as with selected elements of services. They will be able to independently perform short services and preach short sermons.

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

S (no information on SWS (weekly contact hours) and course language available)

**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)

assessments during lecture period (reflective report) approx. 7 pages

**Allocation of places**

Number of places: approx. 15. Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated by lot as they become available.

**Additional information**

Comprises block course in plenum (approx. 4 block sessions), school visits and work in small groups.

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

--
Basic issues of Christian Sexual Ethics

Module title

Abbreviation

01-ET-GFCSE-092-m01

Module coordinator

holder of the Chair of Moral Theology

Module offered by

Faculty of Catholic Theology

ECTS

2

Method of grading

numerical grade

Only after succ. compl. of module(s)

Duration

1 semester

Module level

undergraduate

Other prerequisites

--

Contents

An insight into topics in applied ethics.

Intended learning outcomes

At the end of the course, students will have become familiar with key topics and problems in moral theology. They will have developed an awareness of the historical development and contexts of relevant literature. Students will be able to critically reflect upon issues currently faced by society from an interdisciplinary point of view and take their own well-founded position on them.

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

V (no information on SWS (weekly contact hours) and course language available)

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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

Allocation of places

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Additional information

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

§ 79 (1) 3. c) Katholische Religion Systematische Theologie
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### Contents

Students will independently research and write on a topic in Catholic theology and/or religious education didactics they selected in consultation with a lecturer.

### Intended learning outcomes

To pass this module, students will be expected to independently carry out research on a given topic in theology, applying the knowledge and skills they have developed and the methods they have learned over the course of their studies. They will be expected to be able to prepare an appropriate written account of the results of their work, taking aspects relating to religious education into account.

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

no courses assigned

### 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)

written thesis (approx. 40 pages)

Language of assessment: German, exceptions in accordance with Section 29 Subsection 4 LPO I (examination regulations for teaching degree programmes)

### Allocation of places

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### Additional information

Additional information on module duration: 1 to 2 semesters.

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

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**Contents**

Level two module to discuss essential topics in religious education. In-depth exploration of these topics. Discussion of theoretical concepts and how they inform practice.

**Intended learning outcomes**

At the end of the course, students will have gained an overview of essential topics and problems in religious education. They will have developed advanced skills in planning and implementing lessons for the religious education classroom.

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

S + V (no information on SWS (weekly contact hours) and course language available)

**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)

written examination (approx. 30 minutes) and portfolio (approx. 8 pages, approx. 3,000 words), weighted 1:0; bestanden (successfully completed) required for portfolio

**Allocation of places**

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**Additional information**

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

§ 36 (1) 7. Didaktik der Grundschule Katholische Religion
§ 38 (1) 1. Didaktik der Hauptschule Katholische Religion
§ 38 (1) 1. Didaktik der Mittelschule Katholische Religion
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**Contents**

An introduction to key approaches to, and selected topics in, religious education. Discussion of issues relating to teaching and learning in the religious education classroom. Planning of lessons for the religious education classroom: fundamental concepts.

**Intended learning outcomes**

At the end of the course, students will have gained an insight into methods in religious education. They will have become familiar with fundamental concepts relating to the planning of lessons for the religious education classroom.

**Courses**

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

V + S (no information on SWS (weekly contact hours) and course language available)

**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)

written examination (approx. 30 minutes) and portfolio (approx. 8 pages, approx. 3,000 words), weighted 1:0; bestanden (successfully completed) required for portfolio

**Allocation of places**

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**Additional information**

Additional information on module duration: 1 to 2 semesters.

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

§ 36 (1) 7. Didaktik der Grundschule Katholische Religion
§ 38 (1) 1. Didaktik der Hauptschule Katholische Religion
§ 38 (1) 1. Didaktik der Mittelschule Katholische Religion
§ 55 (1) 2. e) Katholische Religion Didaktik
§ 79 (1) 3. e) Katholische Religion Didaktik
### Module title
Special subject in teaching methods

### Abbreviation
01-RD-SM-092-m01

### Module coordinator
holder of the Chair of Religious Education

### Module offered by
Faculty of Catholic Theology

### ECTS
5

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

## Contents
An overview of key topics included in the religious education curriculum for Hauptschule schools. Strategies for translating these topics into lessons for the religious education classroom. The importance of a teacher’s personality and his/her role in teaching and learning processes.

### Intended learning outcomes
At the end of the course, students will have developed knowledge that is essential for teaching religious education and will have become familiar with key topics included in the religious education curriculum for Hauptschule schools. They will be able to develop strategies for translating these topics into lessons for the religious education classroom.

### Courses (type, number of weekly contact hours, language — if other than German)
S + Ü (no information on SWS (weekly contact hours) and course language available)

### 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) oral examination of one candidate each (approx. 15 minutes) or
b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or
c) talk (approx. 15 minutes) or
d) written examination (approx. 30 minutes) or
e) term paper (approx. 5 pages) or
f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 36 (1) 7. Didaktik der Grundschule Katholische Religion
§ 38 (1) 1. Didaktik der Hauptschule Katholische Religion
§ 38 (1) 1. Didaktik der Mittelschule Katholische Religion
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</table>

**Contents**

Religious education in modern society must deal with religious and cultural pluralism. This module discusses efforts made to incorporate pluralism into the religious education classroom. It investigates the benefits of pluralism in the religious education classroom and discusses the features of a plural religious education classroom.

**Intended learning outcomes**

At the end of the course, students will have become familiar with the anthropological and social features of a plural society. They will be able to formulate the implications of pluralism for religious education and for their own teaching. They will be able to name the features of a plural religious education classroom.

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

V + K (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

**Allocation of places**

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**Additional information**

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**Referred to in LPO 1 (examination regulations for teaching-degree programmes)**

§ 36 (1) 7. Didaktik der Grundschule Katholische Religion
§ 38 (1) 1. Didaktik der Hauptschule Katholische Religion
§ 38 (1) 1. Didaktik der Mittelschule Katholische Religion
Subdivided Module Catalogue for the Subject
Didactics in Catholic Theology (Secondary School)
LA Hauptschulen

<table>
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<td>Ethical orientation</td>
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**Contents**

Many issues in social ethics are not made explicit. When we investigate them, we are usually required to delve deeper into them. Using the examples of contemporary socio-political problems, this module teaches students how to do so.

**Intended learning outcomes**

At the end of the module, students will have developed the ability to evaluate the (socio-)ethical content of academic texts, to discuss it in a broader context, and to critically reflect upon it.

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

S (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total) or g) designing a seminar unit (45 to 90 minutes) with written elaboration (approx. 5 to 10 pages)

**Allocation of places**

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**Additional information**

Provided there are more than 25 participants, the course can be offered in the form of a lecture (V) instead of a seminar (S).

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

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<table>
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<td>Topics of Biblical Exegeses</td>
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<td>Faculty of Catholic Theology</td>
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<td>1 semester</td>
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**Contents**

Students are introduced to selected topics in biblical theology. They develop specialised and methodical skills.

**Intended learning outcomes**

At the end of the course, students will have developed a knowledge of selected topics in biblical exegesis as well as subject-specific transferable skills. Students will be able to group the books of the Bible by themes and to interpret them on the basis of specific criteria. Having engaged in a thorough review of the texts, students will be able to work with the Bible in an appropriate manner - in the classroom, the parish, and the public discourse.

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

Ü (no information on SWS (weekly contact hours) and course language available)

**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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total) or g) designing a seminar unit (approx. 45 to 90 minutes) with written elaboration (approx. 5 to 10 pages)

**Allocation of places**

Number of places: 25. Should the number of applications exceed the number of available places, places will be allocated as follows: Option 1: Places will be allocated by lot. A waiting list will be maintained and places re-allocated as they become available. Option 2: Places will be allocated according to the number of subject semesters. A waiting list will be maintained and places re-allocated as they become available.

**Additional information**

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

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Module title | Abbreviation
---|---
Topics of Canon law | 01-PT-ThKR-092-m01

Module coordinator | Module offered by
holder of the Chair of Canon Law | Faculty of Catholic Theology

ECTS | Method of grading | Only after succ. compl. of module(s)
2 | numerical grade | --

Duration | Module level | Other prerequisites

Contents
Selected topics in canon law that relate to the relevant school curricula (topics will vary from semester to semester). Key legal issues relating to religious education and the role of religious education teacher.

Intended learning outcomes
At the end of the course, students will have developed the ability to identify topics in canon law that are relevant to classroom practice and to teach in a manner that complies with canon law requirements. They will have become familiar with the legal framework for religious education in schools as well as with the key legal issues facing religious education teachers.

Courses (type, number of weekly contact hours, language — if other than German)
Ü (no information on SWS (weekly contact hours) and course language available)

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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total)

Allocation of places
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Additional information
For students of Katholische Theologie (Catholic Theology), teaching degree Gymnasium: mandatory elective.

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

**Abbreviation**

Topics of Historical Theology  
01-KG-ThHT-092-m01

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### Module coordinator

Managing Director of the Institute of Historical Theology

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### Module offered by

Faculty of Catholic Theology

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### ECTS

<table>
<thead>
<tr>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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### Duration

<table>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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### Contents

Students are introduced to selected topics in church history and historical theology. They develop specialised and methodical skills.

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### Intended learning outcomes

At the end of the course, students will have developed a knowledge of selected topics in historical theology as well as subject-specific transferable skills. They will be able to situate events, developments, and major figures in church history within their historical context and will have developed an awareness of the impact they had. Students will have developed hermeneutical skills that will enable them to critically evaluate historical sources. They will be able to use research methods in historical theology and to make their findings (somewhat) relevant to contemporary issues.

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

Ü (no information on SWS (weekly contact hours) and course language available)

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### 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) oral examination of one candidate each (approx. 15 minutes) or b) oral examination in groups (groups of 2: approx. 30 minutes, groups of 3: approx. 45 minutes) or c) talk (approx. 15 minutes) or d) written examination (approx. 30 minutes) or e) term paper (approx. 5 pages) or f) assessments during lecture period (approx. 3 to 5 assessments, 15 hours total) or g) designing a seminar unit (45 to 90 minutes)

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### 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>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<td>Tutor training</td>
<td>01-PT-TS-092-m01</td>
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<tr>
<td>holder of the Chair of Religious Education</td>
<td>Faculty of Catholic Theology</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

Tutor training; reflection upon teaching and learning processes.

### Intended learning outcomes

At the end of the course, students will have developed the ability to teach tutorials and colloquia on a range of topics in a professional and responsible manner. They will be able to reflect upon the relationship between a role and the person who performs that role. They will be able to lead discussions as well as to evaluate, and reflect upon, learning processes.

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

Ü (no information on SWS (weekly contact hours) and course language available)

### 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)

reflective portfolio (approx. 5 to 10 pages)

### Allocation of places

Number of places: maximum 5. The number of places varies according to demand. Selection interviews will be held.

### Additional information

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

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<table>
<thead>
<tr>
<th><strong>Module title</strong></th>
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<tr>
<td>Advanced Issues of theological Ethics</td>
<td>01-ET-SEFRU-112-m01</td>
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<td>holder of the Chair of Moral Theology</td>
<td>Faculty of Catholic Theology</td>
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**Contents**

Investigating specific problems in ethics, this module explores the topics discussed in the lecture on the fundamental principles of theological fundamental ethics in more detail and gives students the opportunity to develop a more thorough understanding of different approaches to ethics. The module aims to equip students with a comprehensive theoretical background of topics for the religious education and ethics classroom. Topics to be discussed include: models for the constitution and justification of ethical norms; models in ethics, e.g.: deontological ethics, virtue ethics, discourse ethics; approaches to theological ethics.

**Intended learning outcomes**

At the end of the course, students will have developed a thorough understanding of key approaches to philosophical and theological ethics. They will have a sound background knowledge that will enable them to teach topics in religion and ethics that are required by the curriculum in an appropriate manner that is tailored to their pupils’ needs.

**Courses**

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**Method of assessment**

<table>
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<th>type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) oral examination of one candidate each (approx. 15 minutes) or b) written examination (approx. 30 minutes) or c) designing a seminar unit (approx. 45 to 90 minutes) with written elaboration (approx. 5 to 10 pages) or d) assessments during lecture period (approx. 3 to 5 assessments, 30 hours total) or e) essay (approx. 5 pages) or f) term paper (approx. 10 pages)</td>
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**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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