Julius-Maximilians-
UNIVERSITÄT
WÜRZBURG

Subdivided Module Catalogue

for the Subject

Educational Science of Physical and Complex Disabilities

as vertieft studierte sonderpädagogische Fachrichtung

(specialisation in special education studied with a focus on the scientific discipline)

with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

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

Abbreviations used

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

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

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

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

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

Conventions

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

Notes

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

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

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

In accordance with

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

LASPO2015

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

17-Nov-2015 (2015-235)

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.

The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
Scientific Discipline (120 ECTS credits)				
Compulsory Courses (110 ECTS credits)				
General Remedial and Special Education (15 ECTS credits)				
06-I-So-Wi1-152-m01	Special Education as a Science 1	5	NUM	37
06-I-So-Wi2-152-m01	Special Education as a Science 2	5	NUM	38
06-I-WiMe-152-m01	Introduction to the philosophy of science and methods	5	NUM	39
Pedagogy with a focus on physical and motor development (24 ECTS credits)				
06-I-SoBe-152-m01	Counseling in Special Education	5	NUM	36
06-K-Gr1-1-152-m01	Living and Learning with physical and complex disabilities - introduction	5	NUM	44
06-K-Gr1-n-152-m01	Educational aspects of physical and complex disabilities - introduction 2	5	NUM	45
06-K-Pä3-n-152-m01	Living and Learning with physical and complex disabilities - advanced course	9	NUM	52
Pedagogy with a focus on physical and motor development (22 ECTS credits)				
06-K-Gr2-n-152-m01	Didactic aspects of physical and complex disabilities- introduction	6	NUM	46
06-K-Di2-152-m01	Deepened aspects of didactics for physically disabled learners	5	NUM	40
06-K-Di3-152-m01	Heterogenity, Integration and Inclusion	5	NUM	41
06-K-Di5-152-m01	Practice with physically disabled learners	6	B/NB	42
Psychology in context of physical and complex disabilities (26 ECTS credits)				
06-K-Ps-D-152-m01	Introduction to psychometrics and standardized tests	7	NUM	59
06-K-Gr3-152-m01	Psychological aspects of physical and complex disabilities - introduction	4	NUM	47
06-K-Ps1-2-152-m01	Exercises in assessment and educational diagnostic in context of physical and complex disabilities	5	B/NB	56
06-K-Ps2-n-152-m01	Psychology in context of physical and complex disabilities	5	NUM	57
06-K-Ps3-n-152-m01	Psychology in context of physical and complex disabilities - advances course	5	NUM	58
Medicine with a focus on physical and motor development (12 ECTS credits)				
06-K-Me1-152-m01	Basics of orthopaedics	6	NUM	49
06-K-Me2-152-m01	Relevance of additional medical support systems in the area of physical and complex disabilities	6	NUM	50
Fundamentals from two other special education disciplines (11 ECTS credits)				
06-GK-UK-152-m01	Promoting communication	5	NUM	9
06-S-FFRGK-152-m01	Introduction to speech and language pathology	6	NUM	63
Compulsory Electives (10 ECTS credits)				
Fundamentals from two other special education disciplines (10 ECTS credits)				
06-G-FFRA-152-m01	Introduction to education in the context of Developmental and Intellectual Disabilities	5	NUM	7
06-G-FFRB-152-m01	Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities -1	5	NUM	8
06-L-Päd-152-m01	Pedagogy in connection with learning impairment	5	NUM	60

06-L-SpDid-152-m01	Specific aspects of teaching with learning disabilities	5	NUM	61
06-S-FFRC-152-m01	Introduction to speech and language pathology and otorhinolaryngology	5	NUM	62
06-V-PBV1-152-m01	Introduction to educational science of emotional and behavioral disorders 1	5	NUM	64
06-V-PBV2-152-m01	Introduction to educational science of emotional and behavioral disorders 2	5	NUM	65
Course-related Teaching Placement in Education for People with Special Educational Needs (6 ECTS credits) Students studying for a teaching degree in special education must complete placements pursuant to Section 93 Subsection 1 Nos. 4 and 5 LPO I (examination regulations for teaching-degree programmes). Students who successfully completed the respective modules are awarded ECTS credits that, pursuant to Section 22 Subsection 2 No. 5 Letter f) LPO I (examination regulations for teaching-degree programmes), are a prerequisite for admission to the Erste Staatsprüfung (First State Examination).				
06-K-Prakt1-152-m01	Course related placement in special education (accompanied study 1)	2	B/NB	53
06-K-Prakt2-152-m01	Course related placement in special education (accompanied study 2)	2	B/NB	54
06-K-Prakt3-152-m01	Block placement in special education (block)	2	B/NB	55
Additive Module (4 ECTS credits) Students studying for a teaching degree in special education must complete a "aditives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programms).				
06-K-Pä2-152-m01	Aspects of early childhood and adult life with physical and complex disabilities	4	NUM	51
Freier Bereich (general as well as subject-specific electives) Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below. Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".				
Education for People with Physical and Complex Disabilities (Freier Bereich (general as well as subject-specific electives) -- subject specific)				
06-I-FB-Anw1-152-m01	Practice-related aspects in Special Education 1	2	B/NB	10
06-I-FB-Anw2-152-m01	Practice-related aspects in Special Education 2	2	B/NB	11
06-I-FB-Anw3-152-m01	Practice-related aspects in Special Education 3	3	B/NB	12
06-I-FB-Anw4-152-m01	Practice-related aspects in Special Education 4	3	B/NB	13
06-I-FB-Anw5-152-m01	Practice-related aspects in Special Education 5	5	B/NB	14
06-I-FB-Anw6-152-m01	Practice-related aspects in Special Education 6	5	B/NB	15
06-I-FB-Ber1-152-m01	Profession-related aspects in Special Education 1	2	B/NB	16
06-I-FB-Ber2-152-m01	Profession-related aspects in Special Education 2	2	B/NB	17
06-I-FB-Ber3-152-m01	Profession-related aspects in Special Education 3	3	B/NB	18
06-I-FB-Ber4-152-m01	Profession-related aspects in Special Education 4	3	B/NB	19
06-I-FB-Ber5-152-m01	Profession-related aspects in Special Education 5	5	B/NB	20
06-I-FB-Ber6-152-m01	Profession-related aspects in Special Education 6	5	B/NB	21
06-I-FB-For1-152-m01	Research-related aspects in Special Education 1	2	B/NB	22
06-I-FB-For2-152-m01	Research-related aspects in Special Education 2	2	B/NB	23
06-I-FB-For3-152-m01	Research-related aspects in Special Education 3	3	B/NB	24
06-I-FB-For4-152-m01	Research-related aspects in Special Education 4	3	B/NB	25
06-I-FB-For5-152-m01	Research-related aspects in Special Education 5	5	B/NB	26
06-I-FB-For6-152-m01	Research-related aspects in Special Education 6	5	B/NB	27
06-I-FB-Lws-MA-152-m01	Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups	4	B/NB	29

06-I-FB-Lws-RSch-152-m01	Studyworkshop: Spelling education in heterogeneous learning groups	3	B/NB	31
06-I-FB-Lws-SE-152-m01	Studyworkshop: Literacy development in heterogeneous learning groups	3	B/NB	32
06-I-FB-Lws-SU-152-m01	Studyworkshop: Inquiry based education in science and social studies	4	B/NB	34
06-I-Lws-152-m01	Studyworkshop	4	B/NB	35
06-I-FB-Lws-Soft-152-m01	Studyworkshop: Software in special education	4	B/NB	33
06-I-FB-Lws-OGL-152-m01	Studyworkshop: Open education and inclusive learning	8	B/NB	30
06-I-FB-Lws-GemsU-152-m01	Studyworkshop: Inclusive learning on different stages of development in heterogeneous learning groups	5	B/NB	28
06-K-FBSp-152-m01	Sports and physical education with pupils with severe disabilities	2	B/NB	43
Hausarbeit (thesis) (10 ECTS credits) Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Sonderpädagogik may write this thesis in the subject they selected as sonderpädagogische Fachrichtung (special education specialization). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.				
06-K-HA-152-m01	Thesis physical and complex disabilities	10	NUM	48

Module title			Abbreviation
Introduction to education in the context of Developmental and Intellectual Disabilities			06-G-FFRA-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Fundamental questions and essential contents of Education for People with Developmental and Intellectual Disabilities. Connections to general Curative and Special Education; historical review; fundamental ethical questions; anthropological aspects of understanding mental disabilities; central ideas and goals of education; mindsets and prejudices; situation of parents and siblings; fields of action. Fundamental didactic and methodological questions and principles of the support focus area of mental development: Goals and contents of classes; basic forms of teaching and learning; teaching principles, school organisation, planning and organisation of classes.

Intended learning outcomes

The students have basic orientational knowledge and are able to perceive and describe the phenomena of "mental disabilities" and the social situation of mentally disabled people 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 (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 6

Module title			Abbreviation
Introduction to didactics and psychology of learning in the context of Developmental and Intellectual Disabilities -1			06-G-FFRB-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education IV		Chair of Special Education for People with Intellectual and Developmental Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Principles and basic terms of a didactic field of the support focus area mental development, didactic models, selected teaching concepts and questions of choosing contents and goals in the context of mental disabilities. Principles and basic terms of psychology in the context of mental disabilities.

Intended learning outcomes

The students have basic and orientational knowledge of didactics and psychology for people with developmental and intellectual disabilities, the history of psychology and application possibilities of psychology. They know the theoretical foundations and historical roots of didactic and psychological terms. The students know different theoretical approaches and models of psychology and didactics. They are able to compare and evaluate different approaches.

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

S (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 6

Module title			Abbreviation
Promoting communication			06-GK-UK-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education IV		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

We discuss special tasks and methods of the promotion of communication as well as theories about human communication. We examine possibilities of physical and non-physical communication for children and juveniles with different impairments/handicaps. Diagnostic questions support the planning and reflection of individual support measures. Different focus areas cover the variety of possibilities of promoting communication.

Intended learning outcomes

The students acquire basic knowledge of varied fields of the promotion of communication in FSkmE. The students become acquainted with special tasks and methods in the field of the promotion of communication competencies. They carry out and evaluate analyses of individual conditions, identify and evaluate individual requirements and deduce possible support measures.

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. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 2
§ 96 I Nr. 6

Module title			Abbreviation
Practice-related aspects in Special Education 1			06-I-FB-Anw1-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Practice-related aspects in Special Education 2			06-I-FB-Anw2-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

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Module title			Abbreviation
Practice-related aspects in Special Education 3			06-I-FB-Anw3-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Practice-related aspects in Special Education 4			06-I-FB-Anw4-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + 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. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

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

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Module title			Abbreviation
Practice-related aspects in Special Education 5			06-I-FB-Anw5-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Practice-related aspects in Special Education 6			06-I-FB-Anw6-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

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Module title			Abbreviation
Profession-related aspects in Special Education 1			06-I-FB-Ber1-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Profession-related aspects in Special Education 2			06-I-FB-Ber2-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

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Module title			Abbreviation
Profession-related aspects in Special Education 3			06-I-FB-Ber3-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Profession-related aspects in Special Education 4			06-I-FB-Ber4-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + 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. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

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

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Module title			Abbreviation
Profession-related aspects in Special Education 5			06-I-FB-Ber5-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Profession-related aspects in Special Education 6			06-I-FB-Ber6-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

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Module title			Abbreviation
Research-related aspects in Special Education 1			06-I-FB-For1-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Research-related aspects in Special Education 2			06-I-FB-For2-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 15 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

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Module title			Abbreviation
Research-related aspects in Special Education 3			06-I-FB-For3-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Research-related aspects in Special Education 4			06-I-FB-For4-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + 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. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 20 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) term paper (approx. 8 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

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

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Module title			Abbreviation
Research-related aspects in Special Education 5			06-I-FB-For5-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (1) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

Teaching cycle: usually once a year

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

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Module title			Abbreviation
Research-related aspects in Special Education 6			06-I-FB-For6-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

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

S (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Inclusive learning on different stages of development in heterogeneous learning groups			06-I-FB-Lws-GemsU-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

Intended learning outcomes

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

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

S (2)

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

presentation (approx. 40 minutes) with written elaboration (approx. 12 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups			06-I-FB-Lws-MA-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means

Intended learning outcomes

Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

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

S (2)

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or
2) presentation (approx. 30 minutes)
creditable for bonus

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Open education and inclusive learning			06-I-FB-Lws-OGL-152-m01
Module coordinator			**Module offered by**
head of studyworkshop of the Institute of Special Education			Institute of Special Education
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
8	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

Principles of open learning; principles of inclusive learning; detailed insights into a selected topic area; evaluation and consideration of learners' prior knowledge; creating and presenting didactic means; implementing didactic plans

Intended learning outcomes

Subject and professional competence in organising and modifying lessons; consideration of learners' prior knowledge; planning of learning processes; planning and creation of didactic material.

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

S (2) + S (2)

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

presentation (approx. 40 minutes) with written elaboration (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

240 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Spelling education in heterogeneous learning groups			06-I-FB-Lws-RSch-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Overview of the models of spelling acquisition in pupils; detailed insights into selected models; promotion of spelling competencies; peculiarities of German spelling rules; spelling classes for heterogeneous groups; knowledge of the corresponding didactic means

Intended learning outcomes

Subject and professional competence in teaching spelling to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 35 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or
6) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Literacy development in heterogeneous learning groups			06-I-FB-Lws-SE-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
3	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Overview of the models of literacy acquisition; detailed insights into selected models; preschool skills; peculiarities of the German language; literacy acquisition in heterogeneous groups; knowledge of the corresponding didactic means

Intended learning outcomes

Subject and professional competence in promoting literacy acquisition in children with and without special educational needs; organisation of learning processes for heterogeneous groups; possibilities of using didactic means

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 35 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or
6) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

90 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Software in special education			06-I-FB-Lws-Soft-152-m01
Module coordinator			**Module offered by**
head of studyworkshop of the Institute of Special Education			Institute of Special Education
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

Intended learning outcomes

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or
3) presentation (approx. 35 minutes) or
4) oral examination of one candidate each (approx. 10 minutes) or
5) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or
6) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop: Inquiry based education in science and social studies			06-I-FB-Lws-SU-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups

Intended learning outcomes

Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers

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

S (2)

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or
2) presentation (approx. 30 minutes)
creditable for bonus

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

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Module title			Abbreviation
Studyworkshop			06-I-Lws-152-m01
Module coordinator		**Module offered by**	
head of studyworkshop of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Learning in heterogeneous groups; realisation possibilities in fields of action in the context of school; conflict area subject didactics - special educational needs. Analysis and structuring of teaching materials; creating teaching materials; combining theoretical considerations and practical exercises; different forms of open learning for individual and differentiated learning

Intended learning outcomes

Professional competence: The students know possibilities and materials for individualised and differentiated classes. They are able to analyse and organise school and preschool learning areas. They know organisation forms and pedagogical implications of learning in heterogeneous groups. Social competence: The students are able to work in teams, share responsibilities and discuss the presentation of results. Self-competence: The students are able to transfer results of scientific work to school processes, evaluate the use of means in school and evaluate or create learning materials. They are able to present and defend their own work results.

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

S (2)

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

1) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or
2) presentation (approx. 30 minutes)
creditable for bonus

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

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Module title			Abbreviation
Counseling in Special Education			06-I-SoBe-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Communication theories, interaction and group dynamics, psychological basics of special educational counselling, elements of conversation techniques, counselling and cooperation, elements of conversation techniques when talking to people that have difficulties with verbal expression, collegial counselling and supervision, counselling concepts (e.g. cooperative, solution-oriented, psychology of learning, systemic ...), methods of cooperation, counselling in crisis situations, counselling in the course of education and life planning.

Intended learning outcomes

The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.

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

V (2) + S (1)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 2
§ 96 I Nr. 2
§ 97 I Nr. 2
§ 99 I Nr. 5
§ 100 I Nr. 2

Module title			Abbreviation
Special Education as a Science 1			06-I-So-Wi1-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Based on the subject area of Special Education, this module shows the connections between its history, theories, institutions and disciplines. Furthermore, it gives an overview of the various and complex fields of action of preschool, school and extracurricular special educational practice.

Intended learning outcomes

This module provides an overview of the theoretical knowledge of the degree subject. Knowledge regarding special educational practice on different 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) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 1
§ 96 I Nr. 1
§ 97 I Nr. 1
§ 100 I Nr. 1

Module title			Abbreviation
Special Education as a Science 2			06-I-So-Wi2-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

We discuss early theoretical concepts and their development or modification (for example Georgens/Deinhardt) in the context of current theories (for example WHO, inclusion) as well as their effects on scientific research. We examine society's attitude towards disabilities and the development of individual and social identity in the context of disabilities (possibly in the context of specific types of disability). Furthermore, we talk about possibilities of social empathy and ways of improvement as well as aspects of attitude change.

Intended learning outcomes

Advanced knowledge of specific theoretical concepts, reflection competence in the context of disabilities and society, increasing problem awareness in the context of disabilities (possibly with a specific focus).

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 written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages) or
6) portfolio (approx. 15 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 1
§ 96 I Nr. 1
§ 97 I Nr. 1
§ 100 I Nr. 1

Module title			Abbreviation
Introduction to the philosophy of science and methods			06-I-WiMe-152-m01
Module coordinator		**Module offered by**	
Managing Director of the Institute of Special Education		Institute of Special Education	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

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

Intended learning outcomes

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

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

V (2) + S (1)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 2
§ 96 I Nr. 1
§ 97 I Nr. 1
§ 99 I Nr. 1
§ 100 I Nr. 1

Module title			Abbreviation
Deepened aspects of didactics for physically disabled learners			06-K-Di2-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

This module closely focuses on special didactic requirements of teaching pupils with physical impairments as well as chronically, progressively and seriously ill children and juveniles. The topics range from aspects of initial tuition to specific subject-didactic adaptations of individual teaching subjects (e.g. initial teaching of reading, initial teaching of calculating,...) up to methods of examining fundamental existential questions which might be burdensome for pedagogues.

Intended learning outcomes

The seminars expand on specific aspects of didactics in FSkmE (special-needs schools focusing on physical and motor development). The students have examined specific questions based on the basic modules. They can analyse, reflect and critically discuss various didactic questions. Based on these skills, they have developed broad didactic competencies. The students can build upon own subject-didactic priorities or choose new, individual priorities. They acquire didactic and methodological competencies which enable them to carry out further theoretical and practical examinations.

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

S (2) + S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 3

Module title	Abbreviation
Heterogenity, Integration and Inclusion	06-K-Di3-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education II	Chair of Special Education in the Context of Physical and Complex Disabilities

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

The module offers a variety of didactic and methodological approaches which enable the students to meet the heterogeneous learning requirements of pupils with special educational needs in the field of physical and motor development. It elaborates on different special educational working fields and methods of support centres for physical and motor development, inclusive learning facilities and mobile special education services.

Intended learning outcomes

The students become more acquainted with didactic and methodological approaches and are able to discuss and evaluate their relevance for learning in heterogeneous groups. Based on different learning environments, the students can determine which approaches to special educational work are suitable for the learners' prior knowledge. The students know appropriate materials and methods for learning in heterogeneous groups and are able to explain their application in different working fields.

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)

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 3

Module title			Abbreviation
Practice with physically disabled learners			06-K-Di5-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
6	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

The module gives insights into processes of interaction and communication in class and school. It includes teachers, pupils and parents. Dealing with teaching processes under difficult conditions provides a detailed insight into the tasks and work methods of teachers in FSkmE (special-needs schools focusing on physical and motor development)

Intended learning outcomes

The module complements the practical experiences of students in FSkmE (special-needs schools focusing on physical and motor development). The students have advanced skills in assessing pedagogical and didactic teaching situations and are therefore able to critically evaluate their own personality as a teacher. Their knowledge enables them to combine teaching situations with suitable pedagogical or didactic-methodological offers. Therefore, they are able to combine the theoretical and practical part of their degree course.

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

S (1)

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

project report (approx. 30 to 50 pages)

Allocation of places

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Additional information

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Workload

180 h

Teaching cycle

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

§ 96 I Nr. 3

Module title			Abbreviation
Sports and physical education with pupils with severe disabilities			06-K-FBSp-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

In this seminar, we carry out instructed teaching practice in water with pupils with profound multiple disabilities in order to familiarise them with the water and to stimulate their perception.

Intended learning outcomes

The participants acquire basic professional and methodological competencies in designing movement-oriented classes for pupils with profound multiple disabilities. The participants acquire special action and self-competencies by advancing their skills in interpreting and properly reacting to the basic expressions of people with profound multiple disabilities.

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

S (2)

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

a) written examination (approx. 30 minutes) or
b) presentation (approx. 20 minutes) or
c) oral examination of one candidate each (approx. 15 minutes) or
d) oral examination in groups (approx. 15 minutes per candidate, groups of 4) or
e) log (approx. 5 pages)

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

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Module title	Abbreviation
Living and Learning with physical and complex disabilities - introduction	06-K-Gr1-1-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education II	Chair of Special Education in the Context of Physical and Complex Disabilities

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

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) + T (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 2

Module title			Abbreviation
Educational aspects of physical and complex disabilities - introduction 2			06-K-Gr1-n-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Central aspects of didactics and teaching: - Didactic models of general education and Education for People with Physical and Complex Disabilities - teaching models - therapy and caregiving

Intended learning outcomes

The students know and are able to evaluate essential aspects from central branches of didactics for people with physical and complex disabilities. They can describe the essential aspects as well as the didactic basics and models of the subject in a differentiated manner.

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

S (2) + S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 2

Module title			Abbreviation
Didactic aspects of physical and complex disabilities- introduction			06-K-Gr2-n-152-m01
Module coordinator			**Module offered by**
holder of the Chair of Special Education II			Chair of Special Education in the Context of Physical and Complex Disabilities
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
6	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Central aspects of didactics and teaching: - Didactic models of general education and Education for People with Physical and Complex Disabilities - teaching models - therapy and caregiving

Intended learning outcomes

The students know and are able to evaluate essential aspects from central branches of didactics for people with physical and complex disabilities. They can describe the essential aspects as well as the didactic basics and models of the subject in a differentiated manner.

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

S (2) + S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

180 h

Teaching cycle

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

§ 96 I Nr. 3

Module title			Abbreviation
Psychological aspects of physical and complex disabilities - introduction			06-K-Gr3-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

The module addresses basic concepts of psychology and its subdisciplines and shows their importance for physically disabled people and Education for People with Physical and Complex Disabilities.

Intended learning outcomes

The students know and are able to evaluate selected contents from central branches of psychology in the support focus area of physical and motor development. They are able to describe the basic principles of these aspects of the subject in a differentiated manner.

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

S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

§ 96 I Nr. 4

Module title			Abbreviation
Thesis physical and complex disabilities			06-K-HA-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
10	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
	undergraduate	--	

Contents

Independent scientific examination of a relevant topic of Education for People with Physical and Complex Disabilities. The guidelines of writing the Hausarbeit (thesis) according to § 29 LPO I are laid down in § 23 LASPO.

Intended learning outcomes

Self- and social competence: By writing the Hausarbeit (thesis), the students have shown their ability to independently work on a topic of Education for People with Physical and Complex Disabilities. Methodological competence: The students are able to work on a question pertaining Education for People with Physical and Complex Disabilities according to scientific methods and to professionally discuss and present scientific findings and results. Subject and professional competence: By writing the Hausarbeit (thesis), the students have proved that they have advanced their subject and professional competence in a selected area of Education for People with Physical and Complex Disabilities.

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

No courses assigned to module

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

term paper as specified in Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 50 pages)
Registration on a continuous basis as agreed upon with supervisor.
Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

Allocation of places

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Additional information

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Workload

300 h

Teaching cycle

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

§ 29

Module title			Abbreviation
Basics of orthopaedics			06-K-Me1-152-m01
Module coordinator			**Module offered by**
holder of the Chair of Special Education II			Chair of Special Education in the Context of Physical and Complex Disabilities
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
6	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

This module explains the medical principles, development, diagnostics and therapeutic possibilities of the main physical impairments as well as current research results. Furthermore, it illuminates the possible effects of these impairments on different developmental areas.

Intended learning outcomes

The students have basic medical knowledge of various physical impairments as well as their diagnostics and therapy and are able to describe possible effects on different developmental areas. Based on this knowledge, they are able to develop first approaches to support. Furthermore, they have gained a comprehensive overview of the main physical impairments and their possible effects on child development and have therefore acquired a firm basis for further theoretical and practical examinations in FSkmE (special-needs schools focusing on physical and motor development).

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

S (2) + S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

180 h

Teaching cycle

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

§ 96 I Nr. 5

Module title			Abbreviation
Relevance of additional medical support systems in the area of physical and complex disabilities			06-K-Me2-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
6	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Ethico-anthropological principles of therapeutic and nursing concepts; basic nursing and didactic nursing dimensions in class; essential principles of therapeutic concepts relevant to classes; essential principles of supporting movement; medical and orthopaedic principles of therapy and nursing for specific groups of pupils in class

Intended learning outcomes

The students are able to evaluate the ethico-anthropological principles of the discussed therapeutic and nursing concepts. They are able to describe basic medical and orthopaedic principles and can critically evaluate their didactic dimensions. The students know and are able to practice the basic principles and methods of the discussed concepts and can apply necessary means in a target-oriented manner.

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)

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

180 h

Teaching cycle

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

§ 96 I Nr. 5

Module title			Abbreviation
Aspects of early childhood and adult life with physical and complex disabilities			06-K-Pä2-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
4	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Basic principles of Education for People with Physical and Complex Disabilities in extracurricular fields of action; possibilities of participation as well as possible disorders; institutional structures; specific requirements in the following fields (exemplary selection) including current research results: Early intervention, work, occupation, profession, living, partnership and sexuality, recreational activities, self-help groups.

Intended learning outcomes

The participants have basic knowledge of the offers of Education for People with Physical and Complex Disabilities in extracurricular fields of action. They are able to depict and critically analyse the leading principles and the given institutional structures. They can critically analyse research projects and their methods and are able to refine and test them in individual fields of action.

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

S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

120 h

Teaching cycle

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

§ 32

Module title			Abbreviation
Living and Learning with physical and complex disabilities - advanced course			06-K-Pä3-n-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
9	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Current issues of Curative or Special Education.

Intended learning outcomes

The participants closely examine current topics of Curative and Special Education. They can critically comment on questions of the social and political discourse relevant to Education for People with Physical and Complex Disabilities and can justify their position. They are able to utilize scientific sources for an advanced opinion formation and to deduce own questions.

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

S (2) + S (1) + S (1) + S (1)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

270 h

Teaching cycle

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

§ 96 I Nr. 2

Module title	Abbreviation
Course related placement in special education (accompanied study 1)	06-K-Prakt1-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education II	Chair of Special Education in the Context of Physical and Complex Disabilities

ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

Intended learning outcomes

Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Physical and Complex Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Physical and Complex Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

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

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)

Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

§ 93 I Nr. 5

Module title	Abbreviation
Course related placement in special education (accompanied study 2)	06-K-Prakt2-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education II	Chair of Special Education in the Context of Physical and Complex Disabilities

ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

Intended learning outcomes

Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Physical and Complex Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Physical and Complex Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

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

P (o)

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

Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

§ 93 I Nr. 5

Module title			Abbreviation
Block placement in special education (block)			06-K-Prakt3-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
2	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (msH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

Intended learning outcomes

Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially concerning Education for People with Physical and Complex Disabilities. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Physical and Complex Disabilities. They utilize these competencies to plan, conduct and evaluate teaching attempts.

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

P (o)

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

Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); participation in mandatory teaching practice, completion of all set tasks as specified by placement school.

Allocation of places

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Additional information

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Workload

60 h

Teaching cycle

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

§ 93 I Nr. 4

Module title			Abbreviation
Exercises in assessment and educational diagnostic in context of physical and complex disabilities			06-K-Ps1-2-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	(not) successfully completed	--	
Duration	**Module level**	**Other prerequisites**	
2 semester	undergraduate	--	

Contents

In this module, we discuss the peculiarities of applying diagnostic test methods when working with physically disabled children and juveniles. In addition, we address and practise further essential diagnostic methods (such as anamnesis, monitoring etc.). We formulate support measures based on the diagnostic findings. All contents are supposed to be applied and reflected in a specific support assessment and adapted to a corresponding individual case.

Intended learning outcomes

The students acquire basic knowledge of different diagnostic methods. They know about the applicability of diagnostic procedures when working with physically disabled children and juveniles. They are able to apply this knowledge to special individual cases by carrying out a diagnostic assessment of the support needs of a specific child. In doing so, they can apply their knowledge to describe possible effects of physical impairments and special developmental processes on different developmental areas. Based on this knowledge, they are able to develop and formulate individual support methods.

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

S (4)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 4

Module title			Abbreviation
Psychology in context of physical and complex disabilities			06-K-Ps2-n-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Application of knowledge acquired in the previous modules: Psychological principles of general psychology, psychology of learning, psychology of motivation, perceptual psychology, personality psychology and developmental psychology for the understanding and explanation of abnormal behaviour in the mentioned areas in the context of physical impairments.

Intended learning outcomes

Their knowledge of impairments in the stated areas enables the students to apply their basic knowledge to possible actions in the fields of education, didactics and therapy.

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)

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 4

Module title			Abbreviation
Psychology in context of physical and complex disabilities - advances course			06-K-Ps3-n-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education II		Chair of Special Education in the Context of Physical and Complex Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Basic knowledge and application of socio-psychological concepts of psychology of attitudes and prejudice, basic knowledge of interaction processes between non-disabled and physically disabled persons, analysis of causes of tensions in interaction. Basic knowledge of coping psychology.

Intended learning outcomes

The students are able to apply socio-psychological concepts to reduce social tensions between non-disabled and physically disabled people in a reflected manner. Based on their profound knowledge of social psychology, the students are able to plan and implement corresponding inclusive offers. They have insights into the specific problems parents and relatives are faced with when a disabled child is born. They are able to apply their knowledge of psychology to help parents and disabled persons in finding suitable coping strategies.

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

S (2)

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

a) written examination (approx. 60 minutes) or
b) presentation (approx. 45 minutes) or
c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or
d) oral examination of one candidate each (approx. 30 minutes) or
e) term paper (approx. 10 pages) or
f) portfolio (approx. 15 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 96 I Nr. 4

Module title			Abbreviation
Introduction to psychometrics and standardized tests			06-K-Ps-D-152-m01
Module coordinator			**Module offered by**
Managing Director of the Institute of Special Education			Chair of Special Education in the Context of Physical and Complex Disabilities
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
7	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Scientific-theoretical and methodological knowledge of special educational psychological diagnostics, practice-oriented examination of qualitative and quantitative methods.

Intended learning outcomes

Knowledge of the scientific-theoretical principles of diagnostic methods of human and social sciences; advanced knowledge of statistical and methodological principles of diagnostics; basic knowledge and orientational knowledge of special educational diagnostic work; knowledge of phenomenological and hermeneutic techniques in the context of educational sciences and psychology; ability of self-reflection regarding the requirements of diagnostic work in special educational contexts.

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

V (2) + 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. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

210 h

Teaching cycle

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

§ 96 I Nr. 4

Module title	Abbreviation
Pedagogy in connection with learning impairment	06-L-Päd-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education I	Chair of Special Education for People with Learning Disabilities

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

Terms and problems: historical and current; history of the subject (developments in pedagogy, didactics, forms of special educational support); current status of Education for People with Learning Disabilities; social circle: Aetiology and genesis, medical, psychological, sociological aspects; introduction to special educational work fields in the context of learning disabilities; general principles of didactics and methods of teaching in the context of learning disabilities; didactic models and teaching concepts; principles and forms of teaching in the context of learning disabilities; socialization background, child development and learning

Intended learning outcomes

Basic knowledge of education for people with learning difficulties; basic reflection competence in view of different disciplinary aspects; methodological competence: Examination of fundamental scientific texts of pedagogy (understanding central information, lines of argument and contexts).

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

V (1) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 2
§ 99 I Nr. 1 (5 ECTS credits)
§ 100 I Nr. 5

Module title			Abbreviation
Specific aspects of teaching with learning disabilities			06-L-SpDid-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education I		Chair of Special Education for People with Learning Disabilities	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
5	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Selected teaching concepts in the context of learning disabilities (e.g. cooperative learning, autonomous work - EVA, discovery learning etc.); selected teaching principles in the context of learning disabilities (e.g. differentiation, structuring, activation, motivation etc.); specific subject-didactic aspects for teaching in the context of learning disabilities (e.g. in Maths, German, Science and Social Studies etc.)

Intended learning outcomes

Advanced knowledge of teaching and learning processes as well as competencies in organising and guiding learning processes for pupils with learning difficulties; advanced methodological competence in selecting different concepts and principles that are suitable for the respective situation; profound knowledge of exemplary subject-didactic principles of schooling and education regarding the special requirements of pupils with learning difficulties, ability to evaluate and adapt to individual learning support; advanced principles of intervention for specific learning difficulties (e.g. dyslexia, dyscalculia etc.).

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. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 8 pages)

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 3
§ 100 I Nr. 5

Module title	Abbreviation
Introduction to speech and language pathology and otorhinolaryngology	06-S-FFRC-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education III	Chair of Special Education and Therapy in Language and Communication Disorders

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

Basic knowledge of classification, aetiology, pathogenesis and symptomatology of language, speech and communication disorders; basic knowledge of linguistics, provided that it is relevant for the identification, scientific explanation, diagnostics and therapy of disorders.

Intended learning outcomes

Self- and social competence: The students have acquired subject-specific knowledge from various disciplines (mainly speech therapy). They are able to examine the topic by critically evaluating models and theories. Methodological competence: The students analyse scientific texts in a hermeneutic way and critically discuss them in the plenum as well as in groups. Subject and professional competence: The students gain a detailed and interdisciplinary overview of language, speech, and communication disorders which are a topic of Speech and Language Pathology. They particularly acquire professional medical knowledge as a basis for scientific work and action in diagnostic/therapeutic practice.

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 written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

Students who did NOT take modules 06-S-Gr, 06-S-FFRC and 06-S-Stör3 in the area of mandatory electives may select these modules in the area of subject-specific transferable skills (FSQ).

Workload

150 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6

Module title			Abbreviation
Introduction to speech and language pathology			06-S-FFRGK-152-m01
Module coordinator		**Module offered by**	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	**Method of grading**	**Only after succ. compl. of module(s)**	
6	numerical grade	--	
Duration	**Module level**	**Other prerequisites**	
1 semester	undergraduate	--	

Contents

Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of the preconditions of language and speech; principles of language acquisition and theories; introduction to the main clinical pictures of language and speech in the context of cognitive and mental disabilities

Intended learning outcomes

Self- and social competence: The students concentrate on studying contents of Speech and Language Pathology and neighbouring disciplines. Methodological competence: The students methodically acquire professional knowledge of Speech and Language Pathology and neighbouring disciplines and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice. Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They especially learn about pronunciation (respiration, phonation, articulation) and forms of dysarthria relevant to Speech and Language Pathology. Based on these principles, the students acquire knowledge of speech disorders in the context of cognitive and mental disabilities.

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 written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

180 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6

Module title	Abbreviation
Introduction to educational science of emotional and behavioral disorders 1	06-V-PBV1-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education V	Chair of Special Education in the Context of Emotional and Behavioural Disorders

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

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

Intended learning outcomes

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

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

V (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or
3) presentation (approx. 30 minutes) or
4) oral examination of one candidate each (approx. 15 minutes) or
5) term paper (approx. 10 pages)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 5
§ 99 I Nr. 1 (5 ECTS credits)

Module title	Abbreviation
Introduction to educational science of emotional and behavioral disorders 2	06-V-PBV2-152-m01

Module coordinator	Module offered by
holder of the Chair of Special Education V	Chair of Special Education in the Context of Emotional and Behavioural Disorders

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

Duration	Module level	Other prerequisites
1 semester	undergraduate	--

Contents

Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.

Intended learning outcomes

The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioural disorders in children and juveniles and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social competence).

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

V (2) + S (2)

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

1) written examination (approx. 60 minutes) or
2) term paper (approx. 20 pages) or
3) presentation (approx. 60 minutes) and written elaboration (approx. 10 pages) or
4) portfolio (approx. 25 pages) or
5) oral examination of one candidate each (approx. 30 minutes)
creditable for bonus

Allocation of places

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Additional information

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Workload

150 h

Teaching cycle

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

§ 95 I Nr. 5
§ 96 I Nr. 6
§ 97 I Nr. 5