

Subdivided Module Catalogue
for the Subject

Speech and Language Pathology

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

Examination regulations version: 2020
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)):

23-Sep-2020 (2020-65)

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

The subject is divided into

Abbreviation	Module title	ECTS credits	Method of grading	page
Compulsory Courses (90 ECTS credits)				
Speech therapy and related sciences (25 ECTS credits)				
o6-S-SHP1-V-202-mo1	Introduction to speech and language pathology 1	5	NUM	53
o6-S-SHP2-V-202-mo1	Introduction to speech and language pathology 2	5	NUM	54
o6-S-SHP3-V-202-mo1	Introduction to speech and language pathology 3	5	NUM	55
o6-S-SHP4-V-202-mo1	Introduction to speech and language pathology 4	5	NUM	56
o6-S-WiMe-V-202-mo1	Introduction to philosophy of science and methods	5	NUM	60
Diagnostic basics, specific diagnostics as well as support and diagnosis-guided intervention in speech therapy (30 ECTS credits)				
o6-I-Testth-202-mo1	Introduction to psychometrics and standardized tests	5	NUM	38
o6-S-DiagStör-V-202-mo1	(Specific) language impairment/(developmental) language disorder - assessment procedures	5	NUM	40
o6-S-Gutachten-V-202-mo1	Examination reports regarding speech and language disorders and specific learning disabilities	10	NUM	43
o6-S-Interv1-V-202-mo1	(Specific) language impairment/(developmental) language disorder - intervention 1	5	NUM	45
o6-S-Interv2-V-202-mo1	(Specific) language impairment/(developmental) language disorder - introduction and intervention 2	5	NUM	46
Language, language acquisition and knowledge of disorders (specific language disorders) (10 ECTS credits)				
o6-S-SpraStör1-VQ-202-mo1	(Specific) language impairment/(developmental) language disorder - acquisition and disorder 1	5	NUM	57
o6-S-SpraStör2-V-202-mo1	(Specific) language impairment/(developmental) language disorder- acquisition and disorder 2	5	NUM	58
School-related fields of action and specific didactics and methodology in speech therapy (25 ECTS credits)				
o6-S-DidMeth1-V-202-mo1	Teaching under the condition of speech and language disorders - theory and practice 1	3	NUM	41
o6-S-Uplan-V-202-mo1	Teaching under the condition of speech and language disorders - planning and reflecting	2	B/NB	59
o6-S-Kultur-V-202-mo1	Introduction to specific learning disabilities in the context of (specific) language impairment/(developmental) language disorder	5	NUM	47
o6-S-DidMeth2-VQ-202-mo1	Teaching under the condition of speech and language disorders - theory and practice 2	5	NUM	42
o6-I-SoBe-202-mo1	Counseling in special needs education	5	NUM	35
o6-S-Präv-V-202-mo1	Prevention and early intervention	5	NUM	52
Course-related Teaching Placement in Education for People with Special Educational Needs (5 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).				
o6-S-Prakt1-V-202-mo1	Course-related internship 1 in speech and language pathology - major subject	2	B/NB	48
o6-S-Prakt2-V-202-mo1	Course-related internship 2 in speech and language pathology - major subject	1	B/NB	50

o6-S-Prakt3-V-202-m01	School internship in speech and language pathology - major subject	2	B/NB	51
Additive Module (4 ECTS credits) Students studying for a teaching degree in special education must complete a "additives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programmes).				
o6-S-AspSHP-V-202-m01	Current topics in speech and language pathology	4	B/NB	39
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 Speech and Language Pathology (Freier Bereich (general as well as subject-specific electives) -- subject specific)				
o6-I-SoWi-202-m01	Special Education as a Science	5	NUM	36
o6-I-KJP-202-m01	Basic questions of child and adolescent psychiatry	5	NUM	32
o6-I-Soz-202-m01	Sociology of special needs education	5	NUM	37
o6-I-FB-Anw1-202-m01	Practice-related aspects in Special Education 1	2	B/NB	6
o6-I-FB-Anw2-202-m01	Practice-related aspects in Special Education 2	2	B/NB	7
o6-I-FB-Anw3-202-m01	Practice-related aspects in Special Education 3	3	B/NB	8
o6-I-FB-Anw4-202-m01	Practice-related aspects in Special Education 4	3	B/NB	9
o6-I-FB-Anw5-202-m01	Practice-related aspects in Special Education 5	5	B/NB	10
o6-I-FB-Anw6-202-m01	Practice-related aspects in Special Education 6	5	B/NB	11
o6-I-FB-Ber1-202-m01	Profession-related aspects in Special Education 1	2	B/NB	12
o6-I-FB-Ber2-202-m01	Profession-related aspects in Special Education 2	2	B/NB	13
o6-I-FB-Ber3-202-m01	Profession-related aspects in Special Education 3	3	B/NB	14
o6-I-FB-Ber4-202-m01	Profession-related aspects in Special Education 4	3	B/NB	15
o6-I-FB-Ber5-202-m01	Profession-related aspects in Special Education 5	5	B/NB	16
o6-I-FB-Ber6-202-m01	Profession-related aspects in Special Education 6	5	B/NB	17
o6-I-FB-For1-202-m01	Research-related aspects in Special Education 1	2	B/NB	18
o6-I-FB-For2-202-m01	Research-related aspects in Special Education 2	2	B/NB	19
o6-I-FB-For3-202-m01	Research-related aspects in Special Education 3	3	B/NB	20
o6-I-FB-For4-202-m01	Research-related aspects in Special Education 4	3	B/NB	21
o6-I-FB-For5-202-m01	Research-related aspects in Special Education 5	5	B/NB	22
o6-I-FB-For6-202-m01	Research-related aspects in Special Education 6	5	B/NB	23
o6-I-FB-Lws-MA-202-m01	Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups	4	B/NB	25
o6-I-FB-Lws-RSch-202-m01	Studyworkshop: Spelling education in heterogeneous learning groups	3	B/NB	27
o6-I-FB-Lws-SE-202-m01	Studyworkshop: Literacy development in heterogeneous learning groups	3	B/NB	28
o6-I-FB-Lws-SU-202-m01	Studyworkshop: Inquiry based education in science and social studies	4	B/NB	30
o6-I-Lws-202-m01	Studyworkshop	4	B/NB	34
o6-I-FB-Lws-Soft-202-m01	Studyworkshop: Software in special education	4	B/NB	29
o6-I-FB-Lws-OGL-202-m01	Studyworkshop: Open education and inclusive learning	5	B/NB	26
o6-I-FB-Lws-Gem-sU-202-m01	Studyworkshop: Inclusive learning in heterogeneous learning groups	5	B/NB	24
LA Sonderpädagogik Speech and Language Pathology (2020)		JMU Würzburg • generated 22-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik (vertieft) - 2020		page 4 / 60

o6-lk-Komp-202-m01	Intercultural competences	5	B/NB	33
o6-lk-Hf-202-m01	Intercultural spheres of activities	5	B/NB	31
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.				
o6-S-HA-V-202-m01	Thesis in speech and language pathology - major subject	10	NUM	44

Module title		Abbreviation
Practice-related aspects in Special Education 1		o6-I-FB-Anw1-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
60 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Practice-related aspects in Special Education 2		o6-I-FB-Anw2-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Practice-related aspects in Special Education 3		o6-I-FB-Anw3-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
90 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Practice-related aspects in Special Education 4		o6-I-FB-Anw4-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Practice-related aspects in Special Education 5		o6-I-FB-Anw5-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Practice-related aspects in Special Education 6		o6-I-FB-Anw6-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 1		o6-I-FB-Ber1-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
60 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 2		o6-l-FB-Ber2-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 3		o6-l-FB-Ber3-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
90 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 4		o6-l-FB-Ber4-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 5		o6-l-FB-Ber5-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: employability skills		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Profession-related aspects in Special Education 6		o6-l-FB-Ber6-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 1		o6-l-FB-For1-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: scientific competences		
Workload		
60 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 2		o6-I-FB-For2-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 3		o6-l-FB-For3-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: scientific competences		
Workload		
90 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 4		o6-l-FB-For4-202-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 term paper (approx. 5 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 5		o6-l-FB-For5-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
Qualification goal: scientific competences		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Research-related aspects in Special Education 6		o6-I-FB-For6-202-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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Inclusive learning in heterogeneous learning groups		o6-I-FB-Lws-GemsU-202-mo1
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Mathematical understanding and arithmetic operations in heterogeneous learning groups		o6-I-FB-Lws-MA-202-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)
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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Open education and inclusive learning		o6-I-FB-Lws-OGl-202-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		
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)		
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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Spelling education in heterogeneous learning groups		o6-I-FB-Lws-RSch-202-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		
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) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or 2) written examination (approx. 45 minutes) or 3) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Literacy development in heterogeneous learning groups		o6-I-FB-Lws-SE-202-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		
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)		
a) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or b) written examination (approx. 45 minutes) or c) term paper (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Software in special education		o6-I-FB-Lws-Soft-202-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)
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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop: Inquiry based education in science and social studies		o6-I-FB-Lws-SU-202-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)
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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
Teaching cycle: in the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Intercultural spheres of activities		o6-lk-Hf-202-m01
Module coordinator		Module offered by
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Theoretical basics of integration and acculturation of people with a migrant background as well as biculturally socialised children and juveniles, introduction of multicultural fields of practice and action, especially those relevant to pedagogy, e.g. intercultural education in educational and extracurricular institutions as well as intercultural counselling.		
Intended learning outcomes		
The students are aware of potential migration-induced behavioural abnormalities as well as psychosocial stress reactions in migrants and are able to critically think, reflect and independently apply their knowledge in practice. Furthermore, they are able to apply and refine existing concepts.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (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) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Basic questions of child and adolescent psychiatry		o6-I-KJP-202-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
2 semester	undergraduate	--
Contents		
Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatoform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody.		
Intended learning outcomes		
The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Intercultural competences		o6-lk-Komp-202-m01
Module coordinator		Module offered by
holder of the Chair of Education of behavioral disorder		Chair of Special Education in the Context of Emotional and Behavioural Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	(not) successfully completed	--
Duration	Module level	Other prerequisites
2 semester	undergraduate	--
Contents		
Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia.		
Intended learning outcomes		
The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (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) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: usually every year		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Studyworkshop		o6-I-LWS-202-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)
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 organization 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) project (preparing, presentation, conduction and evaluation of student lab, 70 to 90 hours total) or 2) written examination (approx. 60 minutes) or 3) term paper (approx. 15 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
Teaching cycle: In the semester in which the course is offered		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i)		

Module title		Abbreviation
Counseling in special needs education		o6-I-SoBe-202-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)		
a) written examination (approx. 60 minutes) or b) portfolio (approx. 10 pages) or c) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 2 § 96 I Nr. 2 § 98a I Nr. 4 § 99 I Nr. 4 § 100 I Nr. 2		

Module title		Abbreviation
Special Education as a Science		o6-I-SoWi-202-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		
History, theories, institutions and subareas of Special Education, including Inclusion. Overview of the manifold and complex fields of action of Special Education in preschool, school and school age and adulthood.		
Intended learning outcomes		
Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all levels.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + V (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 22 II Nr. 4 i) § 95 I Nr. 1 § 96 I Nr. 1 § 98a I Nr. 1 § 100 I Nr. 1		

Module title		Abbreviation
Sociology of special needs education		o6-l-Soz-202-m01
Module coordinator		Module offered by
Managing Director of the Institute of Special Education		Institute of Special Education
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>2.2.1 Sociology of special needs education (o6-l-Soz-221) (e.g. social differentiation of society (e.g. milieus and lifestyle groups), individual and group (e.g. the results of research on attitude, peer pressure and compliance, prejudices and stereotypes))</p> <p>2.2.2 Sociological questions of special needs education (o6-l-Soz-222) (e.g. interaction in and between groups with impaired and not impaired people (also in relation to current political topics))</p>		
Intended learning outcomes		
<ul style="list-style-type: none"> • Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education; • Understanding of structures and connections within communities and living spaces of disabled and not disabled people; • Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion; • into the research of living together in a society or in a community. 		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
<p>1) written examination (approx. 60 minutes) or</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
<p>§ 22 II Nr. 4 i)</p> <p>§ 95 I Nr. 1</p> <p>§ 96 I Nr. 1</p> <p>§ 97 I Nr. 4</p> <p>§ 98a I Nr. 1</p> <p>§ 100 I Nr. 1</p>		

Module title		Abbreviation
Introduction to psychometrics and standardized tests		o6-I-Testth-202-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		
Basis of diagnostics in Special Education, psychological diagnostics, basics of statistics, quality criteria of (quantitative) investigation and their importance, differentiated diagnostics in Special Education, intelligence theory, diagnostics of school achievement		
Intended learning outcomes		
The students know the basics of diagnostics in Special Education, psychological diagnostics, its statistical basis and the quality criteria of (quantitative) investigation. They acquire knowledge about differentiated special education diagnostics, intelligence theory and the diagnostic of school achievement. They learn to reflect their diagnostic approach in Special Education.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 95 I Nr. 4 § 99 I Nr. 2 § 100 I Nr. 4		

Module title		Abbreviation
Current topics in speech and language pathology		o6-S-AspSHP-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
4	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Current topics in Speech and Language Pathology as an applied special education science		
Intended learning outcomes		
<p>Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (especially Speech and Language Pathology) and are able to critically evaluate models and theories of this discipline. The students have worked in groups to advance their knowledge of the module's basic topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar</p> <p>Methodological competence: The students methodically acquire professional knowledge and critically evaluate this knowledge in view of their application possibilities and requirements in theory and practice.</p> <p>Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary.</p>		
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)		
<p>1) written examination (approx. 60 minutes) or</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
120 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 32		

Module title		Abbreviation
(Specific) language impairment/(developmental) language disorder - assessment procedures		o6-S-DiagStör-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of diagnosing phonetic and phonological, lexical-semantic disorders, morphosyntactic disorders and disorders of language comprehension, informal and standardised treatments, differential diagnostics, diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of speech therapeutic goals on the basis of exemplary cases.		
Intended learning outcomes		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own therapeutic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating phonetic and phonological, lexical-semantic, morphosyntactic disorders and disorders of language comprehension. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2		

Module title		Abbreviation
Teaching under the condition of speech and language disorders - theory and practice 1		o6-S-DidMeth1-V-202-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)
3	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Models and concepts of general didactics (e.g. didactic analysis, Berlin Model (Berliner Modell), Hamburg Model(Hamburger Modell)) and instructional psychology, didactic models and concepts of Speech and Language Pathology (e.g. therapy-immanent classes, speech therapeutic classes, Berlin Model and Munich Model (Münchener Modell)), relations between classes, support and individual therapy in view of Speech and Language Pathology, theoretical principles of voice physiology, vocal hygiene and economy (including respiration, posture, tone, articulation).		
Intended learning outcomes		
Self- and social competence: The students are able to critically discuss and evaluate different didactic education models. Furthermore, they acquire the ability to adequately evaluate their own vocal skills and to utilize them in a manner suitable for the occupation. Methodological competence: The students are able to use suitable didactic models as a basis for planning classes and for evaluating and analysing class projects. They are able to utilize their vocal skills in a manner suitable for the occupation and to control and support their voice through specific behaviour patterns and measures of vocal hygiene. Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactics of Speech and Language Pathology. Furthermore, they acquire basic knowledge of the (teacher's) voice and of aspects of vocal hygiene and economy relevant to the occupation.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (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. 45 minutes) or 2) presentation (approx. 15 minutes) with term paper (approx. 6 pages) or 3) portfolio (approx. 8 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
90 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4		

Module title			Abbreviation
Teaching under the condition of speech and language disorders - theory and practice 2			o6-S-DidMeth2-VQ-202-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
5	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Knowledge of teaching reading, writing and mathematics skills under the condition of (developmental) language disorders; theoretical principles of intervention measures for disorders in reading, writing and mathematical skills caused by language disorders; disorder-specific therapy and support concepts; deduction of intervention goals, planning and evaluation of intervention sequences on the basis of exemplary cases.			
Intended learning outcomes			
Self- and social competence: Based on their knowledge of teaching reading, writing and mathematical skills under the condition of (developmental) language disorders the students acquire competencies in planning and implementing intervention goals in lessons. They are able to evaluate these goals in view of their effectiveness and efficiency. Methodological competence: Dealing with didactic and methodological aspects of the acquisition of written language and mathematical skills under the condition of language disorders the students advance their methodological competencies regarding specific methods of planning lessons and interventions. Subject and professional competence: The students acquire profound knowledge of educational research, especially of class evaluation. This knowledge aids them in planning and evaluating their own classes on a theoretical basis and therefore facilitates quality improvement in teaching reading, writing and mathematical skills.			
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. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
Teaching cycle: every year, summer semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 4 § 108 I Nr. 3			

Module title			Abbreviation
Examination reports regarding speech and language disorders and specific learning disabilities			o6-S-Gutachten-V-202-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
10	numerical grade	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
Theoretical principles of diagnosing learning disabilities in school (e.g. literary language, mathematical competencies) and behaviour, informal and standardised treatments (e.g. spelling, reading and mathematics test or , sociogram, curriculum-based measurement), diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of support goals and measures, technique of drawing up medical reports.			
Intended learning outcomes			
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own therapeutic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating disorders in the field of cultural techniques. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics. Techniques of drawing up of medical reports or special educational assessments enable the students to properly describe diagnostic findings as well as resulting support measures.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + S (1) + 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)			
preparing an assessment of special educational need (approx. 15 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
300 h			
Teaching cycle			
Teaching cycle: every year, winter semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 2			

Module title		Abbreviation
Thesis in speech and language pathology - major subject		o6-S-HA-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
10	numerical grade	--
Duration	Module level	Other prerequisites
	undergraduate	--
Contents		
--		
Intended learning outcomes		
--		
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) Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)		
Allocation of places		
--		
Additional information		
--		
Workload		
300 h		
Teaching cycle		
--		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 29		

Module title		Abbreviation
(Specific) language impairment/(developmental) language disorder - intervention 1		o6-S-Interv1-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of intervention measures for disorders of phonetic and phonological acquisition, lexical-semantic and morphosyntactic disorders and disorders of language comprehension; disorder-specific therapy and support concepts, deduction of speech therapeutic goals, planning and evaluation of intervention sequences on the basis of exemplary cases.		
Intended learning outcomes		
Self- and social competence: The students are able to examine basic therapeutic patterns of behaviour in the context of a speech therapeutic intervention. The aim is to objectively evaluate own therapeutic behaviour and to critically discuss and reflect within the seminar group. Methodological competence: theory-based and evidence based therapy methods for phonetic, phonological, semantic-lexical, morphosyntactic disorder and disorders in language comprehension. Subject and professional competence: The students have basic knowledge of therapeutic concepts for phonetic, phonological, semantic-lexical disorders, morphosyntactic disorder and disorders in language comprehension. They know a variety of disorder-specific therapy and support concepts and can assess these concepts on the basis of evaluation studies regarding application fields, strengths and weaknesses.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + 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. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2		

Module title		Abbreviation
(Specific) language impairment/(developmental) language disorder - introduction and intervention 2		o6-S-Interv2-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Theoretical principles of language profiling in successive multi-language acquisition and the diagnosis of (specific) language acquisition disorders in multilingualism; Theoretical principles of diagnosis of pragmatic disorders; informal and standardised treatments, differential diagnostics, diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of therapeutic goals on the basis of exemplary cases.		
Intended learning outcomes		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own diagnostic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating language competences in bilingualism and pragmatics. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2		

Module title		Abbreviation
Introduction to specific learning disabilities in the context of (specific) language impairment/(developmental) language disorder		o6-S-Kultur-V-202-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		
Principles and knowledge of the acquisition of reading, writing and mathematical skills, disorders in reading, writing and mathematics disorders, effects of (developmental) language disorders on the acquisition of cultural techniques.		
Intended learning outcomes		
Self- and social competence: The students are able to work in groups to advance their knowledge of the module's relevant topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students have acquired basic knowledge of written language and the acquisition of reading, writing and mathematical skills. Based on this knowledge, they also have profound knowledge of possible disorders in the field of the acquisition of cultural techniques caused by (developmental) language disorders.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4		

Module title			Abbreviation
Course-related internship 1 in speech and language pathology - major subject			o6-S-Prakt1-V-202-m01
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
<p>The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (mSH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.</p>			
Intended learning outcomes			
<p>Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions.</p>			
<p>Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology.</p>			
<p>Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.</p>			
Courses (type, number of weekly contact hours, language — if other than German)			
P (o)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
Proof of having completed placement (1 to 2 pages)			
Allocation of places			
--			
Additional information			
Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.			
Workload			
60 h			
Teaching cycle			
--			

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

§ 93 I Nr. 5

Module title			Abbreviation
Course-related internship 2 in speech and language pathology - major subject			o6-S-Prakt2-V-202-mo1
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
1	(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 criteria of Speech and Language Pathology. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.			
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)			
Proof of having completed placement (1 to 2 pages)			
Allocation of places			
--			
Additional information			
Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.			
Workload			
30 h			
Teaching cycle			
Teaching cycle: every year, winter semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 93 I Nr. 5			
LA Sonderpädagogik Speech and Language Pathology (2020)		JMU Würzburg • generated 22-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik (vertieft) - 2020	page 50 / 60

Module title			Abbreviation
School internship in speech and language pathology - major subject			o6-S-Prakt3-V-202-m01
Module coordinator		Module offered by	
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders	
ECTS	Method of grading	Only after succ. compl. of module(s)	
2	(not) successfully completed	--	
Duration	Module level	Other prerequisites	
1 semester	undergraduate	--	
Contents			
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 criteria of Speech and Language Pathology. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Speech and Language Pathology. They utilize these competencies to plan, conduct and evaluate teaching attempts.			
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)			
Proof of having completed placement (1 to 2 pages)			
Allocation of places			
--			
Additional information			
Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.			
Workload			
60 h			
Teaching cycle			
Teaching cycle: every year, summer semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 93 I Nr. 4			
LA Sonderpädagogik Speech and Language Pathology (2020)		JMU Würzburg • generated 22-Okt-2025 • exam. reg. data record Lehramt Sonderpädagogik Sprachheilpädagogik (vertieft) - 2020	page 51 / 60

Module title			Abbreviation
Prevention and early intervention			o6-S-Präv-V-202-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			
General aspects of prenatal development and birth, relevant information on early childhood development (cognitive, sensomotoric and socio-emotional development), aetogenesis (risk factors) and symptomatology of disorders in early childhood development; milestones of pre-linguistic and early linguistic development, risk factors for language acquisition disorders, identification of early indicators and diagnostic possibilities, term definition and definition of prevention and early intervention, concepts of prevention and approaches to early intervention in the field of language.			
Intended learning outcomes			
Self- and social competence: The students have worked in groups to advance their knowledge of the module's relevant topics. In doing so, they have advanced their knowledge of contents and have learned to discuss them during the seminar. Methodological competence: The students are able to critically examine scientific literature and questions about pre-linguistic and early linguistic development. By examining scientific findings about prevention, the students have acquired know-how and a basis for reflection for their future occupation in the different fields of action of Speech and Language Pathology. Subject and professional skills: The students have knowledge of general pre- and postnatal development (especially aetiology and risk factors, symptomatology) and of pre-linguistic and early linguistic development. Furthermore, they are able find connections between language acquisition and other (cognitive, sensomotoric and socio-emotional) areas of early childhood development. The students advance their professional competencies regarding diagnostics and possibilities of early intervention in Speech and Language Pathology.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + S (1)			
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)			
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
Teaching cycle: every year, winter semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 4			

Module title		Abbreviation
Introduction to speech and language pathology 1		o6-S-SHP1-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of Speech and Language Pathology as an applied scientific discipline/science and its history; advanced knowledge of preconditions of speech and language; foundations of language acquisition and language acquisition theories; 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 concentrate on studying contents of neighbouring disciplines. Methodological competence: The students methodically acquire professional knowledge of neighbouring disciplines and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice. Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They are able to conduct scientific work in diagnostic/therapeutic practice on the basis of professional linguistic knowledge.		
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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		

Module title		Abbreviation
Introduction to speech and language pathology 2		o6-S-SHP2-V-202-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		
Selected topics of ear, nose and throat medicine (including anatomy, physiology pathophysiology, acoustics); diagnostics and therapy of ear, nose and throat diseases including hearing disorders.		
Intended learning outcomes		
Self- and social competence: The students concentrate on studying contents of the medical disciplines ENT medicine and audiology. Methodological competence: The students methodically acquire professional knowledge of both medical disciplines and critically evaluate these disciplines in view of their relevance for Speech and Language Pathology. Subject and professional competence: The students have basic knowledge of physical acoustics and the principal psychoacoustic parameters. They become acquainted with methods of acoumetry and learn how to analyse and interpret the results. By learning about the function and adjustment of hearing aids, they are enabled to give advice to children and adults with impaired hearing. Furthermore, the participants of the seminar have acquired professional knowledge of the relevance and problems of speech therapy measures in the field of auditory rehabilitation.		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (2)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) oral examination of one candidate each (approx. 15 minutes) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		

Module title		Abbreviation
Introduction to speech and language pathology 3		o6-S-SHP3-V-202-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; anatomical, physiological and phonetic principles for the description of articulation mechanisms and disorders; becoming acquainted with the international phonetic alphabet (IPA) and transcription exercises.		
Intended learning outcomes		
<p>Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (phoniatics and phonetics) and are able to critically evaluate models theories of these disciplines.</p> <p>Methodological competence: The students methodically acquire professional knowledge of neighbouring disciplines (phoniatics and phonetics) and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice.</p> <p>Subject and professional competence: The students have gained a detailed interdisciplinary overview of language, speech and communication disorders which are relevant to the discipline of speech and language pathology. They are able to conduct scientific work in diagnostic/therapeutic practice on the basis of professional medical and phonetic knowledge. They especially learn about pronunciation and forms of dysarthria (respiration, phonation, articulation) relevant to Speech and Language Pathology.</p>		
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)		
<p>1) written examination (approx. 60 minutes) or</p> <p>2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or</p> <p>3) portfolio (approx. 10 pages)</p> <p>creditable for bonus</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		

Module title		Abbreviation
Introduction to speech and language pathology 4		o6-S-SHP4-V-202-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; Theories on language acquisition, developmental-psychological aspects of language acquisition, models of speech processing (speech production and reception), language-relevant basics of anatomy and physiology of the central nervous system, main functions of the brain lobes, neuropsychology of language functions, discussion of selected co-morbid phenomena and anomalies in view of neuropsychology (including memory, concentration)		
Intended learning outcomes		
<p>Self- and social competence: The students have acquired subject-specific knowledge of various disciplines (especially Speech and Language Pathology, psychology) and are able to critically evaluate models and theories of this discipline. The students have worked in groups to advance their knowledge of the module's basic topics. In doing so, they have deepened their knowledge and have learned to discuss relevant aspects in the seminar.</p> <p>Methodological competence: The students are able to analyse scientific texts in a hermeneutic way and to critically discuss them.</p> <p>Subject and professional competence: The students have gained a detailed and interdisciplinary overview of language, speech and communication disorders which are topics of Speech and Language Pathology and psychology. The students have basic subject and professional competence in the field of language acquisition (theories on language acquisition, research methods of language acquisition, models of language processing) and neuropsychological research relevant to developmental psychology and language.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		

Module title		Abbreviation
(Specific) language impairment/(developmental) language disorder - acquisition and disorder 1		o6-S-SpraStör1-VQ-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Knowledge of phonetic, phonological and semantic-lexical acquisition (receptive and productive), explanatory theories and models, symptomatology and aetiology of disorders, classification schemes for symptomatology, differentiation of disorders (especially phonetic versus phonological disorders, recall versus memory disorders). Knowledge of language acquisition theories, knowledge of learning German language and morphosyntactic developmental disorder, basic knowledge of language comprehension, selected aspects of the development of speech comprehension, epidemiology and aetiology of disorders of language comprehension.		
Intended learning outcomes		
Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students have basic knowledge of phonetic, phonological and semantic-lexical disorders. They have advanced professional competence in the fields of phonetics, phonology, semantics and lexicon as well as the corresponding disorders of language acquisition regarding symptomatology, aetiology and epidemiology. The students have advanced professional competence in the fields of language acquisition theories and language comprehension. Based on these skills, they have acquired insights into morphosyntactic developmental disorder as well as disorders in language comprehension.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1) + S (1) + S (1) + S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, winter semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 3 § 108 I Nr. 1		

Module title			Abbreviation
(Specific) language impairment/(developmental) language disorder- acquisition and disorder 2			o6-S-SpraStör2-V-202-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			
Principles and knowledge of bilingualism (e.g. linguistic, sociological and psychological aspects), theories on bilingual language acquisition (e.g. interlanguage and contrastive analysis hypothesis), neurophysiological and -psychological aspects of speech presentation in multilingual persons, specific developmental speech disorder in multilingual persons, basic knowledge of further selected language and speech disorders (e.g. mutism, speech fluency disorders, childhood aphasia), basic knowledge of pragmatics, selected aspects of the pragmatic development, epidemiology, symptomatology and aetiology of pragmatic disorders.			
Intended learning outcomes			
Self- and social competence: The students have worked in groups to acquire basic knowledge of bilingualism, acquisition of bilingualism, selected speech and language disorders, pragmatics and pragmatic disorders. In doing so, they have advanced their knowledge of relevant aspects and have learned to discuss these in the seminar. Methodological competence: The students are able to critically examine scientific literature and questions. Subject and professional competence: The students acquire basic knowledge of multilingualism, selected speech disorders and pragmatics. They have advanced professional competence in the field of bilingualism, relevant speech and language disorders, pragmatics and pragmatic disorders.			
Courses (type, number of weekly contact hours, language — if other than German)			
S (1) + 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 term paper (approx. 8 pages) or 3) portfolio (approx. 10 pages) creditable for bonus			
Allocation of places			
--			
Additional information			
--			
Workload			
150 h			
Teaching cycle			
Teaching cycle: every year, winter semester			
Referred to in LPO I (examination regulations for teaching-degree programmes)			
§ 99 I Nr. 3			

Module title		Abbreviation
Teaching under the condition of speech and language disorders - planning and reflecting		o6-S-Uplan-V-202-m01
Module coordinator		Module offered by
holder of the Chair of Special Education III		Chair of Special Education and Therapy in Language and Communication Disorders
ECTS	Method of grading	Only after succ. compl. of module(s)
2	(not) successfully completed	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
Long-term mediate and immediate class planning (e.g. school year/term planning, sequencing of learning contents and goals), conception of teaching units based on technical knowledge of subject didactics and Speech and Language Pathology, evaluation of the teaching attempts in view of scientific quality criteria.		
Intended learning outcomes		
Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Speech and Language Pathology. Subject and professional competence: The students have knowledge of general didactics, instructional psychology and didactic approaches of Speech and Language Pathology.		
Courses (type, number of weekly contact hours, language — if other than German)		
S (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module can be chosen to earn a bonus)		
portfolio (approx. 10 pages) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
60 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4		

Module title		Abbreviation
Introduction to philosophy of science and methods		o6-S-WiMe-V-202-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		
Special Education as an academic discipline; subject and purpose of science and scientificity; theory and theory building; scientific methods and systems; central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as basics, methodology and principles of scientific work in research and practice -- also based on specific problems and topics of special educational theory, empirical research and practice. Reflections on the approach to a scientific thesis on the basis of relevant scientific questions. Application of methodological considerations and derivation of methodological approaches for different questions (e.g. data collection and evaluation as well as interpretation of results).		
Intended learning outcomes		
Students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects and to objectively discuss and constructively criticise problems and shortcomings (methodological, social and self-competence).		
Courses (type, number of weekly contact hours, language — if other than German)		
V (2) + 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. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		
Teaching cycle		
Teaching cycle: every year, summer semester		
Referred to in LPO I (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 1		