



EVANGELISCHE HOCHSCHULE RHEINLAND-WESTFALEN-LIPPE
Protestant University of Applied Sciences

DEPARTMENT II: INCLUSIVE EDUCATION AND NURSING

Bachelor of Arts Programme in Inclusive Education

Module Handbook, 28 May 2020

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This version is valid for all new students matriculating for the Bachelor of Arts study programme starting in the winter semester of 2020/2021 or later.

This version contains the official amendments listed below:

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1. Objective of the study programme

Inclusive education teachers must be able to support children, young people, and adults who are affected by the presence or risk of disabilities and disadvantages. The objective of the bachelor's programme in Inclusive Education is to acquire competence in the theory-driven conception, implementation, and evaluation of professional measures that contribute to clients' involvement and inclusion in society. The goal is participation in all areas of society, particularly education, culture, health, recreation, residential living, and working. To act in a professional pedagogical and inclusive manner, therefore, it is necessary to acquire skills on the level of personal interactions and group processes, based on varying systematic approaches; on the level of organisations and institutions; and on the level of influence upon social, political, and social policy conditions.

The teaching and learning processes within the course of studies are designed to enable graduates to operate in their fields of work at a professional level, as demonstrated in the following six competencies listed below. Graduates who have successfully completed the Bachelor of Arts in Inclusive Education shall be able ...

... to be guided by values into action.

Concretely, this means to examine, to develop, and to demonstrate, within the ethical context of a Christian conception of humanity, how one's own actions are bound to one's values.

... to think conceptually.

Concretely, this means being able to reflect critically on theoretical concepts in inclusive education and inclusion and to use them as the basis for action at a professional level (*Theorie-Praxis-Transfer*), as well as to gather experience in actual practice.

... to transfer knowledge and know-how.

Concretely, this means taking the knowledge, abilities, and skills gained from various approaches, and applying them to the different situations and conditions of the daily work in education and inclusion.

... to operate innovatively.

Concretely, this means not only mastering, reflecting critically upon, and applying inclusive courses of action in a manner that is contextually appropriate to a target group; it also means demonstrating and implementing the principles of the forward-looking vision of participation found in the International Classification of Functioning, Disability and Health (ICF) and the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD).

... to act in socially relevant ways.

Concretely, this means to be able to enter into a relation with other persons, to discern social structures, to understand the social actions of other persons, to be able to adopt and hold a well-reasoned position, as well as to work cooperatively within a team in an interdisciplinary way.

... to operate with self-awareness.

Concretely, this means using self-knowledge and one's own professional identity as the basis for reflecting critically on one's own actions and their results with respect to one's own role and given task. It also means consciously developing oneself and positioning oneself within the varying situations that arise in one's daily professional work.

2. Structure of the study programme

Introduction to the field of inclusive education, its related disciplines, and the initial determination of focus areas (semesters 1–3)

The first half of the programme of studies begins with an elementary orientation to the field of inclusive education, an introduction to relevant neighbour disciplines (medicine, psychology, law, sociology, ethics), and an introduction to the fundamentals of academic work. In order to provide additional knowledge in psychology, the seminar “Introduction to developmental psychology” was added upon student request, thus giving this subject more time and space. Next within the framework of the programme, there are advanced courses in the area of inclusive education; an orientation to disability studies; a first orientation to the inclusive education activity areas (*Handlungsfelder*); as well as comprehensive diagnostic training, which can be tried out as needed in practice and under professional supervision as part of duties in the therapeutic outpatient clinic (*heilpädagogische Ambulanz*).

Subsequently, students may begin to specialise by choosing two out of four elective modules (*Wahlpflichtmodulen*) covering different focus areas. Compared to the previous curriculum from 2013, the elective modules have been completely reworked from the ground up, taking into account student feedback (e.g., the wish for more content about the stages of life) and the desire on the part of colleagues for the topic of inclusion to be even more firmly anchored in all of the programme’s modules. It is now possible to choose between the following elective modules:

- Support and therapy
- Parenting and education
- Living and working
- Organisational development

Additionally, there is a further introduction to the methods and principles of knowledge acquisition in the social sciences ([Module 14](#): Empirical social research). This additional offering is in response to student wishes for a greater academic focus. The goal here is that after completion of the programme, students will be even more capable of consulting the primary research directly themselves, so that they can keep up to date on the most recent academic developments (lifelong learning). At the same time, this additional offering also serves as preparation for possible future studies towards a master’s degree.

Experiences in actual practice (semester 4)

The fourth semester is dedicated to the practical phase, in which the acquired theoretical subject matter can be practised under professional instruction and guidance. Intensive reflection on this practical phase should prepare the way for the student to deepen the upcoming practical experiences of the fifth and sixth semesters with respect to his or her knowledge of interventions and the corresponding theoretical connections.

Further development and the integration of theory and practice (semesters 5 and 6)

The final two semesters serve to expand and deepen the student’s own theoretical and practically oriented competence in taking action. Deeper exploration takes place within the two elective modules, which provide time for reflection on the practical professional experiences that were gathered in the field during the fourth semester. This is also the time to lay the groundwork for skills in the field of Communication, counselling and dialogue, which is essential for inclusive educators. A course on Professional conduct ([Module 19](#)) has been added in order to prepare students for their future roles as consultants, helpers, and guides. The aim is for a large measure of self-reflection and a focus on the development of a professional identity (the role as a companion and supporter; as well as self-care, stress-management techniques, etc.). These skills and insights can be practised under direction within the framework of the part-time internship.

Practice-oriented research will be done within the framework of the Practical project ([Module 18](#)), also

with an eye toward the upcoming bachelor's thesis. Since the aim is to carry out projects, particularly with partners in the field, students should at this time be gaining practice in project management techniques and methods, professional conduct, and presentation skills.

Finally, the Bachelor of Arts thesis will tie together all the theoretical and practical experiences that have been gained, and marks the conclusion of the course of studies.

3. Module overview

No.	Module name	Credit points
1	Introduction to theories of inclusive education	12
2	Fundamentals of medicine and psychology for inclusive education	12
3	Ethics	6
4	Fundamentals of academic work	6
5	Fundamentals of law for inclusive education	6
6	Introduction to the activity areas	6
7	Fundamentals of sociology and social policy for inclusive education	6
8	Advanced theories of inclusive education and fundamentals of disability studies	6
Pedagogical and inclusive action in practice—introductory and advanced courses {two modules from 9a, 10a, 11a, 12a; plus two modules from 9b, 10b, 11b, 12b}		
9a	Support and therapy (introductory)	6
9b	Support and therapy (advanced)	6
10a	<u>Parenting and education (introductory)</u>	6
10b	<u>Parenting and education (advanced)</u>	6
11a	Living and working (introductory)	6
11b	Living and working (advanced)	6
12a	Organisational development (introductory)	6
12b	Organisational development (advanced)	6
13	Diagnostics	12
14	Empirical social research	6
15	Theory-driven practical experience	30
16	<u>Part-time internship</u>	12
17	<u>Communication, counselling and dialogue</u>	6
18	Practical project	12
19	Professional conduct	6
20	Bachelor of Arts thesis	12

4. Sample course of studies

No.	Semester	Module name	Credit Points
1	1	Introduction to theories of inclusive education	12
2_1	1	Fundamentals of medicine and psychology for inclusive education	(6)
3	1	Ethics	6
4	1	Fundamentals of academic work	6
Subtotal for the first semester			30
2_2	2	Fundamentals of medicine and psychology for inclusive education	(6)
5	2	Fundamentals of law for inclusive education	6
6	2	Introduction to the activity areas	6
7	2	Fundamentals of sociology and social policy for inclusive education	6
8	2	Advanced theories of inclusive education and fundamentals of disability studies	6
Subtotal for the second semester			30
Pedagogical and inclusive action in practice—introductory courses (choice of two out of four modules: 9a, 10a, 11a, 12a)			
9a	3	Support and therapy (introductory)	6
10a	3	Parenting and education (introductory)	6
11a	3	Living and working (introductory)	6
12a	3	Organisational development (introductory)	6
13	3	Diagnostics	12
14	3	Empirical social research	6
Subtotal for the third semester			30
15	4	Theory-driven practical experience	30
Subtotal for the fourth semester			30
Pedagogical and inclusive action in practice—advanced courses (choice of two out of four modules: 9b, 10b, 11b, 12b)			
9b	5	Support and therapy (advanced)	6
10b	5	Parenting and education (advanced)	6
11b	5	Living and working (advanced)	6
12b	5	Organisational development (advanced)	6
16_1	5	Part-time internship: part 1	(6)
17	5	Communication, counselling and dialogue	6
18_1	5	Practical project 1	(6)
Subtotal for the fifth semester			30
16_2	6	Part-time internship: part 2	(6)
18_2	6	Practical project 2	(6)
19	6	Professional conduct	6
20	6	Bachelor of Arts thesis	12

Subtotal for the sixth semester	30
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5. Forms of assessment

No.	Module name	Assessment form
1	Introduction to theories of inclusive education	Oral final examination (60 minutes as a group, or 20 minutes individually)
2	Fundamentals of medicine and psychology for inclusive education	Written final examination (3 hours)
3	Ethics	Term paper (18,000–22,000 characters) ² or portfolio
4	Fundamentals of academic work	Term paper (18,000–22,000 characters)
5	Fundamentals of law for inclusive education	Written final examination (3 hours)
6	Introduction to the activity areas	Presentation (not graded)
7	Fundamentals of sociology and social policy for inclusive education	Term paper (18,000–22,000 characters)
8	Advanced theories of inclusive education and fundamentals of disability studies	Oral final examination (60 minutes as a group, or 20 minutes individually)
9a	Support and therapy (introductory)	Presentation
9b	Support and therapy (advanced)	Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)
10a	Parenting and education (introductory)	Presentation
10b	Parenting and education (advanced)	Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)
11a	Living and working (introductory)	Presentation
11b	Living and working (advanced)	Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)
12a	Organisational development (introductory)	Presentation
12b	Organisational development (advanced)	Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)
13	Diagnostics	Written final examination (3 hours)

² One page corresponds to 1,500 characters, including spaces.
18,000–22,000 characters are equivalent to a term paper 10–12 pages in length
25,000–27,500 characters are equivalent to a term paper 15 pages in length
75,000–105,000 characters are equivalent to 50–70 pages

14	Empirical social research	Written final examination (3 hours)
15	Theory-driven practical experience	Certificate of completion, plus report (25,000–27.500 characters)
16	Part-time internship	Presentation and certificate of successful completion
17	Communication, counselling and dialogue	Oral final examination (60 minutes as a group, or 20 minutes individually)
18	Practical project	Presentation
19	Professional conduct	Presentation or portfolio
20	Bachelor of Arts thesis	Final paper (75,000–105,000 characters, 50-70 pages) and successful oral examination

6. Fieldwork and state certification

Two phases of fieldwork are built into the study programme:

The first internship (*Praktikum I*) comprises 600 hours (80 days) and shall be completed within the framework of [Module 15](#).

The second internship (*Praktikum II*) comprises 187.5 hours (25 days) and shall be completed on a part-time basis within the framework of [Module 16](#).

These two internships have a total duration of 787.5 hours, corresponding to 105 days, thus meeting the requirement for state certification.

7. Module sheets

Abbreviations:

C = compulsory

E = elective

h = hours

L = lecture

P = project

S = seminar

T = tutorial

Notes

1. Courses are listed by way of example in the module descriptions, to lend transparency to how the module is constructed and internally structured.
2. In order to ensure equal treatment for students who are handicapped or chronically ill, students with a migrant background, and students confronting particular life challenges during their studies, it must be ensured that in well-founded exceptional cases, the student be given the opportunity to complete the modules in an appropriate manner. Fuller details are laid down in the Examination Regulations (§11, §14).

Bachelor of Arts Programme in Inclusive Education

Module 1: Introduction to theories of inclusive education

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 1st	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

1. Professional skills:

a. Knowledge

- Basics of inclusive education as a practically oriented discipline, including the history of its development, its central concepts, its theories in their classical and current forms, their interdisciplinary interconnections, and international orientations.
- Systematic knowledge of important central themes in inclusive education and their social, historical, political, and policy origins (normalisation, integration, self-determination, empowerment, inclusion, and participation), as well as their power as a formative force in different social processes and structures.
- An initial understanding of pedagogical models and methods in inclusive education.
- The practice of accepting persons (with disabilities) in their heterogeneity, accompanying them appropriately according to their individual needs and competencies, and promoting their activities and involvement in social life (in accordance with the UN Convention on the Rights of Persons with Disabilities), through the adroit use of differentiated networks while taking into account their particular station, environment, and situation in life. All of this should be done with the support of the latest research as reflected in the professional literature, and against the backdrop of well-conceived systematic practice.

b. Practical skills

- Targeted use of basic fundamental concepts to reflect on specific real-life tasks
- Using acquired knowledge to do a critical analysis of supporting structures and processes in different activity areas within inclusive education (transfer of knowledge into practice)
- Initial critical debate and reflection on theoretical models

2. Personal skills:

a. Social skills:

- To experience and learn to value work within a team
- Self-critical questioning of one's own ideas about inclusive education as they relate to one's intended profession

b. Individual skills: <ul style="list-style-type: none"> – Independence, ability to plan and reflect, deductive reasoning and judgement, plus experience and utilisation of logical relational thinking – Reflection on the theoretical foundations of inclusive education 				
Course content: The skills and goals listed above will be illustrated concretely by way of example through the following course content: <ul style="list-style-type: none"> – Theories and models of inclusive education (history, people, ideas, theories) – Relationship between selected theories and models and their significance for the practice of inclusive education – First exposure to pedagogical models and methods of inclusive education, with their connections to practice – History of general and inclusive education (people, ideas, theories) 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Theoretical foundations I	L	C	2 h weekly (30 h)	45 h
Course 2: Theoretical foundations II	L	C	2 h weekly (30 h)	45 h
Course 3: Pedagogical models and methods in inclusive education	S	C	2 h weekly (30 h)	45 h
Course 4: History of inclusive education	S/T	E	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually)				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 2: Fundamentals of medicine and psychology for inclusive education

Status Compulsory	Workload 300 h	Credit points 12
Duration 2 semesters	Semester 1st & 2nd	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

This module will impart a basic knowledge of medical and psychological assumptions and interventions, at the intersection of educational and inclusive action.

1. Professional skills:
 - a. Knowledge:
 - Current theoretical, definitional, methodological-procedural, and institutional knowledge about the professions of medicine and psychology, particularly with a view to prevention, support, and therapy in the context of inclusion into, and exclusion from, the somatic and mental aspects of health and development as well as illness and disability.
 - b. Practical skills:
 - Independent analysis and integration of foundational theoretical standpoints (both medical and psychological), empirical findings, and interventions that are explicitly or implicitly of importance within the context of inclusive and educational action.
2. Personal skills:
 - a. Social skills:
 - Ability to cooperate in an interdisciplinary manner, in which commonalities and differences are analysed and, if necessary, barriers overcome more effectively.
 - b. Individual skills:
 - Independent acquisition of specialised theoretical knowledge
 - The ability to integrate relevant lines of work into one's own practice in inclusive education

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basic theories and concepts of medicine and social medicine as well as general and clinical psychology
- The interplay and mutual influence of physical, psychological, and social processes (biopsychosocial model)
- The use and application of insights from medicine, social medicine, and psychology to work in inclusive education (e.g., behavioural therapy elements)

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Social medicine: theoretical and empirical basics	L/S	C	2 h weekly (30 h)	20 h
Course 2: Development from a medical perspective	L/S	C	2 h weekly (30 h)	20 h
Course 3: Developmental disorders and disabilities from a medical perspective	L/S	C	2 h weekly (30 h)	20 h
Course 4: Psychology: learning and behaviour	L/S	C	2 h weekly (30 h)	20 h
Course 5: Development from a psychological perspective	L/S	C	2 h weekly (30 h)	20 h
Course 6: Psychological disorders and therapy from a psychological perspective	L/S	C	2 h weekly (30 h)	20 h
<p>Requirements for credit points to be awarded: Students will be tested on the contents of the module through the assessment form “written final examination (3 hours),” divided into two individual exams corresponding to the areas of medical basics and psychological basics. Students must pass both individual exams with a minimum grade of “sufficient” (4.0) in each. The time allotted for each individual exam is 90 minutes. In the case of passing grades for both individual exams, the final grade for the module will be determined by the arithmetic mean of the two individual grades.</p>				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 3: Ethics

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 1st	Frequency Every semester

Applicability of the module: This module is also part of the bachelor study programmes in Social Work (Module 1.5), Religious Education and Diaconia (Module 1.5), Early Education (Module 4), Nursing Science (Module 1.2), and Health and Care Management (Module 1.2).

Course prerequisites: none

Skills and qualification goals:

Students are expected to achieve the following learning outcomes:

1. Professional skills:
 - a. Knowledge and understanding:
 - Students are familiar with fundamental conceptions and current modern-day problems in ethical decision-making.
 - Students know Christian contributions, and contributions from other sources, to the historical and present development of welfare work.
 - b. Practical skills:
 - Students have the hermeneutical competence to treat historical and recent texts on philosophical and theological ethics as well as concrete examples.
 - Students can use conceptual and working models as well as models of argumentation to analyse the normative and anthropological dimensions of their professional practice, and can recognise and analyse their socially defined frameworks.
2. Personal Skills:
 - a. Social skills:
 - Students are able to identify and reflect upon ethical conflicts as well as to bring about clarification through argumentation.
 - Students can distinguish between different levels of conflict, can weigh ethical arguments, and can formulate and defend a well-founded decision.
 - b. Individual skills:
 - Students can articulate and reflect upon their own motivation and personal orientation with regard to their future professional roles.

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Elementary concepts and basic theoretical approaches to traditional and present-day ethics
- Anthropological, theological and philosophical implications of action in social work
- Historical lines of development in welfare work, especially within the culture of Christian charity
- Current fields of conflict in social and professional ethics

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Introduction to ethics	L/S	C	3 h weekly (45 h)	30 h
Course 2: Fundamentals of theology, anthropology, sociology, and history for professional conduct in social work	S	E	2 h weekly (30 h)	45 h
Course 3: Material fields of conflict in ethics	S	E	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Term paper (18,000–22,000 characters) or portfolio.				
Selection options: Choice between Course 2 and Course 3.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 4: Fundamentals of academic work

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 1st	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

Students possess an elementary understanding of the theory of science and have acquired basic skills in academic research work. They are able to comprehend formulations that are relevant to the topic at hand and can develop focused questions as a result. Students can search relevant databases, distinguish between different sources, as well as analyse texts and grasp their key messages. Students can reflect critically on their own experiences and interpretations, substantiate them using the proper sources, and discuss them. When demonstrating the practical transfer of knowledge into practice, students are able to compose and present different academic materials according to formal standards. They know and use formal standards (e.g., text quotations and citations, bibliography, structure/organisation of papers).

1. Professional skills:

a. Knowledge and understanding:

- Knowledge, understanding and analysis of fundamental academic theories and working methods
- Competence in the use of the methods and techniques needed to gather, evaluate, and analyse information (research, review of the literature, academic standards and research techniques)
- The ability to comprehend and explain questions and problems in the practice of inclusive education
- Aptitude in critically evaluating and interpreting information and results from one's own research and those of others

b. Use, application, and generation of knowledge:

- Critical reflection and use of theoretical and empirical sources for one's own academic research work
- Creation of different academic materials aimed at specific target groups for the transfer of knowledge gained
- Search in relevant databases

2. Personal skills:

- a. Social skills:
 - Capacity for argumentation on the basis of academic findings
- b. Individual skills:
 - To be able and ready to adopt a research stance in one's professional conduct, and to develop one's professional conduct continually in a way that is informed and guided by theory (lifelong learning)
 - To be capable of relating analyses of literature to relevant practical problems in one's work
 - To reflect on contradictions in view of knowledge gained through experience and research
 - To critically evaluate and interpret information or investigative and research results of one's own or from others

Course content:

The skills and goals listed above will be illustrated concretely through examples drawn from the following course content:

- Relevant research-related Internet and database searches
- Critical and analytical reading and processing of professional literature
- Creation and presentation of research materials (e.g., reports, abstracts, handouts, written notes, academic degree papers)
- Ethical guidelines for academic work

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: academic research and reading	S	C	2 h weekly (30 h)	45 h
Course 2: academic writing and presentations	S	C	2 h weekly (30 h)	45 h

Requirements for credit points to be awarded: Term paper (18,000-22,000 characters)

Selection options: none

Compensation options: none

Bachelor of Arts Programme in Inclusive Education

Module 5: Fundamentals of law for inclusive education

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 2nd	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

1. Professional skills:

a. Knowledge:

- Understanding of law as a regulatory instrument, which can:
 1. Make participation and inclusion possible through legal claims on (social) benefits;
 2. Protect participation and inclusion through legal defence (discrimination protections);
 3. Create and form social spaces for participation and inclusion (full accessibility/elimination of segregation);
 4. Limit or prevent participation and inclusion (heteronomy and compulsion);
 5. Provide orientation in family law and juvenile service law;
 6. Give a professional legal framework for work in inclusive education (professional confidentiality, duty of care, data protection and privacy)
- Knowledge of pertinent legal provisions and the ability to put them in context
- Understanding of the concept of legal pluralism and knowledge of the consequences for professional conduct

b. Practical skills:

- The ability to take cases that have legal aspects as they arise in professional work, to place them in context within the main fields of law, and to find and apply pertinent norms.
- Knowledge of elementary questions from clients about legal claims for inclusion and participation, and anti-discrimination protections in practice
- Analysis and reflection on the working methods as well as the general conditions in institutions for persons with disabilities
- Incorporation of international human rights ideas into one's field of work and the evaluation of their consequences for one's own practice

2. Personal skills:

a. Social skills:

- Ability to engage in discursive debate about legal questions and to substantiate and defend one's own opinions in mixed teams

<ul style="list-style-type: none"> – Understanding of the difference between assistive care and legally mandated services in working with persons with disabilities, and knowing how to strike the proper balance in light of the tension between the two <p>b. Individual skills:</p> <ul style="list-style-type: none"> – Professional and structured regard to fulfilling assigned tasks while taking legal constraints into consideration – Well-reasoned judgements as to whether inclusion, participation, and self-determination promote or hinder persons with disabilities 				
<p>Course content: The skills and goals listed above will be illustrated concretely by way of example through the following course content:</p> <ul style="list-style-type: none"> – Social law; family law; laws regarding youth services, inclusion, and participation; anti-discrimination laws; human rights – Law as a tool for action and framework for professional activity – Federal Participation Act (<i>Bundesteilhabegesetz, BTHG</i>) – International human rights 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Introductory law	S	C	2 h weekly (30 h)	20 h
Course 2: Advanced law	S	C	2 h weekly (30 h)	20 h
Course 3: International human rights	S	C	2 h weekly (30 h)	20 h
<p>Requirements for credit points to be awarded: Written final examination (3 hours)</p>				
<p>Selection options: none</p>				
<p>Compensation options: none</p>				

Bachelor of Arts Programme in Inclusive Education

Module 6: Introduction to the activity areas

Status Compulsory	Workload 150h	Credit points 6
Duration 1 semester	Semester 2nd	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

1. Professional skills:

a. Knowledge:

Overview of activity areas in inclusive education (support and therapy, parenting and education, living and working, as well as organisational development), with regard to:

- Theoretical foundations and/or approaches
- Different action concepts
- Target-group specificity
- Concrete offerings

b. Practical skills:

- Transfer of knowledge gained, about selected concepts and methods in inclusive education, into sample activity areas
- Development of consequences, placement within academic discourse about self-determination, participation and inclusion

2. Personal skills:

a. Social skills:

- To discuss and present one's own point of view in an academic context
- To experience and learn to value work within a team
- Self-critical questioning of one's own ideas about inclusive education as they relate to one's intended profession

b. Individual skills:

- Analyse and reflect upon one's professional role and identity (pedagogical and inclusive conception of oneself) on a technical professional level

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Overview of the activity areas: support and therapy, parenting and education, living and working, as well as organisational development
- Introduction to the theoretical foundations of the activity areas

– Reflection on career-specific action concepts				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Introduction to the activity areas	S	C	2 h weekly (30 h)	45 h
Course 2: Thoughts and reflections on the choice of focus in the activity areas	S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Presentation (not graded)				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 7: Fundamentals of sociology and social policy for inclusive education

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 2nd	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

This module is an introduction to the fundamentals of sociology and social politics. Attention should be paid to the development of professional identity and competence in the transmission of specific theories and concepts with reference to the discipline of inclusive education. This permits the students to reflect upon the complexity of the conditions surrounding the origins of disabilities and the multidimensionality of suitable sociological analysis and of social policy support.

1. Professional skills:

a. Know and understand

- The central theories and basic concepts of sociology and social policy
- A selection of recent research topics
- The significance of these related disciplines for inclusive education

b. Use, application, and generation of knowledge

- To reflect on the fundamentals of sociological and social policy and to examine their significance with regard to considerations and problems in inclusive education

2. Personal skills:

a. Social skills:

- To discuss and present one's own point of view in an academic context

b. Individual skills:

- To discuss one's professional role and identity (pedagogical and inclusive conception of oneself) on a technical professional level
- To draw connections between sociological and social policy concepts to professional practice

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basic sociological and social policy theories and fundamental concepts
- Inclusion as seen from sociological and social policy perspectives
- Sociological and social policy research in the context of their importance for inclusive education

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Introduction to sociology	S	C	2 h weekly (30 h)	45 h
Course 2: Introduction to social policy	L/S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Term paper (18,000-22,000 characters)				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 8: Advanced theories of inclusive education and fundamentals of disability studies

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 2nd	Frequency Every semester

Applicability of the module:

Course prerequisites: Successful completion of [Module 1](#)

Skills and qualification goals:

The goal of this module is to explore epistemological positions through the writings of selected authors in inclusive education.

A further aim is to examine the concept of disability, and model representations, in the context of disability studies.

1. Professional skills:

a. Knowledge.

- To deepen basic knowledge of inclusive education as well as of disability studies
- To debate some theories of inclusive education and look at the significance they have had from the time they emerged until today.
- To critically analyse and reflect on specific selected theories of inclusive education.
- To examine the conception of science underlying different theoretical approaches, to question their understanding of humanity and society, to compare those approaches, and to critically reflect upon their usefulness for social responses to key problems and contradictions (in the context of the tension between autonomy and dependence, education and therapy, inclusion and widely varying forms of exclusion).

b. Practical skills

- To be in the position to apply knowledge and understanding to the critical analysis, selection, and exclusion of support services and courses of action in different fields of inclusive education, and to utilise them under the appropriate conditions
- To be able to competently explain, describe and analyse professional conduct from the perspective of specific theories and concepts
- To reflect on connections and insights from current professional and social themes in the context of inclusive education
- To subject one's own actions and those of colleagues and cooperation partners to ethical reflection, to maintain the capacity to decide and react in situations of ethical conflict, and to be able to apply the procedures to reach ethical judgements.
- Critical debate and reflection on theoretical models

<p>2. Personal skills:</p> <p>a. Social skills:</p> <ul style="list-style-type: none"> – To experience, and learn to value, work within a team – Self-critical questioning of one's own ideas about inclusive education as they relate to one's intended profession <p>b. Individual skills:</p> <ul style="list-style-type: none"> – Independence, ability to plan and reflect, deductive reasoning and judgement, plus experience and utilisation of logical relational thinking – To reflect on the implications of the theoretical fundamentals for inclusive education 				
<p>Course content:</p> <p>The skills and goals listed above will be illustrated concretely by way of example through the following course content:</p> <ul style="list-style-type: none"> – Debate and further exploration of epistemological positions by means of texts by selected authors in inclusive education, e.g.: Kobi, Moor Haeberlin, Bleidick, Feuser, Jantzen, Speck, Bundschuh, Lindemann, Eberwein, Prengel, Hinz , et al. – Analysis of theories and ideas in epochal contexts, as well as their meaning for current questions – Concept of disability, and model representations, in the context of disability studies 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Advanced theories and positions in inclusive education	L	C	2 h weekly (30 h)	45 h
Course 2: Introduction to disability studies	L	C	2 h weekly (30 h)	45 h
<p>Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually)</p>				
<p>Selection options: none</p>				
<p>Compensation options: none</p>				

Bachelor of Arts Programme in Inclusive Education

Module 9a: Support and therapy (introductory)

Status Elective	Workload 150	Credit points 6
Duration 1 semester	Semester 3rd	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of the introductory course ([Module 6](#))

Skills and qualification goals:

This elective module is an introduction to the activity area **Support and therapy**, and demonstrates the practical relevance of theory and practice for the programme of studies in Inclusive Education. The content varies over the course of a lifetime and highlights different educational and therapeutic aspects.

1. Professional skills:

a. Knowledge and understanding

- Understanding of selected action concepts and methods in inclusive education
- Acceptance of persons (with disabilities) in their heterogeneity, accompanying them appropriately according to their individual needs and competencies, and promoting their activities and involvement in social life (in accordance with the UN Convention on the Rights of Persons with Disabilities), through the adroit use of differentiated methods and networks while taking into account their particular station, environment, and situation in life.

b. Use, application, and generation of knowledge

- A practice informed by the most recent professional literature and in the context of well-reasoned systematic action
- The capability to execute specific objectives and practical work in a way that is grounded in theory
- To use preventative, practically relevant, competency- and resource-oriented explanatory knowledge in practice

2. Personal skills:

a. Social skills:

- The ability to subject one's own actions and those of colleagues and cooperation partners to ethical reflection
- The ability to work alone or in a team, as a team member or leader, according to professional precepts

b. Individual skills:

- A knowledge of concepts and the expository ability to professionally justify, describe, and analyse their actions from the perspective of career-specific concepts, and to evaluate them according to particular criteria
- The ability to confidently select and provide reasons for the choice of conceptual action plans, based upon an analysis that is oriented toward creating life designs and supports that make good use of resources and promote participation for the persons and groups in question.

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Overview of Support and therapy in light of the focus area selected (see below)
- Theoretical foundations of the selected focus area
- Practical relevance of the selected focus area
- Reflection on career-specific concepts for action in the focus area

Courses 1 and 2 in this module will each focus on different course content. The focus of Module 9a could be, for example: therapy to support psychomotor development, play therapy, animal-assisted therapy, or other topics. One of more of these focus areas may be offered in parallel during the same semester. Those same focus areas will be offered again in the fifth semester of studies, in [Module 9b](#), Support and therapy (advanced). Thus it is possible to build upon and deepen understanding of the content over the course of several semesters, thus creating a specialisation in those focus areas. The different focus areas will be identifiable from the corresponding course titles in the course catalogue.

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Fundamentals I for the selected focus area (e.g., promotion of psychomotor development)	L	C	2 h weekly (30 h)	20 h
Course 2: Fundamentals II for the selected focus area	S	C	2 h weekly (30 h)	20 h
Course 3: Seminar on theory and practice: preparation for the practical semester	S	C	2 h weekly (30 h)	20 h

Requirements for credit points to be awarded: Presentation and regular attendance (at least 80%) in Course 3, above.

Selection options: Two out of the four introductory modules 9a, 10a, 11a and 12a.

Compensation options: none

Bachelor of Arts Programme in Inclusive Education

Module 9b: Support and therapy (advanced)

Status Elective	Workload 150	Credit points 6
Duration 1 semester	Semester 5th	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of [Module 9a](#)

Skills and qualification goals:

Advanced content

1. Professional skills:

a. Knowledge and understanding

- Illustrative view of examples of current and future challenges facing inclusive education as a profession and inclusivity-oriented discipline
- Implementation of practice, including selected research contributions, to implement and further develop of professional work

b. Use, application, and generation of knowledge

- The capability to carry out delimited work plans/projects in a theoretically grounded way
- The capability to apply to conceptual development a preventative, competent explanatory knowledge that is conscious of resources and people's circumstances in life.
- The ability to construct and procedurally execute concrete, situationally appropriate action plans according to academically well-founded methods
-

2. Personal skills:

a. Social skills:

- Competence in reflecting on measures and on the quality of actions in a theory-based and critical way
- The capability to consciously develop and present one's own professional standpoints

b. Individual skills:

- Competence in analysing and using predetermined criteria to appraise the course of a project with regard to the quality of its structure, process and results
- Competence in documenting and presenting a concept or the course of a project
- The ability to examine measures and processes according to fixed evaluation criteria
- The capability to consciously develop and present one's own professional standpoints

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Differentiated knowledge of a selected focus area
- Application and combination of theory and practice by means of the implementation of considerations for practice in the selected focus area
- Surety of action in the selected area

Courses 1 and 2 in this module will each focus on different course content. The focus of Module 9a could be, for example: therapy to support psychomotor development, play therapy, animal-assisted therapy, or other topics. One or more of these focus areas may be offered in parallel during one semester. Those same focus areas were already offered previously, in the third semester of studies, in [Module 9a](#), Support and therapy (introductory). Thus it is possible to build upon and deepen understanding of the content in various areas, thus creating a specialisation in those areas over the course of several semesters. The different focus areas will be identifiable from the corresponding course titles in the course catalogue.

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Seminar I on practical applications for the selected focus area (e.g., promotion of psychomotor development)	S	C	2 h weekly (30 h)	45 h
Course 2: Seminar II on practical applications for the selected focus area (e.g., promotion of psychometric development)	S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)				
Selection options: Two out of the four introductory modules 9b, 10b, 11b and 12b.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 10a: Parenting and education (introductory)

Status Elective	Workload 150	Credit points 6
Duration 1 semester	Semester 3rd	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of the introductory course ([Module 6](#))

Skills and qualification goals:

1. Professional skills:

a. Knowledge and understanding

- To develop of an understanding of the complexity of relationship, parenting, and education in the sense of a constructive dialogue
- To accept persons (with disabilities) in their heterogeneity, and to truly perceive the persons in their individual needs and competencies; to reach out to them through appropriate educational and family-support offerings, and, if desired, to accompany them in the processes of their lifelong development and education, while safeguarding their right to self-determination.
- To aim, in keeping with a resource-based orientation, to strengthen and recognise persons in their self-efficacy. In the process, their environment should be actively included and their particular station and situation in life taken into account, to enable their activities and participation in social life (in accordance with the UN Convention on the Rights of Persons with Disabilities).

b. Use, application, and generation of knowledge

- Theory-driven debate and reflection on parenting and educational action based on current research literature and studies
- The ability to bring up and reflect on specific plans of action in a theoretically grounded way, in the sense of subjective design and development planning, while considering diverse methods and being conscious of manifold solutions

2. Personal skills:

a. Social skills:

- The ability to subject one's own actions and those of colleagues and cooperation partners to ethical reflection
- The ability to work alone or in a team, as a team member or leader, according to professional precepts
- The ability to form and use relationship as the basis for educational and developmental processes

b. Individual skills:

- A knowledge of concepts and the expository ability to professionally justify, describe, and analyse their actions from the perspective of career-specific concepts, and to evaluate them according to particular criteria
- The ability to confidently provide reasons for the design of parenting and educational processes based upon an analysis that is oriented toward the creation of life designs that make good use of resources and promote participation for the persons or groups in question.

Course content:

This module introduces the activity area Parenting and education (introductory) and illustrates the theory and practice as it is relevant and applicable to the programme in inclusive education. This offering includes reflections on educational processes over the course of life and accentuates different pedagogical and educational aspects, e.g., early support, early interventions, attachment, learning, and behaviour. The offerings depend on the availability of faculty and can be chosen accordingly.

The skills and goals listed above will be illustrated concretely through examples drawn from the following course content:

- Introduction to and analysis of theoretical fundamentals and questions as they relate to the selected specialisation, including preparation for the practical semester
- Theoretical foundations for the selected focus area(s)
- Recognition of the importance of possibilities for the development and implementation of inclusive educational processes in the context of the different fields within the activity area
- Emphasis on the importance of using different methods and concepts for the different participants in the educational process
- The importance of experiences of attachment, relationship, and interaction
- Becoming acquainted with client-specific possibilities for action
- Becoming acquainted with the goals of inclusive education and parenting in the context of the UN CRPD and the Federal Participation Act (*Bundesteilhabegesetz, BTHG*)
- Reflection on career-specific concepts for action in the focus area

Courses 1 and 2 in this module will each focus on different course content. The focus of Module 10a could be, for example: early support and early interventions, learning and behaviour, aesthetic education, or other topics. One or more of these focus areas may be offered in parallel during the same semester. Those same focus areas will be offered again in the fifth semester of studies, in [Module 10b](#), Parenting and education (advanced). Thus it is possible to build upon and deepen understanding of the content over the course of several semesters, thus creating a specialisation in those focus areas. The different focus areas will be identifiable from the corresponding course titles in the course catalogue.

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Fundamentals I on the chosen focus area (e.g., early help and early interventions)	L/S	C	2 h weekly (30 h)	20 h
Course 2: Fundamentals II, further study on the chosen focus area (e.g., early help and early interventions)	S	C	2 h weekly (30 h)	20 h
Course 3: Seminar on theory and practice: preparation for the practical semester	S	C	2 h weekly (30 h)	20 h

Requirements for credit points to be awarded: Presentation and regular attendance (at least 80%) in Course 3, above.

Selection options: Two out of the four introductory modules 9a, 10a, 11a and 12a.

Compensation options: none

Bachelor of Arts Programme in Inclusive Education

Module 10b: Parenting and education (advanced)

Status Elective	Workload 150	Credit points 6
Duration 1 semester	Semester 5th	Frequency Every semester

Applicability of the module:

Course prerequisites: Successful completion of [Module 10a](#)

Skills and qualification goals:

1. Professional skills:

- a. Knowledge and understanding
 - Illustrative view of examples of current and future challenges facing inclusive education as a profession and inclusivity-oriented discipline
 - Implementation of practice, including selected research contributions, to implement and further develop of professional work
- b. Use, application, and generation of knowledge
 - The capability to carry out choice plans of action in a theoretically grounded way
 - The capability to apply preventative, competency- and resource-oriented, holistic explanatory knowledge to the development of concepts
 - The ability to construct and reflect on situationally appropriate thoughts regarding action in accordance with academically well-founded methods

2. Personal skills:

- a. Social skills:
 - Competence in reflecting on measures and on the quality of actions in a theory-based and critical way
 - The capability to consciously develop and present one's own professional standpoints
- b. Individual skills:
 - Competence in analysing the course of a process with respect to the quality of its structure and results, and to judge it on the basis of well-defined criteria
 - Competence in documenting and presenting a conception or a project
 - The ability to examine measures and processes according to fixed evaluation criteria
 - The capability to consciously develop and present one's own professional standpoints

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Differentiated knowledge about a selected focus area
- Secure action in application and reflection
- Examination of possibilities for cooperation and networking
- Reflection on the effects of the UN CRPD and the Federal Participation Act (*Bundesteilhabegesetz, BTHG*) as they relate to the chosen focus area

Courses 1 and 2 in this module will each focus on different course content. The focus of Module 10b could be, for example: early support and early interventions, learning and behaviour, aesthetic education, or other topics. One or more of these focus areas may be offered in parallel during the same semester. Those same focus areas were already offered previously, in the third semester of studies, in [Module 10a](#), Parenting and education (introductory). Thus it is possible to build upon and deepen understanding of the content in various areas, thus creating a specialisation in those areas over the course of several semesters. The different focus areas will be identifiable from the corresponding course titles in the course catalogue.

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Seminar I on the chosen focus area (e.g., early support and early interventions), with applications	S	C	2 h weekly (30 h)	45 h
Course 2: Seminar II on the chosen focus area (e.g., early support and early interventions), with applications to	S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)				
Selection options: Two out of the four introductory modules 9b, 10b, 11b and 12b.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 11a: Living and working (introductory)

Status Elective	Workload 150	Credit points 6
Duration 1	Semester 3rd	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of the introductory course ([Module 6](#))

Skills and qualification goals:

Students should be introduced to concepts and instruments that enable persons with support needs to live, work, and participate in society, and to ideas for how to develop an inclusive society. They should make individually as well as socially oriented support plans. They should also be able to draw up person-centred inclusion plans.

1. Professional skills:

a. Knowledge and understanding

- Students possess a knowledge of concepts and an expository ability that allows them to professionally justify, describe, and analyse their actions from the perspective of career-specific concepts and based on particular criteria; and to derive interventions from them.
- Students possess competence in developing and reflecting on measures and on the quality of action in a theory-based and critical way.

b. Use, application, and generation of knowledge

- Students possess the ability to construct and procedurally execute concrete, situationally appropriate action plans according to academically well-founded methods.

2. Personal skills:

a. Social skills:

- Students possess the ability to recognise and balance the interests and concerns of persons, groups, or relational systems with regard to inclusive structures and processes.
- Students become capable of consciously developing and presenting their own professional standpoints.

b. Individual skills:

- Students possess the ability to develop their social and professional conduct in different fields according to the professional standards of a pedagogy of inclusive education.

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

<ul style="list-style-type: none"> – Overview of research findings as well as of different concepts and methods for accompanying persons with disabilities in relation to life, work, living, leisure, sexuality, etc., in institutions and in the social sphere. – Centrality of the person, individual support plans, International Classification of Functioning, Disability and Health (ICF) – Connection between theory and practice 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Living and working – an introduction	S	C	2 h weekly (30 h)	20 h
Course 2: Person-centred planning for participation	S	C	2 h weekly (30 h)	20 h
Course 3: Seminar on theory and practice: preparation for the practical semester	S	C	2 h weekly (30 h)	20 h
Requirements for credit points to be awarded: Presentation and regular attendance (at least 80%) in Course 3, above.				
Selection options: Two out of the four introductory modules 9a, 10a, 11a and 12a.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 11b: Living and working (advanced)

Status Elective	Workload 150	Credit points 6
Duration 1	Semester 5th	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of [Module 11a](#)

Skills and qualification goals:

Students should become acquainted with current questions and research findings about the situation of persons with impairments over the course of life and in the social sphere. They should reflect and initiate, on a more advanced level, concepts and instruments that enable persons with support needs to live, work and participate in society, and to be able to build up inclusive structures.

1. Professional skills:

a. Knowledge and understanding

- Students are able to make targeted use of their knowledge and understanding for the critical analysis and reduction of selective and exclusionary structures and processes in different activity areas of inclusive education and in their general frameworks.

b. Use, application, and generation of knowledge

- Students possess a clear understanding of operational concepts and methods in the area of Living and Working, in order to accept persons with disabilities in their heterogeneity, accompany them appropriately according to their individual needs and competencies, and promote their activities and involvement in social life (in accordance with the UN Convention on the Rights of Persons with Disabilities) through the adroit use of differentiated networks. All of this should be done with the support of the latest research as reflected in the professional literature, and against the backdrop of well-conceived systematic practice.
- Students have the ability to confidently select and provide reasons for their action plans, based upon an analysis that is oriented toward creating life designs and supports that make good use of resources and promote participation for the persons or groups in question.

2. Personal skills:

a. Social skills:

- Students are able and willing to take responsibility and assess risks for themselves and others.
- Students achieve the capacity to represent professional and political interests in institutional and social contexts.

<p>b. Individual skills:</p> <ul style="list-style-type: none"> – Students have the ability to form relationships in a professional manner and to balance psychological distance and closeness. – Students are able to work alone, in a team, or in leadership positions, according to professional specifications. 				
<p>Course content: The skills and goals listed above will be illustrated concretely by way of example through the following course content:</p> <ul style="list-style-type: none"> – Life circumstances of persons with disabilities (research results, legal as well as social and spatially oriented fundamentals and theories,...) – More profound examination of various spheres of life (work, leisure, living, sexuality, lodging, social environment,...) – Selected concrete concepts and methods (personal budget, supported employment, personal planning for the future, personal assistance, assisted parenting,...) – Orientation for social life, and neighbourhood development 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Spheres of life I (e.g., work, leisure, living, social environment, lodging, ...)	S	C	2 h weekly (30 h)	45 h
Course 2: Spheres of life II (e.g., sexuality, legal support, social and political participation)	S	C	2 h weekly (30 h)	45 h
<p>Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)</p>				
<p>Selection options: Two out of the four introductory modules 9b, 10b, 11b and 12b.</p>				
<p>Compensation options: none</p>				

Bachelor of Arts Programme in Inclusive Education

Module 12a: Organisational development (introductory)

Status Elective	Workload 150	Credit points 6
Duration 1	Semester 3rd	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of the introductory course ([Module 6](#))

Skills and qualification goals:

This module is an introduction to the activity area of organisational development:

1. Professional skills:

a. Knowledge:

- Knowledge of examples of best practices and successful inclusive model projects
- Knowledge of basic concepts and introductory organisational theories as well as organisational development and consulting
- Basic understanding of organisations and their structure as they relate to inclusive education contexts

b. Practical skills:

- To sketch a first outline of organisational counselling and development and apply it to possible fields of work
- To identify structures and processes that exhibit a potential for inclusion
- Basic knowledge of organisational analysis

2. Personal skills:

a. Social skills:

- To communicate learned content, i.e., argue, discuss, and present
- To become acquainted with and to value interdisciplinary and transdisciplinary cooperation

b. Individual skills:

- Independence, ability to plan and reflect, deductive reasoning and judgement, plus experience and utilisation of logical relational thinking
- To relate inclusive approaches and methods to one's own professional role and identity
- To explain theoretically one's own positions and recognise their practical consequences

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Basic terms, theories, concepts, and methods of organisational development in the context of inclusion
- Basic terms, theories, concepts, and methods of organisations in the context of inclusion

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Organisational development	S	C	2 h weekly (30 h)	20 h
Course 2: Introduction to organisational theories	S	C	2 h weekly (30 h)	20 h
Course 3: Seminar on theory and practice: preparation for the practical semester	S	C	2 h weekly (30 h)	20 h
Requirements for credit points to be awarded: Presentation and regular attendance (at least 80%) in Course 3, above.				
Selection options: Two out of the four introductory modules 9a, 10a, 11a and 12a.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 12b: Organisational development (advanced)

Status Elective	Workload 150	Credit points 6
Duration 1	Semester 5th	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of [Module 12a](#)

Skills and qualification goals:

This module goes further into the activity area “Organisational development”:

1. Professional skills:

a. Knowledge:

- Knowledge of the relations between organisations and the environment, their dependencies, conditions, and contradictions
- Further development of acquired knowledge about organisational theories, developments, and consulting
- Well-grounded knowledge about inclusive processes and structures for organisations

b. Practical skills:

- To understand and analyse organisations in a theory-driven and methodical way
- A broad-ranging repertoire of different forms of communication and intervention in organisations
- To keenly scrutinise examples of best practices, including model projects and individual cases, on a theoretical level, and to analyse them with respect to their inclusive potential
- To point out an organisation’s possibilities and development potential
- To be able to accompany and advise organisations in their development

2. Personal skills:

a. Social skills:

- To communicate learned content, i.e., justify, discuss, and present
- To become acquainted with and to value interdisciplinary and transdisciplinary cooperation

b. Individual skills:

- Development of an appropriate underlying attitude of acceptance, empathy, and integrity
- Development of a professional view of organisations and their possible design
- Becoming acquainted with one’s own (professional) role in organisations

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Theoretical organisational aspects of organisation and environment (open and closed systems, dependencies, institutional framework and boundaries, social contexts, and legal guidelines)
- Models of interaction, intervention, and concrete consulting in different organisational settings

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Organisation and the environment	S	C	2 h weekly (30 h)	45 h
Course 2: Interactions in organisations	S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually); or term paper (18,000–22,000 characters)				
Selection options: Two out of the four introductory modules 9b, 10b, 11b and 12b.				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 13: Diagnostics

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 3rd	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

In addition to the theoretical aspects of diagnosis (aims, tasks, statistical basics), the diagnostic process, person-environment diagnostics, diagnosis of support needs, etc., the course will explain the diversity of methodologies as well as the Index of Inclusion.

Methods of diagnostic action (e.g., test, observation, interview, inventories) will be introduced by means of specific procedures of qualitative and quantitative diagnostics and related to reflections on inclusive education and inclusion.

1. Professional skills:

a. Knowledge:

- Diagnostic basics: concept and development of diagnostic and support procedures; planning and carrying out of diagnostic investigations; analysis and interpretation of results; making, formulating, and checking hypotheses; diagnostics in a historical context as well as in light of the ICF; possibility of inclusive diagnostics
- Qualitative and quantitative methodology: methods, specific procedural fundamentals, basics of quantitative diagnostics, basics of qualitative diagnostics, implementation and evaluation, fields of application, advantages and disadvantages, reflection
- Application of diagnostic knowledge: testing and reflection on diagnostic procedures
- Reports: goals, composition, formal standards, and formulations

b. Practical skills:

- Practical application of diagnostic procedures: experience in carrying out selected qualitative and quantitative procedures
- Reflection on one's own diagnostic activities

2. Personal skills:

a. Social skills:

- To experience and learn to value work within a team
- To build relationships with clients

b. Individual skills:

- Independence, ability to plan and reflect, deductive reasoning and judgement, plus experience and utilisation of logical relational thinking

– Reflection on the implications of diagnostic work for inclusion and participation

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Fundamentals of diagnostic processes and their relation to action in inclusive education and inclusion; incorporation of reflections on the Federal Participation Act (*Bundesteilhabegesetz, BTHG*)
- Person-environment diagnostics, Index of Inclusion, basics of qualitative and quantitative methodology
- Practice of writing reports and support plans
- Presentation and testing of diagnostic procedures and reflection upon those procedures

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Qualitative diagnostics	S	C	2 h weekly (30 h)	45 h
Course 2: Quantitative diagnostics	S	C	2 h weekly (30 h)	45 h
Course 3: Writing reports	S	C	2 h weekly (30 h)	45 h
Course 4: Diagnostic exercises and case studies	S	C	2 h weekly (30 h)	45 h

Requirements for credit points to be awarded:

1. Proof of practical diagnostic practice as learning achievements in the three fields of (a) qualitative diagnostics, (b) quantitative diagnostics and (c) brief reports, acquired in courses 1 through 3, above.
2. Written final examination (3 hours), divided up as follows:
Students will be tested on the contents of the module through individual exams in each of the four areas of qualitative diagnostics; quantitative diagnostics; writing reports; diagnostic exercises and case studies.
Students must pass all four of the individual exams with a minimum grade of “sufficient” (4.0).
The time allotted for each individual exam is 45 minutes.
In the case of passing grades for all four of the individual exams, the final grade for the module will be determined by the arithmetic mean of the individual grades.

Selection options: none

Compensation options: none

Bachelor of Arts Programme in Inclusive Education

Module 14: Empirical social research

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 3rd	Frequency Every semester

Applicability of the module: This module is also part of the bachelor study programmes in Health and Care Management (Module 1.3) and in Nursing Science (Module 1.3).

Course prerequisites: none

Skills and qualification goals:

Students have basic knowledge of qualitative and quantitative social research, its roots in theory as well as essential qualitative and quantitative methods. This module will enable students to reflect critically on their own and others' research results, and to evaluate the scope and relevance of those results for their own professional practice.

1. Professional skills:

- a. Knowledge and understanding
 - To know and understand the methodology and methods of empirical social research
- b. The use, application, and generation of knowledge
 - To differentiate various research approaches and their applicability
 - To make use of research results for one's own professional practice

2. Personal skills:

- a. Social skills:
 - To develop and present one's own standpoint in an academic context
- b. Individual skills:
 - To relate methodological findings to professional practice

Course content:

The skills and goals listed above will be illustrated concretely by way of example in the following course content:

- Fundamentals of the theory of science
- Presentation of studies and results
- The qualitative research process and its methods
- The quantitative research process and its methods
- Quantitative data analysis (statistics)

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Qualitative social research	S/L	C	2 h weekly (30 h)	45 h
Course 2: Quantitative social research	S/L	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Written final examination (2 hours)				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 15: Theory-driven practical experience

Status Compulsory	Workload 750 h	Credit points 30
Duration 1 semester	Semester 4th	Frequency Every semester

Applicability of the module:

Course prerequisites: A total of 60 earned credit points

Skills and qualification goals:

Students will complete an internship (*Praktikum*) in a field of their choice that is relevant to inclusive education, with a corresponding course to give opportunities for reflection. International internships are promoted within the framework of international cooperation. Credit can be given for accompanying courses at other universities on location, and will be complemented by e-learning units as needed.

1. Professional skills:

a. Knowledge:

- Exposure to and practice with methods of inclusive education in a sample activity area
- Organisational structures, sponsors, networks, and conditions for inclusive education work

b. Practical skills:

- To be able to communicate and interact with all of the professional and non-professional actors in the sphere of work and the social environment
- To take responsibility for oneself and others with regard to one's own professional conduct
- To apply the Index for Inclusion to the internship's setting

2. Personal skills:

a. Social skills:

- To perceive, balance, and reflect upon the different interests of those involved in the process at hand
- To communicate with all those involved in a selected field and to take into account the particular characteristics of that specific situation

b. Individual skills:

- To perceive and reflect upon one's own communicative strengths and weaknesses, and to deal consciously with them during conversations
- To use both methods learned, and oneself as a medium, as a part of one's professionalism in everyday work

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- To gather practical experience

<ul style="list-style-type: none"> – To connect theoretical knowledge with practical action – To become acquainted with and reflect upon inclusive and exclusive practices, and to help to achieve inclusion 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Monitoring of the practical semester	S	C	4 h weekly (60 h)	90 h
Internship (<i>Praktikum I</i>)	C	C	–	600 h
Requirements for credit points to be awarded: Certificate showing successful completion of the internship, plus report (25,000–27,500 characters, ca. 15–17 pages); and regular attendance (at least 80%) in Course 1, above.				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 16: Part-time internship

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 to 2 semesters	Semester 5th & 6th	Frequency Every semester

Applicability of the module:

Course prerequisites: Certificate of completion for the eighty-day internship (*Praktikum I*) in [Module 15](#)

Skills and qualification goals:

Students carry out a concrete inclusive-education intervention on a part-time basis within the context of the other modules in the fifth and sixth semesters, while paying special attention to inclusive aspects.

1. Professional skills:
 - a. Knowledge:
 - Differences, commonalities and mode of operations in inclusive education and therapeutic interventions
 - b. Practical skills:
 - To be able to communicate and interact with all the professional and nonprofessional actors in the work and social environments
 - To perceive and reflect upon the different interests of those involved in the process at hand
 - To take responsibility for oneself and others with regard to one's own professional conduct
 - To become acquainted in practice with inclusive and exclusive aspects of the situation
2. Personal skills:
 - a. Social skills:
 - To perceive and respond to the needs of the client and to shape the funding and aid situation in accordance with the UN CRPD
 - To perceive and reflect upon one's own communication strengths and weaknesses, and to deal with them in a mindful and responsible way during the course of the work
 - To be able to work in a team
 - b. Individual skills:
 - To take the methods and theoretical knowledge gained and put them solidly into everyday practice as a component of one's own professionalism

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Gathering practical experience
- Making the connection between theoretical knowledge and practical action

– Working out inclusive and excluding aspects while taking all of the relevant conditions and participants into account				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Debriefing the practical semester	S	C	2 h weekly (30 h)	27.5 h
Course 2: Mentorship and reflection on the part-time internship	S	C	2 h weekly (30 h)	25 h
Part-time internship (<i>Praktikum II</i>)	C	C	–	187.5 h
Requirements for credit points to be awarded: Presentation (20 minutes) and certificate showing successful completion of the internship, as well as regular attendance (at least 80 %) in both courses, above.				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 17: Communication, counselling and dialogue

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 5th	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

This module will cover the basics of Communication, counselling and dialogue.

1. Professional skills:

- a. Knowledge and understanding
 - To become acquainted with concepts in communications theory and skills necessary for structured dialogue, and to integrate and reflect upon them in relation to the programme of studies in inclusive education and its applied fields
 - Knowledge of selected counselling concepts in contexts relevant to inclusive education
 - Knowledge of the goals of the UN CRPD and the Federal Participation Act (*Bundesteilhabegesetz, BTHG*) in a counselling context
- b. Use, application, and generation of knowledge
 - To structure and design counselling sessions appropriately
 - To recognise, incorporate, and reflect on communications processes in a way that relates to theory, and to work with them in solutions-oriented ways
 - To recognise possibilities for further development of offerings in counselling and support services under the premise of participation and self-determination

2. Personal skills:

- a. Social skills:
 - To communicate with others—including those with differing opinions—in a way that is open, relevant, solution-oriented, and cooperative; while justifying, discussing and presenting one's own standpoint in the process
- b. Individual skills:
 - To perceive and reflect upon one's own communicative strengths and weaknesses, as well as one's communicative sensitivity and expressivity, and to deal consciously with them during conversations and counselling sessions
 - To be able to recognise and reflect on one's own person as an influencing factor, and to be able to deal with this factor professionally in the context of counselling

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Fundamentals of communication and interaction, techniques in guiding conversations
- Selected approaches for different forms of counselling (person-centred, systemic, psychoanalytical, behavioural therapy)
- Sample fields of application (advising teams, meetings with parents, etc.)
- Relevance and possibilities for counselling with regard to the guidelines of the UN CRPD and the Federal Participation Act (*BTHG*)

Courses:	Teaching method	Status	Contact hours	Independent study
LV 1: Introduction: theory/methodology of communication, counselling, and dialogue	S	C	2 h weekly (30 h)	20 h
LV 2: Selected counselling approach in theory and practice I (advanced)	S	C	2 h weekly (30 h)	20 h
LV 3: Selected counselling approach in theory and practice II (advanced)	S	C	2 h weekly (30 h)	20 h
Requirements for credit points to be awarded: Oral final examination (60 minutes as a group, or 20 minutes individually)				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 18: Practical project

Status Compulsory	Workload 300 h	Credit points 12
Duration 2 semesters	Semester 5th & 6th	Frequency Every semester

Applicability of the module:

Course prerequisites: Completion of [Module 14](#), Empirical social research.

Skills and qualification goals:

This module consists of a practical or an academic project. First, current research and investigative topics are presented before the learning goals of the project work are introduced. The content matter will be tried out, explored, and reflected upon. The project should be situated in the area of selected methods in inclusive education and thus encompass the framing of questions as found in those methods. Finally, the chosen project will be analysed and the results presented.

1. Professional skills:

a. Knowledge:

- To acquire knowledge about project work
- To investigate current research topics as well as to develop meaningful questions or investigative research topics
- To differentiate between various methods for the practical project, taking into account the UN Convention on the Rights of Persons with Disabilities

b. Practical skills:

- To plan, implement and evaluate a practical or academic project in one of the activity areas of inclusive education, as well as to develop the possibilities for educational implementation of the requirements for inclusion
- Analysis and reflection on a practical or academic research project in inclusive education or inclusive pedagogy in relation to theory and practice

2. Personal skills:

a. Social skills:

- To introduce and explain a project within a work team, and to defend it in the face of critical objections

b. Individual skills:

- To procure factual information (theories, concepts, ideas and suggestions for practice) independently as well as to relate theoretically acquired knowledge to practical experiences
- In practical experiences, to be aware of and to reflect on one's own personality together with its potential and limits, as well as to make conscientious decisions for optimal connection to the project

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Current research questions on inclusion, participation and involvement
- Fundamentals of evaluation research
- Guided practical project/academic research projects

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Lecture series: Current research questions and studies on the effectiveness of inclusive education	S	C	2 h weekly (30 h)	45 h
Course 2: Project development: Introduction to the practical project	S	C	2 h weekly (30 h)	75 h
Course 3: Project implementation: monitoring, analysis and presentation of results	S	C	2 h weekly (30 h)	90 h
Requirements for credit points to be awarded: Presentation				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 19: Professional conduct

Status Compulsory	Workload 150 h	Credit points 6
Duration 1 semester	Semester 6th	Frequency Every semester

Applicability of the module:

Course prerequisites: none

Skills and qualification goals:

This module serves as a challenge to reflect upon one's own professional identity in the context of one's own professional conduct.

1. Professional skills:

a. Knowledge and understanding:

- Analysis and integration of professionalisation theory and professional conduct, in light of the interdependent and restricted nature of one's knowledge and actionable skills, social skills, and personal skills.
- Knowledge of the basic assumptions underlying an inclusive and educational professionalism and dimensions of meaning.

b. Proficiencies:

- To combine theoretical, conceptual-methodological, and reflective action into dimensions of professional conduct
- To define, establish and communicate the professional understanding of oneself as an active agent.

2. Personal skills:

a. Social skills:

- To bring one's own reflective professional stance into balance with certain circumstances and otherness (e.g., motives and intentions of other actors), as well as To communicate a personal and professionally grounded position

b. Individual skills:

- To connect and develop a theory-driven, reflective professional identity with an ethically founded consciousness of the different dimensions of inclusion and exclusion (culture, gender, age, language, socio-economic position, disability, sexual orientation, religion, and other dimensions)

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

<ul style="list-style-type: none"> – Professionalisation theory – Use of theories from education and psychology for the development of one's own professionalism – Basic assumptions and dimensions of professionalism in inclusive education in the face of changing social conditions – Theoretical, conceptual-methodological and reflective dimensions of professional action – Reflection on one's personal positions and those within one's occupational biography – Characteristics of a reflective professional stance (empathy, fostering of relationships, ability to accept criticism, to reflect upon oneself and others, etc.) 				
Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Professionalism and work in inclusive education	S	C	2 h weekly (30 h)	45 h
Course 2: Working approaches with elements of self-knowledge	S	C	2 h weekly (30 h)	45 h
Requirements for credit points to be awarded: Presentation or portfolio				
Selection options: none				
Compensation options: none				

Bachelor of Arts Programme in Inclusive Education

Module 20: Bachelor of Arts thesis

Status Compulsory	Workload 300 h	Credit points 12
Duration 1 semester	Semester 6th	Frequency Every semester

Applicability of the module:

Course prerequisites: Any student who has earned at least 120 credit points in the modules of the Bachelor of Arts Programme in Inclusive Education may be allowed to begin work on the thesis.

Skills and qualification goals:

Completion of Bachelor of Arts studies in Inclusive Education as well as proof of the capability to carry out independent academic work in the relevant topic area

1. Professional skills:

a. Knowledge and understanding:

- To obtain an overview of a research question in inclusive education, and to investigate it in written form with the use of academic working and research methods
- To take societal, legal, social and/or institutional requirements on professional conduct into account

b. Use, application, and generation of knowledge

- Realistic planning of time and work requirements
- Consideration and keeping of formal standards of academic work

2. Personal skills:

a. Social skills:

- To present the results of one's own work, deal constructively with questions, recognise problems, and search for solutions
- To prepare oneself for exams, optionally as part of a team

b. Individual skills:

- Establishment and reflection upon one's own professional identity
- Independent work (time and self-management) as well as self-evaluation of one's own performance

Course content:

The skills and goals listed above will be illustrated concretely by way of example through the following course content:

- Identification and exploration of a topic in inclusive education
- Academic work in the context of the B.A. thesis
- Academic discussion and reflection (colloquium)

Courses:	Teaching method	Status	Contact hours	Independent study
Course 1: Topic-finding and accompanying colloquium, as well as writing of the B.A. thesis, and colloquium	S	C	2 h weekly (30 h)	270 h
Requirements for credit points to be awarded: Final paper (75,000–105,000 characters, 50-70 pages) and successful oral examination				
Selection options: none				
Compensation options: none				