

**Note:**

The following curriculum is a consolidated version. It is legally non-binding and for informational purposes only.

The legally binding versions are found in the University of Innsbruck Bulletins (in German).

**Original version** published in the University of Innsbruck Bulletin of 20 March 2010, Issue 15, No. 143

**Modification** published in the University of Innsbruck Bulletin of 15 February 2018, Issue 14, No. 204

**Modification** published in the University of Innsbruck Bulletin of 28 June 2019, Issue 65, No. 571

**Consolidated version from 1 October 2019**  
Curriculum for the  
**Master's Programme Business Education**  
at the University of Innsbruck Faculty of Business and Management

**§ 1 Qualification profile and program objectives**

- (1) The Master's Programme Business Education forms part of the group of studies in the social and economic sciences.
- (2) The Master's Programme Business Education aims at intensive career preparation in the social and economic sciences and qualifies students for careers which require the application of well-founded, scientific knowledge and methods. As a scientific program, it essentially covers theories, methods and instruments of business education. Findings from the field of gender research are also taken into consideration.
- (3) In addition to subject-specific competences, the Master's Programme Business Education also promotes general social and personal skills. Among others, these include communication, conflict-solving, cooperation, leadership, presentation, and reflection skills.
- (4) The objective of the Master's Programme is to develop advanced analytical and problem-solving competences valuable in science and practice, which are well-grounded in science and supported by theories and methods. This competence should enable students,
  - to elaborate research questions independently, to reflect on scientific knowledge and apply it to new, especially research-relevant contexts, as well as to pursue PhD Programmes;
  - to cope with pertinent responsibilities in their professional careers outside the university in a scientifically sound and practically relevant manner. Above and beyond the field of Business Education, graduates of the Master's Programme are qualified to pursue careers in a variety of occupational fields;
  - to reflect intensively on the ethical and social consequences and dimensions when applying their knowledge.
- (5) In particular, the Master's Programme Business Education prepares students for
  - teaching business and economic subjects at vocational schools and/or colleges and
  - managerial, planning, analytical, research and consulting responsibilities, requiring a combination of business-related and pedagogical qualifications and
  - pursuing a PhD program.

## **§ 2 Admission requirements**

- (1) Admission to the Master's Programme Business Education requires a thematically relevant bachelor program completed at a university or a university of applied science or other, equivalent studies completed at an acknowledged Austrian or non-Austrian post-secondary educational institution. In cases where only minor requirements are missing, the Rector's office may require applicants to take additional exams during the Master's Programme Business Education to have their degrees acknowledged as equivalent to the requirements stated above.
- (2) Thematically relevant studies include the Bachelor's Programme Management and Economics completed at the University of Innsbruck.

## **§ 3 Duration of the programme**

- (1) The Master's Programme Business Education equals 150 credits (ECTS); this corresponds to a programme duration of five semesters.
- (2) The Programme is organised in courses.

[§ 4 acc. to the University of Innsbruck Bulletin of 15 February 2018, Issue 14, No. 204 is omitted]

## **§ 5 Types of course units and number of participants**

- (1) Lectures (VO) are scientific presentations that provide an introduction to a subject matter or cover, discuss and explain research topics, questions, and methods and introduce new research findings.
- (2) Course units with continuing performance assessment are:
  1. Proseminars (PS): Proseminars cover the fundamentals of scientific methods, give an introduction to the literature and state of the art in the field, and focus on selected issues from the field. The maximum number of participants is 40.
  2. Seminars (SE): Seminars focus on detailed scientific discussions. Participants are expected to make oral and/or written contributions. The maximum number of participants is 30.
  3. Tutorials (UE): In tutorials, students acquire application-oriented competences and work on practical cases. The maximum number of participants is 20.
  4. Lectures with practical elements (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of participants: 150

## **§ 6 Procedure for the admission to course units with a limited number of participants**

In course units with a maximum number of participants, places are allocated based on the following procedure:

1. At the beginning of the registration period for course units of a given semester, each student receives 1,000 points twice. At the end of the registration period for a certain semester, unused points expire.
2. Students use as many points as they want from the first account of 1,000 points to bid for course units which they want to enroll in; this way, they express their course preferences for the 1<sup>st</sup> enrolment round.
3. Students use as many points as they want from the second account of 1,000 points to bid for course units which they want to enroll in; this way, they express their course preferences for the 2<sup>nd</sup> enrolment round.
4. Depending on how many points from the first account are used to bid for certain course units, students receive up to 30 ECTS credits, provided they fulfill the admission requirements.

5. Depending on how many points from the second account are used to bid for certain course units, students receive courses which have not been allocated according to Points 2 and 4 above. Again, students have to fulfill the respective admission requirements.
6. The total number of course units assigned according to Points 1-5 above may not exceed the number of course units necessary in a given semester (30 ECTS credits).
7. A lottery system is used to allocate course units still available after the course allocation described in points 1-5 above to those students who have received fewer course units than necessary in a given semester (30 ECTS credits).
8. Through the procedures described in Points 1-7 above, all students are assigned exactly the number of course units necessary for the Program in any given semester (30 ECTS credits).

## § 7 Overview of compulsory modules

(1) The following module is compulsory:

	<b>Compulsory Module</b>	<b>h</b>	<b>ECTS-credits</b>
<b>1</b>	Research Skills in Business Education	4	10

(2) The following modules are compulsory:

	<b>Compulsory Module</b>	<b>h</b>	<b>ECTS-credits</b>
<b>1</b>	Orientation Module Business Education	3	5
<b>2</b>	Introduction to Theories of Socioeconomic Education	5	10
<b>3</b>	Teaching and Learning as a Career	5	10
<b>4</b>	Management and Development of Educational Organizations	3	5
<b>5</b>	Didactics of Business Education (I)	5	10
<b>6</b>	Didactics of Business Education (II)	5	10
<b>7</b>	Support Module for Teaching Practice	2	5
<b>8</b>	Support Module for Master Thesis	1	2.5
<b>9</b>	Preparation of the Master's Thesis	0	5

## § 8 Overview of elective modules

(1) Four elective modules from the following catalogue have to be completed:

	<b>Elective Module</b>	<b>h</b>	<b>ECTS-credits</b>
<b>1</b>	Teaching/Learning Relationships (I): Assessment of Career-Related Competences	3	5
<b>2</b>	Teaching/Learning Relationships (II): Current Topics in Business Education Research and Practice	3	5
<b>3</b>	Teaching/Learning Relationships (III): Coaching and Supervision	3	5
<b>4</b>	Human/Technology Relationships: E-Learning	3	5
<b>5</b>	Human/Technology Relationships: (II): Digital Business Processes in Business Education	3	5

6	Human/Technology Relationships: (III): Business Education in a Digital Economy	3	5
7	Human Relations Management (I): Intercultural Human Resource Development	3	5
8	Human Relations Management (II): Employment-oriented Counseling	3	5
9	Human Relations Management (III): Facilitating, Counseling and Coaching Learning Groups	3	5
10	Interdisciplinary Competences		5

(2) One additional elective module has to be completed:

	Elective Module	h	ECTS-credits
1	One of the modules of the master's programmes offered by the Faculty of Business and Management or the Faculty of Economics and Statistic		10

## § 9 Description of compulsory and elective modules

(1) **Compulsory Module** referred to in § 7 (1)

1	Compulsory Module: Research Skills in Business Education	h	ECTS-credits
a	<b>VO Methodological and Methodical Aspects of Research in Business Education</b> The lecture covers methodological research approaches in business education, fundamental research methods, and the development of research designs.	2	4
b	<b>SE Research Skills in Business Education</b> Discussion of methodical questions and research designs of selected research topics in business education	2	6
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning objectives of the course:</b> Students become acquainted with methodological and methodical research approaches in business education; they develop the competence to categorize research qualitatively and to design research projects independently.		
	<b>Prerequisites:</b> positive completion of the compulsory modules referred to in § 7 (2-1 and 2-2)		

(2) Compulsory Modules referred to in § 7 (2)

1	Compulsory Module: Orientation Module Business Education	h	ECTS-credits
a	<b>VU Introduction to Business Education</b> Introduction to business education - central terms, history and careers; with a special focus on gender aspects	2	3
b	<b>UE Business Education in Practice</b> Insight into selected pedagogical careers in schools and other organizations	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>

	<b>Learning Outcomes:</b> Students become familiar with the history of and theory formation in business education: they acquire an overview of research and practice in business education.		
	<b>Prerequisites:</b> none		

<b>2</b>	<b>Compulsory Module: Introduction to Theories of Socioeconomic Education</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Introduction to Theories of Socioeconomic Education</b> Introduction to central terms of socioeconomic education with special consideration of didactic theories and models; special focus on gender aspects	2	4
<b>b</b>	<b>PS Reflection on Theories of Socioeconomic Education</b> Critical reflection on planning, designing and following up on teaching/learning arrangements with consideration of didactic, pedagogical and methodical questions	3	6
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students develop didactic and pedagogical competences which enable them to structure the complex fields of planning, executing, and analyzing teaching/learning units.		
	<b>Prerequisites:</b> none		

<b>3</b>	<b>Compulsory Module: Teaching and Learning as a Career</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>PS Planning Lessons</b> Acquaintance with and work on first methodical and didactic concepts for teaching business subjects in schools; reflection on the complex role of being a teacher	3	6
<b>b</b>	<b>UE The Practice of Teaching</b> Students plan, teach, evaluate and follow up on lessons within the framework of a teaching practice at a vocational school; the teaching practice aims at career orientation and is thematically integrated into the course unit.	2	4
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students gather first teaching experience and reflect on the role of the teacher.		
	<b>Prerequisites:</b> none		

<b>4</b>	<b>Compulsory Module: Management and Development of Educational Organizations</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Education Management</b> Detailed introduction to the special characteristics of managing educational organizations	2	3
<b>b</b>	<b>PS Development of Educational Organizations</b> Discussion of and reflection on the special characteristics of developing and managing educational organizations	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>

	<b>Learning Outcomes:</b> Students develop the competence to identify tasks and challenges involved in education management in companies and schools; these they reflect on and critically evaluate the instruments which could be used as a response.
	<b>Prerequisites:</b> none

<b>5</b>	<b>Compulsory Module: Didactics of Business Education (I)</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Didactics of Business Education (I)</b> Introduction to up-to-date, action-oriented, and holistic methods of teaching and learning, especially in view of their application at vocational schools and in adult education	1	2
<b>b</b>	<b>SE Didactics of Business Education (I)</b> Development, application and critical analysis of methodically/didactically well-founded teaching/learning units for business education	4	8
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students acquire the didactic competences to plan, implement, and develop teaching/learning arrangements in business education.		
	<b>Prerequisites:</b> positive completion of the compulsory modules referred to in § 7 (2-2 and 2-3)		

<b>6</b>	<b>Compulsory Module: Didactics of Business Education (II)</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Didactics of Business Education (II)</b> Introduction to basic theories, methods, and didactic questions in the context of communication technologies and New Media	2	5
<b>b</b>	<b>SE Didactics of Business Education (II)</b> Development of didactically and methodically sound teaching/learning units for selected curricular areas in the context of communication technologies and New Media	3	5
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Students develop specialized didactic competences to plan, implement, and develop teaching/learning arrangements in business education, especially in the context of communication technologies and New Media.		
	<b>Prerequisites:</b> positive completion of the compulsory modules referred to in § 7 (2-2 and 2-3)		

<b>7</b>	<b>Compulsory Module: Support Course for Teaching Practice</b>	<b>h</b>	<b>ECTS-credits</b>
	<b>SE Support Course for Teaching Practice</b> Discussion and coaching regarding relevant questions emerging in the course of the teaching practice; special focus on gender aspects	2	5
	<b>Total</b>	<b>2</b>	<b>5</b>

	<b>Learning Outcomes:</b> Students complete a period of teaching practice in a school, reflect on this experience, and develop their own pedagogical professionalism.
	<b>Prerequisites:</b> positive completion of the compulsory modules referred to in § 7 (2-2, 2-3, 2-5 and 2-6); registration for the teaching practice referred to in § 10

8	Compulsory Module: Support Course for Master Thesis	h	ECTS-credits
	<b>SE Support Course for Master Thesis</b> The seminar supports the process of creating the master thesis. Students present their thesis, discuss particular issues in detail, and intensively reflect on theoretical aspects as well as research designs.	1	2.5
	<b>Total</b>	<b>1</b>	<b>2.5</b>
	<b>Learning Outcomes:</b> On completion, students have the competence to design and carry out a scientific study and to present their research results in different contexts.		
	<b>Prerequisites:</b> positive completion of the compulsory modules referred to in § 7 (1)		

9	Compulsory Module: Preparation of the Master's Thesis	h	ECTS-credits
	Agreement on the topic, the scope and the form of the Master's Thesis on the basis of a brief summary of the contents (abstract) as well as agreement on the work processes and the study progress. Planning of an appropriate time frame for the completion of the Master's Thesis.	-	7.5
	<b>Total</b>	<b>-</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> After successful completion of this module, the students will be able to write a brief summary of the content of the planned Master's Thesis (abstract), to outline an anticipated schedule and to conclude a written Master's Thesis agreement.		
	<b>Prerequisites:</b> none		

(3) Elective modules referred to in § 8 (1)

1	Elective Module: Teaching/Learning Relationships (I): Assessment of Career-Related Competences	h	ECTS-credits
<b>a</b>	<b>VO Assessment of Career-Related Competences</b> Introduction to selected, current methods and concepts of career-related competence assessment	2	3
<b>b</b>	<b>PS Assessment of Career-Related Competences</b> Critical reflection on questions and instruments of career-related competence assessment	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students acquire the diagnostic competences to assess the learning and development level of learners.		
	<b>Prerequisites:</b> none		

<b>2</b>	<b>Elective Module: Teaching/Learning Relationships (II): Current Topics in Business Education Research and Practice</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Current Topics in Business Education Research and Practice</b> Discussion of current topics in business education research and practice	2	3
<b>b</b>	<b>PS Current Topics in Business Education Research and Practice</b> Discussion of current topics in business education research and practice	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students know and reflect on current and future topics in business education research and practice.			
<b>Prerequisites:</b> none			

<b>3</b>	<b>Elective Module: Teaching/Learning Relationships (III): Coaching and Supervision</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Coaching und Supervision</b> Introduction to coaching and supervision as professional forms of counseling; differentiation from other forms of counseling; different settings, methods, and models	2	3
<b>b</b>	<b>SE Coaching und Supervision</b> Application of and reflection on different counseling methods	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students acquire the competence to critically reflect on and develop their pedagogical professionalism.			
<b>Prerequisites:</b> none			

<b>4</b>	<b>Elective Module: Human/Technology Relationships (I): E-Learning</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Media Didactics and e-Learning</b> Theories and didactic questions in the context of digital teaching/learning arrangements, with special focus on gender aspects.	2	3
<b>b</b>	<b>PS Designing E-based Teaching/Learning Units</b> Theory-based development of target-group-specific e-learning scenarios	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students reflect on theories of media didactics and develop didactic competences to select, design, and implement e-based teaching/learning units.			
<b>Prerequisites:</b> none			



<b>5</b>	<b>Elective Module: Human/Technology Relationships (II): Digital Business Processes in Business Education</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Digital Business Processes in Business Education</b> The lecture focusses on how digital technologies and business education can be connected on a curricular and didactic level.	1	3
<b>b</b>	<b>PS Digital Business Processes in Business Education</b> Development of teaching/learning arrangements to connect digital technologies and business education on a curricular and didactic level	2	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students are able to work critically and constructively on curricular and subject-matter questions related to the influence of digitalization on business education. They develop the competence to reflect on and assess questions of curricular theory.			
<b>Prerequisites:</b> none			

<b>6</b>	<b>Elective Module: Human/Technology Relationships: (III): Business Education in a Digital Economy</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Business Education in a Digital Economy</b> The lecture covers questions of occupational education and training along with occupational further education in view of digitalization and resulting workplace-related developments.	1	3
<b>b</b>	<b>PS Business Education in a Digital Economy</b> Development of target-group-specific teaching/learning arrangements to connect occupational education and training with digitalization development	2	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students acquire a well-founded knowledge regarding the challenges and opportunities of digitalization for occupational education and training. They develop the competence to design teaching/learning arrangements and assess their quality.			
<b>Prerequisites:</b> none			

<b>7</b>	<b>Elective Module: Human Relations Management (I): Intercultural Human Resource Development</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Intercultural Human Resource Development</b> In-company education, career development and work structuring, with a view to intercultural aspects	1	3
<b>b</b>	<b>PS Intercultural Human Resource Development</b> Development of teaching/learning arrangements for developing intercultural competences	2	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students acquire well-founded knowledge regarding specific tasks of human resource development in a globalized economy. They develop the competence to design intercultural teaching/learning arrangements and assess their quality.			
<b>Prerequisites:</b> none			

<b>8</b>	<b>Elective Module: Human Relations Management (II): Employment-oriented Counseling</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Employment-oriented Counseling</b> The lecture covers concepts of career counseling with special focus on gender aspects.	2	3
<b>b</b>	<b>PS Employment-oriented Counseling</b> Designing and reflecting on counseling scenarios	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students reflect on different concepts of career counseling and develop competences to cope with concrete counseling situations in the light of their reflections.			
<b>Prerequisites:</b> none			

<b>9</b>	<b>Elective Module: Human Relations Management (III): Facilitating, Counseling and Coaching Learning Groups</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	<b>VO Understanding Group Processes</b> Presentation and discussion of group dynamics that can manifest themselves in work and learning groups	1	1
<b>b</b>	<b>SE Moderation</b> Students facilitate learning groups and critically reflect on their own efforts.	2	4
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Students develop the competence to independently facilitate, support, and counsel learning groups. Additionally, they acquire basic insights into group dynamics.			
<b>Prerequisites:</b> none			

<b>10</b>	<b>Elective Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-credits</b>
	Course units with a maximum number of 5 ECTS credits can be chosen freely from all curricula of master programmes offered at the University of Innsbruck, provided that space in these courses is available.		5
	<b>Total</b>		<b>5</b>
<b>Learning Outcomes:</b> Students reflect on different concepts of career counseling and develop competences to cope with concrete counseling situations in the light of their reflections.			
<b>Prerequisites:</b> none			

(4) Elective modules referred to in § 8 (2)

	<b>Elective Module: Courses from other Master Programmes of the Faculty of Business and Management or the Faculty of Economics and Statistics</b>	<b>h</b>	<b>ECTS-credits</b>
<b>a</b>	Students can choose and complete a 10-ECTS-credit module from other master programmes organized by the University of Innsbruck Faculty of Business and Management or the Faculty of Economics and Statistics.		10
	<b>Total</b>		<b>10</b>
	<b>Learning Outcomes:</b> The learning objectives of the respective courses give the student insight into other subjects.		
	<b>Prerequisites:</b> defined by the respective curriculum		

### § 10 Teaching practice

- (1) Students of the Master's Programme need to complete a period of school teaching practice, which comprises 12 weeks (25 ECTS credits) and the "Support Module" at the University (5 ECTS credits) - § 7 (2-7), i.e. 30 ECTS credits in total.
- (2) In principle, the teaching practice should be completed during the winter semester. In justified, exceptional cases, the Academic Director can grant an exception to this rule, provided that the responsible Provincial School Administration agrees. The teaching practice is organized in compliance with the applicable ministerial decree.
- (3) Admission to the teaching practice requires the positive completion of the following modules: "Orientation Module Business Education", "Introduction to the Theories of Socioeconomic Education", "Teaching and Learning as a Career", "Didactics of Business Education (I)" und "Didactics of Business Education (II)".

### § 11 Master's Thesis

- (1) In the Master's Programme Business Education, a master thesis must be written. The topic of the thesis must be related to the area of business education, i.e. to subjects covered by one or more of the compulsory modules referred to in § 7 (1 and 2) or by the elective modules referred to in § 8 (1).
- (2) The master thesis is a scientific piece of work.
- (3) By creating the master thesis, students must demonstrate that they are able – independently and in a limited period of time - to apply the theoretical and methodical instruments of the Master's Programme to a particular research question and to reflect on them.
- (4) Students have the right to propose the topic of the master thesis or to choose from a number of proposals.
- (5) The Master's Thesis corresponds to a workload of 20 ECTS-Credits.
- (6) The topic and the supervisor of the master thesis may only be submitted on positive completion of the compulsory modules referred to in § 7 (1) and § 7 (2-1 to 2-6).
- (7) The master thesis must be submitted in printed and in electronic form, as defined by the University of Innsbruck Director of Studies.
- (8) It is permissible for several students to work on one single master thesis topic together, as long as it is feasible to assess the performance of each individual student separately.

### § 12 Examination regulations

- (1) Module performance is evaluated by one of the following methods:
  1. In modules consisting of a lecture and a course unit with continuing performance assessment, the final grade comprises the grade of the course unit with continuing performance as-

assessment and an overall exam covering the course content. Admission to the overall exam requires a positive grade in the course unit with continuous performance assessment.

2. In modules consisting exclusively of course units with continuing performance assessment, the final grade is determined by the grades of the course units with continuing performance assessment.
- (2) The examination method (written/oral/exam paper/s) for examinations in course units with continuing performance assessment is determined by the instructor of the course unit before the course unit starts.
- (3) Overall exams comprise the entire course content; they are administered by individual examiners. The overall exam is a written exam (maximum length: 90 minutes).
- (4) The assessment of modules organized by other master programmes is based on the examination regulations of the respective curriculum.
- (5) The module "Preparation of the Master's Thesis" is evaluated by the supervisor of the Master's Thesis based on an abstract. Positive evaluation reads "successfully completed", negative evaluation "unsuccessfully completed".

### **§ 13 Academic degree**

Graduates of the Master's Programme Business Education are awarded the academic degree of "Master of Science", or "M.Sc.", in brief.

### **§ 14 Coming into force**

- (1) This curriculum comes into force on 1 October 2010.
- (2) Changes of the curriculum according to the University of Innsbruck Bulletin of 15 February 2018, Issue 14, No. 204 come into force on 1 October 2018 and apply to all students.
- (3) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 28 June 2019, Issue 65, No. 570 come into effect on 1 October 2019 and are to be applied to all students.

### **§ 15 Interim regulations**

A list of equivalent courses will be published separately.

## Appendix: Recommended course of studies

5th	Teaching Practice + Support Course			
4th	Master Thesis + Support Course			
3rd	Elective Module	Didactics of Business Education (II)	Research Skills in Business Education	Elective Module
2nd	Management and Development of Educational Organizations	Didactics of Business Education (I)	Elective Module	Elective Module
1st	Orientation Course Business Education	Introduction to Theories of Socioeconomic Education	Teaching and Learning as a Career	Elective Module