

**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).

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Curriculum as of 1 October 2016

**Bachelor's Programme Islamic Religious Education**

School of Education – Faculty for Teacher Training

University of Innsbruck

**§ 1 Qualification profile**

The Bachelor's Programme Islamic Religious Education is grouped among the theological studies. It provides academic preparation and qualifications for professions requiring understanding and application of the tenets and methods of Islamic religious education. As an academic degree programme, it systematically combines research and teaching and fosters the practical application of theories, methods and instruments. In addition, the programme sensitizes students to issues of gender research.

**Academic training**

- Graduates possess advanced knowledge in Islamic religious education and theology.
- Graduates possess the ability to evaluate and apply research in education and theology and are able to approach issues in Islamic education from an interdisciplinary perspective.
- Graduates are able, using the German language, to competently interpret and explain the Islamic religion in various social contexts.
- Graduates are skilled in initiating, responding to and maintaining intercultural and interreligious dialogue with others in a manner that is self-critical, sensitive and cooperative.
- Graduates are able to integrate their theological knowledge into their own teaching philosophy and practice.

**Interdisciplinary qualifications**

- Graduates possess learning strategies to further develop their knowledge and understanding of education independently.
- They possess problem-solving competences based on scientific theories and methods.
- Moreover, they possess interdisciplinary key competences in communication, cooperation and interreligious and intercultural dialogue.
- Graduates are capable of critically examining and interpreting research findings, taking into account relevant social, scientific and ethical issues.

- The completion of teaching practice in schools enables graduates to critically analyse and reflect on their experiences from various religious educational perspectives.

#### Access to employment

This bachelor's programme qualifies graduates for professional work in education, counselling and pastoring. In particular, it qualifies graduates to teach Islamic religion in elementary and lower- and upper-level secondary schools [with required approval of the "Islamische Glaubensgemeinschaft in Österreich" (IGGiÖ), 'the Islamic Faith Community of Austria'].

### § 2 Scope and duration

The Bachelor's Programme Islamic Religious Education covers 180 ECTS-Credits, corresponding to a duration of six semesters. One ECTS-Credit is equivalent to a workload of 25 hours.

### § 3 Types of courses and maximum number of participants

- (1) Courses without continuous performance assessment:
  1. **Lectures** (VO) are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject.
  2. **Studies orientation courses** (SL) provide an overview of the study programme and its structure. They give students an objective basis to assess their decision to pursue their chosen subject.
- (2) Courses with continuous performance assessment:
  1. **Seminars** (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 25.
  2. **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: 25.
  3. **Courses** (KU) are continuous assessment courses imparting scientific skills and competences for the practical application of scientific knowledge and methods. Maximum number of participants: 60.
  4. **Practical courses** (UE) focus on the practical treatment of concrete scientific tasks within an area. Maximum number of participants: 25.
  5. **Practical training courses** (PR) provide practical experience with concrete scientific tasks, complementing occupational and/or academic/artistic training. Maximum number of participants: 25.

### § 4 Allocation of places in courses with a limited number of participants

1. Students for whom non-admission would demonstrably result in a prolonged duration of studies are given priority.
2. If the criterion in (1) does not suffice for the regulation of course admission, priority should be given first to students for whom this is a mandatory module and second to those for whom this is an elective module.
3. If the criteria in (1) and (2) do not suffice for the regulation of course admission, remaining course places are allocated by random selection.

## § 5 Compulsory modules

The following 19 compulsory modules must be passed:

1.	<b>Compulsory Module: Introduction to Scientific Working and to Qur'an Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>SL Introduction to Academic Work</b> The formal structure of academic work; the process of developing academic work; using academic literature and libraries; literature research; correct citation; introduction to relevant reference works, theological and philosophical standard works, specialist journals and other sources.	1	2
b.	<b>SL Introduction to Qur'an Studies</b> History of the revelation and text development of the Qur'an and the various disciplines of Qur'an studies. Scientific and methodical concepts within the disciplines of Islamic studies.	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates are able to objectively evaluate the decision for their field of study. They can describe the structure and the development process of an academic publication. They know the basic terminology, primary and current topics and questions in Qur'an studies and are able to discuss these in contemporary contexts.		
	<b>Prerequisite(s):</b> none		

2.	<b>Compulsory Module: Introduction to Qur'an Studies</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VU Arabic</b> Introduction to Classical Arabic, the Arabic alphabet and phonetics, and the basics of Arabic grammar and syntax; focus on concepts necessary to understand the Qur'an.	2	5
b.	<b>VU Qur'an Recitation</b> Arabic terminology dealing with Islam, fundamentals of Qur'an recitation, traditions of Qur'an recitation.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to correctly use basic Arabic terminology (oral and written) dealing with the Qur'an. They can classify terms and topics of the Qur'an and read the Qur'an in Arabic.		
	<b>Prerequisite(s):</b> none		

3.	<b>Compulsory Module: Islamic Theology</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>SE Methodology of Usul al Fiqh</b> Introductory knowledge of the origins, development, contents and types of judicial treatment of the Islamic teaching of canonical texts: Islamic law and its methodology. Approaches to the sources of Islamic teaching by the various schools of Islamic law.	2	3

<b>b.</b>	<b>SE Islamic Norms (Fiqh)</b> Knowledge of the scope of Islamic teaching, the essential stages of the development of Islamic teaching and the various schools of Islamic law and their origins.	3	5
<b>c.</b>	<b>VO Contextual Theology</b> Consideration of Islamic theology from a social perspective and its place in the lives of Muslim school children today.	1	2
	<b>Total</b>	<b>6</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to explain the origins, the history and the methodology of Islamic jurisprudence. Moreover, they can analyse and identify the methodology of Islamic jurisprudence, “fiqh” science, taking into consideration the various directions of Islam in history and in the present. Graduates are able to discuss the history of “fiqh” science, its ideas and starting points and its new modern manifestations.			
<b>Prerequisite(s):</b> none			

4.	<b>Compulsory Module: Islamic Principles of Faith</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Fundamental Principles of the Islamic Faith</b> Fundamental principles of the Islamic faith in relation to modern challenges; knowledge of the concept of faith in Islam; reflections on faith in terms of social reality; historical development of Islamic schools of thought and law; rituals and religious services	2	2.5
<b>b.</b>	<b>VO Systematic Islamic Theology (Kalam)</b> Introduction to the systematic theology of Islam (Kalam) and its methodology, history and present state of Islamic theology and the individual theological schools.	3	5
	<b>Total</b>	<b>5</b>	<b>7.5</b>
<b>Learning Outcomes:</b> Graduates are able to describe the Islamic religion, its origins and development. In addition, they know the classical Islamic scientific disciplines as well as their methodological and theoretical issues.			
<b>Prerequisite(s):</b> none			

5.	<b>Compulsory Module: Prophetic Tradition (Hadith Studies)</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Hadith and the Methods of Hadith Studies</b> The history of the origins and establishment of Hadith as well as the usage of Hadith works.	2	5
<b>b.</b>	<b>VO Biography of the Prophet</b> The history, activities and thoughts of Mohammed and his companions in the development of Islam.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>

	<b>Learning Outcomes:</b> Graduates are able to describe the origins and development of Hadith studies; they are also able to explain the use of Hadith studies. Graduates are able to competently and critically discuss the Sunnah tradition.
	<b>Prerequisite(s):</b> none

6.	<b>Compulsory Module: Qur'an and Text Comprehension in Islam</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>SE Tafsir Qur'an Exegesis</b> Types of reading and traditions of interpretation in Islam based on Tafsir and Hadith works; application of methods to selected passages of the Qur'an	3	5
b.	<b>SE Genesis and Exegesis of Written Sources</b> History of Qur'an exegesis, traditional and modern methods; in-depth discussion of classical texts and their contextualisation.	2	2.5
c.	<b>VO Qur'an Research Today</b> Contemporary approaches to Qur'an research; discussions within Islam about Qur'an research	1	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are capable of reflecting on and interpreting the written sources in Islam methodologically. Based on these sources, they are able to derive practical help and advice for Muslim school children for contemporary challenges.		
	<b>Prerequisite(s):</b> none		

7.	<b>Compulsory Module: Islamic Philosophy and Culture I</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>SE Islamic Mysticism</b> Historical development, character and basic terminology of Islamic mysticism; image of man, image of God; mystical movements.	2	3
b.	<b>VO Fundamentals of Metaphysics</b> Fundamentals of classical metaphysics: the special knowledge of metaphysics and its traditional core themes; metaphysics as a fundamental discipline of theological subjects.	2	2
c.	<b>SE Islamic Art and Cultural History</b> The history of Islamic art and culture; introduction to Islamic art forms (religious music, instruments, Arabic calligraphy, architecture).	1	2
d.	<b>VO History of Islam</b> The history of Islam from the death of the prophet Mohammed to the decline of the Abbasid Empire; characteristics of various epochs and their effects on the development of Islamic theology.	2	3
	<b>Total</b>	<b>7</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to discuss the main themes in metaphysics as a basis for understanding Islamic philosophy. They can identify the key periods of Islamic art and cultural history and can describe Islamic art forms. Students know the epochs of Islamic history and understand the socio-economic and political background of various theological issues.		

	<b>Prerequisite(s):</b> none
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<b>8.</b>	<b>Compulsory Module: Islamic Philosophy and Culture II</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VU Special Topics in the History of Philosophy – Islamic Philosophy</b> Fundamental questions of the relationship between faith and philosophical reflection, focus on the traditions of Islamic thought; key figures in the history of Islamic philosophy are presented, and a systemic overview of current issues is offered; philosophical topics in contexts of interreligious dialogue.	2	3.5
b.	<b>VO Islamic Ethics</b> Ethical fundamentals of Islam – theological, philosophical and mystical ethics; ethical responsibility of Muslims in a globalized world; Islamic ethics as a contribution to achieving a peaceful, pluralistic society; Qur'an and prophetic ethics.	2	4
c.	<b>VO Schools of Law (Madhab and the History of Madhab in Islam)</b> Historical origins and development of the various confessions in Islam and their significance in the daily lives of Muslims.	2	2,5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to describe the genesis, development, spread and meaning of philosophy in Islamic culture as well as its contribution to the history of philosophy. They possess competence in recognizing the relevance of Islamic philosophy and ethics today; they can apply this knowledge for intercultural and interreligious dialogue and for appropriate practical application. Graduates can recognize and apply ethical responsibility in today's world. They can describe the historical genesis and development of the various Islamic confessions and their significance for everyday life.		
	<b>Prerequisite(s):</b> none		

<b>9.</b>	<b>Compulsory Module: Religious Education Research</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VO Trends in Islamic Religious Education</b> Current trends in Islamic religious education in Europe and in the Islamic countries.	1	2
b.	<b>SE Theories and Methods of Islamic Research</b> Theoretical, empirical and methodological approaches to various disciplines in the social sciences and humanities and their application in Islamic research.	2	4
c.	<b>SE Special Focus – Violence – Communication – World Order</b> Empirical research in religious education; qualitative research methods in theology.	2	4
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to critically analyse and interpret current trends in religious education. They can critically analyse social scientific theories, methods, perspectives and assessments within everyday Muslim discourse. Graduates can apply their knowledge of qualitative empirical research in theological-religious educational contexts.		

	<b>Prerequisite(s):</b> none
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<b>10.</b>	<b>Compulsory Module: Islamic Religious Education</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VO History of Islamic Religious Education</b> The history and development of Islamic religious education, main figures from the first periods of Islamic history to the present; significance for current dialogue in religious education.	1	2.5
b.	<b>VO Qur'an and Sunnah in School</b> Examination and discussion of selected texts from the Qur'an and Sunnah; relevance for the issues of school children today.	2	2.5
c.	<b>VO Muslim Life and Anthropology</b> Ethical issues and judgements in various conflict situations from an Islamic perspective; the ethical significance of anthropology and its limitations for the establishment of norms in pluralistic society.	2	2.5
d.	<b>VO New Approaches in Islamic Religious Thought – Special Focus on Gender Issues</b> Introduction to gender studies and Islamic feminist theology; important Muslim women in early Islamic history; gender relations in conventional Islamic theology.	1	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are capable of in-depth discussion of the relevance of theological anthropology for current challenges and can incorporate the Islamic image of humanity in modern discourse. They are able to link Qur'an and prophetic content with their own lifeworlds. They are capable of discussing the duties and goals of Islamic education. Graduates are able to reflect on Islamic values within the context of society, including gender aspects.		
	<b>Prerequisite(s):</b> none		

<b>11.</b>	<b>Compulsory Module: Foundations of Educational Science I</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VO Theoretical Foundations of Education: Social Theory</b> The lecture is concerned with the sociological approach to the fundamental questions of education. The focus is on the relationship between the individual and society as well as on the question of what preserves and what changes society.	2	3.5
b.	<b>KU Education: Connection to the World and the Self</b> The course reflects on the terms "education", "learning" and "experience" using selected concepts of social theory.	2	4
c.	<b>VO Teaching and Learning</b> Differentiation and examination of concepts such as education, teaching, learning, instruction, evaluation; discussion of theories and concepts; practical treatment of core questions and situations of teaching and learning.	2	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>

	<b>Learning Outcomes:</b> Graduates can describe the fundamentals of education within the context of societal developments and assumptions. They are able to reflect on and differentiate fundamental educational concepts and situations.
	<b>Prerequisite(s):</b> none

12.	<b>Compulsory Module: Foundations of Educational Science II</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VO Developmental Psychology of Childhood and Adolescence</b> Subject and goals of developmental psychology; history of developmental psychology; current socialization and development theories.	2	3
b.	<b>VO Institutions and Processes of Education: Teaching and Learning – General Conditions and Approaches</b> The lecture provides an overview of formal, non-formal and informal teaching and learning contexts. It views these from the perspective of social and institutional conditions and educational approaches. Questions of the cultural, economic, political and social conditions of educational processes and institutions are examined.	2	3.5
c.	<b>VO Theories of Development and Socialization in Education</b> The lecture offers an introduction to the empirical, methodological and theoretical principles of development and socialization research and discusses their meaning in educational science.	2	3.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to competently describe the subject and goals of developmental psychology and to critically describe the key concepts and paradigms of developmental and socialization research. They are able to apply fundamental knowledge of institutions and processes in educational contexts in situation-specific fashion.		
	<b>Prerequisite(s):</b> none		

13.	<b>Compulsory Module: Muslims and Society I</b>	<b>h</b>	<b>ECTS-Credits</b>
a.	<b>VO Introduction to Migration Education</b> The lecture provides an introduction to the relation between migrant society inequalities and education. In addition to an overview of the history of education for foreigners, anti-racist education and migration education, the course focuses on how schools and other educational institutions cope with differences and inequalities associated with migration phenomena.	2	3.5
b.	<b>VO Migration Education: History, Concepts and Terminology</b> The lecture offers in-depth treatment of selected issues and problems discussed in the introductory lecture.	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> Students are able to identify and discuss the historical, political and cultural conditions for the emergence of relations involving inequality and dominance in migration societies. They are able to deal with concrete issues and questions from a migration educational perspective.		
	<b>Prerequisite(s):</b> none		

<b>14.</b>	<b>Compulsory Module: Muslims and Society II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Austrian Political System</b> The lecture offers a general overview of the Austrian political system.	2	5
<b>b.</b>	<b>VO Islam and the Media</b> Treatment of Islam and Muslims in the media and journalism – quantitative and qualitative analysis of selected example.	1	2.5
<b>c.</b>	<b>SE Alewite Children in School</b> Introduction to Alewite doctrine and its significance for Alewite children in public schools.	1	1
<b>d.</b>	<b>SE Pastoral Care</b> Basic qualifications for pastoral care, involving conversation and crisis intervention in various situations.	1	1.5
<b>Total</b>		<b>5</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates can describe the political system in Austria and how it functions. Graduates are able to critically discuss the roles of media and journalism in a pluralistic society. They are able to analyse the significance of Alawite theology for Alawite children in public schools. Graduates are competent in pastoral conversation.			
<b>Prerequisite(s):</b> none			

<b>15.</b>	<b>Compulsory Module: Compulsory Schools I</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Subject-Specific Didactics</b> Introduction to the conditions and didactic abilities required for religious instruction in primary and middle schools; teaching plans; yearly plans and concrete lesson plans; contemporary, gender-sensitive and age-appropriate teaching and learning methods; project work and free work.	2	2
<b>b.</b>	<b>PR Basic Practical Training</b> First teaching experience with accompaniment; team and individual teaching.	2	2
<b>c.</b>	<b>PR Subject-Specific Practical Training I</b> Practical experience in primary and middle schools; observation, planning, implementation and reflection of Islamic religious instruction; where possible, participation in projects, conferences and other school activities.	2	3.5
<b>d.</b>	<b>SE Legal Aspects of Education, Counselling and Pastoral Care</b> Insights into the legal parameters of work in education and pastoral care.	1	2.5
<b>Total</b>		<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates know the parameters of religious instruction at primary and middle schools. They can plan, lead and evaluate religious instruction from didactic, subject-specific perspectives. Graduates are also able to correctly implement the legal requirements for educational contexts.			
<b>Prerequisite(s):</b> Successful completion of compulsory module 18 is required for registration for Subject-Specific Practical Training I.			

<b>16.</b>	<b>Compulsory Module: Compulsory Schools II – Muslims in Austria</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Subject-Specific Didactics</b> In-depth subject-specific didactics in special areas and various school types.	2	2
<b>b.</b>	<b>PR Subject-Specific Practical Training II</b> Practical experience in vocational schools, polytechnical schools and special education schools; observation, planning, implementation and reflection of Islamic religious instruction; where possible, participation in projects, conferences and other school activities.	2	2.5
<b>c.</b>	<b>UE Creativity and Spiritual Music</b> Aesthetics and creativity in religious instruction based on established practices and forms; the position of music in the history of Islam and significance in Islamic religious education in public schools.	2	3
<b>d.</b>	<b>VO Islamic Community of Faith and Muslims in Austria</b> The recognition of the Islamic faith in Austrian legal history; IGGiÖ as the official representative of Muslims in Austria (structure, activities); statistics and lifeworlds of Muslims in Austria.	1	2.5
<b>Total</b>		<b>7</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates can creatively develop and plan religious instruction at compulsory schools. They deal competently with the didactics, methods and forms of religious instruction and are aware of the legal and theological significance of the IGGiÖ for Muslims in Austria.			
<b>Prerequisite(s):</b> Successful completion of compulsory module 18 is required for registration for Subject-Specific Practical Training II.			

<b>17.</b>	<b>Compulsory Module: Islam in Schools</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Basic Forms &amp; Areas of Activity in Education</b> The course provides an overview of the various forms and areas of activity in education.	2	3.5
<b>b.</b>	<b>VO The Position of Religion in School and in Islam</b> Religious diversity in schools and its position for social stability in schools; theological perspective of this diversity as God's will.	1	1.5
<b>Total</b>		<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates can describe the central areas of activity in education. They are able to deal constructively with religious differences and similarities in schools.			
<b>Prerequisite(s):</b> none			

<b>18.</b>	<b>Compulsory Module: Principles of Religious Teaching Methodology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Principles of Religious Instruction</b> Fundamental understanding of religious education; standard literature on religious instruction and adult education; essential approaches to religious education in current religious education; theoretical introduction to the “Innsbrucker Modell der Religionsdidaktik” (Innsbruck model of religious teaching methodology) for the planning, implementation and reflection of religious teaching and learning processes.	2	2
<b>b.</b>	<b>SE Principles of Religious Instruction</b> In-depth theoretical treatment of the “Innsbrucker Modell der Religionsdidaktik” (Innsbruck model of religious teaching methodology) for the planning, implementation and reflection of religious teaching and learning processes.	2	3
	<b>Total</b>	<b>4</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates are able to describe and distinguish between concepts, criteria and rationales for the complex and gender-sensitive practices of religious teaching and learning in schools, adult education and communities. They can appropriately apply the “Innsbrucker Modell der Religionsdidaktik” (Innsbruck model of religious teaching methodology) as a basis for religious education in various settings.		
	<b>Prerequisite(s):</b> none		

<b>19.</b>	<b>Compulsory Module: Advanced Subject-Specific Teaching of Religious Teaching Methodology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Cooperative Religious Instruction</b> Fundamental knowledge of and criteria for religious instruction in cooperation with a further theological or philosophical subject area.	2	3.5
<b>b.</b>	<b>SE Project Development</b> Application of fundamental knowledge of and criteria for religious instruction in a specific field of religious instruction, counselling, adult education and development of an independent project.	2	4
<b>c.</b>	<b>SE Community Work</b> Development of community education work in comparison to religious instruction; various concepts in community work and their practical implementation.	2	2.5
	<b>Total</b>	<b>6</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates can independently develop projects dealing with religious education, counselling and adult education. They can describe the theory and practice of educational work in communities.		
	<b>Prerequisite(s):</b> none		

## **§ 6 Studies Induction and Orientation Stage**

- (1) Within the scope of the Studies Induction and Orientation Stage, which takes place in the first semester, the following course examinations must be passed:
  1. SL Introduction to Qur'an Studies (CM 1 lit. b/2 hrs. /3 ECTS-Credits),
  2. VO Biography of the Prophet (CM 5 lit. b/ 2 hrs. / 5 ECTS-Credits).
- (2) Successful passing of all exams of the Studies Induction and Orientation Stage entitles to passing all further courses and examinations as well as to writing the Bachelor's Thesis.
- (3) Before successful completion of the Studies Induction and Orientation Stage courses amounting to 22 ECTS-Credits may be passed. The requirements specified in the curriculum must be met.

## **§ 7 Bachelor's Thesis**

- (1) The Bachelor's Programme Islamic Religious Education requires the completion of a bachelor's thesis (equivalent to 10 ECTS-Credits). The bachelor's thesis is to be completed in addition to the work required in the course in which it is written. The bachelor's thesis serves to demonstrate the ability to apply educational, subject-specific and theological methods to a limited topic.
- (2) The bachelor's thesis is to be completed within the context of a continuous assessment course, excluding compulsory module 11. Students are to inform the instructor at the beginning of a course in which they want to write a bachelor's thesis.
- (3) The bachelor's thesis is to be submitted in written form and in electronic form as determined by the Director of Studies.

## **§ 8 Examination regulations**

- (1) Each module is completed through successful completion of examinations for the individual courses.
- (2) In courses without continuous assessment, the instructor is to determine and announce the method of examination (written or oral) before the start of the course.
- (3) In courses with continuous assessment, the instructor is to determine and announce the method of examination (written and/or oral) before the start of the course.

## **§ 9 Academic degree**

Graduates of the Bachelor's Programme Islamic Religious Education are awarded the academic degree of "Bachelor of Arts", abbreviated "BA".

## **§ 10 Coming into force**

- (1) This curriculum is effective as of 1.10.2013.
- (2) § 6 comes out of force on 31 December 2015.
- (3) § 6 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 comes into force on 1 October 2016 and is to be applied to all students commencing their study programme as of the 2016/2017 winter semester and to all students, who have not yet passed the courses of the studies induction and orientation stage according to the previous regulations.
- (4) § 3, § 5 no. 14 and 19 and § 8 par. 2 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 come into force on 1 October 2016 and are to be applied to all students.

## **§ 11 Transitional provisions**

For students, who have started their study programme before the 2016/2017 winter semester, the limitation of ECTS-Credits that may be passed before completion of the studies induction and orientation stage according to §6 par. 3 in the version of the University of Innsbruck Bulletin of 8 June 2016, Issue 38, No. 444 is not to be applied before 30 November 2017. After that point in time more courses and examinations may only be taken after successful completion of the whole studies induction and orientation stage.