

Note:

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Curriculum for the
Bachelor's Programme Secondary School Teacher Training (General Education)
at the University of Innsbruck

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Part I: General Regulations

Preliminary Note

The study programme in two teaching subjects at the University of Innsbruck qualifies for Secondary School Teacher Training (General Education) and consists of a bachelor's programme and a master's programme. The qualification programme described refers to the Bachelor's Programme School Teacher Training (General Education).

§ 1 Allocation

According to § 54 Universities Act 2002, the Bachelor's Programme School Teacher Training (General Education) is grouped among the study programmes at the University of Innsbruck School of Education.

§ 2 Admission

Admission to the study programme is granted by the rectorate's office according to the regulations of University Organisation Act 2002 in the relevant version and based on the university regulations issued.

§ 3 Teaching Subjects

In the Bachelor's Programme School Teacher Training (General Education), two teaching subjects from 1. to 18. are to be chosen.

1. Physical Education
2. Biology and Environmental Protection
3. Chemistry
4. German
5. English
6. French
7. Geography and Economics
8. History, Social Studies and Political Education
9. Greek
10. Informatics
11. Islamic Religion
12. Italian
13. Catholic Religious Education
14. Latin
15. Mathematics
16. Physics
17. Russian
18. Spanish

§ 4 General Qualification Profile

The Bachelor's Programme School Teacher Training (General Education) covers teaching, subject-didactic, general-scientific and pedagogical education.

(1) General Competences

Graduates have an in-depth understanding of education and training as teachers, ranging from the transfer of professional skills to the support and promotion of children and youths in their individual development to the involvement of shaping society. They are able to perform their activity based on scientific findings and, at the same time, to be aware of preliminary scientific results. They are able to refer science and reflective practice to each other.

Although they will be responsible as teachers only in subfields, they understand diverse education processes related to each other, and they are prepared, as members of a professional community, to assume responsibility comprehensively for the education of future generations. Graduates of the Bachelor's Programme School Teacher Training (General Education) are able to comprehend themselves as lifelong learners and promote respective attitudes and competences of their pupils.

Graduates acquire a wide but exemplary in-depth knowledge which can already be used in the course of the pedagogical-practical studies. Thus, they form the basis to independently acquire further subject-specific, didactical and pedagogical knowledge and apply it in their teaching activity.

(2) Educational-Scientific Competences

Graduates possess basic knowledge of the design of lessons in terms of learning including diagnostic and supporting competences. Moreover, they have pedagogical knowledge and educational-scientific knowledge, in particular the fundamentals of the development and motivation of children and youths as well as the promotion of learning competence in educational processes. Graduates have scientifically dealt with issues of profession and the professional development, institutional conditions of teaching and learning, basic problems and theories of education and educational research as well as general didactics and empirical teaching research. In particular, they are able to classify and reflect their own experiences and observations theory-driven. Graduates are able to take a critically and justified position to the task of school and teaching as well as to main questions of teaching and learning in the teaching context of inclusive school and to take account of these issues in their own teaching practice.

They are able to realize differentiation and individualization/personalization as pedagogical principles. They understand to use competence diagnostics and learning standards and performance measurements as a basis of promotion and evaluation. They are prepared to handle complex requirements of pedagogical action in school and teaching as well as their consequences, and at the same time, they know the boundaries of education and training. Graduates know about the current state of school and educational research and their methods and are able to reflect on empirical findings with regard to their respective teaching subjects and their practice. They have systematic knowledge of school and teaching development and are prepared to implement this development in terms of privacy in the collegial context.

(3) Subject-Specific Competences

Graduates possess founded knowledge, methods and skills in the field of their subject related to teaching in secondary schools. This includes expert knowledge, paradigmatic styles of thinking, and the command of fundamental methods as well as the introduction to scientific-theoretical and historical issues. They have the requirements for independent and lifelong learning in their teaching subjects. The subject-specific design of these competences for the respective teaching subject is to be presented in part III.

(4) Subject-Didactical Competences

Graduates are able to reflect on the educational relevance of subject-specific contents against the background of subject-didactical theories and models, to transfer these contents with regard to the respective curricula and to prepare them for different target groups. They are able to initiate and control subject-specific learning and acquisition processes; they possess the fundamentals of specialized diagnostic and promoting competence. This includes the knowledge of main subject-didactical contents, theories, models, development perspective and application fields, the skills to plan the teaching of subjects suitable in terms of recipients and situations by using current teaching media, the skills to diagnose the performance state of learners and to implement measures for individual support of learning processes. These competences have been tested and reflected within the framework of subject-related pedagogical-practical studies where teaching is planned and implemented under supervision. The specific design of these subject-didactical competences for the respective teaching subject is to be presented in part III.

(5) Cross-sectional Competences

Graduates have acquired an inclusive basic attitude: the target of teaching action is to promote all pupils according to their personal abilities and possibilities. They are able to productively use the diversity of learners for their activity, e.g. with regard to migrant background, language education, gender aspects, special needs, political, cultural and religious issues, socio-economic status, educational background, expectations and requirements to the educational system. They consider the skills and characteristics of learners as resources and potentials for their personal and social development. They possess the competences when dealing with conflicts and the prevention of violence. Graduates are aware of the dangers of stereotype attributions and are able to deal with it in a reflected manner. Their knowledge of social and cultural contexts enables them to recognize and consider the possibilities and limits of their actions.

(6) Scientific Occupational Preparation

Graduates of the bachelor's programme are able to be oriented towards the current state of research of scientific disciplines, their didactics and educational sciences as well as educational requirements of a developing school and society. Based on these fundamentals, they acquire competences which mark a successful teacher in the classroom.

(7) Interdisciplinary as well as social competences and understanding of professionalism

Graduates of the bachelor's programme possess theoretical and practical knowledge in order to shape social relationships and cooperative work forms. They have founded knowledge of the dynamics in learning communities and are able to promote social competences in learners, in particular teamwork. Graduates know the fundamentals of school counselling and how to deal situation- and age-specific and in a reflected manner with learners, their parents, as well as with colleagues, and they have tested this competence in pedagogical-practical studies.

Graduates are willing to reflect their understanding of roles, their learning biography and their personal development. High-quality action in the collegial context and interdisciplinary teamwork are the basis for the development of their profession awareness. They recognize the need for education and training and understand themselves as lifelong learners. Graduates are aware of their role model function for learners and the social environment.

(8) Occupational Access

This bachelor's programme qualifies graduates for occupational fields in different areas of the educational system and entitles to complete the induction stage in secondary schools.

(9) Postgraduate Character

This bachelor's programme qualifies for the Master's Programme School Teacher Training (General Education).

§ 5 Scope and Duration

The Bachelor's Programme School Teacher Training (General Education) covers 240 ECTS-Credits with duration of eight semesters. One ECTS-Credit is equivalent to a work-load of 25 hours. From the "Education Studies" modules with a total of 40 ECTS-Credits are to be taken. In every teaching subject, modules with a total of 100 ECTS-Credits each are to be taken; whereas in every teaching subject a minimum of 20 ECTS-Credits is allocated to the respective teaching. Within the 240 ECTS-Credits, 33.5 ECTS-Credits are included in pedagogical-practical studies.

§ 6 Courses and numbers of participants

- (1) Courses without continuing 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. Working groups (AG) aim to provide a forum to discuss theories, methods and techniques of a subject in the form of group work. Maximum number of participants: 20
 3. Orientation courses (SL) aim to provide the students with an outline of essential elements of the programme and its subsequent courses of study; they also aim to provide students with a solid basis on which to make personal decisions concerning their choice of study programme. Maximum number of participants 25, unless otherwise stated in part III in the respective teaching subjects.
- (2) Courses with continuing performance assessment (maximum number of participants 20, unless otherwise stated in part II and III in the respective teaching subjects and in the educational-scientific fundamentals):
 1. Introductory seminars (PS) introduce students interactively to scientific literature through the treatment of selected issues. They convey knowledge and methods of academic work.
 2. Practical courses (UE) focus on the practical treatment of concrete scientific tasks within an area.
 3. Seminars (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof.
 4. Lectures with integrated practical parts (VU) focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course.
 5. Practical training courses (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training.
 6. Excursions (EX) take place outside the university and serve to provide practical experiences outside the course and deepen course contents.
 7. Excursions with practical elements (EU), conducted outside the premises of the university, serve to demonstrate and deepen course contents through practical experience with concrete scientific tasks.
 8. Project studies (PJ) promote scientific collaboration of two or more fields through the treatment of multidisciplinary topics and the use of various methods and techniques.

§ 7 Allocation of places in Courses with a limited number of participants

In courses with a limited number of participants, course places are allocated as follows:

1. Students for whom the study duration would be extended due to the postponement are to be given priority.

2. If the criteria in No 1 do not suffice, first, students for whom this course is part of a compulsory module are to be given priority, and second, students for whom this course is part of an elective module.
3. If the criteria in No 1 and 2 do not suffice, the available places are drawn by random.

§ 8 Stay abroad

A stay abroad with a duration of at least one semester is strongly recommended. Apart from the subject-scientific, subject-didactical and general-educational competences, the following qualifications can be acquired and extended by a stay abroad:

1. general and subject-specific foreign language skills,
2. knowledge of other study systems and broadening of one's own perspective,
3. intercultural competences,
4. organizational skills by independent planning of the studies in international administrative and university structures.

§ 9 Bachelor's Theses

- (1) In the Bachelor's Programme Secondary School Teacher Training (General Education), a Bachelor's Thesis in each teaching subject is to be completed.
- (2) The Bachelor's Theses are independent written works which are to be completed within the scope of Courses.
- (3) More details regarding the Bachelor's Theses can be found for every Teaching Subject in part III.
- (4) The Bachelor's Theses are to be submitted in paper form and in digital version as determined by the Director of Studies.
- (5) The Bachelor's Thesis can also be written in a foreign language if the lecturer of the course in which scope the Bachelor's Thesis is to be written agrees. In the teaching subjects English, French, Italian, and Spanish the Bachelor's Thesis is to be completed in the respective foreign language.

§ 10 Examination Regulations

- (1) The performance of the modules is assessed by module examinations. Module examinations are examinations which assess the knowledge and skills acquired in a module. With positive completion of all parts of a module examination, the respective module is successfully completed.
- (2) The performance of the courses of the modules is assessed by course examinations. Course examinations are
 1. Examinations which assess the knowledge and skills acquired in an individual course and which comprise a single examination held at the end of the course. The method of testing (written and/or oral) is to be defined and announced by the instructor before the start of the course.
 2. Continuous assessment courses (,immanent examination') where evaluation is based on regular written and/or oral contributions of participants. The methods of evaluation are to be defined by the instructor before the start of the course.

§ 11 Academic Degree

Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) are awarded the academic degree "Bachelor of Education", abbreviated BEd.

§ 12 Validity and effect

The curriculum is effective as of 1 October 2015.

§ 13 Transitional provisions

- (1) This curriculum applies to all students beginning the study programme from the winter semester 2015/16.
- (2) Regular students who have commenced one of the following diploma programmes
 1. Secondary School Teacher Accreditation Programme at the Faculty of Humanities at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 13 September 2001, Issue 68, No 831,
 2. Secondary School Teacher Accreditation Programme at the Faculty of Natural Sciences at the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics, curriculum published in the University of Innsbruck Bulletin in the version of 11 September 2001, Issue 67, No 830,
 3. Secondary School Teacher Accreditation Programme for the subject of Catholic Religious Education at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 14 June 2002, Issue 48, No 470,before 1 October 2015 are entitled from this point in time onwards to complete the first section of this study programme within a maximum of five semesters, and the second section of this study programme within a maximum of eight semesters.
- (3) If a section of the diploma programme is not completed within the specified time, then the curriculum of the Bachelor's Programme Secondary School Teacher Training (General Education) will apply. Moreover, students are entitled to change to the curriculum of the Bachelor's Programme Secondary School Teacher Training (General Education) at any time on a voluntary basis.
- (4) The recognition of exams which have been taken within the scope of the diploma programmes
 1. Secondary School Teacher Accreditation Programme at the Faculty of Humanities at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 13 September 2001, Issue 68, No 831,
 2. Secondary School Teacher Accreditation Programme at the Faculty of Natural Sciences at the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics, curriculum published in the University of Innsbruck Bulletin in the version of 11 September 2001, Issue 67, No 830,
 3. Secondary School Teacher Accreditation Programme for the subject of Catholic Religious Education at the University of Innsbruck, curriculum published in the University of Innsbruck Bulletin in the version of 14 June 2002, Issue 48, No 470,

taken as part of the Bachelor's Programme Secondary School Teacher Training (General Education) according to § 78 Para 1 Universities Act 2002 is set out in appendix.

Part II: Educational-Scientific Fundamentals

Preliminary Note

Part II of the Curriculum is established in terms of a spiral Curriculum where individual subject areas are repeated in the course of the study programme on a higher complexity level in a differentiated form. By this cohesive-continuous extension and reflection of fundamental, experience and professional knowledge in the course of the training, an integrative foundation for future pedagogical thinking and action. The accompanying courses to the practical training courses aim at guaranteeing their professionalizing preparation and follow-up.

The term diversity used in the course descriptions particularly refers to the fields of gender, social background, multilingualism, special talents and the concept of including interculturality and heterogeneity.

§ 1 Numbers of participants

1. Introductory Seminars (PS): 24
2. PS Integration of Professional Skills – Compulsory Module 5a: 14
3. Practical Training Courses (PR): 14
4. PR Initial Practical Course – Compulsory Module 1c.: 20

§ 2 Compulsory Modules

- (1) Compulsory Modules with a total of 40 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Teaching: Becoming a Professional	h	ECTS-Credits
a.	<p>VO School as an Educational Institution and Role of the Teacher Introduction to the following topics: school as an institution in the context of formal education, alternative teaching and school concepts, learning and teaching in the institutional and social context, teaching theories and general teaching, lesson planning and design of learning and teaching scenarios as well as teaching environments in terms of diversity; methods for profession related / theory-based reflection, fundamentals of teaching observation and basic professionalization concepts of the teaching profession in the context of social role models of teachers.</p>	2	2
b.	<p>PS School as an Educational Institution and Role of the Teacher Reflection on personal learning biography against the background of different professionalization concepts of the teaching profession from the lecture, exemplary in-depth discussion around the themes covered in the accompanying lecture, exercise of meta-cognitive professionalizing reflection, social learning and team experience; subjective theories within teaching and learning, testing of different methods for teaching designs including action-oriented approaches, lesson planning, classroom observation</p>	2	2

c.	<p>PR Dealing with the Challenges as a Teacher at School – Initial Practical Course</p> <p>The initial practical training course consists of one university part (2 ECTS-Credits) and one school part (1.5 ECTS-Credits). The school part offers the possibility to participating in the daily life of school; change of pupil perspective to the perspective of teaching; sitting in on classes and teaching observations. The university part of the course is concentrated on the following contents: reflection of school practical training course, reflection of professional decision in the form of theory-based, meta-cognitive reflection of the initial practical training course, continuation of professionalization in terms of further development of action-oriented subjective concepts and theories of the teaching profession, further in-depth in issues in the context of heterogeneous learning groups, shaping of inclusive learning scenarios as well as environments.</p>	2	3.5
Total		6	7.5
<p>Objective:</p> <p>Graduates of the Module understand the importance of school as an educational institution and have basic knowledge in the fields of education, learning and teaching in institutional contexts. They know alternative learning concepts and school systems. The graduates of this module are able to explain selected models of lesson planning as well as methods for teaching structures and apply them under supervision. They know teaching-theoretical models, the fundamentals of general teaching and have basic media skills. The graduates of this module have acquired knowledge of the teaching profession; know selected professionalization concepts as well as the qualification profile in the teaching profession. Moreover, they have insight into the professional reality. They are able to reflect their own school and learning biography. The graduates of this module know the basic importance of diversity for the teaching structure and implementation and have first experiences with teaching reflection, teamwork and social learning. The graduates of this module have first empirical experiences in the research field of school. They have practical experience in the fields of teaching observation, lesson planning, the implementation of teaching sequences and are able to reflect these experiences systematically and theory-based. The graduates of this module have basic competences in the fields of presentation, rhetoric and design of learning situations. The graduates of this module are aware of their professional decision based on practical experiences in the field of school and reflect it on the basis of profession-theoretical concepts as well as their own educational biography.</p>			
Prerequisites: none			

2.	Compulsory Module: Learning, Teaching and Research in the Context of Diversity	h	ECTS-Credits
a.	<p>VO Learning and Teaching in the Context of Diversity</p> <p>Introduction to the following topics: fundamentals of learning and teaching; concepts of personalization, differentiation and education; educational processes in the field of social requirements, perspectives and models; youth cultures and adolescence; developmental psychological fundamentals as well as selected concepts and theories from the field of educational psychology</p>	2	2

b.	PS Learning and Teaching in the Context of Diversity In-depth treatment with the topics of the lecture: action-oriented treatment of exemplary school-practical examples, conscious and reflective dealing with one's own stereotype allocations, methods to shape social relationships and cooperative work forms in heterogeneous learning groups.	1	2
c.	VO Educational Research and Development of School and Teaching Introduction to the following topics: quantitative and qualitative approaches and perspectives of research-methodological and scientific approaches of educational research, linking with concepts, models and theories of learning and teaching research; Discussion of current results of (evidence-based) school and educational research as well as selected methods of quality control in schools	1	1.5
d.	PS Educational Research and Development of School and Teaching In-depth treatment and action-oriented implementation of the topics from the lecture; development and elaboration of research questions in the context of education as well as school and teaching development; exchange of concepts and discussion of their potential for one' own profiling as a teacher	1	2
Total		5	7.5
<p>Objective: The graduates of this module have advanced knowledge of learning and teaching in the context of diversity in its school-relevant importance and in the field of educational psychology. They are able to be aware of the challenges of stereotype attributions and treat them in a reflected manner. Their knowledge of social and cultural contexts allows them to recognize and consider possibilities and boundaries of their action. They possess theoretical and practical knowledge to shape social relationships and cooperative work forms in heterogeneous learning groups. The graduates of this module have advanced insights into professional research and development of school and teaching as well as school quality.</p>			
Prerequisites: successful completion of Compulsory Module 1			

3.	Compulsory Module: Diagnosing, Counselling, Educating, Teaching, and Assessing	h	ECTS-Credits
a.	VO Diagnosing and Counselling Introduction to the following topics: Fundamentals and instruments of learning-process-oriented diagnosing and counselling; selected models of educational diagnosing and school learning support; theoretical concepts from the fields of communication and conflict management; instruments of violence prevention, counselling and mediation	2	2
b.	PS Diagnosing and Counselling Case-based treatment of the topics from the lecture; practical exercise and in-depth treatment of instruments of diagnosing, communication techniques and counselling formats	2	2

c.	<p>PR Educating and Assessing – Practical Course The course consists of a university part (2 ECTS-Credits) and a school part (1.5 ECTS-Credits).</p> <p>University part: Conveyance of fundamentals of educational issues and performance in the context of formal educational processes; discussion of basic educational and psychological theories, models and concepts and elaboration of resulting action-relevant intervention possibilities; Action-oriented imparting and application of fundamentals of performance assessment, discussion of quality criteria for performance assessment; Application of the fundamentals and methods of education and performance in the context of diversity, social learning and the cooperation with education partners; Conveyance and testing of theories and models for individual learning success feedbacks, cooperative development and support planning. Discussion of current concepts and models of classroom management and cooperative learning;</p> <p>School part: Planning and implementation of teaching units with special attention to educational standards; targeted use of learning and teaching forms, dealing with school interventions; practical implementation of innovative forms of cooperative and team-oriented teaching; the students are being accompanied by mentors in terms of planning, implementation, and reflection of lessons.</p>	2	3.5
	Total	6	7.5
	<p>Objective: The graduates of this module have basic knowledge of communication theories, learning diagnosing, counselling and mediation. They know models to promote learning and apply them adaptively and have competences in dealing with conflicts and violence prevention. They are able, against the background of learning-process-oriented diagnostic insights, to develop first action strategies and intervention competences for the occupational area of school and implement cooperative development and support plans. The graduates of this module are able to classify, evaluate and flexibly use strategies and methods of classroom management. The graduates of this module are able to apply case-based and action-oriented communication-theoretical models for the work field of school. The students know and understand the quality criteria of performance assessment. They recognize the challenges of performance assessment and are able to establish individual approaches theoretically. The graduates of this module possess basic educational knowledge and refer it to the daily school tasks of the teaching profession. Due to continued experiences in school life, they are able to take the perspective of a teacher corresponding to the educational level. The graduates of this module have personal, social, professional and methodical competences. They are able to independently plan, implement and evaluate teaching units according to given targets and to react to heterogeneous learning groups situation-specifically with differentiated teaching methods. They know feedback instruments to inside and outside perception of their teaching and are able to use them.</p>		
	Prerequisites: successful completion of Compulsory Module 2		

4.	Compulsory Module: Professional Teacher Development	h	ECTS-Credits
a.	<p>PS Acting as a Teacher</p> <p>The students treat with in-depth and linked knowledge for professional teacher development and preparation of their practical training courses with the following topics: school as an institution in the context of formal education; learning and teaching in the context of diversity and dynamics in (learning)groups (team development concepts, models of classroom management, parental work and counselling models); in-depth treatment of concepts to plan, implement and evaluate teaching and already familiar teaching models and diagnostic methods; treatment with the importance of different action concepts (e.g. individualization, differentiation and personalization measures) for shaping personal educational processes; design of learning environments considering diversity; examination with educational concepts to promote personal development (self-competence, cooperation, conflict and reflection ability) and the learning perspective; theory-driven in-depth application of methods of school and teaching research as well as evaluation of teaching.</p> <p>Content-related examination concludes with the planning of a project for research learning focusing on teaching quality and teaching development as well as school quality and school development.</p>	2	3
b.	<p>PR Acting as a Teacher Practical Course A+B</p> <p>The course consists of a university part (2 ECTS-Credits) and two school parts (NMS or PTS 2.5 ECTS-Credits and AHS or BHS 2.5 ECTS-Credits).</p> <p>Accompaniment of the practical training course (secondary level I and secondary level II):</p> <p>Theory-driven reflection of one's own teaching activity and professional way; support and evaluation of the works of research learning in the practical training course; professional reflection of the concepts used to identify individual support needs (use with diversity), which requires special support offers in the field of school; reflected examination with educational intervention and support possibilities against the background of educational diagnosing and multi-disciplinary cooperation; school level or school form specific examination with possible performance assessment and evaluation; in-depth treatment with special teaching situations</p> <p>Practical training course (NMS or PTS and AHS or BHS): active participation in school activities; preparation and follow-up of performed hospitations and teaching units (teaching lessons and series) individually or in teamwork; independent and autonomous teaching of groups and classes; application of different action concepts (e.g. individualization, differentiation and personalization measures) for shaping personal educational processes considering specific frameworks of school forms (practical training course part NMS or PTS and practical training course part AHS or BHS); school form specific developments and implementation of different learning environments considering diversity and professional dealing with special teaching situations; creation of transfer knowledge in the field (service learning)</p>	2	7
	Total	4	10

	<p>Objective: The graduates of this module have advanced knowledge of concepts for teaching preparation, implementation and evaluation, and they are able to create appropriate learning designs for different learning groups with educational and learning-theoretical as well as teaching models and to apply them in the classroom. They have founded knowledge of dynamics in learning societies and theoretical and practical knowledge of shaping social relationships and cooperative work forms. They are able to link theoretical and practical knowledge and to generate results which contribute to the development of teaching, learning conditions for pupils and school quality. The graduates of this module are able to use performance assessment and evaluation situation-appropriately and are able to deal with feedback in a differentiated manner. They are able to realize concepts and methods in terms of innovative teaching forms, conflict management, classroom management and parent counselling. By theory-driven practical reflection, graduates of this module are able to deal with their own teaching activity and further develop their own teaching concepts by learning and teaching theories.</p>
	<p>Prerequisites: successful completion of Compulsory Modules 1 to 3 and the respective prerequisites for registration for the subject-related practical Courses of the relevant teaching subjects</p>

5.	Compulsory Module: Integration and Development of Professional Skills	h	ECTS-Credits
	<p>PS Integration of Professional Skills In-depth treatment with findings of learning and teaching research; school research and the current national and international educational research; discussion of the insights from individual projects of research learning and localisation in current expert discussions; review and reflection to one's own professional biographical educational background with special attention to one's own understanding of teaching (teaching philosophy and subjective theories) as well as self-image in current professional concepts; presentation and discussion of the results of individual research activity and localisation in current expert discussions; reflection of one's own professional development against the background of educational scientific and professional theoretical concepts and presentations of the development level of the competences acquired and formulation of personal professional development goals; the course deals with central challenges of the teaching profession such as dealing with stress, process-oriented intervention in special school situation and differentiation requirements in the context of diversity.</p>	2	2.5
	Total	2	2.5
	<p>Objective: The graduates of this Module</p> <ul style="list-style-type: none"> ▪ have professional core teaching competences of and are able to manage their own professional development; ▪ have developed skills in terms of process-oriented intervention and are able to apply educational scientific analysis instruments in complex school action situations; <p>possess necessary basic educational scientific competences in order to work as teachers in the occupational field of school</p>		
	<p>Prerequisites: successful completion of Compulsory Module 4</p>		

6.	Compulsory Module: Current Topics in School and Education Research	h	ECTS-Credits
a.	Courses for deepening the modules 1 to 4 or courses for current educational scientific topics from the accordingly marked course offer of the School of Education	2	2.5
b.	<p>One course with a total of 2.5 ECTS-Credits from the following topics is to be chosen:</p> <p>VO Gender Sensitivity in the Educational System The course deals with aspects of formal educational system with special focus on gender-related issues.</p> <p>VO Multilingualism and Interculturality in the Education System The course deals with aspects of formal educational system with special focus on intercultural issues (language, culture, values, faith ...).</p> <p>VO Inclusion and Heterogeneity in the Educational System The course deals with aspects of formal educational system with special focus on the phenomenon of heterogeneity and inclusive issues.</p>	2	2.5
	Total	4	5
	<p>Objective: The graduates of this module have advanced and focused their skills and knowledge acquired according to individual offer-related interests.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

Part III: Regulations for the Teaching Subjects

Section 1: Subject Physical Education

§ 1 Subject-Specific Qualification Profile

(1) Subject-Specific Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Physical Education

- have basic knowledge in the following fields relevant to movement and sports lessons: sports education, sports psychology, sports sociology, sports science, biomechanics; training science, sports medicine and sports economics;
- possess comprehensive sports scientific knowledge which can appropriately be applied in shaping educational and teaching and learning processes by using a wide repertoire;
- have a well advanced level of sport skills and sport type specific abilities as well as a differentiated perception ability for their own body and movement actions and they are qualified to independently enhance their sports-related performance and to enhance the performance level of pupils with appropriate methods;
- know suitable diagnostic procedures to test individual learning requirements and they are able to apply appropriate measures for performance improvement;
- critically analyse the cultural phenomenon of sports and are able to address relevant aspects (e.g. culture, politics, economy, environment, ...) in the classroom;
- are able to critically deal with future occupational fields in the field of school in a reflected manner and to develop their own ideas to further develop the teaching subject;
- support access to the outside at the school location and take targeted measures in order to visualize the teaching subject in the social environment;
- support the design of school as a health-promoting space with special regard to movement and sports and are involved in school sports development by diverse extra-curricular movement offers.

(2) Subject-Didactical Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Physical Education

- guarantee a highest possible degree of safety in the design of lessons by appropriate measures at any time, and they are able to assess possible risks and dangers in the exercise of movement, game and sports as well as to take effective measures for danger prevention;
- acquire the competence to train pupils considering their individual performance ability in the fields defined by the curriculum at the school: conditional and coordinative basics of movement actions game-oriented, experience-oriented, constructive as well as health-oriented; moreover, they are able to implement competence-oriented educational standards for the subject movement and sports;
- awaken the pupils' joy for movement and contribute to develop a movement-oriented and health-conscious lifestyle by interdisciplinary offers;
- are able to critically reflect their own gender-specific body and movement socialization and can design co-educative lessons gender-sensitively;
- possess knowledge and selected methods in order to promote processes of integration and multicultural learning by producing specific sports, game, dance and movement forms;

- have strong subject-didactical competences in order to productively deal with heterogeneous challenges of pupils (cultural background, special needs), and they are able to design gender- and diversity-sensitive as well as inclusive teaching professionally.

§ 2 Supplementary Examination

- (1) In addition to the general admission requirements for regular students and the admission requirements for the Bachelor's Programme Secondary School Teacher Training (General Education), admission to the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Physical Education requires positive completion of the supplementary examination for the assessment of physical and motor skills.
- (2) The supplementary examination consists of motor performance tests. The required performance levels are to be determined and announced by the Dean of Studies.

§ 3 Numbers of participants

1. Introductory Seminars (PS): 25
2. Practical Courses (UE): 15–25 (according to safety aspect)
3. Practical Training Courses (PR): 14
4. Excursions (EX): 12–20 (according to safety aspect, legal and organisational conditions)
5. Lectures with integrated practical parts from the field of teaching (VU): 15–20 (according to safety aspect)

§ 4 Compulsory Modules

- (1) Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Fundamentals of Medical, Biological and Sociological Aspects in Sports	h	ECTS-Credits
a.	VO Anatomy Systematic and functional anatomy of the locomotor system; anatomy of the organ and nervous system and sense organs: with regard to everyday activities and selected sports; anatomical characteristics of the organism: growth and development – endurance and adaption processes considering age and gender	2	4
b.	VO Exercise Physiology Basic principles of cell physiology, muscle and nerve function, sensory physiology; cardiovascular and respiratory physiology; metabolism, endocrinology, water and electrolyte balance, linking the basic principles to physical performance and exercise physiology: stress response, stress adaptation and health-related aspects considering age and gender	2	4
c.	VO Sports Sociology Fundamentals of the sociology of sport; knowledge of socialisation by and with sports; sports as an instrument of integration and inclusion; understanding of gender-specific and intercultural forms of expression of movement and sports	1	2
	Total	5	10

	<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ have detailed knowledge of the systematic and functional anatomy of the locomotor system from the perspective of sports movement and performance ability and fundamental knowledge of anatomical structures of the body as a basis for understanding motoric performance; ▪ have fundamental knowledge of the physiological structures of the body as a basis of understanding stress response by training motoric abilities; ▪ have fundamental knowledge of the sociology of sport; knowledge of socialisation by and with sports; sports as an instrument of integration and inclusion.
	Prerequisites: none

2.	Compulsory Module: Practical Exercises and Basic Principles in Methodological Aspects in Sports I	h	ECTS-Credits
a.	<p>UE Active Games Knowledge of the diversity of active games; acquisition of a wide range of active games (working clearance, role playing, matches, cooperative games) and in-depth knowledge of the structures of basic forms of competitive and cooperative sports and active games; development of game ability on action and organization level; stating of learning environments (experimental labs) to self-organized learning</p>	2	2
b.	<p>UE Fitness Gymnastics with Music Learn to know, compare and apply selected styles and trends in the field of group fitness with music; general and special music theory as well as elaborate and use special methodical/didactic working methods in the field of functional and health-oriented gymnastics; improvement of one's own performance, practice-related reflection</p>	2	2
c.	<p>UE Ice-skating Fundamental techniques of ice-skating, playful movement forms on the ice, elaboration of movement sequences individually and in groups; Knowledge of methodical steps to enhance ice-skating technique with movement analysis and error correction; Ice-skating-specific game and competition forms according to safety aspects</p>	1	1
Total		5	5
	<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ have a large extent of individual experience and skills in the field of active games, group fitness and ice-skating; ▪ have advanced skills in selected forms of active games and are able to design sports lessons diversity-sensitively and inclusion- and competence-oriented; ▪ have knowledge of general and special aspects of music as well as special, methodical-didactical work forms and are able to apply them; ▪ are able to instruct ice-skating specific game forms in a competence-oriented manner with special attention to safety aspects; ▪ are able to describe and explain movement skills from the fields of group fitness, ice-skating and active games regarding movement-theoretical backgrounds and know methodical basic concepts of competence-oriented implementation. 		
	Prerequisites: none		

3.	Compulsory Module: Fundamentals of Kinesiology	h	ECTS-Credits
a.	PS Introduction to Scientific Working Research areas and methods in sport science, literature search and citation styles, term paper: structure and content, writing of a term paper and oral presentation; introduction into the methods of qualitative social research	2	5
b.	VO Movement Science Application of anatomical and physiological basic knowledge for better understanding of movements, basic techniques of movement analyses and error correction, structuring of motoric abilities and skills, overview of motoric development; knowledge and critical view of movement-scientific methods, in particular sport motoric tests, outlining of control models and their implementation for motoric learning	2	4
c.	UE Promoting Posture Diagnostic methods in musculoskeletal deficits (testing of muscle function and strength); preventive training methods (strength, balance and coordination, stretching) and exercise strategies to prevent or improve overloading or weakness	1	1
	Total	5	10
	<p>Objective: Graduates of this module</p> <ul style="list-style-type: none"> ▪ know the differentiation of sports scientific disciplines with respect to competitive, recreational and school sports; ▪ are able to use and correctly implement sports scientific information sources, and they understand the methods to elaborate in sports sciences; ▪ are able to structure motoric abilities and skills and they know the ontogenesis of motoric abilities and skills; ▪ know the most important theories of motoric control and regulation and movement learning, and they are able to derive appropriate consequences for movement correction and training-methodical measures; ▪ have acquired development-relevant knowledge of the importance of promoting posture for health and can impart basic concepts of promoting posture in a differentiated manner and subject-oriented. 		
	Prerequisites: none		

4.	Compulsory Module: Practical Exercises and Basic Principles in Methodological Aspects in Sports II	h	ECTS-Credits
a.	UE Apparatus Gymnastics Knowledge of specific technics and skills in gymnastic, methodical-didactical principals to impart basic motoric skills and gymnastics skills; knowledge of safety regulations and precautions; knowledge and application of safety concepts for dealing with dangers and risk situations in apparatus gymnastics; understanding of biomechanical principles in gymnastic; knowledge of performance badges for pupils.	2	2

b.	UE Swimming Knowledge and acquisition of swimming techniques, enhancement of performance level, knowledge of the rules; knowledge of movement descriptions of swimming techniques and methodical principles to impart swimming techniques; knowledge of training scientific concepts with regard to swimming training; recognition of imprecise performance by movement analysis and taking measures to movement correction; understanding of biomechanical principles; knowledge and application of safety concepts for dealing with dangers and risk situations in swimming.	2	2
c.	UE Football Enhancement of conditional, technical and tactical performance level and acquisition of sports specific movement techniques of football; knowledge of the rules and game supervision; Ability to describe, demonstrate and theory-driven reasoning of basic game-specific techniques and tactical actions; Acquisition of sports game didactical imparting concepts in football and acquisition of the abilities to apply them in terms of competence models and gender-specific aspects in school and extracurricular sports	1	1
	Total	5	5
	Objective: Graduates of this Modules <ul style="list-style-type: none"> ▪ have a large extent of personal experience and personal skills in the field of apparatus gymnastics, swimming and football; ▪ are able to develop teaching sequences in the fields mentioned above with regard to training scientific and biomechanical insights of physical education; ▪ recognize incorrect performance of basic techniques in the sports mentioned above and take appropriate measures for movement correction; ▪ are able to plan and implement the methodical structure of basic skills in the sports mentioned above with special regard to safety aspects and different ages, ability, performance and gender in terms of competence orientation. 		
	Prerequisites: none		

5.	Compulsory Module: Fundamentals of Pedagogical Aspects in Sport and Training Science	h	ECTS-Credits
a.	VO Sport Education Theories and concepts of sports education; issues and methods of sports education; educational standards, competences, curricula; intercultural, gender-specific and historical and cultural aspects of movement and sports education; approaches and concepts of inclusion for differentiated and subject-oriented conveying of movement and sports with regard to different age, ability, performance and gender differences in terms of different target groups	2	4

b.	VO Training Science Basic terms and theoretical concepts of training science; training methods and performance diagnostic procedure of motoric basic stresses of speed, power, endurance, coordination, and flexibility in recreational sports, competitive and school sports; selected concepts of training science for sports-practical and sports-theoretical teaching considering gender-specific differences	2	4
c.	VU Subject Didactics Experience – Adventure Knowledge of selected psychological, pedagogical and subject-related concepts of adventure and risk education in movement and sports; responsible management of outdoor activities in the free terrain; development of frameworks in order to design learning processes in different nature environments on motoric and psychosocial levels	1	1
d.	UE Climbing Command of climbing techniques in medium routes, rope-technical skills and situation-adequate application; critical evaluation of different safety devices, methodical development with regard to safety aspect of exercise sequences for climbing beginners, advanced and professionals; teaching structure oriented towards competence models with special regard to social competence	1	1
Total		6	10
<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ know the basic terms of sport education and their relevance for school and extracurricular movement and sport education; ▪ know concepts of gender-sensitive and inclusive teaching and learning and are able to reflect and apply them with regard to structure teaching; ▪ have fundamental knowledge of approaches and concepts of inclusion and are able to impart it differentiated and subject-oriented with regard to different ages, abilities, performances and gender; ▪ have fundamental knowledge of training methods and principles of coordinative And conditional abilities and are able to plan and implement training processes with regard to different ages, abilities, performances and gender in terms of competence orientation; ▪ know procedures to evaluate motoric performance and are able to apply appropriate test procedures; ▪ know selected psychological and educational concepts of experimental education and are able to impart it with regard to different ages, abilities, performances and gender; ▪ are able to plan selected teaching sequences within outdoor activities with regard to safety-specific and ecological views, implement, analyse and evaluate them with pupils; ▪ know subject-related didactical concepts to impart climbing-specific movement offers and are able to plan and responsibly implement appropriate teaching sequences with regard to competence models and safety measures. 			
Prerequisites: successful completion of Compulsory Module 1			

6.	Compulsory Module: Practical Exercises and Basic Principles in Methodological Aspects in Sports III	h	ECTS-Credits
a.	UE Basketball Improvement of fitness, technical and tactical performance level and acquisition of sports game specific movement techniques; knowledge of the rules and game supervision; competence to describe, demonstrate and theory-driven reasoning of fundamental game-specific techniques and tactical actions; acquisition of sports-didactic mediation competence in the selected sports game and acquisition of the ability to apply this competence with regard to competence-oriented models in school and extracurricular sports	2	2
b.	EX Skiing Improvement of the performance level in alpine skiing according to the Austrian curriculum, snow and avalanche awareness; knowledge and application of safety concepts for handling danger and risk situations in the alpine terrain; responsible conduct of snow sports activities	2	2
c.	UE Racket Sports Improvement of fundamental sports game specific movement techniques and the tactical behaviour in selected racket sports; Acquisition of sports game comprehensive tactical measures in the field of racket sports; systemic and target-oriented planning of training sequences with special regard to inhomogeneous groups and age-, inclusion-, and gender-specific requirements; Organisational forms of tournaments for large groups; Knowledge of fundamental rules of selected racket sports	1	1
	Total	5	5
	Objective: Graduates of this Module <ul style="list-style-type: none"> ▪ are able to plan, implement and evaluate current teaching concepts as well as game and training forms in basketball, skiing and racket sports related to age, inclusion, gender and by means of social, individual, method- and subject-related evaluation procedures; ▪ are able to develop topic-oriented teaching sequences in basketball, skiing and racket sports according to educational standards; ▪ are able to plan and implement snow sports events responsibly and with regard to appropriate safety measures; ▪ recognise incorrect execution of sport type specific skills in basketball, skiing and racket sports and take measures for movement correction. 		
	Prerequisites: none		

7.	Compulsory Module: Fundamentals of Methodical and Biomechanical Aspects in Sports	h	ECTS-Credits
a.	VU Sports Methods and Teaching Movement and sport didactical basic concepts; selected concepts, theories and models of movement and sport didactics; sport didactical approaches of inclusion; Planning models and instruments for sport practical and theoretical lessons; theories and models of teaching planning and evaluation; forms and methods of teaching documentation; standards to collect and evaluate the pupils' performances	2	2

b.	VO Biomechanics Definition, structure and tasks of biomechanics in sports; biomechanical characteristics and examination methods in sports; biomaterials; biomechanics of sport injuries; biomechanical aspects of sporting performance; knowledge of technological possibilities of movement analysis and performance assessment	2	4
c.	UE Handball Improvement of fitness, technical and tactical performance level and acquisition of sports game specific movement techniques; knowledge of the rules and game supervision; competence to describe, demonstrate and theory-driven reasoning of fundamental game-specific techniques and tactical actions; acquisition of sports-didactic mediation competence and acquisition of the ability to apply this competence with regard to competence-oriented models in school and extracurricular sports	2	2
d.	UE Athletics Improvement of the performance level in track athletics, jumping and throwing, technique analysis, training methods; understanding of biomechanical principles in athletic movement skills; knowledge of subject-didactical concepts to convey running, jumping and throwing with regard to competence models and gender-specific aspects	2	2
Total		8	10
<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ are able to plan, implement and evaluate learning processes and teaching structures of the subject physical education theoretically and with regard to educational standards and curriculum in terms of target-orientation and differentiation multi-perspectively; ▪ are able to develop gender- and diversity-sensitive as well as inclusive teaching professionally; ▪ possess age- and gender-specific social, individual, methodical and subject-related evaluation procedures; ▪ are able to explain mechanical laws and principles regarding human motor skills and know fundamental biomechanical measurement and analysis methods and their applications; ▪ are able to implement biomechanical knowledge in training processes and physical education; ▪ are able to evaluate sports specific didactical mediation concepts and game and training forms in handball and athletics related to age, inclusion, gender and by means of social, individual, method- and subject-related evaluation procedures; ▪ recognize incorrect execution of sport type specific skills in handball and athletics by movement analysis and biomechanical aspects and take measures for movement correction. 			
Prerequisites: none			

8.	Compulsory Module: Practical Exercises and Basic Principles in Methodological Aspects in Sports IV	h	ECTS-Credits
a.	<p>VU Subject Didactics: Acrobatic Skills Imparting of the fundamental techniques of acrobatics, trampolining and parcouring as well as deepening of basic techniques of apparatus gymnastics; In-depth knowledge of safety regulations and concepts for dealing with dangers and risk situations when using large apparatuses, trampoline (safe use) and parcours; Planning of teaching sequences with apparatus gymnastics, acrobatics and trampolining according to educational standards and with regard to gender-specific aspects</p>	2	2
b.	<p>VU Subject Didactics Social Education in Movement and Sports Concepts of social teaching and learning; Fundamentals of ethics and concepts of implementation in different movement actions within the curriculum as well as under the perspective of educational standards and inclusion; Teaching structure in the subject physical education under the aspects of fairness, equal opportunities and competition; Models to describe social dynamics in groups and classes and possibilities of intervention</p>	1	1
c.	<p>UE Gymnastics and Dance Comparison of motives, effects and objectives of dance in past and present; knowledge and application of methodical-didactical working methods as an instructor and choreographer; improvement of one's own performance and extension of special movement repertory with selected trends in the field of dance and rhythmic gymnastics; practice-related reflection; integrated creative work with music and different materials to expand competences in the field of expression, creativity, cooperation and teamwork</p>	2	2
Total		5	5
<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ have skills with integral-creative work with music and different material in the field of expressiveness, creativity, cooperativeness and teamwork; ▪ have improved their skills in rhythmic gymnastics and dance ▪ know methodical-didactical working methods as an instructor and choreographer and are able to apply and reflect them in the classroom; ▪ are able to implement subject didactical concepts to impart gymnastic-acrobatic skills with special regard to heterogeneous performance groups; ▪ know diverse possibilities of using large apparatuses in order to develop gymnastic-acrobatic skills with special attention to safety aspects; ▪ know the models to describe social dynamics and are able to plan, implement and evaluate teaching in order to develop social competences; ▪ possess relevant knowledge to develop communication processes in imparting movement, sport and body-related contents; ▪ are able to develop gender- and diversity-sensitive as well as inclusive teaching. 			
<p>Prerequisites: successful completion of Compulsory Modules 2 and 4</p>			

9.	Compulsory Module: Empirical Methods	h	ECTS-Credits
	PS Empirical Methods Object of empirical examinations in sports science; examination planning, quality criteria of data collection; methods of descriptive statistics, fundamental methods of inferential statistics (samples, significance test)	2	5
	Total	2	5
	Objective: Knowledge of Sport-Scientific research Methods; students are able to create simple designs of empirical examinations; they acquire skills in applying data-specific analysis methods.		
	Prerequisites: none		

10.	Compulsory Module: Dance Theatre and Games in Physical Education and Sport	h	ECTS-Credits
a.	VU Subject Didactics Dance Theatre Deepening and application of selected styles of dance, gymnastics and movement arts; individual and group performances according to the criteria of educational standards and school curriculum with creative designs and the application with music; deepening of the methodical-didactical repertoire as well as planning and implementation in teaching sequences with regard to gender-specific differences as well as the transfer of subject-didactical concepts and their practice-oriented reflections	2	2
b.	VU Subject Didactics Movement and Sports Games Knowledge of concepts to develop the ability to play with regard to educational standards and playful movement actions of the curriculum for the subject physical education; knowledge of sports games relevant for school sports (e.g. hockey, flag football, ultimate frisbee); skills to design, co-educative teaching gender- and diversity-sensitively	1	1
c.	UE Volleyball Improvement of fitness, technical and tactical performance level and acquisition of sports game specific movement techniques; knowledge of the rules and game supervision; competence to describe, demonstrate and theory-driven reasoning of fundamental game-specific techniques and tactical actions; acquisition of sports-didactic mediation competence in the selected sports game and acquisition of the ability to apply this competence with regard to competence-oriented models in school and extracurricular sports	2	2
	Total	5	5
	Objective: Graduates of this Module <ul style="list-style-type: none"> ▪ have in-depth knowledge of additional selected styles of dance, gymnastics and movement arts and are able to apply them differentiated and gender- and diversity-sensitively; ▪ are able to creatively design and apply individual and group performances according to the criteria of educational standards and school curriculum with creative designs and the application with music; ▪ are able to develop teaching sequences for movement and sports game lessons; ▪ are able to change rules of movement and sports game as well as organisational forms of competitions situation-specifically together with pupils; ▪ are able to apply sports game didactical mediation concepts in volleyball with regard to competence-oriented models in school and extracurricular sports. 		

Prerequisites: successful completion of Compulsory Modules 2, 4 and 8
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11.	Compulsory Module: Psychology and Pedagogy for Physical Education and Sport	h	ECTS-Credits
a.	VO Sports Psychology Basic theories, models and intervention areas of sport and exercise psychology including gender aspects; introduction to research methods of sport psychology; introduction to movement-related health psychological models	1	2
b.	PS Sport Education Empirical examination of selected sport educational issues with scientific methods; Planning, development and presentation of a paper corresponding to scientific criteria; Knowledge of evaluation procedures based on the selected research design as well as their application and interpretation	1	3
Total		2	5
<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ have fundamental knowledge of the role of emotional, motivational, cognitive and social factors in sports and movement; ▪ are able to understand teaching-related learning and teaching processes against the background of psychological insights; ▪ know essential theories of personality, self-effectiveness, attribution and behaviour; ▪ are able to elaborate sport educational issues with a paper by using suitable research methods; ▪ are able to explain general and subject-didactical actions and issues individually and in a team with appropriate methods; ▪ are able to evaluate results of sport educational research regarding their relevance for the subject physical education. 			
Prerequisites: successful completion of Compulsory Modules 3 and 5			

12.	Compulsory Module: Health Effects in Physical Education and Sport	h	ECTS-Credits
a.	UE Fitness Training Practical implementation of basic training methods to increase motoric abilities and skills; planning of training units for school, popular, recreational and competitive sports; practical experiences of relevant training exercises without equipment, with small equipment and training-specific large equipment; knowledge of performance diagnostic procedure of motoric basic stress for school, popular, recreational and competitive sports	2	2

b.	VU Subject Didactics Sports Games Organisation and implementation of teaching sequences with big sports games regarding tactical measures or/and game-specific technical elements as well as gender-specific differences; Acquisition of sports game comprehensive technical skills and sports game comprehensive fundamental tactical measures; Knowledge of the rules and competitive organizational forms of selected sports games; knowledge of incorrect execution of sports game specific techniques and tactical behaviour and taking of appropriate correction measures	1	1
c.	VU Subject Didactics Swimming and Water Sports Refining of swimming techniques: turning – starting – medley; coordinative training in swimming; training-methodical fundamentals of swimming; imparting of fundamental techniques of high diving, diving and water ball; acquisition of diverse game and training forms in the water considering heterogeneous groups and small space offer; knowledge and application of safety regulations and precautions in high diving and diving	2	2
Total		5	5
<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ know methodical basic concepts to enhance and impart sport-motoric skills with regard to the conveyance of subject-specific and methodical competences; ▪ are able to plan and implement theory-driven training with/without small and big equipment with special regard to age- and gender-specific requirements; ▪ know teaching and testing methods in order to develop the acquisition of technical skills as well as the ability to play with different methodical-didactical possibilities; ▪ are able to explain, demonstrate and correct structures and contents of sports games target group oriented and based on subject-didactical competences; ▪ are able to demonstrate training scientific concepts with regard to training in swimming and apply it in the teaching of pupils; ▪ are able to plan, implement and evaluate teaching sequences in the water with regard to educational standards; ▪ are able to recognize errors in the execution of movement and to take appropriate measures 			
Prerequisites: successful completion of Compulsory Modules 1, 4, 5, 6, 7 and 10			

13.	Compulsory Module: Performance Improvement in Physical Education and Sport	h	ECTS-Credits
a.	VU Subject Didactics Performance Improvement I Apparatus Gymnastics – Parcours – Trampoline – Acrobatics Deepening of the basic techniques of apparatus gymnastics, acrobatics, trampolining and parcours; Knowledge of subject-didactical concepts to impart gymnastic-acrobatic skills with special regards to parcours; Planning and implementation of teaching sequences to acquire badges in apparatus gymnastics with objectives according to educational standards	2	2

b.	VU Subject Didactics Performance Improvement II Swimming and Athletics Acquisition of sport didactical conveyance concepts in swimming, diving, high diving, playing as well as to apply them with regard to educational standards in the subject physical education; Acquisition of diverse game and training forms in the water with regard to heterogeneous groups small space offer; Acquisition of sport didactical conveyance concepts of throwing, jumping, running as well as to apply them with regard to educational standards in the subject physical education	2	3
	Total	4	5
	Objective: Graduates of this Module <ul style="list-style-type: none"> ▪ are qualified to plan and implement gymnastic-acrobatic movement skills as well as elements of trampolining and parcours competence-oriented and with regard to different organisational forms age-specifically; ▪ are able to implement subject-didactical concepts to impart water sports specific skills and different game forms with regard to competence models age-specifically and with heterogeneous groups; ▪ are able to design teaching sequences in swimming differentiated and competence-oriented with restricted framework conditions; ▪ have sufficient skills for achieving badges in apparatus gymnastics, swimming and athletics and are able to plan and implement appropriate teaching units; ▪ know numerous game and training forms of athletics and are able to convey them age-appropriately and competence-oriented. 		
	Prerequisites: successful completion of compulsory modules 4, 7, 8 and 12		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Bachelor's Seminar Implementation of a sports-scientific project with project-related methods of data collection and statistical evaluation procedures; application of different evaluation procedures, presentation and discussion of the results. A bachelor's thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated.	2	1 + 4
	Total	2	5
	Objective: Graduates of this Module <ul style="list-style-type: none"> ▪ have the competence to plan examinations and elaborate a written thesis according to the current scientific guidelines; ▪ have fundamental knowledge of quantitative and qualitative research methods; ▪ understand the possibilities of application of research methods to movement- and sport-related phenomena in the subject physical education; ▪ are able to elaborate a topic for a scientific bachelor's thesis theory-driven, methodically and formally correct. 		
	Prerequisites: successful completion of Compulsory Modules 3, 5, 9 and 11		

15.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject-Related Practical Course Use of presentation, feedback, moderation techniques and their appropriate use in teaching sequences in the subject Physical Education; planning and implementation of teaching within the scope of the curriculum and educational standards as well as with regard to gender-specific and intercultural perspectives; implementation of approaches of inclusion to differentiated and subject-oriented conveyance of movement and sports considering different ages, abilities, performances, and gender-differences with different target groups; evaluate and document teaching practice in the subject Physical Education with different didactical perspectives; implementation in appropriate school locations.</p>	1	5
	Total	1	5
	<p>Objective: Graduates of this Module</p> <ul style="list-style-type: none"> ▪ are able to plan and implement teaching sequences considering appropriate presentation, feedback and moderation techniques; ▪ are able to reflect and develop individual learning processes and experiences; ▪ are able to summarize the knowledge acquired within the scope of the study programme and to develop lessons in the subject Physical Education based on the curriculum and educational standards. 		
	<p>Prerequisites: successful completion of Compulsory Module 10, 11, 12 and 13</p>		

16.	Compulsory Module: Special Topics in Sports Science	h	ECTS-Credits
	<p>Courses with a total of 5 ECTS-Credits from the following courses of the Bachelor's Programme Sport Science are to be chosen:</p> <p>VO Special Aspects of Anatomy (2 h, 5 ECTS-Credits) VO Special Aspects of Exercise Physiology (2 h, 5 ECTS-Credits) VU Applied Exercise Physiology (2 h, 4 ECTS-Credits) VO Specific Aspects of Training Science (1 h, 2 ECTS-Credits) VU Applied Training (1 h, 3.5 ECTS-Credits) VU Training Schedules (1 h, 2 ECTS-Credits) VU Special Aspects of Training (1 h, 2 ECTS-Credits) VU First Aid (2 h, 2 ECTS-Credits) VO Nutrition in Sports (1 h, 2 ECTS-Credits) UE Tutorial in Biomechanics (1 h, 2 ECTS-Credits) VO Specific Aspects of Sport Psychology (1 h, 2 ECTS-Credits) UE Applied Sport Psychology (2 h, 3.5 ECTS-Credits) VO Specific Aspects of Sport Sociology (1 h, 1,5 ECTS-Credits) VO History of Sports (1 h, 1 ECTS-Credits) EX Cross-country Skiing (2 h, 2 ECTS-Credits) EX Snowboarding (2 h, 2 ECTS-Credits) UE Game Sports (1 h, 1 ECTS-Credits) UE Specialisation in a selected Basic Sports: Swimming, Athletics, Game Sports, Apparatus Gymnastics, Gymnastics and Dance (2 h, 3 ECTS-Credits) UE Far East Movement/Cultures (Specialisation) (1 h, 1 ECTS-Credits) VO Inclusion in Sports (1 h, 2 ECTS-Credits) VO Sports and Health Tourism (1 h, 2 ECTS-Credits) UE Designing Studies and Statistical Analyses (1 h, 2.5 ECTS-Credits) UE Climbing (2 h, 2 ECTS-Credits)</p>		5
	Total		5
	<p>Objective: This Module serves to extend the studies and to acquire additional qualifications.</p>		
	<p>Prerequisites: the prerequisites of the respective Curricula do apply.</p>		

Section 2: Subject Biology and Environmental Protection

§ 1 Subject-Specific Qualification Profile

(1) Subject-Specific Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Biology and Environmental Protection are able to impart the knowledge acquired to pupils in secondary schools (according to School Education Act) in a subject-specific and subject-didactical manner and thus to awaken the pupils' interest in different aspects of biology.

They have a well-founded knowledge in all main fields of biology (with special regard to the curricula of secondary schools) and are able to apply this knowledge in the appropriate context and interdisciplinary combine biological disciplines with natural scientific fundamentals.

They know biological work techniques in the laboratory and in the field and understand the fundamental principles of natural scientific research (planning, implementation, report, presentation).

They understand the principles of sustainability and are able to transport responsible action for nature and environment.

(2) Subject-Didactical Competences

The graduates are able to prepare biological contents according to the individual needs of the pupils and to support them to understand teaching contents and to apply knowledge in this and new contexts.

They are able to include current research results of biology in teaching, connect biological contents to the pupils' world of experience and to illustrate them with interesting experiments and practical assignments in the classroom and excursions in the field.

They have fundamental knowledge of subject-didactical theories and models of biology lessons, are able to use this knowledge effectively in the classroom and to evaluate and question their actions appropriately.

§ 2 Numbers of participants

PR Practical Training Courses: 14

§ 3 Compulsory Modules

(1) Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Fundamentals of Natural Sciences	h	ECTS-Credits
a.	VO Applied Mathematics and Statistics Basic concepts of mathematics; simple equation systems; linear and polynomial functions; linear interpolation and regression; basic concepts of descriptive statistics; correlation, regression and variance analysis	1	1.5
b.	VO Inorganic and Organic Chemistry for Biologists Fundamentals of atoms, molecules and ions, electron structure of atoms; basic concepts of chemical bonding; characteristics of solutions, equilibrium of acids and bases; introduction to organic chemistry with regard to biologically relevant compound classes and reaction types	1	2

c.	VO Geology, Origin of Life, Geological Eras Fundamentals of the formation of the earth, structure and composition of the earth crust; exogenous and endogenous dynamics; minerals and rocks, geochronology, overview of the formation and appearance of different life forms in different geological eras	1	1.5
	Total	3	5
	Objective: Graduates of this Module understand natural scientific fundamentals of biology and are able to reflect and apply them. They have skills in autonomously elaborating similar contents. They possess knowledge of natural scientific fundamentals of biology, they understand important connections between biology and chemistry, and biology and geology, and they are able to describe and analyse biological connections with mathematical methods.		
	Prerequisites: none		

2.	Compulsory Module: General Biology 1	h	ECTS-Credits
a.	VO Cell Biology and Cell Physiology Construction and function of prokaryotic and eukaryotic cells and their elements such as cell wall, plasma membrane, cell nucleus, mitochondria, chloroplasts, golgi-apparatus, vesicles, flagella; cell physiological fundamentals such as cell respiration, transport mechanisms, cellular communication; C- and N-metabolism; cell cycle	2	2.5
b.	VO Biochemistry Fundamentals of biochemistry: nucleic acids, amino acids, protein structures, biochemical methods, functions and regulations of enzymes, mechanisms of signal transduction; central metabolic pathways: glycolysis, citric acid cycle, respiratory chain, ATP-synthesis, oxidation of fatty acids	2	2.5
	Total	4	5
	Objective: Graduates of this Module have skills in reflecting contents of this module and autonomously elaborating similar contents. They have knowledge of the construction and function of animal, plant and microbe cells		
	Prerequisites: none		

3.	Compulsory Module: General Biology 2	h	ECTS-Credits
	VO Systematics and Evolution Principles of systematics, knowledge on diversity, classification and organisation of metazoans, evolutionary transformations of body plans; Knowledge on diversity and systematics of metazoans, recognition of body plans and organisational level, recognition of evolutionary trends in the animal kingdom.	3	5
	Total	3	5
	Objective: Graduates of this Module understand the contents of the lecture and have the competence to reflect and apply them. They have skills in autonomously elaborating similar contents. They have knowledge of diversity, systematic classification of organisms and essential evolutionary development trends, and they recognize different organismic organizational levels.		

Prerequisites: none

4.	Compulsory Module: Botany 1	h	ECTS-Credits
a.	VU Plant Anatomy The important anatomical characteristics of seed plants (angiosperms and gymnosperms) will be covered, using material with typical and easy to identify features. Different tissue types of the main plant organs will be identified and an insight into their function will be gained. The Students will learn how to use a microscope, how to prepare plant material and make their own microscope slides making and learn some basic histological staining techniques.	2	2.5
b.	VO Plant Physiology for Prospective Teachers Physiological, biochemical and biophysical fundamentals of life processes and expressions of plants; metabolic physiology; carbon, water and mineral balance; developmental physiology with internal and external control factors; effect of abiotic environmental factors (radiation, temperature, water and minerals) on physiological processes; habitat-specific physiological adaptations; fundamentals of plant resistance	2	2.5
Total		4	5
Objective: Graduates of this module know the most important construction principles of plant-based basic organs, the main metabolic processes of plants, plant development, and they are able to evaluate the influence of abiotic factors			
Prerequisites: successful completion of Compulsory Module 2			

5.	Compulsory Module: Botany 2	h	ECTS-Credits
a.	VO Flora and Vegetation of Central Europe Overview of the vegetation types of Central Europe (deciduous forests, coniferous forests, vegetation at the forest border, alpine vegetation, meadows, moors, lakeshores) and certain environmental factors; valuable species groups and their ecological importance	1	1.5
b.	EU Diversity of Domestic Plants Practical examination of photo-synthetic active native organism groups with examples (algae, mosses and vascular plants); characteristic family characteristics of important flowering plants; plant species in their natural environment in selected habitats	2	2
c.	VO Global Agricultural Plants Issues of global food security; measures to maximize productivity; classification, morphology, anatomy, ingredients, ecological requirements, mounting, profit situation and use of cash crops from the tropics, subtropics and temperate zones; structure of crop plants according to their use for human nutrition and according to their products for technical utilization (food crops, spice plants, stimulant plants, industrial crops); basic concepts of merchandises	1	1.5
Total		4	5

	<p>Objective: Graduates of this module are able to categorize the vegetation types of Central Europe, address the most important representatives and have knowledge of the forms of algae, mosses, lichens and flowering plants. They know the most important crop and agricultural crops with regard to ecological and breeding issues of global food security.</p>
	<p>Prerequisites: successful completion of Compulsory Module 3</p>

6.	Compulsory Module: Microbiology 1	h	ECTS-Credits
a.	<p>VO Introduction to Microbiology: Significance of Microorganisms Overview of prions, viruses, bacteria and fungi; basic aspects of microbial growth and ecological significance of microorganisms; ecological significance of microorganisms specifically for material cycles; mineralization, nitrogen fixation; eu- and dyssymbiosis</p>	2	3
b.	<p>VO Applied Microbiology & Biotechnology Biotechnological production of microbial products such as organic acids, pharmaceutical products, microbial polymers and enzymes; use of microorganisms in food and animal feed industry and environmental microbiology</p>	1	2
	Total	3	5
	<p>Objective: Graduates of this Module have fundamental knowledge of general microbiology and the ecological importance of microorganisms. They are able to assess the role of microorganisms in different habitats for global nutrient cycles and know application possibilities of microorganisms in different fields of (environmental)biotechnology and nutritional microbiology.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 2 and 3</p>		

7.	Compulsory Module: Microbiology 2	h	ECTS-Credits
a.	<p>VU Microbial Working Techniques Different methods of microbiology are theoretically discussed and practical applied: sterile working; methods to determine microbial cell numbers and mass from different matrices; quantification and influence of microbial growth; specific evidence of pathogen microorganisms; nutritional microbiology</p>	3	4
b.	<p>VO Medical Microbiology & Hygiene Relationship between microbes and humans, local and systemic infections, infectious disease control (antimicrobial therapy, vaccinations, Hygiene measures), selected infectious diseases, diagnostics of infectious diseases, nosocomial infections.</p>	1	1
	Total	4	5
	<p>Objective: Graduates of this Module have knowledge with safe handling of microorganisms and the skill to apply fundamental microbial working techniques in the microbiological laboratory. They understand the fundamentals of medical microbiology and infectious diseases and know theoretical and practical aspects of hygiene.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 2 and 3</p>		

8.	Compulsory Module: Zoology 1	h	ECTS-Credits
a.	VO Anatomy and Body Plans of Animals Introduction to the phylogenetic systematics; overview of the bauplans and diversity of animals with special regard to native groups; basal basic patterns of protozoa and metazoa (porifera, coelenterata, mollusca, annelida, arthropoda, deuterostomia, craniota)	2	2.5
b.	UE Anatomy and Body Plans of Animals Overview of the bauplans of important animal groups including morphology, anatomy, biology and lifestyle of selected representatives of different taxa such as protozoa, annelida, gastropoda, arthropoda, teleostei	2	2.5
	Total	4	5
	Objective: Graduates of this Module understand the bauplans of important animal groups and are able to compare them. They have the competence to independently elaborate and practical apply similar contents.		
	Prerequisites: none		

9.	Compulsory Module: Zoology 2	h	ECTS-Credits
a.	VO Animal Physiology Basic characteristics of transport and of energy metabolism in vertebrates and invertebrates, and it explains structure and function of animal organs, focusing in particular on vertebrate organs	2	3.5
b.	VO Developmental Biology Embryonic development in model organisms (caenorhabditis, drosophila, chicken, mouse) and human being; creation of gametes, mechanism of fertilization, creation of blastula and gastrulation; regeneration and stem cell systems	1	1.5
	Total	3	5
	Objective: Graduates of this Module know and understand the fundamentals of substance transport and energy metabolism and possess developmental biological knowledge of important model organisms. They have the competence to independently elaborate and practical apply similar contents.		
	Prerequisites: none		

10.	Compulsory Module: Ecology 1	h	ECTS-Credits
a.	VO Introduction to Ecology Organisms and the environment; populations; interactions between organisms; relationships; ecosystems; complexity of current global environmental issues (e.g. greenhouse effect, global change and biodiversity crisis)	2	3

b.	VO Structure and Function of Selected Ecosystems Flow of energy, substances and information of selected aquatic and terrestrial ecosystems (e.g. lake, flowing waters, forest, grassland ecosystem); ecosystem dynamics and their driving forces	1	2
	Total	3	5
	Objective: Graduates of this module are able to present and explain the fundamentals of ecology and structure and function of ecosystems. They have the competence to independently elaborate and practical apply similar contents.		
	Prerequisites: none		

11.	Compulsory Module: Ecology 2	h	ECTS-Credits
a.	PJ Biodiversity of Native Habitats Botanical, limnologic and terrestrial-zoological excursions and samplings in native habitats; knowledge of forms of native flora and fauna and determination of collected organisms in the laboratory; ecological requirements and adaptations of organisms; integration and function of plants and animals as well as effects and dependencies in biogenesis; oral presentation and written paper to a selected topic	3	4
b.	VO Environmental and Natural Protection Legal framework and subject-specific fundamentals of environmental and natural protection; global, European, national and local requirements; examples of problem-oriented application and practical implementation, management and monitoring; importance and sustainability of environmental and natural protection in the society	1	1
	Total	4	5
	Objective: Graduates of this Module are able to present and explain the diversity, ecological requirements and the niches and functions of plants and animals of selected native habitats as well as the fundamentals of environmental and natural protection. They have the competence to independently elaborate and practical apply similar contents.		
	Prerequisites: successful completion of Compulsory Module 5 and 10		

12.	Compulsory Module: Human Biology	h	ECTS-Credits
a.	VO Human Anatomy, Biology and Nutrition Fundamentals of anatomy and physiology of humans; construction and function of organs, organ systems and tissues; nervous and circulation system, neurophysiology, reproductive biology, nutrition, digestive system and metabolism of humans	2	4
b.	VO Pathology Discussion of the concept: a molecule – a disease; different aspects of pathology: from wound healing to diabetes to different forms of cancer	1	1
c.	VO Psychosomatics Interrelation of psychological reactions, procedures and diseases with bodily processes and conditions; treatment of special topics such as eating disorders, adolescence, (auto-)aggressive behaviour, traumatization	1	1

d.	VO Immunobiology Molecules, cells and organs of the immune system; molecular and cellular mechanisms of the recognition of self and foreign; different components within the framework of immune responses	1	1.5
	Total	5	7.5
	Objective: Graduates of this Module understand the contents of the lectures and have the competence to reflect them. They have the competence to independently elaborate and practical apply similar contents. They have knowledge of biology, anatomy, physiology, nutrition, pathology, psychosomatics, and sexuality of humans.		
	Prerequisites: successful completion of Compulsory Module 2		

13.	Compulsory Module: Molecular Biology	h	ECTS-Credits
a.	VO Molecular Biology for Prospective Teachers Basic concepts of molecular biology; molecular structure of DNA, RNA, proteins, genetic code, structure and function of chromatin; regulation and mechanics of DNA-replication, transcription and translation; fundamental methods to examine DNA, RNA and proteins; application and importance of molecular biological methods beyond biology	1	2
b.	UE Exercises in Molecular Biology for Prospective Teachers Selected model tests to basic approaches and principles of molecular biology: isolation of genomic DNA from animal cells and from plasmid DNA from <i>E. coli</i> ; transformation of plasmid-DNA; quantitative and qualitative analysis of DNA; protein isolation from tissues, protein detection with western blot	2	2.5
c.	VO Genetics Fundamentals of genetics: Mendel and the birth of genetics, chromosome theory of inheritance; molecular genetics: structure of chromosomes; DNA-recombination, mutations and their causes, repairs of DNA-damages; genetic methods in biological and medical research, gene mapping and cloning	1	1.5
d.	VO Genetic Engineering Genetically modified organisms: restriction endonucleasis, ligase, plasmid cloning, gene synthesis; recombinant production of proteins: heterologous expression in bacteria, scaling and fermenting, eukaryotic expression systems, transfection and selection methods, in-vitro translation; transgene animals and plants; reproductive cloning of mammals; gene therapy; stem cells	1	1.5
	Total	5	7.5
	Objective: Graduates of this Module understand the contents of the lectures and have the competence to reflect them. They have the competence to independently elaborate and practical apply similar contents. They have an overview of functions and structures of DNA, RNA and proteins as well as the regulation of translation, transcription and DNA-replication. They possess fundamental knowledge of methods and procedures of molecular biology, classical and molecular genetics and gene technology.		
	Prerequisites:		

14.	Compulsory Module: Global Change and Environment	h	ECTS-Credits
a.	VO Global Ecology Effects of global change on terrestrial and aquatic ecosystems; interaction between social and natural systems in the context of globalisation, global change; sustainable development with regard to commodities; future cultivation of ecosphere; Biosphere in politics	2	2.5
b.	SE Global Ecology Discussion, in-depth treatment and exercise of the contents from the lecture	1	1
c.	VO Pollution of Habitats and Environmental Toxicology Global pollution of habitats by pollutants and their ecological effects: aromatic hydrocarbons and crude oil products; pesticides and herbicides; dibenzo-dioxins and furans; polychlorinated biphenyles; heavy metals; environmental stress by combination effects of damages and other (biological and anthropogenic) stress factors; methods of quantification of toxic and ecotoxic effects	1	1.5
	Total	4	5
	Objective: Graduates of this Module are able to present and explain the fundamentals of global ecology (in particular global change and their effects with ecological processes, the conflict of ecology-economy, sustainable development, human ecology) and environmental toxicology. They have the competence to independently elaborate and interpret similar contents.		
	Prerequisites: successful completion of Compulsory Module 1 and 11		

15.	Compulsory Module: Teaching Biology	h	ECTS-Credits
a.	VO Introduction to Teaching Teaching Biology as a science; natural scientific basic education/educational goals, basic concepts and principles of biology lessons, competence model/competence-oriented teaching, models of subject-specific teaching	1	1
b.	SE Methods of Teaching Biology Annual plans for teaching the subject matters, prepare biology lessons, teaching materials, facilitate natural scientific methods, assess students	1	1.5
	Total	2	2.5
	Objective: Graduates of this Module have an overview of national and European educational goals of the subject Biology and Environmental Protection, are familiar with main theories of teaching biology and are able to classify and interpret expert knowledge within a subject-didactical context. They have insights into the planning and preparation of competence-oriented biology lessons and are able to link subject-didactical theoretical knowledge with reflections of teaching practice.		
	Prerequisites: none		

16.	Compulsory Module: Learning Outside the Classroom	h	ECTS-Credits
	EU Learning Outside the Classroom Principles and theories of learning outside the classroom (e.g. zoological and botanical gardens, school gardens, museums), concrete planning, implementation and reflection of teaching units	2	2.5
	Total	2	2.5
	Objective: The graduates of this Module are familiar with the principles and theories of learning outside the classroom and are able to apply this knowledge practically. They are familiar with different places to learn away from school, know their potential for teaching and are able to prepare and evaluate these learning experiences in regular lessons.		
	Prerequisites: none		

17.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Research topics with direct practical relevance; research-driven teaching planning and implementation; pupils' presentations of biological processes; metaphors; conceptual change	1	5
	Total	1	5
	Objective: The graduates of this module are able to prepare expert knowledge with correct contents and comprehensibly in terms of biology lessons and to plan, implement and evaluate their teaching principles according to modern biology teaching. They take account of the learners' heterogeneity. They are able to reflect research knowledge in the context of teaching practice and to critically reflect their own teaching.		
	Prerequisites: successful completion of Compulsory Module 15		

18.	Compulsory Module: Research-Oriented Learning in the Biology Classroom	h	ECTS-Credits
a.	UE Didactical Basics of Research-Oriented Learning Teaching methodology and practice of research-oriented learning, planning, implementation and reflection of a minimum of two teaching units, writing of a scientific work as a preparation to prescientific work	2	2
b.	UE Biological Project Planning of a biological research project (question, hypothesis, choice of study system and methods, reflections in terms of sample size and reproducibility); implementation, statistical analysis of results, interpretation, critical questioning of one's own results and discussion of specialist literature; written documentation in form of a natural scientific report. All steps of the project work are carried out by the students under supervision.	1	3
	Total	3	5

	<p>Objective: The graduates of this Module are familiar with the fundamentals of natural scientific work and the characteristics of natural scientific finding processes (nature of science, theory of science and research ethics). They are able to efficiently accompany a research project within the framework of practical-oriented prescientific works of pupils (i.e. formulate hypothesis, plan appropriate reviews, analyse and present collected data as well as discuss and present results in the context of specialized literature). They are able to research, critically read and process literature and are familiar with correct citation formats. Moreover, they are able to independently write a natural scientific text and to support pupils to structure and elaborate natural scientific texts. They understand different teaching methods in order to promote research-oriented learning in the classroom.</p>
	<p>Prerequisites: successful completion of Compulsory Module 1 and 15</p>

19.	Compulsory Module: Teaching Biology: Research and Practice	h	ECTS-Credits
a.	<p>VO Introduction to Research of Teaching Biology Research-theoretical fundamentals to experiment with biology teaching; ethical aspects; experimental design (questions, hypotheses, choice of study systems and methods); methods of biology-didactical research: elaboration of strategies, integrate biological experiments in school teaching from subject-specific and didactical view and with regard to one's own experiences</p>	1	1
b.	<p>Two Practical Courses with a total of 4 ECTS-Credits are to be chosen:</p> <p>UE Botanical Experiments for School¹⁾ (2 h, 2 ECTS-Credits) Simple experiments, insights into the most important vital functions of plants (growth and development, photosynthesis, respiration, water balance and nutrient reception) suitable for the practical implementation in school lessons</p> <p>UE Zoological Experiments for the Classroom²⁾ (2 h, 2 ECTS-Credits) Simple experiments from the fields of zoology and human biology suitable for implementation in school lessons</p> <p>UE Microbiological Experiments for the Classroom³⁾ (2 h, 2 ECTS-Credits) Simple experiments to demonstrate the characteristics, ecological role, potential pathogenicity and biotechnological application possibilities of bacteria and fungi in school lessons</p> <p>UE Molecular Biology Experiments for the Classroom⁴⁾ (2 h, 2 ECTS-Credits) Simple experiments of DNA-analysis: DNA-extraction, DNA-restriction, PCR, gel electrophoresis, transformation and selection, working with databases, virtual cloning, sequence analysis; everyday practical application examples for school lessons</p> <p>UE Ecological Experiments for the Classroom⁵⁾ (2 h, 2 ECTS-Credits) Simple ecological experiments suitable for implementation in school lessons</p>	4	4

	UE: Agriculture and the Classroom^{s)} (2 h, 2 ECTS-Credits) Curricula-related development of the topic of agriculture including the creation and testing of teaching materials and units suitable for demonstrating different aspects of agricultures for school lessons		
	Total	5	5
	Objective: The graduates of this Module are familiar with common research methods of biology-didactical research, are able to explicitly address differences in research paradigms and plan a subject-didactical research project (questions, choice of methods etc.). They are able to integrate experiments in biology lessons age-appropriately and in terms of epistemological and learn-theoretical as well as practical reflections.		
	Prerequisites: ¹⁾ successful completion of Compulsory Module 4 ²⁾ successful completion of Compulsory Module 8 ³⁾ successful completion of Compulsory Module 7 ⁴⁾ successful completion of Compulsory Module 13 ⁵⁾ successful completion of Compulsory Module 10		

§ 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits, is to be completed in the teaching subject Biology and Environmental Protection. The performance of the Bachelor's Thesis is to be delivered in addition to the course in which scope the thesis is to be completed. The Bachelor's Thesis is to be completed within a course with continuous assessment from a compulsory module of the teaching subject Biology and Environmental Protection.

Section 3: Subject Chemistry

§ 1 Subject-Specific Qualification Profile

(1) Subject-Specific Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Chemistry have acquired the following subject-specific competences:

- Theoretically and methodically well-founded practical-laboratory-supported knowledge of inorganic chemistry, analytical chemistry, biochemistry, organic chemistry, physical chemistry and theoretical chemistry.
- Experimental skills and knowledge of chemical working techniques and practice with the use of chemical substances, and responsible handling with chemicals in class.
- Skills to independent scientific thinking, autonomous implementation of experiments as well as the documentation and presentation of results of experiments on a scientific basis.
- Skills to derive general rules of chemistry from experiments by individual observations in order to use them to explain observations of everyday life.
- Awareness of sustainable development and sustainable use of material and energetic resources.
- Skills to demonstrate advantages and disadvantages of technical use of chemical products as well as to evaluate their risks for humans and the environment and to make pupils aware.
- Skills of independent acquisition of knowledge in subject-related and subject-didactical terms.

(2) Subject-Didactical Competences

The Subject-Didactical Training of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Chemistry imparts graduates the following subject-didactical competences:

- Knowledge of Subject-Didactical Theories and Models and to consider them in the teaching practice teaching- and learning-effectively.
- Skills to select, test, evaluate teaching methods and media based on insights of current subject-didactical research as well as gender-theoretically founded gender competence and to realize subject-specific goals.
- Skills to prepare teaching materials adapted to the pupils' needs and to arouse interest in chemistry with the selection of suitable experiments as well as to practically experience the close connection between biology, physics, pharmacy and ecology.

§ 2 Numbers of participants

1. Practical Training Courses (PR): 10
2. PR Practical Training Courses: 14

§ 3 Compulsory Modules

(1) Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: General Chemistry A	h	ECTS-Credits
a.	VO Experimental Lecture General Chemistry Atomic theory, chemical formulas and equations, energy conversion in chemical reactions, electronic structure and properties of atoms, ionic and covalent bonding, molecular structure, molecular orbitals, basics of chemical thermodynamics, gases, liquids, solids, solutions, reactions in aqueous solution, chemical kinetics, chemical equilibrium, acids and bases, acid-base equilibria, solubility product and complex formation equilibria, electrochemistry, nuclear chemistry	5	6
b.	VO Chemistry in Aqueous Solution Theoretical preparation of the laboratory course chemistry in aqueous solution: reactions of salts and metals with water, acids, bases and molten salts; group and identification reactions of ions; parallel chemical equilibria; ions in water: source and removal; important inorganic reactions in aqueous solution in nature and industry	1	1.5
	Total	6	7.5
	Objective: Graduates of this Module understand the fundamental concepts of general chemistry.		
	Prerequisites: none		

2.	Compulsory Module: Inorganic Chemistry	h	ECTS-Credits
a.	VO Experimental Lecture Main Group Chemistry Introduction to main group chemistry (groups 1-2 and 13-18); description, properties and reactivities of s-block and p-block elements; importance of main group chemistry with regard to fundamental research and industrial processes based on critical discussions of ecological and toxicological connections	2	2.5
b.	VO Transition Metal Chemistry Transition metal chemistry focusing on d-block elements: general characteristics; basics, compound models, reactivity of coordination compounds; deposits, production and characteristics of d-metals; important compound classes; technologically important processes, bioinorganic aspects, chemistry of lanthanides and actinides	2	2.5
	Total	4	5
	Objective: The graduates of this Module have knowledge of the most important classes of chemical materials and basic concepts of inorganic chemistry and they know the uses of inorganic materials in the environment and technology.		
	Prerequisites: none		

3.	Compulsory Module: Subject Didactics A	h	ECTS-Credits
	<p>VU Didactic Basics for Teaching Chemistry The subject chemistry in different school types with regard to gender aspects as well as heterogeneity, differentiation and diversity of the pupils; history of chemistry and teaching chemistry and nature of science in chemistry; curriculum-orientation, educational standards, competence models and curricula for the subject chemistry; aim of chemistry lessons; models of subject-specific teaching; teaching and learning material for elaborating chemical subject content</p>	2	2.5
	Total	2	2.5
	<p>Objective: Graduates of this Module have fundamental knowledge of subject-didactical topics. They are able to name fundamental goals and contents of chemistry lessons and link them to subject-didactical concepts with issues from school practice.</p>		
	<p>Prerequisites: none</p>		

4.	Compulsory Module: General Chemistry B	h	ECTS-Credits
a.	<p>VO Chemical Calculations Significant digit, molecules and ions, empirical formula, mole, percentage of compounds, deduction of chemical formula, chemical equation, balancing redox equations, limiting reactants, yield of chemical reactions, concentration of solutions, stoichiometric treatment of two and three component mixtures, gas equilibria, pH-calculations, weak acids and bases, di and tribasic acids, salts of weak acids and bases, buffer solutions, solubility product, precipitation reactions</p>	2	3
b.	<p>VO Laboratory Safety Rules of conduct for work in a chemical laboratory, safety and hazardous material labelling, precarious experimental work, personal safety equipment, hazardous materials, fire prevention, first aid</p>	1	1.5
c.	<p>PR Laboratory in Chemistry in Aqueous Solution for Prospective Teachers Linking of elements of the lecture General Chemistry: experiments to reactions of salts and metals with water, acids, bases and molten salts; group and identification reactions of ions; parallel chemical equilibria; ions in water: source and removal; important inorganic reactions in aqueous solution</p>	1	1.5
d.	<p>PS General Chemistry Discussion, in-depth treatment and exercise of school-relevant general and environmental chemical contents of the modules 1–4 as well as linking these contents with real-life chemical procedures and phenomena with regard to efforts of green chemistry as well as chemistry of global challenges, e.g. ozone problem or greenhouse effect; exercise in scientific argumentations and presentation</p>	2	2.5
	Total	9	10

	<p>Objective: Graduates of this Module are able to apply stoichiometric conditions situation-appropriately, have general knowledge of safe working in the chemical laboratory and responsible use with hazardous substances and first practical laboratory skills. They know to elaborate similar contents independently. They are able to discuss about chemical aspects of global challenges and the sustainable use with material and energetic resources.</p>
	<p>Prerequisites: successful completion of Compulsory Module 1</p>

5.	Compulsory Module: Analytical Chemistry	h	ECTS-Credits
a.	<p>VO Analytical Chemistry I Basics (chemical equilibrium, concentration), analytical instruments (balance, etc.), sample preparation and digestion, gravimetry, mass analysis, separation mechanisms (precipitation, distribution, ion exchange, chromatography, electrophoresis)</p>	3	4.5
b.	<p>PR Basic Practical Course in Analysis for Prospective Teachers Fundamental operations and handling of chemicals in analytical chemistry measurement of volume and mass, precipitation, filtration, digestion, ignition) gravimetric and volumetric analysis (neutralization, complex-formation, redox titrations) potentiometric and photometric endpoint detection, conductivity titration) pH- measurement of buffers, statistical evaluation of analytical data</p>	3	4
c.	<p>PS Analytical Chemistry Discussion, in-depth treatment and exercise of school-relevant analytical-chemical contents of the module 5; elaboration of the contents with concrete competence-oriented examples with regard to knowledge, abilities and skills from other disciplines; exercise in scientific argumentations and presentation</p>	1	1.5
	Total	7	10
	<p>Objective: Graduates of this Module have knowledge of the fundamentals of analytical chemistry. They know to elaborate similar contents independently. They are able to apply the most important concept of analytical chemistry situation-appropriately.</p>		
	<p>Prerequisites: successful completion of compulsory module 1 and 2</p>		

6.	Compulsory Module: Organic Chemistry A	h	ECTS-Credits
a.	<p>VO Organic Chemistry I Structure, compounds, fundamentals of conformity and stereochemistry, nomenclature of organic compounds; materials and chemical reactions; selected school-relevant organic reactions and their mechanisms</p>	2	2.5
b.	<p>VO Organic Chemistry II Basic knowledge of the structure and reactivity of organic compounds and their characterization, aldehydes and ketones, enols, enolates and enamines, carboxylic acids and derivatives of carboxylic acids, bifunctional compounds, heterocyclic compounds</p>	2	2.5

c.	PS Organic Chemistry Discussion, in-depth treatment and exercise of school-relevant organic contents of the module 6, in particular from the fields of food, polymer and petro chemistry with regard to the aspects of green chemistry, sustainable technical use of chemical products as well as use of renewable raw materials; exercise in scientific argumentations and presentation	2	2.5
	Total	6	7.5
	Objective: Graduates of this module are able to describe and explain theoretical fundamentals of the structure and reactivity of organic matter. They are able to generalize this fundamental knowledge of organic chemistry, to relate structure and characteristics of molecules, to elaborate similar contents independently as well as to present in terms of their target groups. With the acquisition of fundamental skills of industrial use of chemical products as well as the use of renewable raw materials they are able to evaluate the advantages and disadvantages of technical use of chemical products and to create awareness of the sustainable use of material and energetic resources.		
	Prerequisites: successful completion of Compulsory Module 1		

7.	Compulsory Module: Subject Didactics B	h	ECTS-Credits
a.	SE Planning, Developing and Reflecting Chemistry Lessons Importance of subject-related competence; didactical reduction; diagnosis of pre-teaching ideas of the learners for creating a teaching concepts; sections of teaching planning (articulation schemes); the importance of chemical experiments in the classroom; adaption of conservative and innovative teaching concepts from the research of teaching	2	2.5
b.	SE Methods for Teaching Chemistry Cause and effects of structures and method diversity in teaching chemistry; action forms, social forms and teaching procedures in the subject chemistry; inclusion of relevant results of talent and gender research; theory and practice-orientation in teaching chemistry: theory development and empiricism; ways from phenomena to abstraction: model and media use in teaching chemistry	2	2.5
	Total	4	5
	Objective: The graduates of this Module are able to plan and prepare teaching units with regard to concept- and process-related competence development. They can select experiments, reason their use, create relations to the basic concepts of school chemistry and locate trials in the curriculum. They are able to analyse and reflect teaching and learning processes of individual teaching units and develop alternative action possibilities. The graduates of this module possess a repertoire of media for preparing modern chemistry lessons. The choice of methods is also made against the background of competence development as well as aspects of differentiation and individualization in heterogeneous learning groups. They know common models, plan their targeted use and recognize and convey their limits. They are able to use topic-related specialized media in the classroom.		
	Prerequisites: none		

8.	Compulsory Module: Subject Didactics C	h	ECTS-Credits
a.	PR Practical Course Chemical Experiments at School 1 Classification of experiments; didactical-methodical functions of experiments in chemistry lessons; reasonable selection of experiments; planning, implementation and evaluation of school and demonstration experiments of the secondary level I; safety in chemistry lessons; chemical backgrounds to phenomena from the learners' lives	3	3.5
b.	PR Practical Course Chemical Experiments at School 2 planning, implementation and evaluation of school and demonstration experiments of the secondary level II; safety in chemistry lessons	4	4
c.	SE Evaluation of Chemistry Lessons and Diagnostic Skills Evaluation and criteria of quality evaluation in chemistry lessons; survey of pupils' ideas; learn-promoting performance feedback, performance evaluation and assessment; reflection and feedback in the subject chemistry on the level of teachers and pupils; interdisciplinary chemistry lessons as a leading subject; teaching projects outside the school	2	2.5
	Total		
	Objective: Graduates of this Module are able to select school experiments in terms of their target groups and plan them with regard to current safety standards, implement and evaluate them with pupils or demonstrate in the chemistry lessons. They know methods and developed observation criteria in order to evaluate the quality of chemistry lessons. They know learn-promoting diagnosis and feedback processes and are able to use different forms of performance evaluation and assessment. They know possibilities of interdisciplinary and project-oriented teaching and are able to plan and implement appropriate examples.		
	Prerequisites: successful completion of Compulsory Module 1, 2, 4 and 5		

9.	Compulsory Module: Organic Chemistry B	h	ECTS-Credits
	PR Laboratory Course in Organic Chemistry for Prospective Teachers Synthesis and characterization of simple organic compounds; practical implementation of esterifications, hydrolyses, condensation, electrophile substitutions of aromatics, oxidation and reduction reactions	6	5
	Total	6	5
	Objective: Graduates of this Module are able to demonstrate experimentally-oriented working of organic chemistry and are able to independently elaborate, evaluate and record fundamental experiments of classical organic synthesis and characterisation of simple organic compounds. Apart from practical-experimental competences, they possess interdisciplinary key competences in teamwork as well as oral and written communication.		
	Prerequisites: successful completion of Compulsory Module 6		

10.	Compulsory Module: Physical Chemistry A	h	ECTS-Credits
a.	<p>VU Energetics, Thermodynamics and Statistical Mechanics</p> <p>Equation of state of the ideal fluid, temperature concept, molecular movement, zeroth fundamental theorem; internal energy, first law, enthalpy, entropy (classical, statistical), second law, free enthalpy and free energy; phase concept, phase transition and phase diagrams of single compounds; chemical equilibrium; colligative characteristics, capillary effects (surface tension)</p> <p>Special attention is laid on the application of principles on important everyday and technical processes.</p>	2	2.5
b.	<p>VU Kinetics and Electrochemical Basics</p> <p>Chemical formal kinetics (1st and 2nd order), Maxwell's velocity distribution, elements of kinetic gas theory, activation energy/catalysis; Nernst equation, electrochemical cells, electrolysis Special attention is laid on the application of principles on important everyday and technical processes.</p>	2	2.5
Total		4	5
<p>Objective:</p> <p>Graduates of this Module understand the fundamentals of physical chemistry with selected practice- and application-oriented examples as well as tasks with special school didactical focus. They understand the contents of the lecture and are able to reflect them. They are able to independently elaborate similar contents and to apply the most important concepts of physical chemistry in terms of their target groups.</p>			
<p>Prerequisites: successful completion of Compulsory Module 1</p>			

11.	Compulsory Module: Biochemistry	h	ECTS-Credits
a.	<p>VO Biochemistry for Biologists</p> <p>Knowledge of the chemical basis of biological systems, of catabolism and energy metabolism. Introduction into the field of Biochemistry, chemical components of living cells and organisms, catabolic pathways, conversion and storage of chemical energy</p>	3	4
b.	<p>PR Biochemical Practical Course for Prospective Teachers</p> <p>DNA sequence analysis; RNA preparation and separation; DNA synthesis and DNA modification; nucleic acids hybridization; protein DNA interactions; protein expression and purification; function of proteins; molecular cloning; preparation of macromolecular DNA</p>	3	3.5
Total		6	7.5
<p>Objective:</p> <p>Graduates of this Module know chemical fundamentals and components of living organisms, metabolism and energy metabolism and have methodical knowledge of protein and nucleic acid biochemistry as well as gene technology and enzymology. They understand the contents of the lecture and are able to reflect them. They are able to independently elaborate similar contents and to apply the most important concepts of biochemistry in terms of their target groups.</p>			
<p>Prerequisites: successful completion of Compulsory Module 4</p>			

12.	Compulsory Module: Subject Didactics D	h	ECTS-Credits
	SE Professional Approach to Teaching Chemistry Development and preparation of learning and performance tasks; competence-oriented formulations; conception of teaching units for heterogeneous learning groups; research-based teaching – teaching evaluation and development with elements of action research	2	2.5
	Total	2	2.5
	Objective: The graduates of this Module know the main functions of formulations in teaching chemistry. They develop competence-related tasks, use them in the lessons and evaluate their effectiveness. The reasonable selection of contents, teaching forms, methods and experiments and their use are documented in addition to the subject Related Practical Course. Chemistry lessons are reflected and documented based on subject-didactical criteria. The graduates are able to develop instruments for data collection for smaller teaching-learning-related research questions, evaluate and interpret the data.		
	Prerequisites: successful completion of Compulsory Module 3 and 7		

13.	Compulsory Module: Practical Course in Chemistry	h	ECTS-Credits
	PR Subject Related Practical Course Preparation, implementation and evaluation of chemistry lessons; use of different teaching methods and social forms, in particular regarding competence-orientation and individualization of teaching chemistry; strategies of class management and the organisation of learning groups, in particular the implementation of school experiments; reflection of chemistry lessons regarding teaching and learning; development and use of instruments of performance evaluation	1	5
	Total	1	5
	Objective: Graduates of this Module are able to plan teaching units according to given objectives and with support of mentors, to implement them in practice and reflect the chemistry lessons. They have tested different teaching methods and social forms with regard to heterogeneity of learning groups and gathered first experience with learn-promoting performance feedbacks, achievements and evaluations. They are able to reflect their teaching and to use different feedback instruments.		
	Prerequisites: successful completion of Compulsory Module 3 and 4 to 7		

14.	Compulsory Module: Physical Chemistry B	h	ECTS-Credits
	PR Practical Course in Physical Chemistry for Prospective Teachers Applied experimental examples to the topics of the lectures (e.g. kinetics of a first saponification, boiling and vapour pressure diagram, melting diagram, solubility as a function of temperature, cryoscopy, gas chromatography, fuel cells and corrosion, spectroscopy)	4	5
	Total	4	5

	<p>Objective: Graduates of this Module are able to demonstrate experimentally oriented working of physical chemistry and to independently perform, evaluate and document fundamental applied experiments. Apart from practical-experimental competences, they possess interdisciplinary key competences in teamwork as well as oral and written communication.</p>
	<p>Prerequisites: successful completion of Compulsory Module 10</p>

15.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis Presentation of one's own Bachelor's Thesis and subject-related discussion of the bachelor's theses presented by other students. A Bachelor's Thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated. The topic of the thesis can be chosen freely from the field of chemistry or their subject-related didactics.</p>	1	1 + 4
	Total	1	5
	<p>Objective: Students are able to carry out autonomously a practical-experimental work to a subject-related and subject-didactical topic of chemistry, to present the written results and defend them in a scientific presentation. They possess interdisciplinary key competences in oral and written communication, presentation techniques as well as time and project management.</p>		

16.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	<p>Courses with a total of up to 7.5 ECTS-Credits according to free places from the curricula of the bachelor study programmes set up at the of the Faculty of Biology and/or the Faculty of Mathematics, Computer Science and Physics at the University of Innsbruck, however not from the second teaching subject, can be chosen freely.</p>		7.5
	Total		7.5
	<p>Objective: Graduates of this Module acquire additional qualifications from other natural scientific subjects. They are able to independently elaborate similar contents and to form links to the teaching subject Chemistry. They are able to apply the most important concepts appropriate to the situation.</p>		
	<p>Prerequisites: the prerequisites of the respective curricula do apply</p>		

Section 4: Subject German

§ 1 Subject-Specific Qualification Profile

(1) In the teaching subject German the following competence and skills are to be acquired:

1. The graduates are able to a scientifically reflected (methods- and theory-driven) use with the German language and literature.

The German fundamental competence covers situation-specific and norm-proof language use as well as comprehensive knowledge of language and literature in their current and historical forms. This includes the treatment with different cultural, communicative, medial and literature-artistic expression forms of the German language and the insights into intercultural and interlingual connections.

2. They acquire the competence of conveying as a link of subject-specific items and issues with science-based methods and practices in close collaboration between subject-related science and subject-specific didactics. This includes the skills of language promotion and differentiated teaching as well as the awareness of the use of multilingualism in school contexts.
3. The competences mentioned under (2) are conveyed in the subject-specific and subject-didactical education of the teaching subject German.

(2) Subject-Specific Competences

1. The graduates have

- theory- and method-oriented specialised knowledge,
- subject-related scientific analysis and problem-solving skills,
- competence of gender and diversity,
- fundamental, structured and expandable knowledge in the sub-disciplines of the subject.

2. The graduates are able

- to reflect, modify and present main subject-specific scientific contents, theories, development perspectives and application fields,
- to present and reasons the social and historical importance of linguistic, literary and media education to different groups of persons,
- to recognize differences and connections between branches of the subject and to make them explicit,
- to use subject-specific procedures and methods situation-specifically,
- to develop, communicate and document subject-specific contents and insights in a form corresponding to the conventions of the subject,
- to recognize and elaborate subject-specific scientific issues independently/in cooperation,
- to present processes of acquisition of subject-specific contents,
- to elaborate new unfamiliar aspects of the subject independently by receiving and using literature and language scientific and subject-didactical research results,
- to link specialised knowledge of language and communication, literature and media as well as their history with regard to children and youths,
- to understand language as a culture-bound and culture-transporting medium.

3. The graduates are familiar

- with main issues of the subject as well as appropriate subject-specific methods and working techniques,

- with theories and concepts of multilingualism with special regard to German as a second language,
- with theories and concepts of cultural action, in particular in the use with own and foreign, and they are sensitized for the various aspects of culture- and gender-specific communication,
- with accessible orientation knowledge of concepts, methods and results of the development of linguistic and literary competences of learners in the corresponding type of school.

(3) Subject-Didactical Competences

The graduates are able

- to reflect, modify and present main subject-didactical contents, theories and development perspectives and application fields,
- to present, analyse and evaluate concepts, objectives and tasks of changing German lessons,
- to recognize differences and connections between branches of the subject and to make them explicit,
- to use theories and concepts of multilingualism in the classroom with special regard to German as a second language in a target-oriented and learning-process-oriented manner,
- to apply their own intercultural competence to their teaching practice,
- to reflect their own (subject-specific) learning process: own experience of correction, as a reader and writer, as a consumer and evaluator of literature, as a consumer and evaluator of language,
- to plan and implement subject teaching curricula-oriented, situation-specifically, competence-oriented and target group-oriented,
- to use different methodical teaching-learning-forms in the classroom flexibly, situation-, competence- and target group-oriented,
- to prepare subject-relevant learning environments target group-oriented,
- to use teaching media and technologies target group- and learning process-oriented,
- to evaluate and diagnose formative assessment and learning processes of learners,
- to develop, evaluate, modify and use assessment criteria for different written forms,
- to take, evaluate and adapt measures to support learning processes situation-specifically, age-appropriately and group-specifically,
- to plan and implement differentiated and individualized teaching forms under supervision,
- to recognize and elaborate subject-didactical issues under supervision according to current scientific discussions,
- to recognize learning potentials and motivations of pupils and to respond didactically sensitive to such needs,
- to create, implement and critically reflect teaching concepts of areas of the subject which are chosen from the respective curriculum with special attention to learning group specifics (regarding age, gender, social and cultural backgrounds).

(4) Interdisciplinary Competences

- The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: German are able to further develop their knowledge and understanding in the field of German.
- The graduates are able to critically reflect the results of research and to interpret them in terms of social, scientific and/or ethical view.

- The graduates are able to transfer information, ideas, problems and solutions in the field of the teaching subject German as experts and laypersons.

§ 2 Numbers of participants

1. Introductory Seminars (PS): 30
2. Practical Courses (UE): 30
3. Seminars (SE): 30
4. Lectures with integrated practical parts (VU): 30
5. Practical Training Courses (PR): 14

§ 3 Compulsory Modules

The following Compulsory Modules including the Bachelor's Thesis with a total of 100 ECTS- Credits are to be taken:

1.	Compulsory Module: Orientation German Studies	h	ECTS-Credits
a.	VO Survey of German Literary Studies Introduction to central areas of German literature studies and their social relevance; overview of literary basic concepts and tasks; main focus: theories and major fields of genres, literary methods and theories	2	4
b.	VO Survey of German Linguistics The course introduces central parts of German Linguistics by presenting the most important questions and problems, concepts and results. Its systemic character as well as its use are in focus: We examine the signs of language (Semiotics), its sounds (Phonetics/Phonology, Graphematics), (parts of) words (Morphology, word formation), meaning (Semantics) and its usage in conversation (Pragmatics).	2	4
c.	VU Writing Competence I Analysis and reflection of one's own writing behaviour; norms of written language	1	2
	Total		
	Objective: Ability to name and explain the subject and its areas in the overview; students are able to present the complexity of human communication; competence to recognize and critically reflect the norms of written language.		
	Prerequisites: none		

2.	Compulsory Module: Literary Studies	h	ECTS-Credits
a.	VO Theory, Methodology and Systematics of Literary Studies Introduction to theories and methods of Literary Studies and related questions; reflection on scientific and historic-societal interrelations of theory and methodology and their importance for text interpretation; introduction to the systematics of literary studies (e.g. genres, poetics, rhetoric and stylistics) and reflection on their importance for practical work in literary studies; introduction to the conceptualisation of literary studies as cultural and media science	2	2.5

b.	PS Text Analysis and Interpretation To deal with literary texts reflecting on the methodology and to develop a well-founded understanding of literary texts using meaningful examples	2	2.5
	Total	4	5
	Objective: Students are able to explain and assess literary theories and theoretical-methodological paradigms of literary science. They are able to grasp the historicity as well as the simultaneousness and the continuous differentiation of conceptualisations of literary theory and methodology and to critically assess the systematics of literary studies. They are able to describe hermeneutic and semiotic processes and to present and substantiate theoretical methodological approaches for analysing literary texts.		
	Prerequisites: successful completion of Compulsory Module 1		

3.	Compulsory Module: Linguistics	h	ECTS-Credits
a.	VO Development of Linguistic Competences Overview on the process of language acquisition (children to adults), gender issues, cognitive development, social aspects; special developmental issues (e.g. dyslexia). Main emphasis: development of speaking and listening, reading and writing in childhood and adolescence as well as the influence of school on this process	2	2.5
b.	VU Grammar of Contemporary German Overview of selected topics of contemporary German grammar. The transferred theoretical basis will be deepened within the individual units by analysing recent texts with regard to grammatical categories	2	2.5
	Total	4	5
	Objective: Competence to recognize, scientifically describe and critically evaluate linguistic structures; skills to adequately assess the pupils' linguistic performances by means of the acquired analysis competence; Fundamental knowledge of gender-, age-specific and age-atypical development of receptive and productive linguistic competences of listening, reading, talking and writing focusing on the age levels between 10 and 18; awareness of linguistic challenges which learners face; knowledge of appropriate action possibilities with atypical problems in language acquisition		
	Prerequisites: none		

4.	Compulsory Module: Subject Didactics	h	ECTS-Credits
a.	VO Horizons of Subject Didactics Overview of fundamental subject-didactical concepts and subjects of language and literature teaching, institutional frameworks and range of the teaching subject German of different school levels and types, competence fields, methods and goals of the subject as well as subject-didactics, current specific characteristics and aspects, and with special regard to integrative/inclusive pupil-oriented cooperation with other teaching subjects	2	2.5

b.	PS Language Didactics Didactical, conceptual and methodical issues of grammar teaching and language reflection beyond system-linguistic issues within communication-oriented German lessons: language critics, reflection of language norms, reflection of the influence of different varieties (e.g. specialized language, youth language, media language), reflection of one's own language(s) and school language(s), gender aspects in language behaviour, multilingualism	2	2.5
	Total	4	5
	Objective: Competence to present and reflect main subject-didactical contents, theories, development perspectives and application fields; fundamental knowledge of language didactics		
	Prerequisites: successful completion of Compulsory Module 1, 2 and 3		

5.	Compulsory Module: Modern German Literature	h	ECTS-Credits
a.	VO History of Modern German Literature Introduction to interrelations and epochs in German literary history in consideration of (inter)cultural, societal or gender-specific as well as historic aspects and gaining of insights into the respective canon formation processes and mechanisms of literary assessment	2	2.5
b.	PS Modern German Literature Addition to and in-depth treatment of the topics dealt with in the lecture with concrete examples; independent text analysis based on scientific principles and with regard to (inter)cultural, social or gender-specific and historical connections	2	2.5
	Total		
	Objective: Students are able to name interrelations of literary and cultural history with the example of representative authors, works and genres. They are able to describe the processes of canonisation. They can outline the interactions developments in society, literature and cultural history (e.g. gender-specific developments) and are able to independently analyse and interpret literary texts based on scientific standards.		
	Prerequisites: successful completion of Compulsory Module 2		

6.	Compulsory Module: Contemporary German	h	ECTS-Credits
a.	VO Recent History of the German Language Basic knowledge of structures and factors of language change. Ability to recognize and evaluate current tendencies of language change. Recent history of the German language; influence of varieties etc.; language change and multilingualism; theories of language change.	2	2.5
b.	PS Core Areas of Linguistics Focus on linguistic stylistics, especially text linguistic stylistics; theoretical background and present linguistic approaches to stylistics; empirical research and present outcome to the group	2	2.5
	Total	4	5

	<p>Objective: The students are able to reproduce depended knowledge of a special area of German linguistics and can work scientifically and independently on a certain topic; fundamental knowledge of the mechanisms and factors of language change; competence to recognize and evaluate current language changes.</p>
	<p>Prerequisites: successful completion of Compulsory Module 3</p>

7.	Compulsory Module: Literature and Language in Historical Context	h	ECTS-Credits
a.	<p>VO History of Contemporary Literature Aspects of literary historical connections and epochs in the German-speaking area, in particular of the 18th to the mid of the 19th century with regard to (inter)cultural, social or gender-specific and historical aspects as well as insights into the appropriate canonization processes and mechanisms of literary evaluations</p>	2	2.5
b.	<p>VO History of Medieval Literature Basic knowledge of German literature in the Middle Ages (authors, motifs, genres, reception, literary centres); German Literature from the beginning until about 1500. Focus on selected texts</p>	2	2.5
c.	<p>VO History of Medieval German Aspects of ancient language history; exemplary treatment with stages and phenomena such as the beginnings of the German language; courtly poetic language; Luther language; factors of language change (e.g. influences of foreign languages, political, economic, technical, religious etc. circumstances, medial changes)</p>	2	2.5
d.	<p>PS Literature in Historical Context The introductory seminar (Ancient and Contemporary Literature) completes and deepens the literary-historical knowledge of the lectures by concrete examples and exercises to independently interpret texts from this time with regard to (inter)cultural, social or gender-specific and historical connections according to scientific principles.</p>	2	2.5
	Total	8	10
	<p>Objective: Skills to explain and scientifically compare literature- and culture-historical connections illustrated by the respective epochs; familiarity with important canonized texts and appropriate canonisation processes, knowledge of literary-historical tools.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 2</p>		

8.	Compulsory Module: Written German	h	ECTS-Credits
a.	<p>PS Linguistics of Writing Introduction to the field of text linguistics; different text types in practice (e.g. school or journalistic text types); deepening the knowledge concerning selected foci of text linguistics (e.g. connection between text function and text structure; verbal stylistic marks as a result of verbal action)</p>	2	2.5

b.	VU Writing Competence II Introduction to methods and routines of scientific writing and reading; theory and practice of the differentiation of process, procedure and product; exercise of planning, formulation and revision strategies; correction and optimization of texts	2	2.5
	Total	4	5
	Objective: Knowledge of fundamental concepts, methods and results of text linguistics; skills of independent analysis of linguistic processes, expression forms and competences, under the aspect of their development, as well as critical reflection of underlying norms; skills of reflection of writing processes; knowledge and skills to apply fundamental strategies of (scientific) text production.		
	Prerequisites: successful completion of Compulsory Module 1		

9.	Compulsory Module: Studying Literature in Schools	h	ECTS-Credits
a.	PS Contexts of Literature Analysis of literary texts in new (medial) connections; observation of the interrelations of literature and other arts and media	2	2.5
b.	PS Teaching Literature Age- and type-specific aspects of literary texts and their medial diversity in the context of the curricula and educational standards; questions of the canon or the roles of literature history and children and youth literature; methods and models of the conveyance of literature in German lessons	2	2.5
	Total	4	5
	Objective: Skills to define and apply transfer possibilities of literature in German lessons; competence to prepare, modify and reflect contemporary literature teaching.		
	Prerequisites: successful completion of Compulsory Module 7		

10.	Compulsory Module: Linguistics in Education	h	ECTS-Credits
a.	VO German as Second Language in the Context of Multilingualism Fundamentals of second language acquisition and the development of multilingualism; survey of the acquisition of linguistic competence (speaking, listening, reading, writing) in the second language; reflection on the role of “inner” (varieties of a language) and “outer multilingualism” (different languages) in school and society (multilingualism imparted by the world we are living in or learned at school); importance of multilingualism for school	2	2.5
b.	VU Methods and Didactics German as Second Language Language and migration; language acquisition under conditions of migration; legal framework in Austria (integration regulations); cultural and linguistic identities; gender-specific aspects in migration contexts; bilingual learning in schools	2	2.5
	Total	4	5

	<p>Objective: Skills to present and explain connections between language and cognition, language and society and thus another skill of linguistic variation and variability (social, medial, spatial, temporal); competence in using language varieties and multilingualism; skills to independent analysis of linguistic processes, expression forms and competences, also under the aspect of their development; skills of application in the classroom.</p>
	<p>Prerequisites: successful completion of Compulsory Module 6</p>

11.	Compulsory Module: Teaching German	h	ECTS-Credits
a.	<p>PS Teaching to Write German Different writing situations, occasions and arrangements in their diversity and various school uses; complexity of writing processes and the aspect of writing motivation (Which writing competence are to be trained in which writing situation? Which support by the teacher, which writing strategies are important for the respective writing process? Which types of text are to be combined with which writing arrangement? What are the evaluation and assessment possibilities? Which evaluation criteria are to be considered?); writing promotion</p>	2	2.5
b.	<p>PS Teaching to Read German Reflection of one's own reading socialisation and habits; which factors mark the reading behaviour, which influence do German lessons have? Critical examination with the results of the PISA study and comparable tests for the field of reading competence; reading and new media; possibilities and strategies to enhance reading competence; reading promotion</p>	2	2.5
	Total	4	5
	<p>Objective: Knowledge of course catalogues and competence guidelines, evaluation criteria and grids for teaching German; competence to reflect reading and writing processes of pupils in their development; gaining safety in writing arrangements (and corresponding learning possibilities); knowledge of current studies of reading behaviour of children and youths, skills to promote reading and writing competences and reading motivation as well as the diagnosis of reading and writing weaknesses and appropriate compensation strategies.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 4, 8 and 9</p>		

12.	Compulsory Module: Spoken German	h	ECTS-Credits
a.	<p>VO Linguistics of Speech Main theories and research results of linguistics of speech and spoken language research; important concepts of linguistic pragmatics; insights into variety linguistics (in particular dialectology and issues of standardization of spoken language), gender linguistics of speech as well as selected fields of applied linguistics of speech</p>	2	2.5
b.	<p>UE Speaking Skills Physiological fundamentals of the functional circle of breath-voice-speaking; enhancement of vocal-articulatory skills; vocal hygienic measures to prevent dysphonia; perception training; listening exercises, in particular targeted training of functional hearing</p>	2	2.5

c.	UE Rhetoric Skills Fundamentals of rhetoric communication; genres of speech and conversation; production process of a rhetoric task; fundamentals of argumentation; target group-oriented presentation of scientific issues; interaction-related basic processes such as listening and asking questions; moderation	2	2.5
	Total	6	7.5
	Objective: Knowledge of the fundamental methods and results of conversation linguistics; skills to apply it to the analysis and evaluation of concrete communicative genres in the field of spoken language; awareness of the differences between written and spoken language as a consequence of different production and reception conditions; knowledge of the functions and style characteristics of spoken language; skills to reflect about norms in the field of oral; reflection of own and foreign linguistic behaviour; strengthening individual speech-communicative ability to act; skills to target group-specific situation-adequate and target-oriented development and implementation of presentations, reflection of presentation situations as well as analysis and evaluation of rhetorical results.		
	Prerequisites: successful completion of Compulsory Module 1		

13.	Compulsory Module: Advanced Topics in Teaching German	h	ECTS-Credits
	SE Advanced Topics in Teaching German In-depth treatment with special aspects of German lessons, e.g. reading-spelling weaknesses: diagnostics and promotion, inclusion in German lessons, intercultural learning, teaching German as a second language, teaching media, teaching speech, theatre education in German teaching, children and youth literature, special needs (highly talented pupils, special education needs) in German teaching, diversity in German teaching	2	5
	Total	2	5
	Objective: Skills to process and critically reflect the research level of subject didactics; competence in the application of knowledge to a concrete subject-didactical issue; subject-related diagnosis and promotion competence; skills to write consistent scientific standardized presentation of the achieved results within a seminar work		
	Prerequisites: successful completion of Compulsory Module 11		

14.	Compulsory Module: Advanced Topics I	h	ECTS-Credits
	<p>One Course (not from the same field das Advanced Topics II) with a total of 5 ECTS-Credits is to be chosen from the following Courses:</p> <p>SE Contemporary German Language (2 h, 5 ECTS-Credits) In-depth treatment of special issues of contemporary German language by means of a selected topic</p> <p>SE Contemporary German Literature (2 h, 5 ECTS-Credits) In-depth treatment of special issues of contemporary German literature by means of a selected topic</p> <p>SE Medieval German Language and Literature (2 h, 5 ECTS-Credits) In-depth treatment of special issues of ancient German language and literature by means of a selected topic</p>	2	5
	Total	2	5
	<p>Objective: Skills to elaborate and critically reflect the research level based on a selected topic; competence of applying this knowledge to a concrete literary-scientific or linguistic issue; ability to analyse texts and expressions with regard to different literary-scientific or linguistic-scientific perspectives; skills to write consistent scientific standardized presentation of the achieved results within a seminar work.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 5, 9 and 10</p>		

15.	Compulsory Module: Advanced Topics II	h	ECTS-Credits
	<p>Courses (not from the same field das Advanced Topics I) with a total of 5 ECTS-Credits is to be chosen from the following Courses:</p> <p>SE Contemporary German Language (2 h, 5 ECTS-Credits) In-depth treatment of special issues of contemporary German language by means of a selected topic</p> <p>SE Contemporary German Literature (2 h, 5 ECTS-Credits) In-depth treatment of special issues of contemporary German language by means of a selected topic</p> <p>SE Medieval German Language and Literature (2 h, 5 ECTS-Credits) In-depth treatment of special issues of ancient German language and literature by means of a selected topic</p>	2	5
	Total	2	5
	<p>Objective: Skills to elaborate and critically reflect the research level based on a selected topic; competence of applying this knowledge to a concrete literary-scientific or linguistic issue; ability to analyse texts and expressions with regard to different literary-scientific or linguistic-scientific perspectives; skills to write consistent scientific standardized presentation of the achieved results within a seminar work.</p>		
	<p>Prerequisites: none</p>		

16.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Practical experience in the school: observation, planning, implementation and reflection of German teaching; if possible, participation in projects, educational conferences and other school events; accompanying course to reflect the practical training course	1	5
	Total	1	5
	Objective: Knowledge of teaching observation, analysis and evaluation as well as planning and implementation of teaching units concerning learning group specifics (with regard to age, gender, social and cultural backgrounds); reflection of own and foreign teaching performance; competence to recognize, analyse and modify subject-didactical issues in terms of the current scientific discussion under supervision.		
	Prerequisites: successful completion of Compulsory Module 13 and 14		

17.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Seminar with Bachelor's Thesis Theoretical and methodical discussion of research questions of German (Ancient and Contemporary Literature, Ancient and Contemporary Linguistics, Teaching). A Bachelor's Thesis is to be completed within the seminar to which 6.5 of the overall 7.5 ECTS-Credits are allocated.	1	1 + 6.5
	Total	1	7.5
	Objective: The graduates are able to apply theoretical and methodical instruments of German to a special topic.		
	Prerequisites: none		

Section 5: Subject English

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: English understand their interest in English-speaking countries, acquaintance with local people there and in particular stays in English-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

(1) Objectives

1. Bachelor's Programme Secondary School Teacher Training (General Education) with one living foreign language is a scientifically founded occupational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect and critical text comprehension, an extensive repertoire of methods, flexibility, coordination and motivation skills. They are able to creatively and competently prepare learning processes in language teaching and thus perform a leading, advisory and judging role. The graduates can apply the competences acquired in the study programme in order to enable learners to speak English as a foreign language situation-specifically, age-appropriately and according to the respective level of performance (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the teaching language in its oral and written expression and situation- and age-specific form.
3. From the linguistic education, future teacher obtain the insights in functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods related to subject-specific correctness and choosing them situation-specifically.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks set in the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately transmit reading strategies and analysis methods to the pupils.
5. Against the background of their cultural-scientific education, graduates are able to provide insights in the countries where the target language is spoken.

(2) Skills

1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communication skills,
- Oral linguistic skills in different communication situations and roles (monological and interactive),
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions,
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit,
- Written linguistic skills in different text types,
- Wide range of vocabulary and idiomatic which includes the participation in communica-

tion in possibly wide-ranging contents; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language,

- Language mediation: the different expression possibilities and structure differences between native speakers and non-native speakers are to be recognized contrastively,
- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use but they also use them for transfer, correction and assessment in teaching.

2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reflection the graduates theoretically permeate the knowledge acquired in the command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronic linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

3. Literary Studies and Text Analysis

The field of literary studies develops different approaches of text in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macromethods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-related topics. Graduates also know motivational and psycholinguistic factors of foreign lan-

guage learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be transformed to first practical routines within the scope of subject-related practical courses.

The acquisition of subject-didactical competences is not only subject to relevant courses but also subject-specific courses deal with subject-didactical issues apart from scientific treatment with the respective topics. In addition, the connection between subject-specific knowledge and subject didactics is to be considered in course examinations.

§ 2 Numbers of participants

1. Practical Course (UE): 25
2. Practical Course (UE) CM 1.b., CM 3.b.: 20
3. Lecture with integrated Practical Parts (VU): 30
4. Lecture with integrated Practical Parts (VU) CM 1.a., CM 3.a.: 20
5. Introductory Seminar (PS): 30
6. Introductory Seminar (PS) CM 2.a.: 20
7. PR Practical Training Courses: 14

§ 3 Compulsory and Elective Modules

- (1) With a combination of another modern foreign language (French, Italian, Russian, Spanish) there are common compulsory courses (1.a., 3.a.) with a total of 5 ECTS-Credits. Those are to be compensated by subject-didactical Courses from the offer of the teaching subjects of modern foreign languages with a total of the same ECTS-Credits.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:
 - A. Subject Didactics (20 ECTS-Credits)

1.	Compulsory Module: Foundations in Modern Language Teaching and Learning	h	ECTS-Credits
a.	VU Introduction to Teaching Foreign Languages Familiarization with theories and methods of foreign language teaching, interlingual cooperation in foreign language teaching, self-reflection as a language learner. The Common European Framework of Reference - CEFR; language acquisition theories; multilingualism; the skills in language teaching; learner autonomy; curricula and syllabi; media; methods; motivation in language teaching; etc.	2	3
b.	UE Language-Specific Introductory Course in Teaching English This course accompanies the course "Introduction to Foreign Language Teaching" and puts the theoretical content presented in this course into practice. Language acquisition, multilingualism, media, ... (based on the topics dealt with in the "Introduction to Foreign Language Teaching")	2	2

	Total	4	5
	Objective: The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research knowledge as well as to apply this knowledge in the classroom target group-specifically and age-appropriately.		
	Prerequisites: successful completion of Compulsory Module 5		

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	PS Learn/Teach Languages The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject English and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives	2	2
b.	SE Learn/Teach Languages In-depth treatment of selected theories of teaching and learning of foreign languages in the school context. The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.	2	3
	Total	4	5
	Objective: The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context; they are able to include multilingualism-didactic, inclusive and diversity-specific aspects in English lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject English and have acquired first action routines.		
	Prerequisites: successful completion of Compulsory Module 1		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	VU Introduction to Testing and Assessing in Teaching Foreign Languages Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
b.	UE Language-Specific Course for Testing and Assessing English Preparation of test formats and tasks to productive and receptive skills as well as linguistic competences in the teaching subject English (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
Total		4	5
Objective: The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject English.			
Prerequisites: successful completion of Compulsory Module 2			

4.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course (Topic-)specific observation of teaching processes: planning, implementation and evaluation of English lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
Total		1	5
Objective: The graduates of this module are familiar with English teaching practice; they have tested, critically reflected and evaluated own teaching approaches by means of procedures and methods of English teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in English lessons and acquire fundamental professional understanding for their occupational field.			
Prerequisites: successful completion of Compulsory Module 3 and 8			

B. Command of Language (30 ECTS-Credits)

5.	Compulsory Module: Language Usage I	h	ECTS-Credits
a.	UE Listening/Speaking I Focus on pronunciation, intonation, sentence stress; listening comprehension; active participation in discussion	2	2.5

b.	SL Reading/Writing I Structure of sentences and paragraphs; writing clear and well-structured texts, such as letters, summaries etc.; reading and comprehension of articles of current issues	2	2.5
c.	SL Language Awareness I Reflection of language functions: grammar in a comparative context	2	2.5
	Total	6	7.5
Objective: Speaking skills, listening comprehension, text structures, grammar and language functions in a comparative context Target level: B2+ (achievement of strong vantage)			
Prerequisites: none			

6.	Compulsory Module: Language Usage II	h	ECTS-Credits
a.	UE Listening/Speaking II Listening comprehension: understanding more complex contents, humour etc.; efficient oral conveyance of positions in discussions	2	2.5
b.	UE Reading/Writing II Comprehension of texts with a wide range of topics including word allusions, humour, register use; writing clear and well-structured texts which also reflect a personal position/opinion	2	2.5
	Total	4	5
Objective: Enhancement of oral communication skills; text and listening comprehension and effective reproduction; effective textual production Target level: C1 (achievement of effective operational proficiency)			
Prerequisites: successful completion of Compulsory Module 5			

7.	Compulsory Module: Applied Language Skills I	h	ECTS-Credits
a.	UE Language Awareness II Language reflection: building blocks of the language: phonemes, syllables, morphemes, words, word combinations and word fields, phrases in the context	2	2.5
b.	UE Listening/Speaking III Consolidation of the competences of L/S I and L/S II; reading, expressing standpoints in discussions (discussion competence) as well as precise formulation of ideas and opinions in social and professional contexts; listening comprehension: allusions, irony, sarcasm etc.	2	2.5
	Total	4	5
Objective: Enhancement of lexical competences; pragmatic language use, discussion competence; register use, text types and discourse principles Target level: C1+ (achievement of effective operational proficiency)			
Prerequisites: successful completion of Compulsory Module 6			

8.	Compulsory Module: Applied Language Skills II	h	ECTS-Credits
a.	UE Language Awareness III Linguistic adequacy of interaction, linguistic expression, grammar in the context	2	2.5
b.	UE Reading/Writing III Clear structure and appropriate style in argumentative essays; Reproduction of critical thoughts, discourse principles; understanding of complex topics in different text types	2	2.5
	Total	4	5
Objective: Effective text and essay production; academic essays; treatment of complex topics in different text types; stylistic competence Target level: C1+ to C2 (extension of effective operational proficiency)			
Prerequisites: successful completion of Compulsory Module 6 and 7			

9.	Compulsory Module: Professional Language Skills for Teachers of English	h	ECTS-Credits
a.	UE Listening/Speaking IV Successful participation in conversation and discussion; linguistic flexibility, idiomatic and colloquial forms of expression; rewordings, reading skills; listening comprehension and reproduction of contents at a high level	2	2.5
b.	UE Reading/Writing IV Writing of clear and stylistically appropriate summaries and commentaries, academic essays; reading and understanding literary texts and subject-specific texts	2	2.5
c.	UE Language Awareness IV: Analysis and Correction Correction competence; critical and linguistic analysis of learners' texts	2	2.5
	Total	6	7.5
Objective: Linguistic self-confidence in all skills: reading, listening comprehension, writing, talking as well as linguistic flexibility in text and material production; correction competence: analytical error detection, comprehensible correction and effective feedback. Target level: C2 (achievement of mastery)			
Prerequisites: successful completion of Compulsory Module 8			

C. Linguistics (15 ECTS-Credits)

10.	Compulsory Module: Introduction to English Linguistics	h	ECTS-Credits
a.	VO Introduction to English Synchronic Linguistics This lecture provides an introduction to the various branches of English synchronic linguistics. Phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, applied linguistics, ecolinguistics	2	2.5

b.	VO Introduction to English Phonetics and Phonology Overview of key concepts and basic skills needed for articulating, describing and transcribing the speech sounds of English. Attention will be paid to special problems learners with a German-language background have regarding the pronunciation of English (individual sounds, intonation patterns etc.).	2	2.5
	Total		
	Objective: Knowledge of the diversity of possible issues in modern English linguistics with regard to the most important concepts, theories and methods; moreover, relevant practical aspects for school teaching (e.g. articulation, transcription exercises) as well as theoretical aspects are to be treated.		
	Prerequisites: none		

11.	Compulsory Module: Use and Learning of English	h	ECTS-Credits
a.	VO Synchronic and Diachronic Varieties of English Overview of the field of grammatical variation in varieties of English: from stylistic variations to regional varieties (with special regard to the differences of international varieties and the von importance of English as lingua franca) to phases of the development of English from diachronic perspectives	2	2.5
b.	PS The Acquisition of English in a Multilingual Context Overview of the interaction of socio- and psycho-linguistic factors in language acquisition in general and in the acquisition and use of English in special cases; in the discussion of dynamic language learning systems special focus is laid on transfer and other contact phenomena, as being important in the school setting. In this context, multilingualism is treated as a linguistic standard.	2	2.5
	Total	4	5
	Objective: Knowledge of the variability of the English language as well as the importance of extralinguistic (i.e. social, psychological, gender-specific) factors in different sections of English linguistics		
	Prerequisites: successful completion of Compulsory Module 10		

12.	Compulsory Module: Applied Linguistics	h	ECTS-Credits
	PS Systemic and/or Applied English Linguistics The content of the course varies within linguistics including applied linguistics. It ranges from aspects of the theory discussion to very special application fields, e.g. in the form of interdisciplinary introductory seminars. In this context, the unit of research and teaching is clearly visible.	2	5
	Total	2	5

	Objective: Knowledge of theories and methods of selected topics of applied English linguistics; insights into the current research state of the respective area; independence in scientific lecture; independent scientific working; exercise of scientific argumentation and expedient writing of bibliographs as well as presentation; individual and critical scientific working.
	Prerequisites: successful completion of Compulsory Module 10

D. Literary Studies (20 ECTS-Credits)

13.	Compulsory Module: Introduction to Literary Studies	h	ECTS-Credits
a.	VO Introduction to British and Postcolonial Literary Studies Overview of British and Postcolonial literatures; presentation of methodical concepts and main topics of Postcolonial Studies; analysis, discussion, interpretation of selected key texts; training of analytical and interpretive skills	2	2.5
b.	VO Introduction to American Literary Studies Overview of the most important aspects of (US-) American literary history, seen within the context of the nation's social, political, and cultural development; presentation of methodical concepts and main topics; analysis, discussion, interpretation of selected texts; training of analytical and interpretive skills	2	2.5
	Total	4	5
	Objective: Literature-scientific competences in a critical approach to texts of British and American literature; acquisition of skills in dealing with literature theories as well as literature scientific methods to analyse specific texts with regard to their application in the classroom; knowledge and insights in the context of literature, society (in particular of multicultural societies of Great Britain and the USA) and politics.		
	Prerequisites: none		

14.	Compulsory Module: Literary Analysis	h	ECTS-Credits
a.	PS British and/or Postcolonial Literature In-depth treatment of the lecture. Exemplary and focused treatment (historical, contemporary, comparative, interdisciplinary, thematic) with British and/or Postcolonial literature and texts of different genres in the context of different cultural phenomena.	2	2.5
b.	PS American Literature In-depth treatment of the lecture. Exemplary and focused treatment (historical, contemporary, comparative, interdisciplinary, thematic) with American literature and texts of different genres in the context of different cultural phenomena.	2	2.5
	Total	4	5

	<p>Objective: Insights into the development of American and British/Postcolonial literatures in their intellectual, social and political connections; exemplary and focused treatment with – English/Postcolonial and American literature; intellectual understanding by dealing with present multicultural societies and their phenomena; application of the competences to analyse literary texts.</p>
	<p>Prerequisites: successful completion of Compulsory Module 13</p>

15.	Compulsory Module: Survey of Literature and Culture	h	ECTS-Credits
a.	<p>VO British and/or Postcolonial Literature and Culture The lecture provides in-depth treatment with the development of English and/or Postcolonial literatures and their interaction or aspects of English or Postcolonial literatures or topics, concepts and theories (e.g. interculturality, racism, cultural identity, gender, issues of identity in Australian, Caribbean, New Zealand literature). The lecture is combined with a required reading list.</p>	2	5
b.	<p>VO American Literature and Culture The lecture intends to give a broad survey of the development of American literature and culture, their subjects, concepts and theories in intellectual, social, medial and political contexts. The lecture is combined with a required reading list.</p>	2	5
	Total	4	10
	<p>Objective: In-depth treatment of literary and cultural studies in English-speaking culture areas; understanding of literary historical, socio-cultural, medial and political contexts.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 13</p>		

E. Cultural Studies (5 ECTS-Credits)

16.	Compulsory Module: Introduction to Cultural Studies	h	ECTS-Credits
a.	<p>A Course with a total of 2.5 ECTS-Credits is to be chosen:</p> <p>VU Introduction to British and Anglophone Cultures (2 h, 2.5 ECTS-Credits) Introduction to theories, methods, and contexts of cultural studies; main topic are the geographical, historical, political, sociocultural, and gender-specific conditions of the respective English-speaking cultural sphere interdependence will be examined in a theory-driven exploration.</p> <p>VU Introduction to American Cultures (2 h, 2.5 ECTS-Credits) Introduction to theories, methods, and contexts of cultural studies; main topic are the geographical, historical, political, sociocultural, and gender-specific conditions of the respective English-speaking cultural sphere interdependence will be examined in a theory-driven exploration.</p>	2	2.5

b.	VU Introduction to Media Studies Transfer of basic knowledge of media studies, in particular of media history and analysis; students acquire theoretical-analytical and productive skills and competences in dealing with cultural-scientific media of the respective English-speaking culture areas.	2	2.5
	Total	4	5
	Objective: The graduates are familiar with cultural-scientific approaches of culture area-specific topics and issues and are able to apply them. They have basic and orientation knowledge of cultural-scientific methods, subjects and issues as well as knowledge and competences in the cultural and media context of the respective English language area.		
	Prerequisites: none		

- (3) Elective Modules from Cultural Studies with a total of 5 ECTS-Credits are to be taken, whereas, in any case, the Elective Modules 1 or 2 as well as 3 or 4 have to be taken.

1.	Elective Module: Critical Area Studies I	h	ECTS-Credits
	PS Critical Area Studies: British and Anglophone Cultures Reflection of cultural structures, institutions and phenomena of English-speaking culture areas (with the exception of the USA); based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account.	2	2.5
	Total	2	2.5
	Objective: Cultural-Scientific competences in critical treatment with cultural facts and media in their different manifestations from the English-speaking (with the exception of the USA) language and culture area; acquisition of the skills in dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.		
	Prerequisites: successful completion of Compulsory Module 16		

2.	Elective Module: Critical Area Studies II	h	ECTS-Credits
	PS Critical Area Studies: American Cultures Observation of cultural structures, institutions and phenomena of American cultural spheres; based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account.	2	2.5
	Total	2	2.5
	Objective: In-depth understanding of Culture, in particular in terms of interculturality and transculturality; recognition and evaluation of cultural phenomena as well as their construction in the context of American Studies.		
	Prerequisites: successful completion of Compulsory Module 16		

3.	Elective Module: Cultural Studies I	h	ECTS-Credits
	<p>PS Cultural Studies: British and Anglophone Cultures Reflection of cultural structures, institutions and phenomena of English-speaking culture areas (with the exception of the USA); based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account. Socio-cultural phenomena and institutions, in particular from the fields of contemporary, everyday and popular culture are to be focused.</p>	2	2.5
	Total	2	2.5
	<p>Objective: In-depth treatment of culture-scientific knowledge and competences; acquisition of the skills in dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 16</p>		

4.	Elective Module: Cultural Studies II	h	ECTS-Credits
	<p>PS Cultural Studies: American Cultures Reflection of cultural structures, institutions and phenomena of American Cultures; based on the acquired competences in compulsory module 16, they are considered theory-driven with regard to their interaction of historical, social, political, aesthetic and gender-specific circumstances taking global interrelations into account. Socio-cultural phenomena and institutions, in particular from the fields of contemporary, everyday and popular culture are to be focused.</p>	2	2.5
	Total	2	2.5
	<p>Objective: In-depth treatment of culture-scientific knowledge and competences; acquisition of the skills in dealing with culture theories as well as culture-scientific methods by exemplary and result-oriented means for analysing and interpreting specific data; training of intercultural competences.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 16</p>		

§ 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits and submitted in English language, is to be completed and presented in the teaching subject English. The performance of the Bachelor's Thesis is to be delivered in addition to the Course in which scope the thesis is to be completed. The Bachelor's Thesis is to be completed within a course with continuous assessment from the modules 2, 3, 11, 12, 14 or 17.

Section 6: Subject French

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: French understand their interest in French-speaking countries, acquaintance with local people there and in particular stays in French-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

(1) Objectives

1. Bachelor's Programme Secondary School Teacher Training (General Education) with one living foreign language is a scientifically founded occupational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect and critical text comprehension, an extensive repertoire of methods, flexibility, coordination and motivation skills. They are able to creatively and competently prepare learning processes in language teaching and thus perform a leading, advisory and judging role. The graduates can apply the competences acquired in the study programme in order to enable learners to speak the foreign language situation-specifically, age-appropriately and according to the respective level of performance (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the teaching language in its oral and written expression and situation- and age-specific form.
3. From the linguistic education, future teacher obtain the insights in functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods related to subject-specific correctness and choosing them situation-specifically.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks set in the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately transmit reading strategies and analysis methods to the pupils.
5. Against the background of their cultural-scientific education, graduates are able to provide insights in the countries where the target language is spoken.

(2) Skills

1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communication skills,
- Oral linguistic skills in different communication situations and roles (monological and interactive),
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions,
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit,
- Written linguistic skills in different text types,

- Wide range of vocabulary and idiomatic which includes the participation in communication in possibly wide-ranging contents; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language,
- Language mediation: the different expression possibilities and structure differences between native speakers and non-native speakers are to be recognized contrastively,
- Technical language skills for teaching at higher technical and vocational schools,
- Graduates possess the linguistic skills mentioned not only with regard to their own language use but they also use them for transfer, correction and assessment in teaching.

2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reflection the graduates theoretically permeate the knowledge acquired in command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronic linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

3. Literary Studies and Text Analysis

The field of literary studies develops different approaches of text in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macro-methods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-

related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be transformed to first practical routines within the scope of subject-related practical courses.

The acquisition of subject-didactical competences is not only subject to relevant courses but also subject-specific courses deal with subject-didactical issues apart from scientific treatment with the respective topics. In addition, the connection between subject-specific knowledge and subject didactics is to be considered in course examinations.

§ 2 Numbers of participants

1. PR Practical Training Courses: 14
2. Course Type VO: 200
3. Courses from the Modules CM 6 to CM 12 (Command of Language): 25
4. Course Types SL, AG, PS, SE, VU, EX and UE: 30
5. Course Types VU, UE, PS, SE from the Modules CM 1 to CM 3: 20

§ 3 Compulsory Modules

- (1) With a combination of another modern foreign language (French, Italian, Russian, Spanish) there are common Compulsory Courses (1.a., 3.a.) with a total of 5 ECTS-Credits. Those are to be compensated by subject-didactical courses from the offer of the teaching subjects of modern foreign languages with a total of the same ECTS-Credits.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:
 - A. Subject Didactics (20 ECTS-Credits)

1.	Compulsory Module: Foundations in Modern Language Teaching and Learning	h	ECTS-Credits
a.	VU Introduction to Teaching Foreign Languages Familiarization with theories and methods of foreign language teaching, interlingual cooperation in foreign language teaching, self-reflection as a language learner. The Common European Framework of Reference - CEFR; language acquisition theories; multilingualism; the skills in language teaching; learner autonomy; curricula and syllabi; media; methods; motivation in language teaching; etc.	2	3
b.	UE Language-Specific Introductory Course in Teaching French This course accompanies the course "Introduction to Foreign Language Teaching" and puts the theoretical content presented in this course into practice. Language acquisition, multilingualism, media, ... (based on the topics dealt with in the "Introduction to Foreign Language Teaching")	2	2
	Total	4	5

	<p>Objective: The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research knowledge as well as to apply this knowledge in the classroom target group-specifically and age-appropriately.</p>
	<p>Prerequisites: successful completion of Compulsory Module 6</p>

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	<p>PS Learn/Teach Languages The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject French and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
b.	<p>SE Learn/Teach Languages In-depth treatment of selected theories of teaching and learning of foreign languages in the school context. The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application</p>	2	3
	Total		
	<p>Objective: The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context; they are able to include multilingualism-didactic, inclusive and diversity-specific aspects in French lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject French and have acquired first action routines.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	VU Introduction to Testing and Assessing in Teaching Foreign Languages Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
b.	UE Language-Specific Course for Testing and Assessing Preparation of test formats and tasks to productive and receptive skills as well as linguistic competences in the teaching subject French (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
Total		4	5
Objective: The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject French.			
Prerequisites: successful completion of Compulsory Module 2			

4.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course (Topic-)specific observation of teaching processes: planning, implementation and evaluation of French lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
Total		1	5
Objective: The graduates of this module are familiar with French teaching practice; they have tested, critically reflected and evaluated own teaching approaches by means of procedures and methods of French teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in French lessons and acquire fundamental professional understanding for their occupational field.			
Prerequisites: successful completion of Compulsory Module 3 and 11			

B. Scientific Fundamentals (2.5 ECTS-Credits)

5.	Compulsory Module: Fundamentals of Philological and Cultural Studies	h	ECTS-Credits
	SL Fundamentals of Philological and Cultural Studies Practical introduction to the basic skills and techniques needed for academic research. The course is also an introduction to the respective studies.	1	2.5
	Total	1	2.5
	Objective: Knowledge of specific forms of scientific communication and philological work techniques; insights into the structures of the university		
	Prerequisites: none		

C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: French 1	h	ECTS-Credits
a.	UE French 1: Grammar und Vocabulary (B1+) Acquisition of grammar and language style competence at B1+ level, development of the vocabulary related to the topics discussed at this level	4	5
b.	UE Reading/Writing 1 (B1+) Understanding of written texts – written production of texts at level B1+	1	1.5
c.	UE Corrective Phonetics (B1 & B2) Transfer and application of basic pronunciation and accentuation rules of French – level B1 and B2	2	1
	Total	7	7.5
	Objective: Grammar and vocabulary at level B1+; Basic skills in writing at level B1+; pronunciation competence including accentuation rules		
	Prerequisites: none		

7.	Compulsory Module: French 2	h	ECTS-Credits
a.	UE French 2: Grammar und Vocabulary (B2) Acquisition of grammar and language style competence at B2 level, development of the vocabulary related to the topics discussed at this level	4	4
b.	UE Reading/Writing 2 (B1+) Independent understanding of written texts – production of texts at level B1+	1	1.5
c.	UE Listening/Speaking 2 (B1+) To develop language competence at B1+ level in listening and speaking skills	2	2
	Total	7	7.5
	Objective: Grammar and vocabulary at level B2; basic skills in writing and speaking at level B1+		
	Prerequisites: successful completion of Compulsory Module 6		

8.	Compulsory Module: French 3	h	ECTS-Credits
a.	UE Listening/Speaking 3 (B2) To develop language competence at B2 level in listening and speaking skills	2	2.5
b.	UE Reading/Writing 3 (B2) Independent understanding of written texts – productive written application of language resources in target group-specific and text type-specific form to the topics of level B2	2	2.5
	Total	4	5
Objective: Basic skills in listening and speaking, reading and writing at the level B2			
Prerequisites: successful completion of Compulsory Module 7			

9.	Compulsory Module: French 4	h	ECTS-Credits
a.	UE French 4: Grammar und Vocabulary (B2+) Acquisition of grammar and language style competence at B2+ level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Text Production French 4 (B2+) Productive written application of language resources in target group-specific and text type-specific form to the topics of level B2+	2	2.5
	Total	4	5
Objective: Grammar and vocabulary as well as basic skills in writing at level B2+			
Prerequisites: successful completion of Compulsory Module 8			

10.	Compulsory Module: French 5	h	ECTS-Credits
a.	UE Oral Communication French 5 (C1) Understanding of spoken language – oral communication skills at level C1	1	2.5
b.	UE Translation into the Foreign Language (C1) Translation of connected general texts or specialised texts in the context of contrastive linguistics (C1)	2	2.5
	Total	3	5
Objective: Basic skills in listening/speaking at level C1; translation at level C1 with a constative focus			
Prerequisites: successful completion of Compulsory Module 9			

11.	Compulsory Module: French 6	h	ECTS-Credits
a.	UE French 6: Grammar und Vocabulary (C1) Acquisition of grammar and language style competence at C1 level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Technical Terminologies (C1) Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of higher vocational schools (BHS)	2	2.5
	Total	4	5
	Objective: Grammar and vocabulary at level C1, extended with special language competences in selected fields		
	Prerequisites: : successful completion of Compulsory Module 9		

12.	Compulsory Module: French 7	h	ECTS-Credits
	UE Scientific Writing (C1) Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses; this module is to be completed parallel to the production of the bachelor's thesis.	2	2.5
	Total	2	2.5
	Objective: Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses.		
	Prerequisites: successful completion of Compulsory Module 9		

D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
a.	VU Grammatical Analysis Grammatical analysis according to formal and functional criteria	3	2.5
b.	VU Introduction to French Linguistics Overview of the most important fields of French linguistic areas (phonetics/phonology, morphology, lexicology and semantics, textual linguistics, pragmatics, sociolinguistics)	2	2.5
	Total	5	5
	Objective: Graduates of the Compulsory Module „Linguistics and Analysis“ are familiar with the fundamentals of Language-Specific Linguistics, thus, the competence to analyse, understand and explain linguistic expressions according to the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students have a reflected use of the foreign language. Students also have overview knowledge of the fields of linguistics with special regard to the foreign language, and they are able to independently work with linguistic literature.		

	Prerequisites: successful completion of Compulsory Module 6
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14.	Compulsory Module: Advanced Topics in French Linguistics 1	h	ECTS-Credits
	VU Morphology, Syntax, Text Linguistics – French (with Reading List) In-depth treatment of the fields word, sentence and text		
	Total		
	Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of French with regard to application in the classroom. They are able to explain the characteristics of French in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module's topics.		
	Prerequisites: successful completion of Compulsory Module 13		

15.	Compulsory Module: Advanced Topics in French Linguistics 2	h	ECTS-Credits
	VU Lexicology, Semantics, Pragmatics, Applied Linguistics – French (with Reading List) In-depth treatment of the fields word format, importance as well as language in interaction	2	5
	Total	2	5
	Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of French with regard to application in the classroom. They are able to explain the characteristics of French in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module's topics.		
	Prerequisites: successful completion of Compulsory Module 13		

E. Literary Studies (15 ECTS-Credits)

16.	Compulsory Module: History of French Literature and Culture	h	ECTS-Credits
a.	VU History of French Literature and Culture History of French literature and culture as a mirror of changing worldviews and perception patterns	2	2.5
b.	VU Reading and Analysis Introduction to the methods of literature; Parallel to the lecture, analytical and interpretive skills are trained with selected texts or excerpts from the French literary canon.	2	2.5
	Total	4	5

	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments ▪ Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis ▪ Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts
	Prerequisites: none

17.	Compulsory Module: Francophone Literatures and Cultures	h	ECTS-Credits
a.	<p>VU Francophone Literatures and Cultures (with Reading List) Thematically oriented course dealing with different aspects of French and/or Francophone literature and culture with regard to cultural scientific concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.</p>	2	7.5
b.	<p>PS Advanced Text and/or Media Analysis Using Examples from the Francophone Regions Thematically oriented literary scientific course focusing on independent scientific work with literary texts and/or other media from the French-speaking world; writing of a work to a selected thematic aspect</p>	2	2.5
	Total	4	10
	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and the relevance to the present ▪ Differentiated understanding of cultural processes in order to critically analyse media representations (literature or film or music) ▪ Independent differentiated analysis of medial representations (literature or film or music) with regard to autonomously secondary literature researched 		
	Prerequisites: successful completion of Compulsory Module 5 and 16		

F. Cultural Studies (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the French-Speaking Area	h	ECTS-Credits
a.	<p>VO Cultural Studies Overview of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in French-speaking countries</p>	3	3
b.	<p>VU Francophone Cultures and their Representation in the Media Illustrated by France and other French-speaking countries, exemplary cultural concepts are discussed, e.g. nation and identity politics, transcultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches</p>	2	2
	Total	5	5

	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Knowledge of French-speaking countries in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations) ▪ Knowledge and reflection of issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts ▪ Understanding of media state and relativity of cultures ▪ Ability to safe and critical treatment with different media of social communication
	<p>Prerequisites: none</p>

§ 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits and submitted in French language, is to be completed and presented in the teaching subject. The performance of the Bachelor's Thesis is to be delivered in addition to the course in which scope the thesis is to be completed. The Bachelor's Thesis is to be completed within a course with continuous assessment from the modules 2, 3, 14, 15, 17 or 18.

§ 5 Subject-Specific Examination Regulations

In addition to the content of the Course, a Reading List is part of the Assessment of Courses with continuous Assessment in the Compulsory Modules 14, 15 and 17 lit. b.

Section 7: Subject Geography and Economics

§ 1 Subject-Specific Qualification Profile

(1) Subject-Specific Competences:

The goal of future-oriented geography and economics classes is to promote the decision-making ability and action of pupils of the secondary level regarding the challenges of global change. Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Geography and Economics imparts students the competences they need for such teaching lessons.

Subject-specific education includes the main contents of relevant fields of geography and economics (with special regard to gender-specific aspects as well as the curricula of the secondary level) and imparts essential work methods. The principles of natural scientific and social scientific research (hypothesising, planning, implementation, measurement, documentation, analysis, evaluation, communication of results) form the basis for in this context. Moreover, students are able to use suitable information sources in order to acquire necessary current information in a targeted manner, to critically evaluate and to adopt the contents needed for the teaching practice.

As future multipliers, students develop fundamental knowledge of the main challenges of the 21st century („grand challenges“) and develop competences in order to reflect relating complex solution strategies, what is the prerequisite for the education of pupils to responsible persons who are able to make responsible decisions independently corresponding to the requirements of sustainable development of nature, society and economy.

(2) Subject-Didactical Competences

The graduates are to critically prepare geographic and economic contents and methods and to impart this knowledge pupil-oriented and effectively. In this context, they are oriented towards the current state of subject-specific, subject-didactic and teaching-practical insights. In general, the implementation of complex and action-oriented methods is to be pursued, e.g. self-directed research-based learning when working in the field (excursions) or the use of geoformation tools. Students acquire skills in terms of choosing contents and methods beyond statistical and isolated views and to understand processes and phenomena in interdisciplinary, integrative terms and by means of dynamics and interactions. Only then, an essential aspect of the competence of synthesis can be considered as satisfied whereas also application and transfer play an important role. The goal of multiperspectivity is to show, compare, evaluate and critically reflect the existence of different interest-based realities from the local to the global level.

Finally, only from a well-founded understanding of spatial and economic processes, possibilities of competent communication as well as constructive action arise. There, the following principle applies: enable and encourage the pupils' responsible and active participation in terms of „**Education for Sustainable Development**“ (ESD). Thus, geography and economics is a future-oriented subject and contributes to achieve the goals of sustainable development as well as the development of a highest possible quality of life for all people in a liveable world of tomorrow.

§ 2 Numbers of participants

1. Practical Course (UE): 12–20 (according to safety aspect, legal and organisational conditions)
2. Lecture with integrated Practical Parts (VU): 20
3. Excursion with Practical Elements (EU): 12–20 (according to safety aspect, legal and organisational conditions)
4. Introductory Seminar (PS): 15–20 (according to safety aspect, legal and organisational conditions)
5. Seminar (SE): 15
6. Practical Training Courses (PR): 14–20 (according to safety aspect, legal and organisational conditions)

conditions)

§ 3 Compulsory Modules

(1) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Geography and Economics	h	ECTS-Credits
a.	VO Man and Environment 1 Overview on modern geography as a human-environment discipline; understanding of spatial structural patterns, conflicts and processes; students can assess strategies and politics of spatial regulation. They are familiar with the major contents and key structures of the relevant geography curricula.	3	5
b.	VO Fundamentals of Economics and Regional Politics Overview of principles, concepts, terms and definitions, problems, schools, relations and interdependencies of economics.	2	5
c.	VO Fundamentals of Teaching Geography (Subject-Didactics 1) In this course the students acquire the fundamentals of teaching geography and economics in a synthesis of scientific and practical teaching perspectives as well as with special regard to ESD.	2	2.5
	Total	7	12.5
	Objective: The graduates understand spatial structures and processes in terms of sustainable development; they have a basic concept of economics and regional politics as well as an overview of theoretical and practical fundamentals of teaching geography and economics.		
	Prerequisites: none		

2.	Compulsory Module: General Geography and Economics 1	h	ECTS-Credits
a.	VO Fundamentals of Physical Geography 1 The course conveys natural scientific basic concepts as well as fundamental process understanding from the fields of physical geography.	2	3
b.	VO Fundamentals of Physical Geography 2 The course conveys fundamental connections between processes and forms from selected fields of physical geography.	1	2
c.	VO Fundamentals of Human Geography 1 The course conveys theoretical-methodical fundamentals and models as well as illustrated issues and knowledge of spatial structures, interactions and processes from the fields of human geography.	2	3
d.	VO Fundamentals of Human Geography 2 The course conveys theoretical-methodical fundamentals and models as well as illustrated issues and knowledge of spatial structures, interactions and processes from the fields of human geography.	1	2
e.	VO Fundamentals of Business Administration The course introduces business mind-set and working methods according to the respective school curriculum; it deepens the relationship between business and environment as well as selected functional areas (in particular accounting and controlling, marketing and organisation).	2	2.5

	Total	8	12.5
	Objective: The graduates are able to derive human and physical geographic theories, methods and issues from the development of human and physical geographic fields and apply to specific spatial issues. Moreover, they acquire fundamental knowledge in the field of microeconomy.		
	Prerequisites: none		

3.	Compulsory Module: General Geography and Economics 2	h	ECTS-Credits
a.	VO Detailed Aspects of Economics Based on the fundamental introduction (from module 1), special topics of micro- and macroeconomy relevant for school teaching are presented.	2	2.5
b.	Courses with a total of 10 ECTS-Credits can be chosen from the following list VO Fundamentals of Human Geography 3 (2 h, 3 ECTS-Credits) The course conveys theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes, in particular from the fields of population and social geography as well as settlement and economic geography illustrated by selected issues. VO Fundamentals of Human Geography 4 (1 h, 2 ECTS- Credits) The course conveys theoretical-methodical fundamentals and models as well as knowledge of spatial structures, interactions and processes, in particular from the fields of population and social geography as well as settlement and economic geography illustrated by selected issues. EU Human Geography (3 h, 5 ECTS- Credits) The knowledge of the courses „Fundamentals of Human Geography” is deepened with exercises in the field and in the classroom. VO Fundamentals of Physical Geography 3 (2 h, 3 ECTS- Credits) The course conveys fundamental connections between processes and forms from selected fields of physical geography. VO Fundamentals of Physical Geography 4 (1 h, 2 ECTS- Credits) The course conveys fundamental connections between processes and forms from selected fields of physical geography. EU Physical Geography (3 h, 5 ECTS- Credits) The knowledge of the courses „Fundamentals of Physical Geography” is deepened with exercises in the field, the laboratory and by evaluations illustrated by practical examples.	6	10
	Total	8	12.5
	Objective: The graduates understand fundamental processes of natural landscapers and resulting phenomena; they are able to derive human geographic theories, methods and issues from the development of human geographic fields and to apply the results from both main areas in terms of man-environment-understanding to specific spatial issues. Moreover, they acquire fundamental knowledge in the field of microeconomy.		
	Prerequisites: successful completion of Compulsory Module 1 and 2		

4.	Compulsory Module: Subject Didactics	h	ECTS-Credits
a.	VU Fundamentals of Lesson Planning and Presentation (Subject-Didactics 2) In this course the students analyse subject-didactical fundamentals of various teaching planning and preparation. Against this background, they independently develop and discuss examples of pupil-appropriate teaching and learning processes in the subject geography and economics.	2	2.5
b.	VU Recent Research in Teaching Geography (Subject-Didactics 3) In this course the students actively deal with current subject-didactical approaches and research topics. Against this background, they independently develop and discuss examples of pupil-appropriate teaching and learning processes in the subject geography and economics.	3	2.5
Total		5	5
Objective: The graduates are familiar with fundamental methods of subject-didactical analysis of teaching, know scientific approaches and research topics of subject-didactics and develop competences to independently plan and prepare lessons. In this context, individual life situations and subjective pre-concepts of the pupils are to be considered.			
Prerequisites: successful completion of Compulsory Module 1 and 2			

5.	Compulsory Module: Proseminars in Geography and Subject Didactics	h	ECTS-Credits
a.	PS Human Geography Based on sample topics of human geography, written, oral and discursive expressiveness and argumentation is to be practised.	2	2.5
b.	PS Physical Geography Based on sample topics of physical geography, written and oral argumentation is to be practised.	2	2.5
c.	PS Subject-Didactics (Subject-Didactics 4) Students link subject content of geography and economics with subject-scientific/subject-didactical theories and derive suggestions for pupil-oriented everyday and future-oriented learning processes. They present and reflect the results of their works in interactive plenary and compose a written work.	2	2.5
Total		6	7.5
Objective: The graduates are able to develop general-geographic as well as subject-didactical theories, methods, approaches and issues from the current research state. They are familiar with the methods of scientific work and are able to position themselves science-theoretically.			
Prerequisites: successful completion of Compulsory Module 1 and 2			

6.	Compulsory Module: Deepening of Scientific Knowledge 1	h	ECTS-Credits
a.	VO Special Topics 1 This course discusses new insights and presentations from the field of general and regional geography	2	2.5
b.	VO Detailed Aspects of Business Administration Based on the fundamental introduction (from module 2), special topics relevant for school teaching are to be presented	2	2.5
	Total	4	5
	Objective: The graduates have in-depth knowledge in the field of general geography and microeconomy. The module leads the graduates to the respective state-of-the-art.		
	Prerequisites: successful completion of Compulsory Module 1 and 2		

7.	Compulsory Module: Cartographic Presentations	h	ECTS-Credits
a.	VO Fundamentals of Cartography In addition to teaching the basics of geodetic projections are based knowledge of topographic and thematic cartography in the centre of the course.	1	2.5
b.	UE Cartography Exercises Basic knowledge of cartography are to be practised and extended regarding fundamental competences (evaluate, create and assess cartographic presentation), including modern presentation forms.	2	2.5
c.	VU Subject Didactics 5: Cartography and GIS in Geography Lessons (Subject-Didactics 5) In this course, cartographic application and geographic information systems are reflected from a subject-didactical perspective and examples for practical teaching are developed and discussed. These examples are to be understood and discussed from a subject-scientific theory perspective and their respective subject-didactical and technical limits.	3	2.5
	Total	6	7.5
	Objective: The graduates are familiar with the fundamentals of cartography and geographic information systems; they are able to critically interpret and shape maps and cartographic presentations; and they have theoretical and practical knowledge of application in practical teaching.		
	Prerequisites: successful completion of Compulsory Module 1 and 2		

8.	Compulsory Module: Deepening of Scientific Knowledge 2	h	ECTS-Credits
a.	VO Special Topics 2: Fundamentals of Sustainable Development This course discusses new insights of „grand challenges“ from the 21st century and relating issues of sustainable development.	2	2.5
b.	VU Tutorial in Economics This course discusses economic topics from the perspective of ESD. The students independently develop and critically reflect case- and issue-related teaching examples.	2	2.5

	Total	4	5
	Objective: The graduates have in-depth knowledge of future challenges and strategies of sustainable development. Moreover, they have advanced skills in the transfer of concepts of ESD in school lessons.		
	Prerequisites: successful completion of Compulsory Module 1 and 2		

9.	Compulsory Module: Regional Geography and Teaching Skills	h	ECTS-Credits
a.	EX Regional Geography This excursion introduces selected greater areas where various appearances of man-environment-interaction are discussed on-site.	4	5
b.	SE Subject-Didactics (Subject-Didactics 6) In this course, the students independently link contents of (regional) geography and economics with subject-scientific/subject-didactical theories as well as concepts of ESD and derive suggestions for practical teaching (e.g. excursion didactics). They present and reflect the results of their work in interactive plenary and compose a written work.	2	2.5
	Total	6	7.5
	Objective: The graduates are able to recognize landscapes, spatial structures, spatial processes and effects in unknown regions in the man-environment-network; they assess landscape potential for use in different economic goals, make regionalisation, identify spatial issues and proposed solutions. Moreover, they have critical reflection abilities regarding regional geographic presentations in science and school as well as fundamentals of mediation processes of nature and cultural landscape.		
	Prerequisites: successful completion of Compulsory Module 5		

10.	Compulsory Module: Deepening of Scientific Knowledge 3	h	ECTS-Credits
a.	VO Special Topics 3 This course discusses new insights and presentations from the field of general and regional geography.	2	2.5
b.	SE General Geography Based on illustrated topics from general geography, written, oral and discursive expressiveness and argumentation is to be practised.	2	5
	Total	4	7.5
	Objective: The graduates have in-depth knowledge in the field of general and regional geography. Moreover, they are able to discursively develop and critically reflect general geographic models, methods, approaches and issues from the current research state.		
	Prerequisites: successful completion of Compulsory Module 5		

11.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Independent planning, implementation and evaluation of geography and economics lessons (e.g. single school lessons, teaching units of several hours or participation in projects), critical subject-scientific and subject-didactical reflection of teaching.	1	5
	Total	1	5
	Objective: The graduates are able to operationalize their competences acquired in science and subject-didactics to plan, implement and evaluate teaching and learning processes in practical teaching and for subject-didactical reflection.		
	Prerequisites: successful completion of Compulsory Module 5		

12.	Compulsory Module: Regional Geography	h	ECTS-Credits
a.	VO Regional Geography: Austria and the Eastern Alps The course conveys an overview of theoretical and methodical approaches in the field of regional geography and presents specific spatial types in the Eastern Alps regarding geographical structures and processes of spatial change.	2	2.5
b.	EX Excursion Regional Geography: Austria and the Eastern Alps The course conveys an overview of regional forms of man-environment-system in the Eastern Alps.	2	2.5
	Total	4	5
	Objective: The graduates have knowledge of typical structures and processes from a space-differentiated perspective and are able to evaluate regionally adapted solutions.		
	Prerequisites: successful completion of Compulsory Module 5		

13.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Seminar with Bachelor's Thesis Additional in-depth treatment of subject-specific and subject-didactical knowledge, first application of scientific qualifications, examination with research controversies, completion of the bachelor's thesis, presentation of the bachelor's thesis within a seminar presentation	1	1 + 6.5
	Total	1	7.5
	Objective: Processing and contextualisation of information (research literature, statistics, maps and own surveys) according to scientific rules; skills in writing geographic essays (formulating, reasoning and defending arguments) by a selected topic from the different geographical fields and based on a geographical-integrative approach; presentation of acquired knowledge.		
	Prerequisites: successful completion of Compulsory Module 5		

Section 8: Subject History, Social Studies and Political Education

§ 1 Subject-Specific Qualification Profile

The Bachelor's Programme Secondary School Teacher Training (General Education) Subject: History, Social Studies and Political Education serves the acquisition of subject-specific knowledge, methodical and subject-didactical competences.

It is based on fundamental subject-scientific and subject-didactical education of the current state of research with regard to the valid curricula of the secondary level.

The Bachelor's Programme Secondary School Teacher Training (General Education) Subject: History, Social Studies and Political Education enables graduates as multipliers of historical knowledge and of founded historical knowledge to professional practice in schools and extracurricular educational institutions.

Moreover, they are familiar with fields where logical-analytical, linked and problem-solving thinking, the ability to synthesis, conceptual creativity as well as independent development and processing of knowledge and information sources are required by research.

Apart from the competences of the general qualification profile, teachers of history, social studies and political education have special key qualifications which enable them to impart profound subject knowledge of development and connections of historical fields considering political, social, economic and cultural aspects in age-specific terms.

In teaching history, social studies and political education, teachers are obliged to the knowledge of the past as essential requirement for a better understanding of the present and the promotion of critical awareness of historical pictures, constructions and instrumentalization of the past.

The treatment with history and resulting historically founded understanding permit a reflected, objective-analytical approach of social issues.

The graduates are aware of the processes of inclusion and exclusion and promote the perception of diversity, respect and tolerance in teaching. History teachers impart knowledge of action and orientation as historical and political basic skills, which represent the necessary prerequisite for individual and social location determination in space and time in a pluralistically structured society.

§ 2 Guidelines of the Study Programme

The focus of teaching history, social studies and political education is the human being as a social and political being and the historical and present forms of cultural development with regard to fundamental principles such as democracy, freedom, equality, tolerance, respect for human dignity and human and civil rights and the rejection of extremist attitudes. In this context, multiperspectivity, interculturality and inclusion are fundamental. The subject-didactical modules accordingly deal with teaching of historical, social and political issues equally.

§ 3 Numbers of participants

1. Practical Training Courses (PR): 14
2. Excursions (EX): 24
3. Practical Courses (UE): 20
4. Practical Course in the Excursion Module (24)

§ 4 Compulsory Modules

(1) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction Module	h	ECTS-Credits
a.	VO Introduction to the Study of Historical Sciences Key questions are: What is history? Why (still) history? How does history become a science? What are scientific methods? Language of sources – language of science, source types (written and non-written sources), source criticism, objectivity and partiality, theory formation, space – time – periodization, who or what does history „make“? Historical culture and history politics, current approaches of historical sciences with regard to gender aspects	2	2.5
b.	UE General Scientific Working Techniques Introduction to academic work: information management (research, bibliographies), comprehension and writing of texts, characteristics of scientific language, ethics of science, acquisition of media competence, teamwork and performative skills	2	2.5
	Total	4	5
	Objective: Acquisition of fundamental skills regarding science of the subject (theories and methods); acquisition of key qualifications for successful completion of the courses; acquisition of communicative and performative competences; knowledge and practical use of subject-specific work techniques as well as basic rules of scientific work.		
	Prerequisites: none		

2.	Compulsory Module: : Fundamentals of Ancient History	h	ECTS-Credits
	VO Fundamentals of Ancient History Overview of the most important data, topics and guidelines and/or events of ancient history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	Objective: Acquisition of orientation and overview knowledge of ancient history with main issues and guidelines.		
	Prerequisites: none		

3.	Compulsory Module: Fundamentals of the Middle Ages	h	ECTS-Credits
	VO Fundamentals of The Middle Ages Overview of the most important data, topics and guidelines and/or events of middle ages, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5

	Objective: Acquisition of orientation and overview knowledge of the Middle Ages with main issues and guidelines
	Prerequisites: none

4.	Compulsory Module: Fundamentals of the History of Modern Times	h	ECTS-Credits
	VO Fundamentals of the History of Modern Times Overview of the most important data, topics and guidelines and/or events of modern history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	Objective: Acquisition of orientation and overview knowledge of modern history with main issues and guidelines.		
	Prerequisites: none		

5.	Compulsory Module: Fundamentals of Economic and Social History	h	ECTS-Credits
	VO Fundamentals of Economic and Social History Overview of the most important data, topics and guidelines and/or events of economics and social history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	Objective: Acquisition of orientation and overview knowledge of economic and social history with main issues and guidelines.		
	Prerequisites: none		

6.	Compulsory Module: Fundamentals of Austrian History	h	ECTS-Credits
	VO Fundamentals of Austrian History Overview of the most important data, topics and guidelines and/or events of Austrian history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	Objective: Acquisition of orientation and overview knowledge of Austrian history with main issues and guidelines.		
	Prerequisites: none		

7.	Compulsory Module: Fundamentals of Contemporary History	h	ECTS-Credits
	VO Fundamentals of Contemporary History Overview of the most important data, topics and guidelines and/or events of contemporary history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	Objective: Acquisition of orientation and overview knowledge of contemporary history with main issues and guidelines.		
	Prerequisites: none		

8.	Compulsory Module: Fundamentals of Political Education	h	ECTS-Credits
	VO Fundamentals of Political Education Overview of fundamental topics and guidelines of political education; treatment with political terms and dimensions as well as different democracy terms in governmental and social contexts; conveyance of fundamental analysis categories for understanding political systems in their social context with special regard to the political system of Austria and the European Union; fundamentals of political communication; awareness of international conflicts and cooperation in the context of globalisation in order to understand present political structures.	3	5
	Total	3	5
	Objective: Development of subject-specific understanding of politics in its different forms; acquisition of orientation and overview knowledge to develop political competences (action and judgement competence) and to analyse main issues in politics and society.		
	Prerequisites: none		

9.	Compulsory Module: Sources and Studies 1	h	ECTS-Credits
a.	UE Sources and Studies in Ancient History Reading and evaluating subject-specific sources and depictions of ancient history; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
b.	UE Sources and Studies in the Middle Ages Reading and evaluating subject-specific sources and depictions of the middle ages; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
	Total	2	5

	Objective: Acquisition of skills to critical use of historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in oral and/or written form; acquisition of the competence to apply scientific methods.
	Prerequisites: successful completion of Compulsory Module 1

10.	Compulsory Module: Sources and Studies 2	h	ECTS-Credits
a.	UE Sources and Studies in Austrian History Reading and evaluating subject-specific sources and depictions of Austrian history; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
b.	UE Sources and Studies in Economic and Social History Reading and evaluating subject-specific sources and depictions of economic and social history; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
	Total	2	5
	Objective: Acquisition of skills to critical use of historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in oral and/or written form; acquisition of the competence to apply scientific methods		
	Prerequisites: successful completion of Compulsory Module 1		

11.	Compulsory Module: Sources and Studies 3	h	ECTS-Credits
a.	UE Sources and Studies in Modern Times Reading and evaluating subject-specific sources and depictions of modern times; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
b.	UE Sources and Studies in Contemporary History Reading and evaluating subject-specific sources and depictions of contemporary history; recognition of historical-scientific issues, historical images and historical narratives; reading and evaluating historiographical texts as well as their analysis as a historical source	1	2.5
	Total	2	5
	Objective: Acquisition of skills to critical use of historical sources and depictions of the subjects mentioned above as well as the competence to present the knowledge acquired in oral and/or written form; acquisition of the competence to apply scientific methods.		
	Prerequisites: successful completion of Compulsory Module 1		

12.	Compulsory Module: Advanced Topics: Historical Periods and Disciplines	h	ECTS-Credits
	<p>PS from Historical Periods and Disciplines: Choice of a course from the following fields: PS Ancient History PS Medieval History PS Modern Times PS Economic and Social History PS Austrian History PS Contemporary History In-depth treatment of subject-specific knowledge with suitable issues from all historical epochs as well as disciplines, e.g. with regard to women's and gender history, global history and regional history as well as in the form of thematic longitudinal and cross sections in the interactive learning process (short presentations, lectures, discussions, written works etc.)</p>	2	5
	Total	2	5
	<p>Objective: Acquisition of skills in using historical sources and depictions as well as skills to present the knowledge acquired in oral and/or written form; acquisition of knowledge and application of relevant scientific methods.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

13.	Compulsory Module: Advanced Topics: 20th/21st Century	h	ECTS-Credits
	<p>PS Contemporary History or choice of s course from the following fields (if explicitly shown in the course catalogue) PS Modern Times PS Economic and Social History PS Austrian History In-depth treatment of subject-specific knowledge of the history of the 20th /21st centuries with suitable issues in interactive learning processes (short presentations, lectures, discussions, written works etc.)</p>	2	5
	Total	2	5
	<p>Objective: Acquisition of skills in using historical sources and depictions of the history of the 20th / 21st centuries as well as skills to present the knowledge acquired in oral and/or written form; acquisition of knowledge and application of relevant scientific methods</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis In-depth treatment of subject-specific knowledge, first application of scientific qualification, examination with research controversies. A bachelor's thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated.</p>	2	1 + 5
	Total	2	5

	<p>Objective: Processing and contextualisation of information (sources and/or research literature) according to scientific rules; skills in writing geographic essays (formulating, reasoning and defending arguments) by a selected topic from different historical epochs and disciplines as well as presentation of acquired knowledge.</p>
	<p>Prerequisites: successful completion of Compulsory Module 1, 12 and 13</p>

15.	Compulsory Module: Historical Excursion	h	ECTS-Credits
a.	<p>EX Historical Excursion Illustration on site (with the example of historical sites, museums, memorial sites etc.) and in-depth knowledge; linking interdisciplinary forms or reasoning with specific examples</p>	2	2.5
b.	<p>UE Historical Excursion Critical treatment with different source materials and different depiction forms; future teachers are familiar with independent preparation, implementation and follow-up of excursions and thus are prepared for practical teaching.</p>	1	2.5
	Total	3	5
	<p>Objective: Acquisition of knowledge of the forms of historical display and the competences to present historical connections on site and to deconstruct presentation forms.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

16.	Compulsory Module: Fundamentals Subject Didactics History, Social Studies and Political Education	h	ECTS-Credits
	<p>VO Fundamentals Subject Didactics History, Social Studies and Political Education Introduction to the literature and theory of teaching history and politics, methods and practices of teaching with special regard to the present of history, political education, gender politics, inclusion, multiperspectivity as well as differentiation and individualization in history lessons</p>	2	5
	Total	2	5
	<p>Objective: Insights into theoretical fundamentals of teaching history and politics; understanding of the terms historical awareness, historical culture and historical thinking; elaboration of current competence models, knowledge of current curricula and development of instruments in order to implement theoretical and methodical knowledge target group-specifically in competence-oriented teaching planning.</p>		
	<p>Prerequisites: none</p>		

17.	Compulsory Module: Proseminar: Didactics of History and Political Education 1	h	ECTS-Credits
	PS Didactics of History and Political Education Introduction to subject-didactical research and literature from history, social studies and political education as well as exemplary treatment of teaching issues, e.g. Holocaust education, commemorative culture, gender and diversity, cultural awareness, migration phenomena	2	5
	Total	2	5
	Objective: The graduates understand subject-didactical issues of history, social studies and political education and to independently elaborate scientifically develop and evaluate the competences acquired in interdisciplinary and target group-specific terms.		
	Prerequisites: successful completion of Compulsory Module 8 and 16		

18.	Compulsory Module: Proseminar: Didactics of History and Political Education 2	h	ECTS-Credits
a.	UE Didactics of History Treatment with teaching and learning contents with specific topics considering competence orientation; teaching planning and independent implementation of teaching units as well as their follow-up	2	2.5
b.	UE Didactics of Political Education Treatment with different political-didactical approaches and their relevance for the development of political and social competences in practical teaching; specification of didactical principles such as pupil-, problem-, conflict- and action-orientation with different thematic examples and by using different methods and thematic orientation toward political categories	2	2.5
	Total	4	5
	Objective: The graduates are able to implement the theoretical fundamentals of teaching history and politics and use target group-specific in practical teaching in schools; they have judgement and action competence as well as reflected and self-reflected historical awareness and are able to modify it if necessary.		
	Prerequisites: successful completion of Compulsory Module 8 and 16		

19.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Preparation and accompaniment of the Subject Related Practical Course; theory-driven analysis and reflection of practical experiences; thematic focus in consultation with the students; planning of subject-didactical research projects in connection with the challenging situation in the school; sitting in on classes and teaching observation as well as observation of communication and interaction of the persons participating in the classroom; planning, implementation and follow-up of short exercises as well as independent teaching; participation in school life and diverse school events; in-depth in an elective compulsory subject	1	5
	Total	1	5

	<p>Objective: Cooperation between scientific education and school-related practice; preparation, implementation and follow-up of teaching units; experience and reflection of school reality; implementation of the knowledge acquired in practical teaching as well as treating the professional role as a teacher.</p>
	<p>Prerequisites: successful completion of Compulsory Module 1, 8 and 16 as well as 4 Modules from the Compulsory Modules 2, 3, 4, 5, 6, 7</p>

20.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	<p>Courses with a total of up to 5 ECTS-Credits from one's own subject or the curricula of the bachelor and/or diploma study programmes set up at the University of Innsbruck can be chosen freely, however not from the other teaching subject. In this context, in-depth treatment of sociology, political science and gender studies is to be recommended with regard to professional practice.</p>		5
	Total		5
	<p>Objective: This Module serves to extend the studies and to acquire additional qualifications.</p>		
	<p>Prerequisites: the prerequisites of the respective Curricula do apply</p>		

Section 9: Subject Greek

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Greek have well-founded knowledge of vocabulary and grammar and are able to approach Greek texts and transfer them into German. They acquire productive skills in Greek and are able to translate given sentences from German into Greek. They have detailed knowledge of Greek literature and develop awareness of the effectiveness of Greek literature and culture up to the present time. They are familiar with subject-specific work techniques and methods and can use them situation-specifically. They are able to use literature-scientific secondary literature for interpreting Greek texts and to reflect research opinions methodically.

The treatment with Greek language and literature also leads to the acquisition of interdisciplinary competences. In particular, with translation, students develop a stronger awareness of the use of language and extend their ability of expression in German. By intensive work with Greek texts, they acquire the skills to analyse literary works in other languages and cultures and to comprehend their functionality. They are also able to elaborate argumentative structures in texts and to test them according to their coherence. By dealing with a foreign culture, they gain insights into intercultural similarities and differences and are able to deal with contemporary foreign cultures.

The students acquire knowledge in the fields of didactics and methodology of Greek teaching as well as the skills to impart knowledge age-specifically and according to the pupils' individual needs. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They are able to refer to their knowledge and competences from the fields of the teaching subject and to use them for teaching goals. This enables the students to instruct pupils to understand written Greek texts and to reflect on language and literature in general. With the acquisition of theoretical and practical fundamentals in the field of testing and evaluation, they are able to assess the pupils' performances in valid and reliable terms.

§ 2 Numbers of participants

Practical Training Courses (PR): 14

§ 3 Compulsory Modules

- (1) With a combination of the teaching subject Latin there are common compulsory courses with a total of 45 ECTS-Credits. Those are to be compensated by further courses from the offer of the curricula of the university with a total of the same ECTS-Credits. Thereof, one third from the field of Classical Philology and one third from field of Antiquity are to be chosen.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Classical Philology	h	ECTS-Credits
a.	VO Introduction to Classical Philology Structure and course of the study programme; occupational field as a teacher for the subjects Latin and Greek (professional habitus, challenges, tasks, activities); epochs of Greek-Roman literature; history of classical philology and their neighbouring disciplines; development of classical teaching and subject didactics; tradition history; subject-specific work techniques and tools; fundamentals of scientific work	2	2.5

b.	PS Research Skills Practice of the knowledge acquired in the lecture in the field of scientific work: use with text critical editions; literature research; use of libraries; bibliographies and quoting; summary of scientific contributions; presentation of short presentations; composition of a short written work	2	2.5
	Total	4	5
	Objective: The graduates of this module know the structure and course of the study programme. They are able to reflect subject-specific occupational fields and develop awareness of the profession of a teacher. They have first insights into the epochs of Greek-Roman literature and their main texts. They gain an overview of the history and work techniques of classical philology and have basic knowledge in the field of tradition history. They have insights into the methods of textual criticism and know the elements of text-critical editions. They are able to apply appropriate strategies of literature research, acquire skills to quote and cite scientific publication correctly. They are able to elaborate argumentative structures of shorter scientific contributions and to present results orally and in writing.		
	Prerequisites: none		

2.	Compulsory Module: Grammar	h	ECTS-Credits
a.	UE Greek Morphology and Syntax I Morphology and syntax; exercises; translation of single sentences (German-Greek)	2	2.5
b.	UE Greek Morphology and Syntax II Teaching of simple and compound sentence; translation of single sentences (German-Greek)	2	2.5
	Total	4	5
	Objective: The graduates of this Module have in-depth knowledge of Greek morphology and syntax: They are familiar with the rules of Greek grammar and are able to independently develop Greek forms and to translate single sentences from German into Greek. They understand metalinguistic basic concepts to describe grammatical phenomena and are able to apply them correctly in analysing texts. Moreover, they have consolidated and deepened knowledge of vocabulary.		
	Prerequisites: none		

3.	Compulsory Module: Translation	h	ECTS-Credits
a.	UE Translation Exercise Greek Linguistic approach and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
b.	UE Translation Exercise Latin Linguistic approach and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
	Total	4	5

	<p>Objective: The graduates of this module deepen their translation competence: They have a wider range of text approaching strategies and can use them situation-specifically. They are able to approach longer text units and to translate them into German. They repeat and consolidate their knowledge of Greek and Latin grammar and develop suitable translation possibilities for complex grammatical structures. With translation activities, they have trained their ability of expression in German and deepened their vocabulary in Greek and Latin.</p>
	Prerequisites: none

4.	Compulsory Module: Interpretation I	h	ECTS-Credits
a.	VU Metrics Fundamentals of ancient metrics (accentuation system, prosody, rhythm); central metrics of ancient times; metric analysis of selected text sections	2	2.5
b.	VU Introduction to Stylistics Introduction to ancient stylistics; central style characters of ancient times; stylistic analysis of selected text sections	2	2.5
c.	PS Interpretation Translation and interpretation of longer Greek texts; reading of literature-scientific secondary literature; treatment with a selected text passage and subsequent presentation of results; composition of a short written work	2	5
	Total	6	10
	<p>Objective: The graduates of this module are able to analyse, present ancient metrics and to relate them to certain literary genres. They know a wide range of style characters and are able to recognize them in texts and determine their function. They are able to use their metric and stylistic knowledge to interpret ancient texts. They have deepened insights into a selected literary work, a certain topic or a specific genre and in-depth competences in translation and interpretation. Moreover, the students have developed the competences in the field of scientific work acquired in compulsory module 1 and are able to use them for text interpretation. They are able to interpret a selected text passage with given secondary literature and to present the results in the form of a presentation and a written work.</p>		
	Prerequisites: successful completion of Compulsory Module 1		

5.	Compulsory Module: Fundamentals of Ancient History	h	ECTS-Credits
	VO Fundamentals of Ancient History Overview of the most important data, topics and guidelines and/or events of ancient history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	<p>Objective: Acquisition of orientation and overview knowledge of ancient history with main issues and guidelines</p>		
	Prerequisites: none		

6.	Compulsory Module: History of Greek Literature	h	ECTS-Credits
a.	VO Survey of the History of Greek Literature I Overview of Greek literature from Homer to the epochs of Hellenism	2	2.5
b.	VO Survey of the History of Greek Literature II Overview of Greek literature from Hellenism to late antiquity	2	2.5
	Total	4	5
<p>Objective: The graduates of this module have a systematic overview of Greek literature and basic knowledge of Greek culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of single literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have basic awareness of reception processes and their roles in the origin of literary works.</p>			
Prerequisites: none			

7.	Compulsory Module: History of Roman Literature	h	ECTS-Credits
a.	VO Survey of the History of Latin Literature I Overview of Roman literature from the beginnings to the end of Augustan times	2	2.5
b.	VO Survey of the History of Latin Literature II Overview of Roman literature from the end Augustan times to late antiquity	2	2.5
	Total	4	5
<p>Objective: The graduates of this Module have a systematic overview of Roman literature and basic knowledge of Roman culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of single literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have basic awareness of reception processes and their roles in the origin of literary works.</p>			
Prerequisites: none			

8.	Compulsory Module: Greek Linguistics	h	ECTS-Credits
a.	VU Historical Grammar Systematic overview of the development of Greek language until late antiquity; introduction to the characteristics of ancient Greek dialects	2	2.5
b.	UE Linguistic Reading Reading and linguistic analysis of selected text passages of individual dialects and language levels of Greek	2	2.5
	Total	4	5

	<p>Objective: The graduates of this Module have an overview of the development of Greek language and the central characteristics of ancient Greek dialects. They understand the historical development of Greek morphology and syntax and use it in Greek lessons. They are able to elaborate specific characteristics of individual varieties of Greek with texts.</p>
	<p>Prerequisites: successful completion of Compulsory Module 2</p>

9.	Compulsory Module: Greek Reading	h	ECTS-Credits
a.	<p>UE Greek Reading I (Prose) Reading of comprehensive and representative passages of Greek prose from different genres and epochs</p>	2	5
b.	<p>UE Greek Reading II (Poetry) Reading and metric analysis of comprehensive and representative passages from Greek poetry from different genres and epochs</p>	2	5
	Total	4	10
	<p>Objective: Based on their translation competence acquired, the graduates of this Module are able to read Greek texts. From their repertoire of different approaching methods, they have in-depth strategies to achieve global text understanding. They are able to read comprehensive passage of Greek works and repeat their content in the form of translations. They have insights into a series of effective Greek texts and are able to relate them to their literature-historical knowledge. At the same time, they are able to metrically analyse and consolidate ancient poetry and have in-depth vocabulary knowledge.</p>		
	<p>Prerequisites: none</p>		

10.	Compulsory Module: Advanced Topics in Classical Literary History	h	ECTS-Credits
a.	<p>VU Advanced Topics in Classical Literature In-depth treatment of individual aspects of Greek literary history; reading and analysis of selected text passages</p>	2	2.5
b.	<p>VU Classical Literature in Context In-depth treatment of individual aspects of ancient culture and history; reading and analysis of selected text passages</p>	2	2.5
	Total	4	5
	<p>Objective: The graduates of this Module have in-depth knowledge of ancient literature and individual aspects of ancient literature. They have deepened their knowledge of ancient culture and history and are able to explain literary phenomena related to their historical and cultural context.</p>		
	<p>Prerequisites: none</p>		

11.	Compulsory Module: Interpretation II	h	ECTS-Credits
	<p>SE Interpretation of Greek Texts Literary treatment with texts of Greek literature: translation and interpretation of comprehensive text passages; reading, analysis and discussion of literary-scientific secondary literature; literary-scientific interpretation of a selected text passage and subsequent presentation of the results; composition of a longer written work</p>	2	5
	Total	2	5
	<p>Objective: The graduates of this module have in-depth knowledge of Greek literature and are able to interpret texts literary-scientifically, based on their competences acquired in compulsory module 4. They are able to independently find suitable secondary literature to certain issues and deal with it critically. They are able to balance and methodically reflect different research opinions. On this basis, they are able to have their own opinion regarding a research question. They are able to present their results in the form of a presentation and a written work. Therefore, they have acquired the necessary methodical instruments for writing the bachelor's thesis.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 4 and 9</p>		

12.	Compulsory Module: Teaching Classical Languages	h	ECTS-Credits
a.	<p>VU Didactics of Language Acquisition Educational goals of classical teaching in language acquisition with regard to appropriate requirements of the curricula; importance of classical subjects for learners with another first language than German; overview of main action fields (vocabulary, grammar, text approach, translation) and relevant topics (inclusion and internal differentiation, multilingualism, media); analysis of textbooks; planning of teaching units; development of teaching material</p>	2	5
b.	<p>VU Teaching Literature Educational goals of classical teaching in reading with regard to appropriate requirements of the curricula; overview of main topics in teaching reading (forms of reading, interpretation, reading-accompanying vocabulary and grammar, internal differentiation); analysis of reading volumes; didactical preparation of a reading module defined in the curriculum and planning of a teaching series</p>	2	5
c.	<p>VU Evaluation Theories and principles of testing and evaluation; insights into evaluation of vocabulary and grammar competences as well as translation and interpretation; forms of evaluation and performance assessment (exam, self-evaluation, portfolio); diagnostic procedure and differentiation; legal basis of rating; analysis and independent development of test formats and tasks; application of different evaluation procedures</p>	2	5
	Total	6	15

	<p>Objective: Graduates of this Module are able to use the knowledge in the teaching subject acquired: They have a systematic overview of the dialects of classical teaching and a wide range of methods to impart Greek and Latin language, culture and literature. They are able to critically analyse and independently prepare teaching material. They are competent to plan individual teaching units and to apply their subject-didactical knowledge in target-oriented terms. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They know main principles of testing and assessment as well as different forms of evaluation, and they are able to elaborate test formats and tasks independently and to perform different evaluation procedures.</p>
	<p>Prerequisites: none</p>

13.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject Related Practical Course Sitting in on classes of classical teaching subjects; planning of teaching sequences and preparation of teaching material; giving teaching units under the guidance of internship teachers; discussion of teaching activity; reflection of experiences acquired</p>	1	5
	Total	1	5
	<p>Objective: The graduates of this Module have insights into practical teaching of classical subjects and in-depth understanding of their profession. They know models of teaching observation and are able to use them target-oriented. They are able to apply the knowledge and skills acquired in compulsory module 12 in real school context and can give giving teaching units under the guidance and to evaluate individual teaching activities. They are able to reflect their experiences acquired in the internship based on their subject-didactical knowledge.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 12</p>		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Semiar with Bachelor's Thesis Methodical reflection; presentation of one's own Bachelor's Thesis and subject-related discussion of the Bachelor's Theses presented by other students. A Bachelor's Thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated. The topic of the thesis can be chosen freely from the field of Greek or their subject-related didactics</p>	2	1 + 4
	Total		
	<p>Objective: The graduates are able to find secondary literature for a self-selected question and to deal with it critically. They are able to refer to a research question independently and to support their opinion argumentatively. They are able to reflect their approach methodically and to test their arguments' coherence. They are able to present interim results of their work in the form of a presentation and to use the following discussion for further elaboration.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 11 and 12</p>		

15.	Compulsory Module: Antiquity and the Present	h	ECTS-Credits
a.	VU Reception Theoretical fundamentals of reception research; effectiveness of ancient literature and culture with selected reception documents	2	2.5
b.	VO Mythology Modern mythology research and theory; important ancient myths and their literary work	2	2.5
	Total	4	5
	Objective: The graduates of this module have a systematic overview of the theoretical fundamentals of reception and mythology research and are aware of the continuing influence of ancient literature up until the present time. They deal with selected reception documents of ancient texts and have an insight into the mechanisms of reception processes. They know main myths of antiquity and examples for their literary design up until the present.		
	Prerequisites: none		

16.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	Courses with a total of up to 5 ECTS-Credits from the curricula of the Bachelor and/or Diploma study programmes set up at the University of Innsbruck can be chosen freely, however not from the other teaching subject; especially recommended are further courses from the field of classical philology as well as courses of ancient history, archaeology, comparative literary studies, gender-specific aspects, inclusive education, multilingualism, human-animal-studies etc.		5
	Total		5
	Objective: Graduates of this Module develop additional in-depth competences and Skills from other subjects.		
	Prerequisites: the prerequisites of the respective Curricula do apply		

Section 10: Subject Informatics

§ 1 Subject-Specific Qualification Profile

- (1) The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Informatics have acquired the following subject-specific competences:
- They are able to explain informatics for the secondary level in a simple and understandable manner and well-motivated. This requires excellent knowledge of informatics and all scientific backgrounds and connections.
 - They are able to impart practical application of informatics in occupational fields and everyday life.
 - They are able to evaluate and critically deal with the subject-specific quality of school books and other teaching material (software etc.).
 - They are able to critically interpret the curriculum and, if necessary, to independently elaborate new curricular content.
 - They are able to inform about the social importance of informatics and information technology as well as legal concerns in handling data.
 - They are able to act as experts of informatics in the school (e.g. advice in purchasing hardware and software, installation of software, support of networks).
- (2) Based on Subject-Specific Competences, the graduates have acquired the following subject-didactical competences:
- They are able to evaluate and select teaching materials and thematic approaches and to prepare teaching material age- and target group-specifically.
 - They are able to awaken interest in informatics and its application fields.
 - They are able to select, test and evaluate teaching methods based on results of subject-didactical research. In this context, they deal with results of subject-didactical research, know subject-didactical theories and models and apply them in the classroom.

§ 2 Numbers of participants

PR Practical Training Courses: 14

§ 3 Compulsory Modules

- (1) Compulsory Modules with a total of 90 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Programming	h	ECTS-Credits
a.	VO Introduction to Programming Introduction to imperative computer programming; introduction to C; data types; variables; instructions; functions; arrays; pointer; modularization; implementation of elementary algorithms and data structures	3	4.5
b.	PS Introduction to Programming Profound discussion of concepts and tools taught in the lecture, based on programming assignments	2	3
	Total	5	7.5

	<p>Objective: The graduates of this Module understand and apply the most important concept of imperative programming. They are able to independently elaborate similar contents and to analyse programmes and design and generate individual programmes.</p>
	<p>Prerequisites: none</p>

2.	Compulsory Module: Introduction to Practical Computer Science	h	ECTS-Credits
a.	<p>VO Introduction to Practical Computer Science General practical foundations; data and representation; methodical foundations of programming languages; elementary algorithms; elementary data structures; basics of system software</p>	2	3
b.	<p>SL Introduction to Practical Computer Science Introduction on using modern computer systems, discussion, practising the lecture contents using practical exercises</p>	1	2
	Total	3	5
	<p>Objective: The graduates of this Module understand and apply the most important concepts of practical computer science. They are able to use system software and programming tools and to analyse and apply elementary algorithms and data structures.</p>		
	<p>Prerequisites: none</p>		

3.	Compulsory Module: Introduction to Technical Computer Science	h	ECTS-Credits
a.	<p>VO Introduction to Technical Computer Science Concepts of computer organization; performance evaluation and optimization; drafting simple electronic circuits; computer arithmetic; instruction set arithmetic; machine-oriented programming; storage organization; increasing performance: pipelining and caching; interfaces and communication; multiprocessor systems and alternative architectures</p>	2	3
b.	<p>PS Introduction to Technical Computer Science Discussion and practice of the topics covered in the lecture; exercise scientific argumentation and presentation of topics related to computer engineering</p>	1	2
	Total	3	5
	<p>Objective: The graduates of this Module understand and apply the most important concepts of computer organisation. They understand architecture principles and organisation forms of modern computers and are able to implement and elaborate programmes in the assembler.</p>		
	<p>Prerequisites: none</p>		

4.	Compulsory Module: Introduction to Theoretical Computer Science	h	ECTS-Credits
a.	<p>VO Introduction to Theoretical Computer Science Propositional logic, circuits, grammars, Chomsky-hierarchy, formal models, computability, equational logic, programme verification</p>	2	3

b.	PS Introduction to Theoretical Computer Science Discussion, practice the topics of the lecture, practice scientific argumentation and present topics of theoretical computer science	1	2
	Total	3	5
	Objective: Graduates of this Module understand the notion of computability theory and various abstract computational models as well as their differences. Furthermore they can reduce information to its essentials and represent the information abstractly. Moreover, they are capable of given formal proofs.		
	Prerequisites: none		

5.	Compulsory Module: Algorithms and Data Structures	h	ECTS-Credits
a.	VO Algorithms and Data Structures Analysis, complexity quantification and implementation of algorithms: to sort, search in quantities, in trees and graphs; characteristics of efficient algorithms and related data structure	3	4.5
b.	PS Algorithms and Data Structures Discussion, in-depth treatment and practice of the topics covered in the lecture with practical exercises.	2	3
	Total	5	7.5
	Objective: Graduates of this module know and understand important algorithms and data structures and are able to create further algorithms on their own and to use them in their own programmes. They also understand the complexity of the various algorithms.		
	Prerequisites: successful completion of Compulsory Module 1		

6.	Compulsory Module: Discrete Mathematics	h	ECTS-Credits
a.	VO Discrete Mathematics Proof methods, integers and rationales, introduction to graph theory, discrete probability theory, finite automata, turing machines, complexity theory	3	4.5
b.	PS Discrete Mathematics Discussion, in-depth treatment and practice of the topics covered in the lecture with practical exercises.	2	3
	Total	5	7.5
	Objective: Graduates of this Module can prove simple results. They understand formal techniques, basic methods to analyse concrete structures, and can represent information abstractly.		
	Prerequisites: none		

7.	Compulsory Module: Programming Methodology	h	ECTS-Credits
a.	VO Programming Methodology Introduction to object-oriented programming; classes, objects and methods; inheritance; polymorphism; exception handling; generic programming; object-oriented design; GUI-programming	3	4.5
b.	PS Programming Methodology Discussion, in-depth treatment and practice of the topics covered in the lecture with practical exercises.	2	3
	Total	5	7.5
	Objective: Graduates of this Module understand the concepts of object-oriented programming and are able to express and apply them. They should be able to independently acquire similar knowledge. Students should be able to analyse object-oriented programs and design and create object-oriented applications on their own.		
	Prerequisites: none		

8.	Compulsory Module: Database Systems	h	ECTS-Credits
a.	VO Database Systems Entity-relationship-model; fundamentals of relational database systems; relational query languages; normal forms; physical data organisation; internal implementation of database systems; object-relational database systems; new developments	3	4
b.	PS Database Systems Discussion, practice the topics of the lecture, practice scientific argumentation and presentation; practical exercises of database systems, in particular SQL and extensions	2	3
	Total	5	7.5
	Objective: Graduates of this Module know, understand and apply concepts of database systems. Moreover, they are able to implement data modelling at a logical, conceptual and physical level and to formulate queries in terms of these models.		
	Prerequisites: none		

9.	Compulsory Module: Operating Systems	h	ECTS-Credits
a.	VO Operating Systems Types of OSes; program, memory and device management; processes and synchronization; threads; process scheduling; deadlocks; virtualization; OS-level security; case studies	3	4.5
b.	PS Operating Systems Discussion, practice the topics of the lecture, practice scientific argumentation and presentation of topics in computer sciences; programming at operating system level	2	3
	Total	5	7.5

	<p>Objective: Graduates of this module understand the most important concepts related to process, memory, file and device management in operating systems. Additionally, they will be able to apply and extend these concepts.</p>
	<p>Prerequisites: none</p>

10.	Compulsory Module: Communication Systems	h	ECTS-Credits
	<p>VO Communication Systems Basic physical principles of signal processing, standard networks (Ethernet, Token Ring, ATM), routing, protocols, wireless connections</p>	2	2.5
	Total	2	2.5
	<p>Objective: Using basic elements of microelectronics and creating communication networks.</p>		
	<p>Prerequisites: none</p>		

11.	Compulsory Module: Didactics of Computer Science	h	ECTS-Credits
a.	<p>VO Introduction to Didactics of Computer Science The following Topics are to be treated:</p> <ul style="list-style-type: none"> ▪ Computer Science Education and the related disciplines. ▪ Relationship of computer science – ICT – media education – subject-didactics (focusing on communication and argumentation skills) ▪ Methodical-didactical principles of teaching computer science (such as fundamental ideas, POB, spiral principle, problem-solving and module formulation, action orientation) ▪ Concepts for planning computer science teaching processes ▪ Selected chapters of current research (competence orientation, context orientation, impact orientation etc.) 	2	3
b.	<p>VO Methods of Teaching Computer Science Based on theoretical concepts, examples of practical implementation of teaching computer science are presented. Appropriateness and effectiveness of individual methods is to be discussed. Apart from communication and argumentation competences, also planning, conveyance, argumentation and implementation competences of future teachers are to be promoted.</p>	2	3
c.	<p>SE Didactics of Computer Science This course aims at promoting scientific treatment by students with current topics of computer science. Topics such as educational concepts, teaching methods, selection of teaching content, problem-based learning in computer science lessons, competence-oriented computer science lessons, concept orientation, context orientation, pupils orientation, ICT and computer science, model formation as a teaching principle, inclusion, eInclusion as well as gender research and gender mainstreaming in teaching computer science. The topics are specified by the course lecturer. The students choose a topic from the given pool and elaborate the topic in terms of a project paper, presentation and discussion.</p>	2	3
	Total	6	7.5

	<p>Objective: Graduates of this Module know current computer science didactical theories, principles and methods and are able to</p> <ul style="list-style-type: none"> ▪ explain them scientifically well-founded, ▪ evaluate and argument them in relation to their effectiveness in teaching, ▪ apply them within teaching planning for computer science lessons.
	<p>Prerequisites: successful completion of Compulsory Module 1 to 4</p>

12.	Compulsory Module: Computer Science in Schools	h	ECTS-Credits
a.	<p>PR Network and System Administration in Schools This course aims at preparing students for their future role as teachers and custodians in the field of network technology, operating systems and system management. This includes subject-related introduction to network and system support in companies and in schools (in relation to important services in a network, software, hardware, current technology, methods, instruments, concepts, best practices, guidelines, regulations, laws and eInclusion) as well as specific planning and practical implementation of smaller networks. Moreover, current didactical and methodical issues as well as curricula are to be treated regarding the implementation of the topics (network technology, system management) in the classroom whereas practical testing in an authentic environment is to be focused.</p>	3	3.5
b.	<p>PR Application Software in Schools The aim of the course is to develop und strengthen the students' competence in using standard software applications. The following types of standard software applications will be considered: Standard software (general purpose applications) in the area of word processing, spreadsheets, databases and presentation software; Specific applications of the vocational school system in Austria, including CAD-systems, specific modelling software , ERP-systems, image editing, video editing, audio editing. In addition, students are expected to acquire counselling skills regarding the choice of appropriate software systems for different subjects in school. Finally, students will learn how to teach standard software in school with reference to common methods and principles of the field of computer science education.</p>	2	2

c.	<p>PR Programming at School</p> <p>The aim of the course is to reflect the professional and methodical competence acquired in relevant courses (in particular modelling and problem-solving competences) from the field of programming and software development in subject-didactical terms and to deepen this knowledge for teaching actions.</p> <p>Students learn</p> <ol style="list-style-type: none"> 1) to use and implement (didactical) development environments, (didactical) programming language as well as appropriate (didactical) instruments for introductory programming lessons (e.g. visualisation tools, APIs, debuggers), 2) informatics-didactical principles, current trends of general subject-didactics as well as common methodical approaches of programming lessons for beginners, and to use and test this knowledge in individual planning for the lessons, 3) to examine different paradigms of programming for its use for programming lessons in different school types and to use them in the classroom. 	2	2
Total		7	7.5
<p>Objective:</p> <p>Graduates of this Module are able to</p> <ul style="list-style-type: none"> ▪ prepare, implement and evaluate teaching in the fields of user systems, programming, network technology as well as operating systems in subject-specific and subject-didactical terms ▪ plan, establish and evaluate small computer networks (with school-relevant services). 			
<p>Prerequisites: successful completion of Compulsory Module 7 to 11</p>			

13.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis</p> <p>In-depth treatment of a sub-discipline of Computer Science; autonomous completion of a Bachelor's Thesis; oral presentation of the thesis. A Bachelor's Thesis is to be completed within the seminar to which 6.5 of the overall 7.5 ECTS-Credits are allocated.</p>	2	1 + 6.5
Total		2	7.5
<p>Objective:</p> <p>Graduates of this Module are able to deal with an area of computer science in methodically correct terms and to present the results orally and in writing.</p>			
<p>Prerequisites: none</p>			

14.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Independent teaching activity with autonomously elaborated materials, sitting in on classes, evaluation of selected teaching methods	1	5
	Total	1	5
	Objective: Graduates of this Module are able to prepare independently selected contents of computer sciences for school teaching and to convey situation-appropriately. In this context, they in particular implement subject-didactical concepts.		
	Prerequisites: successful completion of Compulsory Module 11 and 12		

- (2) For individual specialisations, modules from the Bachelor's Programme Computer Science at the University of Innsbruck, with the exception of the Modules 22 (Seminar with Bachelor's Thesis) and 23 (Interdisciplinary Skills), with a total of 10 ECTS-Credits are to be chosen. The prerequisites for registration determined in the curriculum apply.

Section 11: Subject Islamic Religion

§ 1 Subject-Specific Qualification Profile

The Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Islamic Religion qualifies for the professional practise as a religion teacher in the secondary level. As a scientific study programme, it combines research and teaching and enables to practice-oriented combination of theories and methods. Apart from subject- and content-related competences, students acquire the skills for a scientifically responsible use with faith and religion in public. The study programme is marked by multiperspective understanding of education and didactics and promotes the students' communicative and interdisciplinary competences.

Note: If the teaching subjects Islamic Religion and Catholic Religion are to be combined, corresponding to legal regulations of confessional religious education, only the subject of one's own confession/religion can be taught.

(1) Subject-Specific Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Islamic Religion

- have well-founded knowledge of philosophical and theological fundamentals and are able to independently reconstruct and link the insights of the individual disciplines;
- are able to perceive religious phenomena as well as ethical and theological issues of the present and elaborate them based on the knowledge acquired in the study programme;
- have fundamental knowledge with regard to other religions and competences in the interreligious dialogue;
- know the specifics of religious reality approach against other approaches (e.g. natural sciences, art, law) and are able to relate the different approaches epistemically. They are familiar with interdisciplinary and cooperation;
- have religious language competences.

(2) Subject-Didactical Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Islamic Religion

- know main issues, insights and methods of religious education and are able to independently deal with new religious-educational and didactical concepts and methods;
- are able to recognize and critically reflect the connection of methodical-didactical action and ideological and theological implications;
- are able to reflect and modify important subject-didactical contents, theories, perspectives and action fields;
- are able to plan, guide and evaluate religious educational processes according to an acknowledged religious-educational model;
- are able to elaborate topics under subject-scientific and didactical perspectives.

(3) Educational/personal-development Competences

The graduates are able to

- face the pupils authentically and represent their subject in a credible manner;
- deal with conflicts constructively.

§ 2 Numbers of participants

1. Lectures with integrated Practical Parts (VU): 20

2. VU Arabic – Compulsory Module 2a: 25
3. VU Qur'an Recitation – Compulsory Module 2b: 25
4. VU Special Themes in the History of Philosophy – Islamic Philosophy – Compulsory Module 8c: 126
5. Seminars (SE): 25
6. SE Fundamentals of Religion Didactics– Compulsory Module 10b: 20
7. SE Cooperative Didactics of Religion – Compulsory Module 12a: 20
8. Practical Training Courses (PR): 14

§ 3 Compulsory Modules

Compulsory Modules with a total of 100 ECTS-Credits are to be taken. With a combination of the teaching subject Catholic Religion there are common Compulsory Courses (CM 10, 12) with a total of 10 ECTS-Credits. Those are to be compensated by Courses from the Islamic Religion or the School of Catholic Theology with a total of the same ECTS-Credits in equal parts.

1.	Compulsory Module: Introduction to Scientific Working and to Qur'an Studies	h	ECTS-Credits
a.	SL Introduction to Scientific Working Formal presentation of scientific works; process of scientific research work; dealing with scientific literature and libraries; proper citation; presentation of relevant lexicons, philosophical and theological reference works and journals as well as reference works	1	2
b.	SL Introduction to the Qur'an Science The revelation and textualisation of the Qur'an and the various disciplines of the Qur'an sciences; scientific and methodological concepts in the Islamic disciplines	2	3
Total		3	5
Objective: Graduates are able to objectively assess their study choice. They are able to describe the formal structure and formation process of a scientific work. They know the basic concepts, main topics and contemporary issues of Qur'an science, and they are able to present scientific-methodical concepts in a modern context.			
Prerequisites: none			

2.	Compulsory Module: Introduction to Qur'an Studies	h	ECTS-Credits
a.	VU Arabic Introduction to classical Arabic language, Arabic characters and phonetics as well as the fundamentals of Arabic grammar and syntax; focus on terms which are necessary to understand the Qur'an	2	5
b.	VU Qur'an Recitation Imparting of Arabic terminology of Islam, basics of Qur'an recitation, traditions of Qur'an recitation	2	5
Total		4	10

	Objective: Graduates are able to correctly use Arabic basic concepts (vocabulary orally and in writing) with regard to the Qur'an. They are able to classify terms and main topics of the Qur'an.
	Prerequisites: none

3.	Compulsory Module: Islamic Theology	h	ECTS-Credits
a.	SE Methodology of Usul al Fiqh Introductory knowledge of the development, contents and types of the Muslims' legal use with the methodology of Islamic norms of canon original texts: Islamic law as well as its methodology; different approaches to the sources of Islamic norms by different madhabs	2	3
b.	SE Islamic Norms (Fiqh) Knowledge of the fields of Islamic norms, the most important stages their development madhabs and their origin	3	5
c.	VO Contextual Theology Consideration of Islamic theology in relation to social conditions and to the contemporary living environment of Muslim pupils.	1	2
	Total	6	10
	Objective: Graduates are capable of explaining the origins, the history and the methodology of the Islamic jurisprudence. Moreover, they are able to analyse and identify the methodology of the Islamic jurisprudence, "fiqh" science, taking into consideration different directions of Islam in history and the present. Further, graduates know the history of "fiqh" science, its ideas and starting points as well as its new shaping in the modern age. They are able to understand Islamic theology based on social conditions and to establish the relation to the pupils' living environment.		
	Prerequisites: none		

4.	Compulsory Module: Islamic Principles of Faith	h	ECTS-Credits
a.	VO Statements of Faith of Islamic Religion Basic beliefs of Islamic Religion with regard to modern challenges; knowledge of the concept of faith of Islam; reflection of faith in terms of the social life; historical lines of development of Islamic thought and law schools; rituals and worship	2	2.5
b.	VO Systematic Islamic Theology (Kalam) Introduction to systematic theology of Islam (Kalam) and its methodology; past and present of the Islamic theology and the individual theological schools	3	5
	Total	5	7.5
	Objective: Graduates are able to present Islamic Religion, its origin and development. They are able to reproduce classic-Islamic academic discipline as well as its methodological and theoretical fundamental questions.		
	Prerequisites: none		

5.	Compulsory Module: Prophetic Tradition	h	ECTS-Credits
a.	SE Hadith and Methodology of Hadith-Science History of the origin and establishment of Hadith as well as dealing with Hadith works	2	5
b.	VO Biography of the Prophet History as well as actions and way of thinking of Muhammed and his companions	2	5
	Total	4	10
	Objective: Graduates are capable of describing the origins and development of Hadith studies, and they are able to explain Hadith studies as well as critically discuss the Sunnah tradition.		
	Prerequisites: none		

6.	Compulsory Module: Qur'an Studies	h	ECTS-Credits
a.	SE Tafsir - Qur'an Exegesis Classical and modern readings and interpretive traditions in Islam on the basis of tafsir and ḥadīth works; application of the methods of interpretation on selected passages of the Qur'an	3	5
b.	SE Genesis and Exegesis of Written Sources History of Qur'an interpretation; traditional and modern methods of interpretation; in-depth knowledge in dealing with the classical texts and their contextualization	2	2.5
c.	VO Qur'an Research in the Present Current approaches of Qur'an studies; inner Islamic discourse about the Qur'anic studies	1	2.5
	Total	6	10
	Objective: Graduates are able to reflect and interpret written sources of Islam methodically. Furthermore, they are capable of deducing practice support from the sources for the Muslim pupils in relation to present challenges.		
	Prerequisites: none		

7.	Compulsory Module: Islamic Culture and History	h	ECTS-Credits
a.	SE Islamic Mysticism Historical development, character and basic concepts of Islamic mysticism; concept of man and God; mystic currents	1	2
b.	SE Islamic Art and Cultural History Knowledge of Islamic art and cultural history; introduction to the types Islamic art (religious music, organology, Arabic calligraphy, architecture)	2	2.5
c.	VO History of Islam Knowledge of the history of Islam from the period after the decease of the prophet Mohammed to collapse of the Abbasid empire; characteristics of different epochs and their effects on the development of Islamic theology	2	2.5

	Total	5	7.5
	<p>Objective: Graduates are able to professionally discuss the genesis and development of Islamic mysticism. They can describe the basic topics of metaphysics as an aspect of understanding the Islamic philosophy. They are able to identify the main parts of Islamic history of arts and culture as well as describe Islamic art forms. Graduates know the different epochs of Islamic history and understand the socio-economic and political backgrounds of different theological problems.</p>		
	Prerequisites: none		

8.	Compulsory Module: Schools of Law and Islamic Ethics	h	ECTS-Credits
a.	<p>VO Schools of Jurisprudence (Math’hab and History of Math’hab in the Islam) Historical and content-related development of the different confessions in Islam and their meaning for the Muslims’ everyday life</p>	2	2.5
b.	<p>VO Islamic Ethics Ethical principles of Islam – theological, philosophical and mystical ethics; ethical responsibility of Muslims in a globalized world; Islamic ethics as a contribution for a peaceful, pluralistic society; Koranic and prophetic ethics</p>	2	4
c.	<p>VU Special Themes in the History of Philosophy – Islamic Philosophy Fundamental questions of the relation between religious faith and philosophical reflection, focused on traditions of Islamic thinking; key figures of the history of Islamic philosophy are presented; a systematic overview of current basic questions is provided; philosophical topics in the context of an interreligious dialogue</p>	2	4
	Total	6	10
	<p>Objective: Graduates are able to describe the historical origin and content-related development of the different confessions in Islam and to explain their meaning for everyday life. They are competent to recognize the significance of Islamic ethics for the present for the intercultural and interreligious dialogue. The graduates are competent to recognize and implement their ethical responsibility in the present world. They are able to describe the development and importance of philosophy in the Islamic cultural circle and the contribution to the history of philosophy and to represent their importance for the present time.</p>		
	Prerequisites: none		

9.	Compulsory Module: Islamic Religious Education	h	ECTS-Credits
a.	<p>VO History of Islamic Religious Education The genesis of Islamic religious education, the most influential figures in the early stages of Islamic history up to the present and their significance for the discourse of the religious education in the present</p>	1	2.5
b.	<p>VO Recents Concepts in Islamic Religious Education Contemporary strands of Islamic religious education in Europe and Islamic countries</p>	1	2.5
	Total	2	5

	<p>Objective: Graduates are able to critically analyse and interpret current trends in religious education. Furthermore, they can critically analyse social science theories, methods, perspectives and assessments correlating those with Muslim daily life. Moreover, they know how to apply their understanding of qualitative empirical research in the theological-religious educational context.</p>
	<p>Prerequisites: none</p>

10.	Compulsory Module: Foundations of Teaching Inter-Religious Studies	h	ECTS-Credits
a.	<p>VO Fundamental Religious Didactics Introduction to the central theological and ecclesiastical text documents of religious education and adult education; essential religious-didactic approaches in modern religion didactics; theoretical introduction to the „Innsbrucker Modell der Religionsdidaktik“ (Innsbruck model of religion didactics) in order to plan, implement and reflect religious teaching/learning processes from an individual and interreligious perspective</p>	2	2
b.	<p>SE Fundamental Religious Didactics In-depth theoretical treatment with the „Innsbrucker Modell“; practical exercise of the planning, implementation and reflection of learning processes with special regard to interreligious perspectives</p>	2	3
	Total	4	5
	<p>Objective: Graduates are able to distinguish and explain concepts, criteria and reasons for the complex and gender-sensitive occurrence of religious and interreligious teaching and learning in the context of schools, adult education and communities. They are able to properly use the Innsbruck model of religion didactics as a basis of religious-didactic action in different fields.</p>		
	<p>Prerequisites: none</p>		

11.	Compulsory Module: Subject Didactics	h	ECTS-Credits
a.	<p>SE Subject Didactics I Introduction to the framework and the didactic basic skills for religious education at schools (age: 10–15); relevant professional curricula and religious books; creating annual plans and planning concrete lessons; contemporary, gender-sensitive and age-appropriate teaching and learning methods with regard to interreligious perspectives; performance assessment in religious education; fundamental questions of pastoral care in schools</p>	2	2
b.	<p>SE Subject Didactics II Introduction to the frameworks (social, school-related and clerical context) and the didactic basic skills for religious education at schools (age 14–19); relevant professional curricula and religious books; creating annual plans and planning concrete lessons; contemporary, gender-sensitive and age-appropriate teaching and learning methods; performance assessment in religious education (competence-oriented school leaving and diploma exams); special issues of pastoral care in schools</p>	2	3
	Total		

	<p>Objective: Graduates know the frameworks of religious education at the relevant school types (also with regard to disability, cultural aspects, gender, social inequality, interreligiosity). They have subject-didactical competences in competence-oriented planning, guidance and evaluation of school-related teaching and learning processes.</p>
	<p>Prerequisites: none</p>

12.	Compulsory Module: Teaching Inter-Religious Studies	h	ECTS-Credits
a.	<p>SE Cooperative Didactics of Religion Thematically and textually relevant fundamentals and criteria of religious educational action in cooperation with another theological or philosophical field of another religion or confession</p>	2	3.5
b.	<p>VU Advanced Topics in Subject Didactics Fundamental religious and subject-didactic concepts; recent developments in religion and subject-didactics; gender-sensitive concepts; interreligious approaches</p>	1	1.5
	Total	3	5
	<p>Objective: Graduates have basic competences in dealing with topics from a didactic and subject-specific as well as interreligious perspective. They are able to understand and present the fundamentals of religious and subject-didactic concepts.</p>		
	<p>Prerequisites: none</p>		

13.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject Related Practical Course Observation, planning, implementation and subject-didactic evaluation of religious education, subject-didactic reflection of the practical course</p>	1	5
	Total	1	5
	<p>Objective: Graduates are able to plan and implement subject-specific teaching observations under supervision. They are able to operationalize and reflect the competences acquired in order to plan, implement and evaluate teaching and learning processes in practical teaching.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 10</p>		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Seminar with Bachelor's Thesis Completion of a Bachelor's Thesis of a subject-specific and subject-didactical topic; methodical reflection; presentation and discussion of intermediate results; final presentation of the Bachelor's Thesis. The Bachelor's Thesis counts 4 of the overall 5 ECTS-Credits.	1	1 + 4
	Total	1	5
	Objective: Graduates are able to deal with the topic of the Bachelor's Thesis in methodical and content-related terms and to present the result orally and in writing in a comprehensible manner.		
	Prerequisites: successful completion of Compulsory Module 1		

Section 12: Subject Italian

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Italian understand their interest in Italian-speaking countries, acquaintance with local people there and in particular stays in Italian-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

(1) Objectives

1. Bachelor's Programme Secondary School Teacher Training (General Education) with one living foreign language is a scientifically founded occupational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect and critical text comprehension, an extensive repertoire of methods, flexibility, coordination and motivation skills. They are able to creatively and competently prepare learning processes in language teaching and thus perform a leading, advisory and judging role. The graduates can apply the competences acquired in the study programme in order to enable learners to speak the foreign language situation-specifically, age-appropriately and according to the respective level of performance (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the teaching language in its oral and written expression and situation- and age-specific form.
3. From the linguistic education, future teacher obtain the insights in functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods related to subject-specific correctness and choosing them situation-specifically.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks set in the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately transmit reading strategies and analysis methods to the pupils.
5. Against the background of their cultural-scientific education, graduates are able to provide insights in the countries where the target language is spoken.

(2) Skills

1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communication skills,
- Oral linguistic skills in different communication situations and roles (monological and interactive),
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions,
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit,
- Written linguistic skills in different text types,

- Wide range of vocabulary and idiomatic which includes the participation in communication in possibly wide-ranging contents; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language,
- Language mediation: the different expression possibilities and structure differences between native speakers and non-native speakers are to be recognized contrastively,
- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use but they also use them for transfer, correction and assessment in teaching.

2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reflection the graduates theoretically permeate the knowledge acquired in command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronic linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

3. Literary Studies and Text Analysis

The field of literary studies develops different approaches of text in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macro-methods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-

related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be transformed to first practical routines within the scope of subject-related practical courses.

The acquisition of subject-didactical competences is not only subject to relevant courses but also subject-specific courses deal with subject-didactical issues apart from scientific treatment with the respective topics. In addition, the connection between subject-specific knowledge and subject didactics is to be considered in course examinations.

§ 2 Numbers of participants

1. PR Practical Training Courses: 14
2. Courses type VO: 200
3. Courses types of the Modules CM 6 to CM 12 (Command of Language): 25
4. Courses types SL, AG, PS, SE, VU, EX and UE: 30
5. Courses types VU, UE, PS, SE of the Modules CM 1 to CM 3: 20

§ 3 Compulsory Modules

- (1) With a combination of another modern foreign language (French, Italian, Russian, Spanish) there are common Compulsory Courses (1.a., 3.a.) with a total of 5 ECTS-Credits. Those are to be compensated by subject-didactical Courses from the offer of the teaching subjects of modern foreign languages with a total of the same ECTS-Credits.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:
 - A. Subject Didactics (20 ECTS-Credits)

1.	Compulsory Module: Foundations in Modern Language Teaching and Learning	h	ECTS-Credits
a.	VU Introduction to Teaching Foreign Languages Familiarization with theories and methods of foreign language teaching, interlingual cooperation in foreign language teaching, self-reflection as a language learner. The Common European Framework of Reference - CEFR; language acquisition theories; multilingualism; the skills in language teaching; learner autonomy; curricula and syllabi; media; methods; motivation in language teaching; etc.	2	3
b.	UE Language-Specific Introductory Course in Teaching Italian This course accompanies the course "Introduction to Foreign Language Teaching" and puts the theoretical content presented in this course into practice. Language acquisition, multilingualism, media, ... (based on the topics dealt with in the "Introduction to Foreign Language Teaching")	2	2
	Total	4	5

	<p>Objective: The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research knowledge as well as to apply this knowledge in the classroom target group-specifically and age-appropriately.</p>
	<p>Prerequisites: successful completion of Compulsory Module 6</p>

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	<p>PS Learn/Teach Languages The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Italian and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
b.	<p>SE Learn/Teach Languages In-depth treatment of selected theories of teaching and learning of foreign languages in the school context. The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application.</p>	2	3
	Total	4	5
	<p>Objective: The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context; they are able to include multilingualism-didactic, inclusive and diversity-specific aspects in Italian lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject Italian and have acquired first action routines.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	VU Introduction to Testing and Assessing in Teaching Foreign Languages Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
b.	UE Language-Specific Course Italian for Testing and Assessing Preparation of test formats and tasks to productive and receptive skills as well as linguistic competences in the teaching subject Italian (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
Total		4	5
Objective: The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Italian.			
Prerequisites: successful completion of Compulsory Module 2			

4.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course (Topic-)specific observation of teaching processes: planning, implementation and evaluation of Italian lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
Total		1	5
Objective: The graduates of this module are familiar with Italian teaching practice; they have tested, critically reflected and evaluated own teaching approaches by means of procedures and methods of Italian teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Italian lessons and acquire fundamental professional understanding for their occupational field.			
Prerequisites: successful completion of Compulsory Module 3 and 11			

B. Scientific Fundamentals (2.5 ECTS-Credits)

5.	Compulsory Module: Module: Fundamentals of Philological and Cultural Studies	h	ECTS-Credits
	SL Fundamentals of Philological and Cultural Studies Practical introduction to the basic skills and techniques needed for academic research. The course is also an introduction to the respective studies.	1	2.5
	Total	1	2.5
	Objective: Knowledge of specific forms of scientific communication and philological work techniques; insights into the structures of the university.		
	Prerequisites: none		

C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: Italian 1	h	ECTS-Credits
a.	UE Italian 1: Grammar and Vocabulary (B1+) Acquisition of grammar and language style competence at B1+ level, development of the vocabulary related to the topics discussed at this level	4	5
b.	UE Reading/Writing 1 (B1+) Understanding of written texts – written production of texts at level B1+	1	1.5
c.	UE Corrective Phonetics (B1 & B2) Transfer and application of basic pronunciation and accentuation rules of French – level B1 and B2	2	1
	Total	7	7.5
	Objective: Grammar and Vocabulary at level B1+; Basic Skills in Writing at level B1+; pronunciation competence including accentuation rules		
	Prerequisites: none		

7.	Compulsory Module: Italian 2	h	ECTS-Credits
a.	UE Italian II: Grammar and Vocabulary (B2) Acquisition of grammar and language style competence at B2 level, development of the vocabulary related to the topics discussed at this level	4	4
b.	UE Reading/Writing 2 (B1 +) Independent understanding of written texts – production of texts at level B1+	1	1.5
c.	UE Listening/Speaking 2 (B1+) To develop language competence at B1+ level in listening and speaking skills	2	2
	Total	7	7.5
	Objective: Grammar and vocabulary at level B2; basic skills in writing and speaking at level B1+		
	Prerequisites: successful completion of compulsory module 6		

8.	Compulsory Module: : Italian 3	h	ECTS-Credits
a.	UE Listening/Speaking 3 (B2) To develop language competence at B2 level in listening and speaking skills	2	2.5
b.	UE Reading/Writing 3 (B2) Independent understanding of written texts – productive written application of language resources in target group-specific and text type-specific form to the topics of level B2	2	2.5
	Total	4	5
Objective: Basic Skills in Listening and Speaking, Reading and Writing at the level B2			
Prerequisites: successful completion of Compulsory Module 7			

9.	Compulsory Module: Italian 4	h	ECTS-Credits
a.	UE Italian 4: Grammar and Vocabulary (B2+) Acquisition of grammar and language style competence at B2+ level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Italian 4: Text Production (B2+) Productive written application of language resources in target group-specific and text type-specific form to the topics of level B2+	2	2.5
	Total	4	5
Objective: Grammar and Vocabulary as well as basic Skills in Writing at level B2+			
Prerequisites: successful completion of Compulsory Module 8			

10.	Compulsory Module: Italian 5	h	ECTS-Credits
a.	UE Oral Communication Italian 5 (C1) Understanding of spoken language – oral communication skills at level C1	1	1.5
b.	UE Translation into the Foreign Language (C1) Translation of connected general texts or specialised texts in the context of contrastive linguistics (C1)	2	2.5
	Total	3	5
Objective: Basic Skills in Listening/Speaking at level C1; Translation at level C1 with a constructive focus			
Prerequisites: successful completion of Compulsory Module 9			

11.	Compulsory Module: Italian 6	h	ECTS-Credits
a.	UE Italian 6: Grammar and Vocabulary (C1) Acquisition of grammar and language style competence at C1 level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Technical Terminologies (C1) Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of higher vocational schools (BHS)	2	2.5
	Total	4	5
	Objective: Grammar and Vocabulary at level C1, extended with special language competences in selected fields		
	Prerequisites: successful completion of Compulsory Module 9		

12.	Compulsory Module: Italian 7	h	ECTS-Credits
	UE Scientific Writing (C1) Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses; this module is to be completed parallel to the production of the bachelor's thesis.	2	2.5
	Total	2	2.5
	Objective: Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses		
	Prerequisites: successful completion of Compulsory Module 9		

D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
a.	VU Grammatical Analysis Grammatical analysis according to formal and functional criteria	3	2.5
b.	VU Introduction to Italian Linguistics Overview of the most important fields of Italian linguistic areas (phonetics/phonology, morphology, lexicology and semantics, textual linguistics, pragmatics, sociolinguistics)	2	2.5
	Total	5	5

	<p>Objective: Graduates of the Compulsory Module „Linguistics and Analysis“ are familiar with the fundamentals of Language-Specific Linguistics, this, the competence to analyse, understand and explain linguistic expressions according to the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students have a reflected use of the foreign language. Students also have overview knowledge of the fields of linguistics with special regard to the foreign language, and they are able to independently work with linguistic literature.</p>
	Prerequisites: successful completion of Compulsory Module 6

14.	Compulsory Module: Advanced Topics in Italian Linguistics 1	h	ECTS-Credits
	VU Morphology, Syntax, Text Linguistics – Italian (with Reading List) In-depth treatment of the fields word, sentence and text	2	5
	Total	2	5
	<p>Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of Italian with regard to application in the classroom. They are able to explain the characteristics of Italian in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module’s topics.</p>		
	Prerequisites: successful completion of Compulsory Module 13		

15.	Compulsory Module: vanced Topics in Italian Linguistics 2	h	ECTS-Credits
	VU Lexicology, Semantics, Pragmatics, Applied Linguistics – Italian (with Reading List) In-depth treatment of the fields word format, importance as well as language in interaction	2	5
	Total	2	5
	<p>Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of Italian with regard to application in the classroom. They are able to explain the characteristics of Italian in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module’s topics.</p>		
	Prerequisites: successful completion of Compulsory Module 13		

E. Literary Studies (15 ECTS-Credits)

16.	Compulsory Module: History of Italian Literature and Culture	h	ECTS-Credits
a.	VU History of Italian Literature and Culture I History of Italian literature and culture as a mirror of changing worldviews and perception patterns	2	2.5

b.	VU Reading and Analysis Introduction to the methods of literature; Parallel to the lecture, analytical and interpretive skills are trained with selected texts or excerpts from the Italian literary canon.	2	2.5
	Total	4	5
	Objective: <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments ▪ Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis ▪ Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts 		
	Prerequisites: none		

17.	Compulsory Module: Italian Literatures and Cultures	h	ECTS-Credits
a.	VU History of Italian Literature and Culture II (with Reading List) In-depth treatment of the history of Italian literature and culture with regard to cultural scientific concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.; insights into changing worldviews and perception patterns of cultural history and history in general illustrated by examples of philosophy, literature, science and arts	2	7.5
b.	PS Advanced Text and/or Media Analysis Using Examples from Italian Language Regions Thematically oriented literary scientific course focusing on independent scientific work with literary texts and/or other media from the Italian-speaking world; writing of a work to a selected thematic aspect	2	2.5
	Total	4	10
	Objective: <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and the relevance to the present ▪ Differentiated understanding of cultural processes in order to critically analyse media representations (literature or film or music) ▪ Independent differentiated analysis of medial representations (literature or film or music) with regard to autonomously secondary literature researched 		
	Prerequisites: successful completion of Compulsory Module 5 and 16		

F. Cultural Studies (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the Italian-speaking Area	h	ECTS-Credits
a.	VO Cultural Studies Overview of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in Italian-speaking countries	3	3
b.	VU Contemporary Italy and its Representation in the Media Illustrated by Italy, exemplary cultural concepts are discussed, e.g. nation and identity politics, transcultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches	2	2
	Total	5	5
	Objective: <ul style="list-style-type: none"> ▪ Knowledge of Italy in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations) ▪ Knowledge and reflection of issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts ▪ Understanding of media state and relativity of cultures ▪ Ability to safe and critical treatment with different media of social communication 		
	Prerequisites: none		

§ 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits and submitted in Italian language, is to be completed and presented in the teaching subject Italian. The performance of the Bachelor's Thesis is to be delivered in addition to the course in which scope the Thesis is to be completed. The Bachelor's Thesis is to be completed within a course with continuous assessment from the Modules 2, 3, 14, 15, 17 or 18.

§ 5 Subject-Specific Examination Regulations

In addition to the content of the course, a Reading List is part of the assessment of courses with continuous assessment in the Compulsory Modules 14, 15 and 17 lit. b.

Section 13: Subject Catholic Religious Education

§ 1 Subject-Specific Qualification Profile

The Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Catholic Religious Education qualifies for the professional practise as a religion teacher in the secondary level. As a scientific study programme, it combines research and teaching and enables to practice-oriented combination of theories and methods. Apart from subject- and content-related competences, students acquire the skills for a scientifically responsible use with faith and religion in public. The study programme is marked by multiperspective understanding of education and didactics and promotes the students' communicative and interdisciplinary competences.

Note: If the teaching subjects Catholic Religion and Islamic Religion are to be combined, corresponding to legal regulations of confessional religious education, only the subject of one's own confession/religion can be taught.

(1) Subject-Specific Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Catholic Religious Education

- have well-founded knowledge of philosophical and theological fundamentals and are able to independently reconstruct and link the insights of the individual disciplines;
- are able to perceive religious phenomena as well as ethical and theological issues of the present and elaborate them based on the knowledge acquired in the study programme;
- have fundamental knowledge with regard to other religions and competences in the interreligious dialogue;
- know the specifics of religious reality approach against other approaches (e.g. natural sciences, art, law) and are able to relate the different approaches epistemically. They are familiar with interdisciplinary and cooperation;
- have religious language competences.

(2) Subject-Didactical Competences

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Catholic Religious Education

- know main issues, insights and methods of religious education and are able to independently deal with new religious-educational and didactical concepts and methods;
- are able to recognize and critically reflect the connection of methodical-didactical action and ideological and theological implications;
- are able to reflect and modify important subject-didactical contents, theories, perspectives and action fields;
- are able to plan, guide and evaluate religious educational processes according to an acknowledged religious-educational model;
- are able to elaborate topics under subject-scientific and didactical perspectives.

§ 2 Numbers of participants

1. Lectures with integrated Practical Parts (VU): 20
2. VU Fundamental Theology (Religion): Humanity Before the Mystery of God 7a: 126.
3. Practical Training Courses (PR): 14

§ 3 Compulsory Modules

- (1) With a combination of the teaching subject Islamic Religion there are common Compulsory Courses (CM 11, 13) with a total of 10 ECTS-Credits. Those are to be compensated by Courses from the offer of the School of Catholic Theology or Islamic Religion with a total of the same ECTS-Credits in equal parts.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Theology	h	ECTS-Credits
a.	SL Introduction to the Faith of the Church The faith of the Church in its overall context, based on the Creed of the Church; central issues of the faith regarding to its importance for the universal Church and the act of faith.	2	2
b.	SL Introduction to Scientific Working Formal presentation of scientific works; process of scientific research work; dealing with scientific literature and libraries; proper citation; presentation of relevant lexicons, philosophical and theological reference works and journals as well as reference works	1	2
c.	VU Plurality of Religions Introduction to the worlds of conviction, imagination and behaviour of the most important religions as well as other current religious phenomena	1	1
	Total	4	5
	Objective: Graduates understand integrative connections of individual theological subjects and subject groups and to objectively assess their choice of studies. They are able to present and comprehend the formation process of scientific work. They have the most important formal skills to write a scientific work. They are able to independently classify and evaluate religious phenomena beyond Abrahamic religions, in particular of religious change.		
	Prerequisites: none		

2.	Compulsory Module: History of Philosophy and Philosophical Fundamentals	h	ECTS-Credits
a.	VO Survey of the History of Philosophy Overview of the most important currents of the history of philosophy with special regard to religious-ideological issues	2	2
b.	VO Fundamentals of Philosophical Theology Basic knowledge of the discussions whether God, his existence and his attributes are an object of philosophical reflection, i.e. of the most prominent philosophical pro/contra-arguments. Knowledge of similarities and differences between religious and other (e.g., scientific) explanations	2	2
c.	VO Fundamentals of Ethics Introduction to ethics and basic concepts; presentation and treatment with different normative theories; introduction to meta-ethical issues	2	2
d.	VO Fundamentals of Metaphysics Fundamental concepts of Aristotelian-scholastic metaphysics, classical disputes and tenets, central cases of the criticism of metaphysics	2	2
e.	VO Fundamentals of Philosophical Anthropology Introduction to classical and contemporary approaches to the mind body-problem	2	2

	Total	10	10
	Objective: Graduates are able to characterize the most important epochs of the history of philosophy and its issues. They are able to present basic concepts of philosophical theology, ethics, metaphysics and philosophical anthropology and explain fundamental topics comprehensibly.		
	Prerequisites: none		

3.	Compulsory Module: Liturgics and Church History	h	ECTS-Credits
a.	VO Liturgics and Theology of the Sacraments I: Christian Sacraments of Initiation The rites of Christian initiation (baptism, confirmation, Eucharist) are an eminent source for the theological reflection on the meaning of being a Christian and on the nature of the church. Basic themes of systematic-theological reflection will be treated.	3	4
b.	VO Fundamentals of Church History I: Antiquity and Middle Ages Overview of the history of Christianity from its beginnings in the context of Greco-Roman culture to the reform movements of the late Middle Ages. Understanding of the fundamental problems, topics and methods of ancient and medieval church history	2	3
c.	VO Fundamentals of Church History II: Modern Age Overview of the history of Christianity from the period of the Reformation to the present catholic church. Understanding of the fundamental problems, topics and methods of church history in early modern and modern Age	2	3
	Total	7	10
	Objective: Graduates have insights into liturgy and theology of the central mysteries of the church („sacramenta maiora“). They are able to identify fundamental phases of church history in the Antiquity and Middle Ages and explain identity-forming powers. They are able to give an overview of the most important developments of reformation up to the present time.		
	Prerequisites: none		

4.	Compulsory Module: Biblical Studies Old Testament	h	ECTS-Credits
a.	VO Introduction to the Old Testament Overview of all texts of the Old Testament regarding their origins, literature and canon formation as well as theological focal points	1	1.5
b.	VO Foundation of Exegesis of the Old Testament I: Torah and Historical Books Narrative outline as well as textual-literary shape of appropriate books; introduction to the Pentateuch theories and their criticism; treatment of focus topics with selected key texts from the Torah and history books	2	3.5
	Total	3	5

	Objective: Graduates are competent to describe the origin, text, tradition and canon history as well as structure and contents of the selected writings of the Old Testaments. They are able to present literary and compositional characteristics and to apply exegetical methods on a small scale.
	Prerequisites: none

5.	Compulsory Module: Biblical Studies New Testament	h	ECTS-Credits
a.	VO Introduction to the New Testament Formation conditions of the New Testament, the (oral and written) history of their becoming literature, elucidation of the text- and passing-on-history up to the genesis of the canon.	1	1.5
b.	VO Foundation of Exegesis of the New Testament I: Gospels and Acts of the Apostles History and composition of the gospels, textual-literary shape and characteristics as well as contents of the four gospels and the Acts of the Apostles; theological main statements with exemplary interpretation of individual text excerpts	2	3.5
	Total	3	5
	Objective: Graduates are competent to present the Knowledge of the topics, problems and main positions on questions of the origin and nature of the New Testament Scriptures as well as the ability to classify and evaluate different hypotheses in the field of Introduction to the New Testament.		
	Prerequisites: none		

6.	Compulsory Module: Biblical Studies and the Theology of Revelation	h	ECTS-Credits
a.	VO Foundation of Exegesis of the Old Testament II: Prophets and Writings Narrative outline as well as textual-literary shape of appropriate books; introduction to the characteristics of prophets and Israelite wisdom; treatment of focus topics with selected key texts	2	3.5
b.	VO Foundation of Exegesis of the New Testament II: Epistles and Apocalypse Outline, textual-literary shape and characteristics as well as contents of New Testament letters and Apocalypse of John; theological key messages with exemplary interpretation of individual text excerpts	2	3.5
c.	VO Fundamental Theology II: Revelation in Jesus Christ and in the Church Notion of revelation of <i>Dei Verbum</i> ; revelation models; critique of revelation; answers to this criticism and non-Christian religions; church as a religious community and universal sign of salvation and location of theological epistemology; church and churches	2	3
	Total	6	10

	<p>Objective: Graduates have a basic knowledge of the structure and content of certain scripts and groups of scripts of the Old and New Testaments and initial access to their main theological statements connected with an understanding of their unique literary nature and the start of an ability to use exegetical and biblical-logical methods based on textual examples.</p>
	<p>Prerequisites: none</p>

7.	Compulsory Module: Systematic Theology I	h	ECTS-Credits
a.	<p>VU Fundamental Theology I (Religion): Humanity Before the Mystery of God Determination of the subject; middle of Christian faith; context and loci of theology; basic concepts of theological analysis of the present; religion as a topic of science in its relationship to theology; humanity before the question of god: types of epistemology of God experience(s); humanity as “hearer of the word”; idea of universal salutary in the light of suffering and evil</p>	1	2
b.	<p>VO Dogmatic Theology I: Christ in Dispute on Salvation and Truth Knowledge of dogmatic Christology and Trinity; paradigm for Christian approach to contemporary pluralistic culture; required reading that goes beyond the subject of the lecture</p>	2	4
c.	<p>VO Moral Theology: Fundamental Moral Theology Transcendence dependency of humanity; words and deeds of Jesus Christ as a foundation of moral behaviour in a pluralistic society context; elaboration of Christian anthropology with regard to the insights of positive sciences of humanity</p>	2	4
	Total	5	10
	<p>Objective: Graduates are able to describe cognition-driven interests of the subject fundamental theology. They understand theological basic concepts. They recognize the importance of salvation of the person Jesus Christ and comprehend paradigms for a Christian approach to contemporary culture. Graduates have insights into the transcendence of humanity in its determination of God, and they are able to fertilize fundamentals of the actions of Jesus Christ for their own moral behaviour in pluralistic and diversity contexts.</p>		
	<p>Prerequisites: none</p>		

8.	Compulsory Module: Systematic Theology II	h	ECTS-Credits
a.	<p>VO Dogmatic Theology II: The Faith of the Church with Regard to the Drama of the Church Dogmatic view of the religious community „ad intra“ (ecclesiology, pneumatology, grace) with regard to the culture-political situation of dramatic changes</p>	2	2.5
b.	<p>VO Dogmatics in Modern Times Dogmatic view of the religious community „ad extra“ (creationism and original sin doctrine as well as eschatology) with regard to the cultural climate and in particular living environment of children and youths</p>	2	2.5
	Total	4	5

	<p>Objective: Graduates are competent to evaluate the Self-Conception of the church and its salvific value in the context of today's dramatic world situation and the living environment of young people. They have knowledge of systematic foundation of the relationship between church and world in its cultural plurality.</p>
	<p>Prerequisites: none</p>

9.	Compulsory Module: Systematic Theology III	h	ECTS-Credits
a.	<p>VO Fundamentals of Ecumenical Theology: One Church - Many Churches Development of the Ecumenical Movement, Catholic principles of the Ecumenical Movement according to the Second Vatican Council, overview of the different churches and ecclesial communities (ecclesial structures and doctrine) with special regard to the Orthodox and Protestant profiles; different models of unity</p>	2	3
b.	<p>VO Social Teaching of the Church Introduction into the tradition of Catholic social teaching since <i>Rerum Novarum</i> (1891) and their social backgrounds</p>	2	3
c.	<p>VO World Religions I: Islam History and current developments (especially in Europe) with special regard to the figure of the prophet, the Qur'an, ethical, social, legal and political issues as well as the relationship to Judaism and Christianity</p>	1	1.5
	Total	5	7.5
	<p>Objective: Graduates have insights into the diversity of ecclesial communities and the main issues of contemporary ecumenical dialogue. They are able to describe exemplary issues, tensions and requests of the contemporary world (e.g. socio-economic conditions) and to relate them to fundamental theology and the social doctrine of the church. They have basic knowledge with regard to the Islam, the figure of the prophet, the Qur'an as well as contextual and socio-political issues.</p>		
	<p>Prerequisites: none</p>		

10.	Compulsory Module: Practical Theology	h	ECTS-Credits
a.	<p>VO Catechetics and Religious Pedagogy: Kairology Conditions of ideological, ethical and religious development-, socialization- and education processes with regard to gender-specific aspects; theological-critical reflection of corresponding concepts from kairological perspective</p>	2	2
b.	<p>VO Catechetics and Religious Pedagogy: Criteriology Theological criteria for the practice of inference of faith (Eucharist, Confirmation) within the action fields of catechetics and religious pedagogics, based on bible and tradition as well as on the text documents of the second Vatican Council</p>	2	3
c.	<p>VO Pastoral Theology: Fundamentals Basics of pastoral practices of the church with regard to world responsibility, community and pastoral care</p>	2	2.5

	Total	6	7.5
	Objective: Graduates are able to interpret own and other's religious developments from a theological-kairological perspective; they have basic knowledge of chances and boundaries of religious development theories. Moreover, they are able to develop and critically reflect criteria for the practice of faith development. They are able to independently elaborate pastoral-theological issues.		
	Prerequisites: none		

11.	Compulsory Module: Foundations of Teaching Inter-Religious Studies	h	ECTS-Credits
a.	VO Fundamental Religious Didactics Introduction to the central theological and ecclesiastical text documents of religious education and adult education; essential religious-didactic approaches in modern religion didactics; theoretical introduction to the „Innsbrucker Modell der Religionsdidaktik“ (Innsbruck model of religion didactics) in order to plan, implement and reflect religious teaching/learning processes from an individual and interreligious perspective	2	2
b.	SE Fundamentals of Religion Didactics In-depth theoretical treatment with the „Innsbrucker Modell“; practical exercise of the planning, implementation and reflection of learning processes with special regard to interreligious perspectives	2	3
	Total	4	5
	Objective: Graduates are able to distinguish and explain concepts, criteria and reasons for the complex and gender-sensitive occurrence of religious and interreligious teaching and learning in the context of schools, adult education and communities. They are able to properly use the Innsbruck model of religion didactics as a basis of religious-didactic action in different fields.		
	Prerequisites: none		

12.	Compulsory Module: Subject Didactics	h	ECTS-Credits
a.	SE Subject Didactics I Introduction to the framework and the didactic basic skills for religious education at schools (age: 10–15); relevant professional curricula and religious books; creating annual plans and planning concrete lessons; contemporary, gender-sensitive and age-appropriate teaching and learning methods with regard to interreligious perspectives; performance assessment in religious education; fundamental questions of pastoral care in schools	2	2
b.	SE Subject Didactics for Secondary Schools Social, school-related and clerical context of religious education at schools (age 14–19); relevant professional curricula; creating annual plans and planning concrete lessons; diverse teaching and learning ways; performance assessment in religious education (competence-oriented school leaving and diploma exams); special issues of pastoral care in schools	2	3
	Total	4	5

	<p>Objective: Graduates know the frameworks of religious education at the relevant school types (also with regard to disability, cultural aspects, gender, social inequality, interreligiosity). They have subject-didactical competences in competence-oriented planning, guidance and evaluation of school-related teaching and learning processes.</p>
	<p>Prerequisites: none</p>

13.	Compulsory Module: Teaching Inter-Religious Studies	h	ECTS-Credits
a.	<p>SE Cooperative Didactics of Religion Thematically and textually relevant fundamentals and criteria of religious educational action in cooperation with another theological or philosophical field of another religion or confession</p>	2	3.5
b.	<p>VU Advanced Topics in Subject Didactics Fundamental religious and subject-didactic concepts; recent developments in religion and subject-didactics; gender-sensitive concepts; interreligious approaches</p>	1	1.5
	Total	3	5
	<p>Objective: Graduates have basic competences in dealing with topics from a didactic and subject-specific as well as interreligious perspective. They are able to understand and present the fundamentals of religious and subject-didactic concepts.</p>		
	<p>Prerequisites: none</p>		

14.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject Related Practical Course Observation, planning, implementation and subject-didactic evaluation of religious education, subject-didactic reflection of the practical course</p>	1	5
	Total	1	5
	<p>Objective: Graduates are able to plan and implement subject-specific teaching observations under supervision. They are able to operationalize and reflect the competences acquired in order to plan, implement and evaluate teaching and learning processes in practical teaching.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 11</p>		

15.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Seminar with Bachelor's Thesis Completion of a Bachelor's Thesis; methodical reflection; presentation and discussion of intermediate results; final presentation of the Bachelor's Thesis to which 4 (of the overall 5) ECTS-Credits are allocated.	1	1 + 4
	Total	1	5
	Objective: Graduates are able to deal with the topic of the Bachelor's Thesis in methodical and content-related terms and to present the result orally and in writing in a comprehensible manner.		
	Prerequisites: successful completion of Compulsory Module 1		

Section 14: Subject Latin

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Latin have well-founded knowledge of vocabulary and grammar and are able to approach Latin texts and transfer them into German. This is, to a limited extent, also valid for the mastery of Greek. They acquire productive skills in Latin and are able to translate given sentences from German into Latin. They have detailed knowledge of Roman literature and are able to relate it to Greek literature. They have insights into the wide range of Latin literature of the Middle Ages and Modern Times and develop awareness of the effectiveness of Roman literature and culture up to the present time. They are familiar with subject-specific work techniques and methods and can use them situation-specifically. They are able to use literature-scientific secondary literature for interpreting Latin texts and to reflect research opinions methodically.

The treatment with Latin language and literature also leads to the acquisition of interdisciplinary competences. In particular, with translation, students develop a stronger awareness of the use of language and extend their ability of expression in German. By intensive work with Latin texts, they acquire the skills to analyse literary works in other languages and cultures and to comprehend their functionality. They are also able to elaborate argumentative structures in texts and to test them according to their coherence. By dealing with a foreign culture, they gain insights into intercultural similarities and differences and are able to deal with contemporary foreign cultures.

The students acquire knowledge in the fields of didactics and methodology of Latin teaching as well as the skills to impart knowledge age-specifically and according to the pupils' individual needs. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They are able to refer to their knowledge and competences from the fields of the teaching subject and to use them for teaching goals. This enables the students to instruct pupils to understand written Latin texts and to reflect on language and literature in general. With the acquisition of theoretical and practical fundamentals in the field of testing and evaluation, they are able to assess the pupils' performances in valid and reliable terms.

§ 2 Numbers of participants

Practical Training Courses (PR): 14

§ 3 Compulsory and Elective Modules

- (1) With a combination of the teaching subject Greek there are common Compulsory Courses with a total of 45 ECTS-Credits. Those are to be compensated by further Courses from the offer of the curricula of the university with a total of the same ECTS-Credits. Thereof, one third from the field of Classical Philology and one third from field of Antiquity are to be chosen.
- (2) The following Compulsory Modules with a total of 90 ECTS-Credits are to be taken:

1.	Compulsory Module: Introduction to Classical Philology	h	ECTS-Credits
a.	VO Introduction to Classical Philology Structure and course of the study programme; occupational field as a teacher for the subjects Latin and Greek (professional habitus, challenges, tasks, activities); epochs of Greek-Roman literature; history of classical philology and their neighbouring disciplines; development of classical teaching and subject didactics; tradition history; subject-specific work techniques and tools; fundamentals of scientific work	2	2.5

b.	PS Research Skills Practice of the knowledge acquired in the lecture in the field of scientific work: use with text critical editions; literature research; use of libraries; bibliographies and quoting; summary of scientific contributions; presentation of short presentations; composition of a short written work	2	2.5
	Total	4	5
	Objective: The graduates of this Module know the structure and Course of the study programme. They are able to reflect subject-specific occupational fields and develop awareness of the profession of a teacher. They have first insights into the epochs of Greek-Roman literature and their main texts. They gain an overview of the history and work techniques of classical philology and have basic knowledge in the field of tradition history. They have insights into the methods of textual criticism and know the elements of text critical editions. They are able to apply appropriate strategies of literature research, acquire skills to quote and cite scientific publication correctly. They are able to elaborate argumentative structures of shorter scientific contributions and to present results orally and in writing.		
	Prerequisites: none		

2.	Compulsory Module: Grammar I	h	ECTS-Credits
a.	UE Latin Morphology and Syntax I Morphology and syntax; exercises; translation of single sentences (German-Latin)	2	2.5
b.	UE Latin Morphology and Syntax II Teaching of simple and compound sentence; translation of single sentences (German-Latin)	2	2.5
	Total	4	5
	Objective: The graduates of this Module have in-depth knowledge of Latin morphology and syntax: They are familiar with the rules of Latin grammar and are able to independently develop Latin forms and to translate single sentences from German into Latin. They understand metalinguistic basic concepts to describe grammatical phenomena and are able to apply them correctly in analysing texts. Moreover, they have consolidated and deepened knowledge of vocabulary.		
	Prerequisites: none		

3.	Compulsory Module: Translation	h	ECTS-Credits
a.	UE Translation Exercise Latin Linguistic approach and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
b.	UE Translation Exercise Greek Linguistic approach and translation of Greek texts; repetition of grammatical phenomena based on the translation text	2	2.5
	Total	4	5

	<p>Objective: They repeat and consolidate their knowledge of Latin and Greek grammar and develop suitable translation possibilities for complex grammatical structures. With translation activities, they have trained their ability of expression in German and deepened their vocabulary in Latin and Greek. They repeat and consolidate their knowledge of Latin and Greek grammar and develop suitable translation possibilities for complex grammatical structures. With translation activities, they have trained their ability of expression in German and deepened their vocabulary in Latin and Greek.</p>
	Prerequisites: none

4.	Compulsory Module: Interpretation I	h	ECTS-Credits
a.	VU Metrics Fundamentals of ancient metrics (accentuation system, prosody, rhythm); central metrics of ancient times; metric analysis of selected text sections	2	2.5
b.	VU Introduction to Stylistics Introduction to ancient stylistics; central style characters of ancient times; stylistic analysis of selected text sections	2	2.5
c.	PS Interpretation Translation and interpretation of longer Latin texts; reading of literature-scientific secondary literature; treatment with a selected text passage and subsequent presentation of results; composition of a short written work	2	5
	Total	6	10
	<p>Objective: The graduates of this Module are able to analyse, present ancient metrics and to relate them to certain literary genres. They know a wide range of style characters and are able to recognize them in texts and determine their function. They are able to use their metric and stylistic knowledge to interpret ancient texts. They have deepened insights into a selected literary work, a certain topic or a specific genre and in-depth competences in translation and interpretation. Moreover, the students have developed the competences in the field of scientific work acquired in compulsory module 1 and are able to use them for text interpretation. They are able to interpret a selected text passage with given secondary literature and to present the results in the form of a presentation and a written work.</p>		
	Prerequisites: successful completion of Compulsory Module 1		

5.	Compulsory Module: Fundamentals of Ancient History	h	ECTS-Credits
	VO Fundamentals of Ancient History Overview of the most important data, topics and guidelines and/or events of ancient history, in-depth treatment with specific examples, relativization of traditional master narratives; the lecture also deals with main contents and topics for school lessons	3	5
	Total	3	5
	<p>Objective: Acquisition of orientation and overview knowledge of ancient history with main issues and guidelines.</p>		
	Prerequisites: none		

6.	Compulsory Module: History of Greek Literature	h	ECTS-Credits
a.	VO Survey of the History of Greek Literature I Overview of Greek literature from Homer to the epochs of Hellenism	2	2.5
b.	VO Survey of the History of Greek Literature II Overview of Greek literature from Hellenism to late antiquity	2	2.5
	Total		
	<p>Objective: The graduates of this Module have a systematic overview of Greek literature and basic knowledge of Greek culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of single literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have basic awareness of reception processes and their roles in the origin of literary works.</p>		
	Prerequisites: none		

7.	Compulsory Module: History of Roman Literature	h	ECTS-Credits
a.	VO Survey of the History of Latin Literature I Overview of Roman literature from the beginnings to the end of Augustan times	2	2.5
b.	VO Survey of the History of Latin Literature II Overview of Roman literature from the end Augustan times to late antiquity	2	2.5
	Total	4	5
	<p>Objective: The graduates of this Module have a systematic overview of Roman literature and basic knowledge of Roman culture and history. They know the main authors and their works and are able to relate them to their historical and cultural context. They have fundamental knowledge of single literature-historical epochs, their characteristics and their aesthetic concepts. They are familiar with essential characteristics of literary genera and can locate texts within genre traditions. In this context, they have basic awareness of reception processes and their roles in the origin of literary works.</p>		
	Prerequisites: none		

8.	Compulsory Module: Grammar II	h	ECTS-Credits
a.	UE Latin Stylistics I Consolidation of knowledge in Latin morphology and syntax; introduction to linguistic characteristics of classical Latinity; translation of short text passages (Latin–German and German– Latin)	2	2.5
b.	UE Latin Stylistics II In-depth treatment of style in the field of classical Latinity; consideration of author- and genre-specific characteristics; translation of short text passages (Latin–German and German– Latin)	2	2.5
	Total	4	5

	<p>Objective: The graduates of this Module have deepened their competences acquired in Compulsory Module 2 and their sense of style in the field of classical Latinity: They have consolidated and extended their grammatical repertoire and are able to translate longer sentences from Latin into German. They are able to translate simple periods from German into Latin by reproducing grammatical phenomena treated. Moreover, they have consolidated and extended their vocabulary.</p>
	<p>Prerequisites: successful completion of Compulsory Module 2</p>

9.	Compulsory Module: Latin Reading	h	ECTS-Credits
a.	<p>UE Latin Reading I (Prose) Reading of comprehensive and representative passages of Latin prose from different genres and epochs</p>	2	5
b.	<p>UE Latin Reading II (Poetry) Reading and metric analysis of comprehensive and representative passages from Latin poetry from different genres and epochs</p>	2	5
	Total	4	10
	<p>Objective: Based on their translation competence acquired, the graduates of this Module are able to read Latin texts. From their repertoire of different approaching methods, they have in-depth strategies to achieve global text understanding. They are able to read comprehensive passage of Latin works and repeat their content in the form of translations. They have insights into a series of effective Latin texts and are able to relate them to their literature-historical knowledge. At the same time, they are able to metrically analyse and consolidate ancient poetry and have in-depth vocabulary knowledge.</p>		
	<p>Prerequisites: none</p>		

10.	Compulsory Module: Medieval and Neo-Latin Language and Literature	h	ECTS-Credits
a.	<p>VU Medieval Latin Literature Overview of Medieval Latin language and literature; reading of selected text passages</p>	2	2.5
b.	<p>VU Neo-Latin Literature Overview of Neo-Latin language and literature; reading of selected text passages</p>	2	2.5
	Total	4	5
	<p>Objective: The graduates of this Module have an overview of Medieval and Neo-Latin language and literature: They are able to trace the development of Latin language following antiquity and to elaborate linguistic characteristics of Medieval and Neo-Latin in texts of respective epochs. They have basic knowledge of history and culture of the Middle Ages and Modern Times. They know main Latin authors and works of the Middle Ages and Modern Times and are able to locate them in their historical and cultural context. They deal with the relationship of Medieval and Neo-Latin literature and are aware of the importance for the European intellectual history. Moreover, they have insights into specific genres and topics of Medieval and Neo-Latin literature and know the most important tools and methods of development.</p>		
	<p>Prerequisites: none</p>		

11.	Compulsory Module: Interpretation II	h	ECTS-Credits
	SE Interpretation of Latin Texts Literary treatment with texts of Latin literature: translation and interpretation of comprehensive text passages; reading, analysis and discussion of literary-scientific secondary literature; literary-scientific interpretation of a selected text passage and subsequent presentation of the results; composition of a longer written work	2	5
	Total	2	5
	Objective: The graduates of this Module have in-depth knowledge of Latin literature and are able to interpret texts literary-scientifically, based on their competences acquired in compulsory module 4. They are able to independently find suitable secondary literature to certain issues and deal with it critically. They are able to balance and methodically reflect different research opinions. On this basis, they are able to have their own opinion regarding a research question. They are able to present their results in the form of a presentation and a written work. Therefore, they have acquired the necessary methodical instruments for writing the bachelor's thesis.		
	Prerequisites: successful completion of Compulsory Module 4 and 9		

12.	Compulsory Module: Teaching Classical Languages	h	ECTS-Credits
a.	VU Didactics of Language Acquisition Educational goals of classical teaching in language acquisition with regard to appropriate requirements of the curricula; importance of classical subjects for learners with another first language than German; overview of main action fields (vocabulary, grammar, text approach, translation) and relevant topics (inclusion and internal differentiation, multilingualism, media); analysis of textbooks; planning of teaching units; development of teaching material	2	5
b.	VU Teaching Literature Educational goals of classical teaching in reading with regard to appropriate requirements of the curricula; overview of main topics in teaching reading (forms of reading, interpretation, reading-accompanying vocabulary and grammar, internal differentiation); analysis of reading volumes; didactical preparation of a reading module defined in the curriculum and planning of a teaching series	2	5
c.	VU Evaluation Theories and principles of testing and evaluation; insights into evaluation of vocabulary and grammar competences as well as translation and interpretation; forms of evaluation and performance assessment (exam, self-evaluation, portfolio); diagnostic procedure and differentiation; legal basis of rating; analysis and independent development of test formats and tasks; application of different evaluation procedures	2	5
	Total		

	<p>Objective: Graduates of this Module are able to use the knowledge in the teaching subject acquired: They have a systematic overview of the dialects of classical teaching and a wide range of methods to impart Latin and Greek language, culture and literature. They are able to critically analyse and independently prepare teaching material. They are competent to plan individual teaching units and to apply their subject-didactical knowledge in target-oriented terms. They are aware of the heterogeneity of classes and are familiar with the possibilities of individual diagnosis and promotion. They know main principles of testing and assessment as well as different forms of evaluation, and they are able to elaborate test formats and tasks independently and to perform different evaluation procedures.</p>
	<p>Prerequisites: none</p>

13.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject Related Practical Course Sitting in on classes of classical teaching subjects; planning of teaching sequences and preparation of teaching material; giving teaching units under the guidance of internship teachers; discussion of teaching activity; reflection of experiences acquired</p>	1	5
	Total	1	5
	<p>Objective: The graduates of this Module have insights into practical teaching of classical subjects and in-depth understanding of their profession. They know models of teaching observation and are able to use them target-oriented. They are able to apply the knowledge and skills acquired in compulsory module 12 in real school context and can give giving teaching units under the guidance and to evaluate individual teaching activities. They are able to reflect their experiences acquired in the internship based on their subject-didactical knowledge.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 12</p>		

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis Methodical reflection; presentation of one's own Bachelor's Thesis and subject-related discussion of the Bachelor's Theses presented by other students. A Bachelor's Thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated. The topic of the thesis can be chosen freely from the field of Latin or their subject-related didactics.</p>	2	1 + 4
	Total	2	5
	<p>Objective: The graduates are able to find secondary literature for a self-selected question and to deal with it critically. They are able to refer to a research question independently and to support their opinion argumentatively. They are able to reflect their approach methodically and to test their arguments' coherence. They are able to present interim results of their work in the form of a presentation and to use the following discussion for further elaboration.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 11 and 12</p>		

- (3) From the following Elective Modules, two Elective Modules with a total of 10 ECTS- Credits are to be taken:

1.	Elective Module: Antiquity and Present	h	ECTS-Credits
a.	VU Reception Theoretical fundamentals of reception research; effectiveness of ancient literature and culture with selected reception documents	2	2.5
b.	VO Mythology Modern mythology research and theory; important ancient myths and their literary work	2	2.5
	Total	4	5
Objective: The graduates of this Module have a systematic overview of the theoretical fundamentals of reception and mythology research and are aware of the continuing influence of ancient literature up until the present time. They deal with selected reception documents of ancient texts and have an insight into the mechanisms of reception processes. They know main myths of antiquity and examples for their literary design up until the present.			
Prerequisites: none			

2.	Elective Module: Advanced Topics in Medieval and Neo-Latin	h	ECTS-Credits
a.	VU Palaeography Basic knowledge of Latin palaeography; reading of Latin texts in medieval and early modern manuscripts	2	2.5
b.	VU Neo-Latin Reading Linguistic development and reading of selected longer neo-Latin text passages	2	2.5
	Total	4	5
Objective: The graduates of this Module have deepened their knowledge and skills acquired in compulsory module 9: They have deepened their language and translation competence in the field of neo-Latin literature and acquired well-founded knowledge of linguistic characteristics in neo-Latin. They are able to locate the texts treated in their historical and cultural context and have in-depth knowledge of neo-Latin literature. They have basic knowledge of Latin palaeography and are able to read medieval and early modern manuscripts.			
Prerequisites: none			

3.	Elective Module: Advanced Topics in Classical Literary History	h	ECTS-Credits
a.	VU Advanced Topics Classical Literature In-depth treatment of individual aspects of Greek literary history; reading and analysis of selected text passages	2	2.5
b.	VU Classical Literature in the Context In-depth treatment of individual aspects of ancient culture and history; reading and analysis of selected text passages	2	2.5
	Total	4	5

	<p>Objective: The graduates of this Module have in-depth knowledge of ancient literature and individual aspects of ancient literature. They have deepened their knowledge of ancient culture and history and are able to explain literary phenomena related to their historical and cultural context.</p>
	<p>Prerequisites: none</p>

4.	Elective Module: Interdisciplinary Skills	h	ECTS-Credits
	<p>Courses with a total of up to 5 ECTS-Credits from the curricula of the Bachelor and/or Diploma study programmes set up at the University of Innsbruck can be chosen freely, however not from the other teaching subject; especially recommended are further Courses from the field of classical philology as well as courses of ancient history, archaeology, comparative literary studies, gender-specific aspects, inclusive education, multilingualism, human-animal-studies etc.</p>		5
	Total		5
	<p>Objective: Graduates of this Module develop additional in-depth competences and skills from other subjects.</p>		
	<p>Prerequisites: the prerequisites of the respective curricula do apply</p>		

Section 15: Subject Mathematics

§ 1 Subject-Specific Qualification Profile

- (1) Graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Mathematics have acquired the following subject-specific competences:
- They are able to explain the part of mathematics which is taught in secondary schools in a simple and comprehensible manner and to well motivate learners. Therefore, it is necessary to know these parts of mathematics and its scientific backgrounds and connections very well.
 - They are able to abstract, substantiate and generalize mathematic issues, in particular to model issues from different application fields. In this context, they acquire overview and detailed knowledge of common mathematical methods, are able to classify them in terms of superior theories and to apply to specific issues.
 - They are able to apply mathematical methods in a formally and methodically correct way and deal with mathematical objects skilfully. Moreover, they are experienced with the use of suitable technical tools and are able to implement individual algorithms.
 - They are able make best use of learning technologies for teaching.
 - They are able to outline and present mathematical issues exactly as well as to interpret mathematical tasks and their solutions.
 - They work logically correct and master different proof techniques. Moreover, they are able to question mathematical statements and argumentations critically.
 - They use technical language and notations correctly and are able to communicate mathematical contents target group-specifically. They are able to present these contents as well as to document approaches and results comprehensibly.
 - They know individual solution strategies of mathematics and are able to approach issues in an experimental and heuristic manner, to formulate assumptions and develop solution strategies.
 - They are able to evaluate the simplicity of mathematical argumentation in the corresponding context.
 - They recognize mathematics as dynamic science.
- (2) Based on these Subject-Specific Competences, the graduates have acquired the following Subject-Didactical Competences:
- They are able to evaluate and select teaching materials and thematic approaches as well as prepare teaching materials age-specifically and target group-specifically.
 - They are able to awaken the interest in mathematics and its application fields.
 - They know mathematical-didactical learning principles, theoretical concepts to central mathematical thinking as well as subject-didactical theories and models and transfer them in practical teaching.
 - They know objectives and methods of performance review and evaluation and are able to observe, analyse and interpret mathematical learning processes. They are familiar with the concepts and examinations of math disabilities and mathematical intellectual giftedness, recognize typical errors and develop suitable support measures.
 - They are able to select, test and evaluate teaching methods based on the results of subject-didactical research. In this context, they deal with the results of subject-didactical research, know subject-didactical theories and models and apply them in practical teaching.

§ 2 Numbers of participants

1. Seminar (SE): 14
2. Lectures with integrated Practical Parts (VU): 25
3. Introductory Seminars (PS): 25
4. Practical Training Course (PR): 14

§ 3 Compulsory Modules

(1) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Linear Algebra	h	ECTS-Credits
a.	VO Linear Algebra Basic concepts of mathematics (set theory and propositional logic); matrices calculation; linear system of equations; vector spaces, affine subspaces; scalar product, distance and angle; permutations; polynomial function; determinants; vector product; volumes of parallelotopes; eigenvalue tasks; linear functions; linear interpolation and regression	4	6
b.	PS Linear Algebra Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (also from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; reflection of the knowledge of school teaching and its classification to the contents of the lecture	3	4
	Total	7	10
	Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of linear algebra situation-specifically. They have basic understanding of mathematical thinking.		
	Prerequisites: none		

2.	Compulsory Module: Algebra and Discrete Mathematics	h	ECTS-Credits
a.	VO Algebra and Discrete Mathematics Integral numbers and polynomials (Euclidean division, Euclidean algorithm, advanced Euclidean algorithm, zeros of polynomials, prime numbers, irreducible polynomials, rational numbers and rational functions); calculation methods for numbers in digits; difference equation; residue classes and their application in cryptography and coding; algebraic structures; calculating with functions; algebraic and complex numbers, number system extensions; interpolation by polynomials; polynomials in several variables; logic algebra; introduction to graph theory and combinatorics	4	6

b.	PS Algebra and Discrete Mathematics Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; reflection of the knowledge of school teaching and its classification to the contents of the lecture	3	4
	Total	7	10
	Objective: Students understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of algebra and discrete mathematics situation-specifically. They have basic knowledge of the methods of algebra and discrete mathematics.		
	Prerequisites: none		

3.	Compulsory Module: Analysis 1	h	ECTS-Credits
a.	VO Analysis 1 Real numbers; elementary (real) functions (power, root, exponential and logarithm functions), characteristics of functions (monotony, boundedness, continuity), sequences and series; differential calculus in a variable; Riemann integral, primitives, main theorem of differential and integral calculus; power series (convergence criteria), Taylor development	4	6
b.	PS Analysis 1 Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; reflection of the knowledge of school teaching and its classification to the contents of the lecture	3	4
	Total	7	10
	Objective: Students understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of analysis situation-specifically. They have basic knowledge of the methods of analysis in a variable.		
	Prerequisites: none		

4.	Compulsory Module: Mathematical Working and Occupational Profile	h	ECTS-Credits
a.	PS Mathematical Software 1 Linked with the contents of the module Linear Algebra: elaboration, composition, formal shaping and presentation of mathematical contents; introduction to mathematical text processing; use of a computer algebra system to solve mathematical tasks (numerical and symbolic calculation, visualization etc.); implementation of simple algorithms	2	2

b.	VO Occupational Profile Mathematics Teacher Presentation of the work of teachers in mathematics in different types of school and different regions; role of mathematics in society and teaching mathematics; gender aspects of mathematics	1	0.5
	Total	3	2.5
	Objective: Graduates of this Module have the skills to use selected mathematical software and to implement simple algorithms and linear algebra in a selected programming language. They are able to independently implement criteria of mathematical contents and formal shaping in a text. They know the occupation profile of a maths teacher in secondary schools and have an overview of the topics gender as well as of their study programme.		
	Prerequisites: none		

5.	Compulsory Module: Mathematical Software 2	h	ECTS-Credits
	PS Mathematical Software 2 Linked with the contents of the module Analysis 1: Advanced use with mathematical text processing and a computer algebra system; fundamental skills in the use of selected programming languages	2	2.5
	Total	2	2.5
	Objective: Graduates of this Module have advanced skills in the use of selected mathematical software. They are able to implement simple algorithms of analysis in a selected programming language and are able to independently implement advanced criteria of mathematical contents and formal shaping in a text.		
	Prerequisites: none		

6.	Compulsory Module: Stochastics	h	ECTS-Credits
a.	VO Stochastics Probability theory: random experiments, calculation with probabilities, combinatorics, discrete and continuous random variable as well as its distribution, expectation value and variance; statistics: graphic preparation of data, linear regression, validation of models, statistical figures, recognition and evaluation of rule in data, parameter estimation, confidence estimation, statistical tests	4	6
b.	PS Stochastics Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; fundamental skills in the use of selected statistics software; reflection of the knowledge of school teaching and its classification to the contents of the lecture	3	4
	Total	7	10

	<p>Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of stochastics situation-specifically. They have basic knowledge of the methods of stochastics.</p>
	<p>Prerequisites: none</p>

7.	Compulsory Module: Geometry	h	ECTS-Credits
a.	<p>VO Geometry Transformations of plain: isometries, symmetries, congruence; analytical geometry of plain and space, affine geometry: representation of coordinates (Cartesian and polar coordinates), elementary geometry of plains: geometrical basic constructions, triangles and their characteristics, record sets such as Pythagoras, sine and cosine theorem, circle and circle parts, oriented angle, polygons, linear inequalities and elementary linear optimization; conic sections; elementary geometry of space: polyhedron, rotating body and ball, volume calculation; introduction to descriptive geometry</p>	4	6
b.	<p>PS Geometry Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; use of computer-aided constructive geometry; reflection of the knowledge of school teaching and its classification to the contents of the lecture</p>	3	4
	Total	7	10
	<p>Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of geometry situation-specifically. They have basic knowledge of the methods of geometry.</p>		
	<p>Prerequisites: none</p>		

8.	Compulsory Module: Analysis 2 for Prospective Teachers	h	ECTS-Credits
a.	<p>VO Analysis 2 for Prospective Teachers Numerical integration; topological basic concepts; real analysis in several variables (partial derivatives, total differential, curves, parameterisation); ordinary differential equations, numerical solution of initial value problems; power series (convergence criteria), Taylor polynomial, Fourier series; Fourier and Laplace transformation and their application to differential equations</p>	4	6
b.	<p>PS Analysis 2 for Prospective Teachers Discussion, in-depth treatment and exercise of the contents covered in the lecture; tasks on different language and abstraction levels (in particular from school books); practice of scientific argumentation, presentation of mathematical contents and written elaboration of solution ways; reflection of the knowledge of school teaching and its classification to the contents of the lecture</p>	3	4

	Total	7	10
	Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts situation-specifically. They have basic knowledge of the methods of analysis.		
	Prerequisites: none		

9.	Compulsory Module: Analysis and Stochastics at School	h	ECTS-Credits
	VU Analysis and Stochastics at School Critical analysis of the curricula and certified schoolbooks in the field of analysis and stochastics; illustration of fundamental ideas, basic strategies and methods in these fields referring to the modules 3, 6 and 8	2	2.5
	Total	2	2.5
	Objective: Graduates of this Module are able to independently and correctly plan teaching lessons in analysis and stochastics. They are able to critically use the schoolbooks for secondary schools.		
	Prerequisites: successful completion of Compulsory Module 3 and 6		

10.	Compulsory Module: Algebra and Geometry at School	h	ECTS-Credits
	VU Algebra and Geometry at School Critical analysis of the curricula and certified schoolbooks in the field of algebra and geometry; illustration of fundamental ideas, basic strategies and methods in these fields referring to the modules 1, 2 and 7	2	2.5
	Total	2	2.5
	Objective: Graduates of this Module are able to independently and correctly plan teaching lessons in algebra and geometry. They are able to critically use the schoolbooks for secondary schools.		
	Prerequisites: successful completion of Compulsory Module 1, 2 and 7		

11.	Compulsory Module: History and Philosophy of Mathematics 1	h	ECTS-Credits
	VO History and Philosophy of Mathematics 1 Insights into the historical development of mathematics, science theory of mathematics, philosophical aspects of mathematics; importance of mathematics in the society	2	2.5
	Total	2	2.5
	Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts situation-specifically. They have basic knowledge of the methods of history and philosophy of mathematics.		

	Prerequisites: none
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12.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Semiar with Bachelor's Thesis In-depth treatment with a sub-discipline of Mathematics with a clear link to school teaching; oral presentation and discussion of the results. A Bachelor's Thesis is to be completed within the seminar to which 6 of the overall 7 ECTS-Credits are allocated	2	1.5 + 6
	Total	2	7.5
	Objective: Graduates of this module are able to deal with a sub-discipline of mathematics in a methodically correct manner with a clear link to school teaching and to demonstrate the result of this examination in writing and orally in a comprehensible way.		
	Prerequisites: successful completion of Compulsory Module 1, 2, 3, 6, 7, 13 and 14		

13.	Compulsory Module: Didactics of Mathematics 1	h	ECTS-Credits
a.	VO Didactics of Mathematics 1 Definitions; objectives of maths lessons; didactical principles; fundamentals of mathematical learning processes; models of lesson planning; methods in maths lessons, selection of the contents in maths lessons; overview of relevant current research results with relevance for teaching practice; selected topics of didactics of algebra; typical mind-sets and errors from learners in this field	2	3
b.	PS Didactics of Mathematics 1 Development of subject-related and target group-specific learning sequences for central topics of algebra; independent studies, critical presentation and discussion of selected texts; written elaboration	1	2
	Total	3	5
	Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have the skills to independently elaborate similar contents. They are able to apply the most important concepts of geometry situation-specifically. They have basic knowledge of the concepts of didactics of mathematics.		
	Prerequisites: none		

14.	Compulsory Module: Didactics of Mathematics 2	h	ECTS-Credits
a.	VO Didactics of Mathematics 2 Structuring of maths lessons; working with internal differentiation; research- and problem-oriented maths lessons; use of modern technologies; methods in maths lessons; performance diagnosis (analysis of pupil performances, deficit analysis and ability diagnostics); process and result diagnostics; dealing with errors; current topics of didactic of mathematics; selected topics of didactics of analysis, geometry and stochastics; typical mind-sets and errors from learners in this field	2	3

b.	PS Didactics of Mathematics 2 Development of subject-related and target group-specific learning sequences for central topics of analysis, geometry and stochastics; reflection of learning processes and strategies; exercise in scientific argumentation, presentation of mathematical contents and written elaboration of teaching concepts	1	2
	Total	3	5
	Objective: Graduates of this Module understand the contents of the lecture and are able to repeat and apply them. They have acquired the skills to independently elaborate similar contents. They have in-depth understanding of the concepts of didactics of mathematics.		
	Prerequisites: none		

15.	Compulsory Module: Seminar Subject Didactics	h	ECTS-Credits
	SE Seminar Subject Didactics Independent treatment of selected mathematical contents for school teaching, preparation and evaluation of learning materials, subject-didactical planning of a teaching sequence	3	5
	Total	3	5
	Objective: Graduates of this Module are able to deal with selected mathematical contents of school teaching and to impart knowledge situation-specifically. In this context, they especially implement subject-didactical concepts.		
	Prerequisites: successful completion of Compulsory Module 1, 2, 3, 6 and 13		

16.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course Independent teaching activity, sitting in on classes, evaluation of selected teaching methods, reflection	1	5
	Total	1	5
	Objective: Graduates of this Module are able to deal with selected mathematical contents of school teaching and to impart knowledge situation-specifically. In this context, they especially implement subject-didactical concepts.		
	Prerequisites: successful completion of Compulsory Module 1, 2, 3, 6 and 13		

Section 16: Subject Physics

§ 1 Subject-Specific Qualification Profile

The goal of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Physics is to impart graduates subject-specific and subject-didactical qualifications and competences which enable them to transfer the knowledge acquired to pupils in a subject-related and competent manner and at the same time to awaken interest in physical procedures in nature and technology. In particular, graduates are to

- dispose of a well-founded knowledge in all main sub-disciplines of physics (in particular, in curriculum-related fields from the different school types of the secondary level), whereas it does not depend on the number of known facts but mainly on a broad overview, understanding, overall view and building the gap to other knowledge fields.
- be able to elaborate physical contents (also those in subject-related fields where physical basic knowledge lead to in-depth understanding) pupil-oriented.
- convinced by the necessity to independent knowledge acquisition and further education in terms of lifelong learning (in the teaching subject and subject didactics). Therefore, they are to follow new developments in the subject and subject didactics during their professional life and independently modernize, adapt and develop their teaching practice.
- be able to elaborate the method of physics suitably for pupils, including the understanding of complex situations with simple models without losing essential features of the procedure. They are to be enabled to present this method of gaining knowledge as generally applicable, very successful method of rational approach to the world in order to encourage pupils to adopt this attitude and thus to develop their critical thinking as citizens.
- be able to introduce pupils gently and age-appropriately to the fact that physics compiles its models from mathematical components. At the same time, they are to acquire skills to constantly connect physical contents from the lessons to the pupils' world of experience and to impressively illustrate a diversity of interesting experiments in the classroom.
- be able to demonstrate the advantages but also dangers and risks of technical use of physical insights as well as associated possible effects on the society and to deal with them critically.
- be imparted fundamental knowledge of the subject didactics of physics as well as deal with modern research literature in this field. They are also able to apply new results of subject didactical research in their own practical teaching and to include in the preparation of lessons.

§ 2 Numbers of participants

1. Introductory Seminars (PS): 30
2. Seminars (SE): 15
3. Practical Training Courses (PR): 8–15 (basic internship 8, subject-related practical course 14, school trial internship 15)
4. Lectures with integrated Practical Parts (VU): 30
5. Orientation Courses (SL): 30

§ 3 Compulsory Modules

(1) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:

1.	Compulsory Module: Preparatory Course in Mathematics	h	ECTS-Credits
a.	VO Preparatory Course in Mathematics Introduction to the basics of elementary topics; vector calculus; differential equation; scalar and vector fields; basic concepts of vector analysis; simple differential equations; complex numbers; Taylor development	1	1
b.	PS Preparatory Course in Mathematics Discussion, in-depth treatment and practice of the contents of the lecture	1	1.5
	Total	2	2.5
Objective: Graduates are able to describe the fundamentals of elementary topics and to apply their knowledge for solving mathematical issues.			
Prerequisites: none			

2.	Compulsory Module: Mathematical Methods of Physics for Prospective Teachers	h	ECTS-Credits
a.	VO Mathematical Methods of Physics for Prospective Teachers Introduction to relevant mathematical concepts and methods: Functions, vectors, matrices, eigenvalue problems; coordinate systems, curvilinear coordinates, differential and integral calculus in one and several variables, Fourier series and Fourier integrals, vector analysis, common and partial differential equations, elements of probability calculation, use of mathematical tools for physics	3	4.5
b.	PS Mathematical Methods of Physics for Prospective Teachers Discussion, in-depth treatment and practice of the contents of the lecture; exercise in scientific argumentation and presentation of mathematical contents and their application to physical issues	2	3
	Total		
Objective: Graduates are able to describe simple mathematical methods of physics and to apply to issues in physics. They are able to independently elaborate similar contents.			
Prerequisites: none			

3.	Compulsory Module: Physics Ia: Mechanics	h	ECTS-Credits
a.	VO Physics Ia: Mechanics Mechanics of mass point and rigid body; oscillation	2	3
b.	SL Physics Ia: Mechanics Discussion, in-depth treatment and practice of the contents of the lecture; exercise in scientific argumentation and presentation of physical contents; independent work with selected examples in the field	1	2
	Total	3	5

	Objective: Graduates are able to describe the fundamentals of mechanics and corresponding concepts. They are able to transfer their knowledge and to solve the problems of mechanics.
	Prerequisites: none

4.	Compulsory Module: Physics Ib: Mechanics and Thermodynamics	h	ECTS-Credits
a.	VO Physics Ib: Mechanics and Thermodynamics Waves; deformable bodies and liquids; thermodynamics; basic elements of statistical mechanics	2	3
b.	PS Physics Ib: Mechanics and Thermodynamics Discussion, in-depth treatment and practice of the contents of the lecture; exercise in scientific argumentation and presentation of physical contents; independent work with selected examples in the field	1	2
	Total	3	5
	Objective: Graduates are able to describe the fundamentals of classical physics (mechanics and thermodynamics) and corresponding concepts. They are able to transfer their knowledge and to solve the problems of mechanics and thermodynamics.		
	Prerequisites: none		

5.	Compulsory Module: Physics II: Electromagnetism and Optics	h	ECTS-Credits
a.	VO Physics II: Electromagnetism and Optics Maxwell's equations with applications in electrostatics, magnetostatics and electrodynamics; wave propagation and interference; diffraction grating and interferometer; optics in isotropic and anisotropic media; (laser)beam spread; geometrical optics	5	7
b.	PS Physics II: Electromagnetism and Optics Discussion, in-depth treatment and practice of the contents of the lecture; exercise in scientific argumentation and presentation of physical contents; independent work with selected examples in the field	2	3
	Total	7	10
	Objective: Graduates are able to describe the fundamentals of electromagnetism and optics and corresponding concepts. They are able to transfer their knowledge and to solve the problems of electromagnetism and optics.		
	Prerequisites: none		

6.	Compulsory Module: Physics of Matter	h	ECTS-Credits
a.	VO Atomic and Quantum Physics Experimental and theoretical fundamentals of quantum theory: Important experiments, conceptual basics, quantum mechanical conditions and preparation, measuring process, observables; discrete quantum mechanics: qubits & spin, quantum cryptography and quantum computer, Bell's inequality; Wave mechanics: Wave functions, Hilbert space, Schrödinger equation and selected solutions (potential well, harmonic oscillator, hydrogen atom), atomic structure and atomic spectra; Heisenberg uncertainty principle; impartation of necessary mathematical fundamentals	3	3.5
b.	PS Atomic and Quantum Physics Discussion, in-depth treatment and practice of the contents of the lecture; exercise in scientific argumentation and presentation of physical contents and presentation school lessons	2	3
c.	VO Structure of Matter Atom models, scattering experiments, concept of cross section, discovery and structure of atomic nucleus, mass and binding energy of cores, radioactivity and radioactive beams, atomic bomb, radiation protection; Particle concepts in the overview, particle zoo of hadrons, order in the particle zoo, particle decay, concepts of invariant mass, standard model of particle physics, modern high-energy physics experiments	2	2
d.	PS Structure of Matter In-depth treatment of the contents of the lecture with elaboration of exercises; preparation of selected topics for the use in school lessons with short papers	1	1.5
	Total	8	10
	Objective: Graduates are able to describe and explain the structure of matter as the principle of physics and to elaborate similar contents independently. They are able to generalize the fundamentals of particle, nuclear, and quantum physics and to apply for the solution of problems and to present in the classroom.		
	Prerequisites: none		

7.	Compulsory Module: Physics Laboratory	h	ECTS-Credits
	PR Physics Laboratory 1 Taking minutes, measuring, measurement errors, data evaluation and data presentation for physical tests. Experiments from mechanics, thermodynamics, and electromagnetism	4	7.5
	Total	4	7.5
	Objective: Graduates are able to demonstrate experimentally oriented working methods of physics and are able to independently implement, evaluate, record and present fundamental tests of classical physics to the subjects mechanics, thermodynamics and electromagnetism. They are competent to work in a structured, reliable and successful way.		
	Prerequisites: successful completion of Compulsory Module 4 and 5		

8.	Compulsory Module: Physics in Everyday Life, Historical Aspects of Physics	h	ECTS-Credits
a.	VO Physics in Context Application and analysis of physics in interesting contexts and illustrating the importance of physics in everyday life; Physics and sport, physics in everyday life and environment; physics in technology with special regard to solid state and semiconductor physics	2	2.5
b.	VO History of Physics Historical development of physical terms, ideas and laws; world views and paradigm change; important physicists and steps of awareness; social and ethical aspects, scientific aspects, nature of science	2	2.5
	Total	4	5
	Objective: Graduates are able to recognize the role of physics in the historical context for different processes in nature and technology and illustrate with selected examples. They are able to independently elaborate similar contents and to impart them in the school. They are able to enrich and shape practical teaching by appropriate examples.		
	Prerequisites: none		

9.	Compulsory Module: Astronomy and Astrophysics	h	ECTS-Credits
	VU Astronomy and Astrophysics Astronomy: Orientation in the sky, course of celestial objects in the sphere, calendar systems, celestial navigation, astronomy in everyday life Astrophysics: big bang theory, the origin of the planetary systems, exoplanets, physics of the stars and interstellar matter, matter cycle in the Milky Way, galaxies and galaxy clusters, gravitational lenses, dark matter, distance ladder, astronomic measuring methods Discussion, in-depth treatment of the contents; exercise of scientific argumentation and presentation of astrophysical and astronomic contents; independent treatment of selected examples from the field	2	2.5
	Total	2	2.5
	Objective: Graduate understand physical laws and the current state and development of the cosmos as well as the interaction of its parts in an overview. They know fundamental concepts and mind-sets of astronomy and astrophysics and have basic understanding of astronomic and astrophysical methods. Moreover, they understand astronomic phenomena in the sky.		
	Prerequisites: none		

10.	Compulsory Module: Theoretical Physics 1 for Prospective Teachers	h	ECTS-Credits
	<p>VU Theoretical Physics 1 for Prospective Teachers Discussion of logical structures of physics by means of classical mechanics; Newton's axioms, Newton's mechanics of systems of mass points, equations of motion and their solution, reference systems, Galilean transformation, Kepler problem, harmonic oscillator, Lagrange formalism, symmetries and conserved quantities, rigid bodies; elements of special relativity theory; Conveyance of necessary mathematical tools; discussion, in-depth treatment and exercise by independent solution of examples; exercise of scientific argumentation and presentation of physical contents and their instruction in the classroom</p>	4	5
	Total	4	5
	<p>Objective: Graduates are able to describe and explain mechanics as a basic of theoretical physics and to independently elaborate similar contents. They are able to generalize the fundamentals of theoretical mechanics and are able to apply them to the solution of problems as well as in practical teaching.</p>		
	<p>Prerequisites: none</p>		

11.	Compulsory Module: Theoretical Physics 2 for Prospective Teachers	h	ECTS-Credits
	<p>VU Theoretical Physics 2 for Prospective Teachers Discussion of logical structures of physics by means of classical electrodynamics; Maxwell's equations in the vacuum; boundary value problems of electrostatics and magnetostatics; electrodynamics in media; dipole radiation, radiation of moved point landings; connection with optics; Lorentz transformation and Minkowski space; Conveyance of necessary mathematical tools; discussion, in-depth treatment and exercise by independent solution of examples; exercise of scientific argumentation and presentation of physical contents and their instruction in the classroom</p>	4	5
	Total	4	5
	<p>Objective: Graduates are able to describe and explain electrodynamics as a basic of theoretical physics and to independently elaborate similar contents. They are able to generalize the fundamentals of theoretical electrodynamics and are able to apply them to the solution of problems as well as in practical teaching.</p>		
	<p>Prerequisites: none</p>		

12.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	<p>PR Subject Related Practical Course</p> <p>Preparation, implementation and evaluation of teaching physics with regard to rearward learning design related to the curriculum and the heterogeneity of learning groups; use of different methods and different social forms, in particular regarding individualization and competence-orientation of teaching; strategies to classify and organize learning groups, especially in pupil experiments; reflection of lessons regarding teaching and learning; development, evaluation and use of diagnostic tools for performance assessment;</p> <p>The subject related practical course is to be accompanied in close interconnection in a subject-specific and didactical manner.</p>	1	5
	Total	1	5
	<p>Objective:</p> <p>Graduates are able to plan teaching units in physics according to given goals supported by mentors, to implement them and reflect the lessons. They are familiar with different methods and social forms and to use different media situation-appropriately. They have tested different approaches to rearward learning design, perceived the heterogeneity of learning groups and tested appropriate teaching methods. Within the reflection of their teaching lessons, they use different feedback instruments. They have made first experiences with learn-promoting performance feedback, evaluation and assessment.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 7, 13 and 15</p>		

13.	Compulsory Module: Subject Didactics 1	h	ECTS-Credits
a.	<p>VO Basics of Subject Didactics</p> <p>Fundamental aspects of subject didactics: concepts of physics lessons (genetic teaching and learning; course orientation, action orientation; project orientation, context orientation; inquiry-based-learning etc.); prevailing teaching scripts; objectives and legitimation of physics lessons; social importance of physical (basic) education; competence models and educational standards; language and physics lessons; curricula</p>	2	2.5
b.	<p>SE Methods in Subject Didactics and their Application</p> <p>Method diversity in teaching physics, in particular planning and implementation of experiments; method selection from the view of competence development; methods with special regard to heterogeneity, differentiation and individualization; performance assessment, diagnosis, and feedback in physics lessons</p>	2	2.5
	Total	4	5

	<p>Objective: Graduates are able to name characteristics of different teaching concepts, reflect their implementation in the classroom, name basic objectives and contents of physics lessons and to explain the importance of physics (physics lessons) to social and technical developments. They know prevailing teaching scripts and their empirically researched deficits of teaching structure of physics. They are able to classify competence-oriented assignments in the system of educational standards. Graduates know important teaching methods, presentation forms and forms of conversation in physics lessons. They are able to select methods which promote competence development and thus to consider aspects of individualization and differentiation for heterogeneous learning groups. They know central functions of experiments and learning tasks in teaching and develop competence-related tasks. They are able to develop learn-promoting diagnosis and feedback procedures and use different forms of performance evaluation and assessment.</p>
	Prerequisites: none

14.	Compulsory Module: Subject Didactics 2	h	ECTS-Credits
a.	<p>VO Preconcepts and Models in the Physics Classroom Pupils' performances; evaluation of pupils' performances; model formation and models in physics; objective, graphic and mathematical models; interdisciplinary and project-oriented physics lessons; gender-sensitive physics lessons</p>	2	2.5
b.	<p>SE Developing, Planning and Reflecting Physics Lessons Planning and preparation of physics lessons with regard to rearward learning design; analyses; didactical analysis; methodical planning; material sources for teaching physics; standard situations in physics lessons (summary, consolidation, work instructions, introducing group works, planning, implementing and evaluating experiments, treatment with "errors" etc.); reflection of physics lessons and conclusions</p>	2	2.5
Total		4	5

	<p>Objective: Graduates are able to plan and shape teaching units with regard to core ideas and long-term objectives. In this context, they are able to select appropriate teaching methods based on didactical analysis with regard to differentiation in teaching lessons. They are able to analyse and reflect their own teaching action in comparison with the plans and objectives of teaching sequences and learning effects and to develop alternative procedure for future teaching. They know and consider relevant safety measures. Graduates are able to name and diagnose concept-related and comprehensive pupils' presentations as well as learning difficulties. They know difficulties of comprehension and misconceptions of learners and react appropriately. Moreover, they have options of action in order to appropriately react to misconceptions and resulting learning difficulties. They elaborate physical issues with regard to familiar misconceptions and heterogeneous learning conditions. Graduates know common objective and iconic models are able to plan their targeted use in the lessons and enable pupils to become familiar with the mind-set of physics. In this context, they are able to recognize their limits and are aware the mix-up between model and reality can cause misunderstandings for the pupils. They are able to take measures in order to counteract these difficulties. Graduates are familiar with the possibilities of interdisciplinary and project-oriented teaching by means of selected examples, are able to plan and implement selected examples. They are able to implement measures to promote girls and boys in physics lessons.</p>
	Prerequisites: none

15.	Compulsory Module: Classroom Experiments	h	ECTS-Credits
	<p>PR Classroom Experiments Functions, objectives and didactical potential of demonstration experiments and pupil experiments; implementation of school day-relevant experiments in the form of an internship; safe use and handling with current materials for experiments; implementation of demonstration experiments, pupils experiments with school-appropriate tools and devices from everyday life and their subject-specific and didactical preparation and follow-up; the selection of experiments is oriented toward the curriculum and the devices available in the schools</p>	5	5
	Total	5	5
	<p>Objective: Graduates know categories of experiments, their functions in physics lessons as well as their relevant didactical potential, and thus they recognize the central position of the experiment in physics lessons. They know school-common experiments of different topics of physics lessons and materials available in schools. They are able to select demonstration and pupil experiments in a targeted and pupil-oriented manner and to implement experiments safely. They are able to plan, prepare, implement and use experiments in a targeted manner. Apart from practical skills, they know the subject-specific and didactical background of different experiments.</p>		
	<p>Prerequisites: none</p>		

16.	Compulsory Module: Seminar Subject Didactics	h	ECTS-Credits
	<p>SE Seminar Subject Didactics: Secondary Level 1 Didactical reduction of selected contents on an appropriate subject-specific level for pupils from different topics from the curricula, in particular from the curriculum of the secondary level 1; analysis and elementarisation; textbooks, teaching-learning-software and other specialist media; methodology toolbox for physics lessons; the selection of topics is made with regard to the curriculum as well as to the pupils' experiences and everyday life.</p>	2	2.5
	Total	2	2.5
	<p>Objective: Graduates are able to elementarise and express complex and abstract physical issues age-specifically. In this context, they are able to explain methodical procedure and to adapt to the contents of the relevant learning group whereas the diversity of the learning group (learning difficulties, gender specifics, interculturality socio-economic background) is to be considered. They are able to reduce complex issues to the basics and to make them easily understandable. They use topic-based media (teaching materials, presentation media, teaching-learning-software, schoolbooks, internet) and also the sources for preparing lessons.</p>		
	<p>Prerequisites: none</p>		

17.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	<p>SE Seminar with Bachelor's Thesis Introduction to the methods of scientific work; in-depth treatment in form of a Seminar and a Bachelor's Thesis with a Subject-Specific or Subject-Didactical Topic with reference to school teaching. A Bachelor's Thesis is to be completed within the seminar to which 6 of the overall 7.5 ECTS-Credits are allocated.</p>	2	1.5 + 6
	Total	2	7.5
	<p>Objective: Graduates are able to demonstrate a professional and methodically correct approach to a field of physics and to illustrate it in a comprehensible form in writing and orally. They are able to impart information, ideas, problems and solutions to experts and interested lay persons. They have developed learning strategies which they require to continue their studies result-oriented in a given timeframe with a very high level of autonomy. They have comprehensive knowledge of a field of physics which offers them the possibility to develop and apply ideas creatively and innovatively. They are able to prepare contents pupil-specifically and to impart knowledge comprehensibly with regard to modern didactical aspects.</p>		
	<p>Prerequisites: successfully completed Courses with a total of 65 ECTS-Credits from the Compulsory Modules 1 – 16 and 18</p>		

18.	Compulsory Module: Interdisciplinary Skills	h	ECTS-Credits
	<p>Courses with a total of up to 5 ECTS-Credits from the Curricula of the Bachelor and/or Diploma Study Programmes set up at the University of Innsbruck can be chosen freely, however not from the other teaching subject; especially recommended are courses from the field of natural sciences and technology, ethics in science as well as gender-specific aspects, inclusive education, multilingualism, media pedagogy etc.</p>		5
	Total		5
	<p>Objective: Graduates of this Module develop additional in-depth competences and skills.</p>		
	<p>Prerequisites: the prerequisites of the respective Curricula do apply.</p>		

Section 17: Subject Russian

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Russian understand their interest in Russian-speaking countries, acquaintance with local people there and in particular stays in Russian-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

(1) Objectives

1. Bachelor's Programme Secondary School Teacher Training (General Education) with one living foreign language is a scientifically founded occupational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect and critical text comprehension, an extensive repertoire of methods, flexibility, coordination and motivation skills. They are able to creatively and competently prepare learning processes in language teaching and thus perform a leading, advisory and judging role. The graduates can apply the competences acquired in the study programme in order to enable learners to speak the foreign language situation-specifically, age-appropriately and according to the respective level of performance (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the teaching language in its oral and written expression and situation- and age-specific form.
3. From the linguistic education, future teacher obtain the insights in functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods related to subject-specific correctness and choosing them situation-specifically.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks set in the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately transmit reading strategies and analysis methods to the pupils.
5. Against the background of their cultural-scientific education, graduates are able to provide insights in the countries where the target language is spoken.

(2) Skills

1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communication skills,
- Oral linguistic skills in different communication situations and roles (monological and interactive),
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions,
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit,
- Written linguistic skills in different text types,

- Wide range of vocabulary and idiomatic which includes the participation in communication in possibly wide-ranging contents; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language,
- Language mediation: the different expression possibilities and structure differences between native speakers and non-native speakers are to be recognized contrastively,
- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use but they also use them for transfer, correction and assessment in teaching.

2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reflection the graduates theoretically permeate the knowledge acquired in command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronic linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

3. Literary Studies and Text Analysis

The field of literary studies develops different approaches of text in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macro-methods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-

related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be transformed to first practical routines within the scope of subject-related practical courses.

The acquisition of subject-didactical competences is not only subject to relevant courses but also subject-specific courses deal with subject-didactical issues apart from scientific treatment with the respective topics. In addition, the connection between subject-specific knowledge and subject didactics is to be considered in course examinations.

§ 2 Numbers of participants

PR Practical Training course: 14

§ 3 Compulsory and Elective Modules

- (1) With a combination of another modern Foreign Language (French, Italian, Russian, Spanish) there are common Compulsory Courses (1.a., 3.a.) with a total of 5 ECTS-Credits. Those are to be compensated by Subject-Didactical Courses from the offer of the teaching subjects of modern Foreign Languages with a total of the same ECTS-Credits.
- (2) The following Compulsory Modules with a total of 90 ECTS-Credits are to be taken:
 - A. Subject Didactics (20 ECTS-Credits)

1.	Compulsory Module: Foundations in Modern Language Teaching and Learning	h	ECTS-Credits
a.	VU Introduction to Teaching Foreign Languages Familiarization with theories and methods of foreign language teaching, interlingual cooperation in foreign language teaching, self-reflection as a language learner. The Common European Framework of Reference - CEFR; language acquisition theories; multilingualism; the skills in language teaching; learner autonomy; curricula and syllabi; media; methods; motivation in language teaching; etc.	2	3
b.	UE Language-Specific Introductory Course in Teaching Russian This course accompanies the course "Introduction to Foreign Language Teaching" and puts the theoretical content presented in this course into practice. Language acquisition, multilingualism, media, ... (based on the topics dealt with in the "Introduction to Foreign Language Teaching")	2	2
	Total	4	5

	<p>Objective: The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research knowledge as well as to apply this knowledge in the classroom target group-specifically and age-appropriately.</p>
	<p>Prerequisites: successful completion of Compulsory Module 6</p>

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	<p>PS Learn/Teach Languages The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Russian and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
b.	<p>SE Learn/Teach Languages In-depth treatment of selected theories of teaching and learning of foreign languages in the school context. The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application</p>	2	3
	Total	4	5
	<p>Objective: The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context; they are able to include multilingualism-didactic, inclusive and diversity-specific aspects in Russian lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject Russian and have acquired first action routines.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	VU Introduction to Testing and Assessing in Teaching Foreign Languages Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
b.	UE Language-Specific Course Russian for Testing and Assessing Preparation of test formats and tasks to productive and receptive skills as well as linguistic competences in the teaching subject Russian (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
Total		4	5
Objective: The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Russian.			
Prerequisites: successful completion of Compulsory Module 2			

4.	Compulsory Module: Subject Related Practical Course at School and University	h	ECTS-Credits
	PR Subject Related Practical Course (Topic-)Specific observation of teaching processes: planning, implementation and evaluation of Russian lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
Total		1	5
Objective: The graduates of this Module are familiar with Russian teaching practice; they have tested, critically reflected and evaluated own teaching approaches by means of procedures and methods of Russian teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Russian lessons and acquire fundamental professional understanding for their occupational field.			
Prerequisites: successful completion of Compulsory Module 3 and 7			

B. Introduction and Orientation (5 ECTS-Credits)

5.	Compulsory Module: Introduction and Orientation	h	ECTS-Credits
a.	VU Fundamentals of the Study Programme The course will introduce students to the different areas of pre-service teacher training studies in Russian (Russian language, linguistics, literature, culture) and provide them with basic skills, including: how to write a seminar paper, how to use correct transliteration, how to find literature in the library, how to use online resources, how to quote correctly, write a proper bibliography and use a literature management programme.	1	2.5
b.	VO Culture and History of Eastern Europe Overview of the culture and history of Eastern/Middle and Southern Europe illustrated by selected topics and issues with special regard to Russia	2	2.5
Total		3	5
Objective: The graduates have basic techniques of scientific work; they are able to classify and discuss selected topics and issues of the culture and history of Eastern/Middle and Southern Europe with special regard to Russia.			
Prerequisites: none			

C. Command of Language (32.5 ECTS-Credits)

6.	Compulsory Module: Command of the Russian Language I	h	ECTS-Credits
a.	UE Russian I Development of basic knowledge of Russian grammar and lexis and elementary skills in listening, speaking, reading and writing; fundamentals of intercultural competences (level A2+)	6	7.5
b.	UE Russian II Development of grammar and lexis and elementary skills in listening, speaking, reading and writing with a transfer from elementary to independent language use; in-depth of intercultural competences (level A2/B1)	4	5
Total		10	12.5
Objective: Mostly independent language use, simple exchange of experiences and information; understanding of main points of moderately difficult, sometimes also longer written and oral texts (level: A2/B1)			
Prerequisites: Russian level A2; students who have not yet reached this level can complete the Basic Course Russian from the Bachelor's Programme Slavonic Studies (compulsory module 2).			

7.	Compulsory Module: Command of the Russian Language II	h	ECTS-Credits
a.	UE Russian III Development of basic knowledge of Russian grammar and lexis and elementary skills in listening, speaking, reading and writing; fundamentals of intercultural competences (level B1)	4	5

b.	UE Russian IV Further development of the four language skills (listening, speaking, reading and writing); linguistic (grammatical, lexical, etc.), sociolinguistic and pragmatic competences; intercultural competence (level B1/B2)	4	5
	Total	8	10
Objective: Independent language use; understanding of main points/core issues of long, complex oral and written texts; consolidation of language awareness in the field of grammar, stylistics and pragmatics (level: B1/B2)			
Prerequisites: successful completion of compulsory module 6			

8.	Compulsory Module: Command of the Russian Language III	h	ECTS-Credits
a.	UE Russian V Systematic improvement of skills in the fields of listening, speaking, reading and writing by using complex, authentic materials; deepening of linguistic, socio-linguistic, pragmatic and intercultural competences; in-depth treatment of general language awareness (level B2)	4	5
b.	UE Russian VI Improvement of oral and written expression with special regard to genre conventions and stylistic characteristics of spoken and written language (level B2)	2	2.5
c.	UE Terminology Russian Detailed analysis of special language texts from different domains; independent production of short and long special texts with regard to the conventions of the respective language styles; acquisition of special language vocabulary (level B2)	2	2.5
	Total	8	10
Objective: Spontaneous, fluent speaking, lively exchange of information and successful arguing; understanding of long complex oral and written texts of specific and abstract topics; awareness for genre-specific and stylistic characteristics of spoken and written language; production of short as well as long (special) texts with regard to linguistic conventions (level: B2)			
Prerequisites: successful completion of Compulsory Module 7			

D. Linguistics and Literary Studies: Fundamentals (27.5 ECTS-Credits)

9.	Compulsory Module: Fundamentals	h	ECTS-Credits
a.	VU Russian Phonetics and Phonology Transfer of linguistic fundamentals of Russian phonetics, phonology and orthoepy as well as Russian word accent, including basic terminology	2	2.5
b.	VO History of the Slavonic Languages / of the Russian Language Understanding of the historical development of the Slavic languages; overview of the most important periods of the history of Slavic literature languages, in particular of Russian	2	2.5

c.	VO Selected Periods of Russian Literature Overview of the most important formal and textual trends, works, authors, which marked the Russian literature in a specific period or several epochs; transfer of the historical context as well as social and political function of Russian literature; conveyance of literary techniques and issues from selected works	2	2.5
	Total	6	10
	Objective: The graduates know the fundamentals of Russian phonetics and phonology and are able to explain and practically implement; they are able to explain internal and external linguistic factors which have influenced modern Russian standard language; they know decisive development stages in Russian literature and are able to describe epoch-typical issues and literary techniques with selected literary works.		
	Prerequisites: none		

10.	Compulsory Module: Core Skills	h	ECTS-Credits
a.	PS Proseminar in Linguistic Acquisition of work techniques and ability to linguistic analyzation of texts in a Slavic language, in particular Russian; introduction to scientific elaboration of a selected topic	2	2.5
b.	PS Proseminar in Literary Studies Thematically oriented course focusing the analysis of texts and independent scientific working by means of a specific question or example (author, monograph, genre, group of works, epochs etc.)	2	2.5
	Total	4	5
	Objective: The graduates know concrete questions of philological core disciplines illustrated by Russian language and literature. They are able to analyse texts and methods independently and to transfer to other texts and questions. They are familiar with selected scientific methods of linguistics and literature studies and to appropriately apply to solutions of specific questions.		
	Prerequisites: successful completion of Compulsory Module 6		

11.	Compulsory Module: Advanced Topics I	h	ECTS-Credits
a.	VU Selected Topics of the Russian Language System and Their Conveyance Analysis of difficult chapters of Russian language in comparison to German and its transfer; reflection of selected fields of Russian linguistics	2	2.5
b.	VU Selected Topics of Literature and Culture and Their Conveyance In-depth treatment and application of literary and cultural scientific knowledge by means of selected analyses from the fields of Russian literature/culture and/or another Slavic literature/culture; reflection of the transfer of literature and culture	2	2.5
	Total	4	5

	Objective: Graduates are able to analyse and reflect issues with selected topics from Russian language, literature or culture; they are able to compile and transfer curricula-specific contents of Russian teaching.
	Prerequisites: successful completion of Compulsory Module 3

12.	Compulsory Module: Advanced Topics II	h	ECTS-Credits
	VU Selected Areas of Film Elaboration of methods of film analysis and film-theoretical fundamentals; application of specific films, genres, actors or film-historical trends and epochs with special regard to Russian film	2	2.5
	Total	2	2.5
	Objective: The graduates are able to describe media aspects of Russian culture; they are able to critically evaluate different media of social communication and apply methods of film and media analysis.		
	Prerequisites: successful completion of Compulsory Module 6		

13.	Compulsory Module: Subject Related Seminar	h	ECTS-Credits
	The following Courses are to be completed: SE Selected Topics of Linguistics (Functional-)stylistic and social differentiation of Russian and/or other Slavic languages as well as pragmatic aspects of communication SE Seminar in Literary Studies Specific issues from the field of Russian literature and/or other Slavic literatures	2	5
	Total	2	5
	Objective: The graduates are able to critically analyse, reflect and evaluate texts with selected issues of linguistic or literature scientific research.		
	Prerequisites: successful completion of Compulsory Module 6		

E. Linguistics, Literary and Cultural Studies, Subject Didactics: Bachelor's Thesis (5 ECTS-Credits)

14.	Compulsory Module: Bachelor's Thesis	h	ECTS-Credits
	SE Research in Subject Didactics: Russian Linguistics and Russian Literature and Cultural Studies A Bachelor's Thesis is to be completed within the seminar to which 4 of the overall 5 ECTS-Credits are allocated. The topic of the thesis is to be taken from the Compulsory Modules 2, 3, 11, 12 or 19.	1	1 + 4
	Total	1	5

	Objective: The graduates are able to apply theoretical and methodical instruments to Russian language or literature/culture studies to an adjacent issue.
	Prerequisites: successful completion of Compulsory Module 3 and 13

(3) Elective Modules with a total of 10 ECTS-Credits are to be taken:

1.	Elective Module: Slavonic Excursion	h	ECTS-Credits
	EU Slavonic Excursion Illustration of cultural, historical and linguistic connections on site, including preparations and follow-ups	2	5
	Total	2	5
	Objective: The graduates are able to explain, demonstrate and reflect cultural and historical connections on site.		
	Prerequisites: none		

2.	Elective Module: Mobility	h	ECTS-Credits
	Language Courses Russian with a total of 5 ECTS-Credits from the Curricula of an acknowledged post-secondary educational institution in countries of the target language can be chosen freely.		5
	Total		5
	Objective: The graduates have advanced their language and culture competences.		
	Prerequisites: none		

3.	Elective Module: Applied Literary and Cultural Studies	h	ECTS-Credits
	UE Practical Course on Slavonic Literatures/Cultures Exemplary, practice-oriented treatment with a subject from Slavic literatures and cultures; visit of and/or active participation in literature, art or culture-related events or institutions	2	5
	Total	2	5
	Objective: The graduates are able to name and interpret application fields of literature and cultural scientific research; they are able to elaborate specific tasks in the field of literature and cultural scientific practice.		
	Prerequisites: none		

4.	Elective Module: Russian Textual Linguistics	h	ECTS-Credits
	VO Textual and Corpus Linguistics Fundamentals and insights of text and corpus linguistics	2	5
	Total	2	5
	Objective: The graduates are able to explain the fundamentals (e.g. terminology, text classes, definitions) and different approaches of text and corpus linguistics and name their application fields (research institutions, methods, corpora, text/corpus analyses).		
	Prerequisites: none		

5.	Elective Module: Media and Conversation	h	ECTS-Credits
a.	VU Media Analysis Introduction to the basics of media analysis, applied to print, film, television, and the new media. It provides a historical background to media development, introduces basic media terminology, and discusses genres and formats. The focus of the course will be on applied media analysis and media literacy.	2	2.5
b.	UE Russian Conversation Selected topics from different media: Russian history, art, culture, literature, lifestyle, science and research, economy, religion, bilateral relations etc. (level B1/B2)	2	2.5
	Total	4	5
	Objective: The graduates are able to evaluate the Russian media landscape and to apply and explain terms of media theory and analysis; they are able to make conversation in a wide range of topics and areas of interest actively and without preparation.		
	Prerequisites: successful completion of Compulsory Module 7		

6.	Elective Module: Countries, Languages, Cultures	h	ECTS-Credits
a.	VO Russian History, Geography, Politics Overview of important epochs of Russian history, geographical characteristics and current political developments in and around Russia	2	2.5
b.	VO Slavic Languages and Cultures in Europe Gaining insights into the relationships of Slavic languages, their history (with regard to Austrian-Slavic interrelations) as well as oral and written traditions of Slavic cultures in different epochs	2	2.5
	Total	4	5
	Objective: The graduates know the most important epochs of Russian history, geographical characteristics of Russian and (current) internal and foreign political developments in Russia; they are able to characterise the interrelations between Slavic languages and cultures in Europe.		
	Prerequisites: none		

7.	Elective Module: Multilingualism	h	ECTS-Credits
a.	VU Russian Outside Russia Language and cultural identity; migration – assimilation, integration; preservation of language, language decay and language loss; development of Russian learners with L1 Russian and characteristics of Russian teaching	2	2.5
b.	VO German as Second Language in the Context of Multilingualism Fundamentals of second language acquisition and the development of multilingualism; survey of the acquisition of linguistic competence (speaking, listening, reading, writing) in the second language; reflection on the role of “inner” (varieties of a language) and “outer multilingualism” (different languages) in school and society (multilingualism imparted by the world we are living in or learned at school); importance of multilingualism for school	2	2.5
	Total	4	5
	Objective: The graduates are familiar with the characteristics of changes of Russian in migration and modern diaspora; they are able to identify connections between language and cognition and language and society. They have skills in using language varieties and multilingualism.		
	Prerequisites: none		

Section 18: Subject Spanish

§ 1 Subject-Specific Qualification Profile

The graduates of the Bachelor's Programme Secondary School Teacher Training (General Education) Subject: Spanish understand their interest in Spanish-speaking countries, acquaintance with local people there and in particular stays in Spanish-speaking countries as a lifelong and extra occupational assignment beyond their study programme.

(1) Objectives

1. Bachelor's Programme Secondary School Teacher Training (General Education) with one living foreign language is a scientifically founded occupational preparation. It considers current curricula of secondary schools and legal foundations such as the School Education Act and School Organisation Act, performance evaluation regulations and examination regulations as well as school leaving examination and diploma examination regulations. Graduates are able to act competently, flexibly and safely in their profession. They can deal constructively and critically with their profound expert knowledge and acquire practice-related skills. Moreover, they possess intercultural competences, the ability to reflect and critical text comprehension, an extensive repertoire of methods, flexibility, coordination and motivation skills. They are able to creatively and competently prepare learning processes in language teaching and thus perform a leading, advisory and judging role. The graduates can apply the competences acquired in the study programme in order to enable learners to speak the foreign language situation-specifically, age-appropriately and according to the respective level of performance (first, second, third modern foreign language, elective compulsory subject, school-autonomous compulsory subject, optional practical course etc.).
2. The primary professional qualification of foreign language teachers is to impart the respective foreign language. This includes confident handling with the teaching language in its oral and written expression and situation- and age-specific form.
3. From the linguistic education, future teacher obtain the insights in functions and functioning of language as a theoretical background against which they suitably plan and implement their lessons and which supports them in evaluating teaching aids and methods related to subject-specific correctness and choosing them situation-specifically.
4. As a result of literary-scientific and text-analytical education, graduates have the competence to effectively fulfil the educational and teaching tasks set in the curricula. This includes the ability to select literary and other texts according to the pupils' level as well as the competence to appropriately transmit reading strategies and analysis methods to the pupils.
5. Against the background of their cultural-scientific education, graduates are able to provide insights in the countries where the target language is spoken.

(2) Skills

1. Command of Language

The graduates have appropriate productive and receptive skills in the selected language. This means in detail:

- Situation-specific ability to act and communication skills,
- Oral linguistic skills in different communication situations and roles (monological and interactive),
- Developed listening comprehension which also includes the recognition of (regional, social and) stylistic versions,
- Reading skills: different text types can – according to language level – be read and understood within a suitable time limit,
- Written linguistic skills in different text types,

- Wide range of vocabulary and idiomatic which includes the participation in communication in possibly wide-ranging contents; grammatically correct language use; phonetically correct pronunciation which is oriented toward standard language,
- Language mediation: the different expression possibilities and structure differences between native speakers and non-native speakers are to be recognized contrastively,
- Technical language skills for teaching at higher technical and vocational schools.
- Graduates possess the linguistic skills mentioned not only with regard to their own language use but they also use them for transfer, correction and assessment in teaching.

2. Linguistics and Linguistic Reflection

In the field of linguistics and linguistic reflection the graduates theoretically permeate the knowledge acquired in command of language and acquire language comprehension in general and in the selected language in particular, beyond productive language skills. This includes the following fields:

- Descriptive, synchronic linguistics: They master the fundamentals in the fields of phonology, morphology, syntax, semantics, lexicology and lexicography.
- Language in its pragmatic and (social, regional, and) stylistic sophistication, and fundamentals of historical development of the respective language.
- Theories of language acquisition research, in particular in school context.

3. Literary Studies and Text Analysis

The field of literary studies develops different approaches of text in general and artistic texts in particular and enables graduates to analyse them in terms of their complexity and with regard to the respective historical, social and political context. In this context, an extended concept of text is to be applied which also includes other artistic expression forms apart from literary, journalistic, philosophic and scientific texts. The analysis of artistic texts in literary studies forms a solid basis for the use of texts in general and promotes the ability to critically reflect. Literary studies skills include the following fields:

- Overview knowledge of epochs, literary genres, representative authors as well as works of the respective national literature,
- Command of literary-scientific basic concepts and fundamental methods of text analysis and their exemplary application,
- Selection, mediation and preparation of texts adjusted to the pupils' age and teaching situations in general and artistic texts for teaching in particular.

4. Cultural Studies and Media Competence

The graduates are familiar with cultural-scientific approaches of culture-specific issues, are able to theoretically analyse and critically question culture-specific focus topics and reflect them with regard to their own cultural view. They understand medial states of culture and how to safely and critically deal with different media of social communication. Moreover, they understand complex cultural connections and interactions between social, intellectual and political developments. They are also aware that a study programme can only provide orientation for a well-founded and differentiated comprehension of cultural processes and that they have to be interested in the current media coverage in and about the target country.

5. Subject-Didactical Competences

The graduates are familiar with the latest state of research in language teaching, language learning and language testing and know the main approaches of language acquisition research. Based on this foundation and according to appropriate knowledge of foreign language teaching macro-methods and taking linguistic skills into account, they have well-founded knowledge of target group and age-specific teaching planning, preparation and implementation and are able to specifically implement cultural-scientific and regional studies-

related topics. Graduates also know motivational and psycholinguistic factors of foreign language learning and how to use them for teaching.

This includes knowledge of individualization and personalization as an educational principle and enables the graduates to create differentiated activities and tasks with regard to group-dynamic interactions for language teaching. Based on current language test research, graduates are able to elaborate language level-appropriate examination formats and assessment systems for different linguistic skills and competences, and they are able to use language-diagnostic procedures. Targeted expansion of expertise and knowledge of the topics mentioned makes students aware of action knowledge, especially with guided micro-teaching, which can be transformed to first practical routines within the scope of subject-related practical courses.

The acquisition of subject-didactical competences is not only subject to relevant courses but also subject-specific courses deal with subject-didactical issues apart from scientific treatment with the respective topics. In addition, the connection between subject-specific knowledge and subject didactics is to be considered in course examinations.

§ 2 Numbers of participants

1. PR Practical Training Course: 14
2. Course type VO: 200
3. Courses of the Modules CM 6 to CM 12 (Command of Language): 25
4. Course types SL, AG, PS, SE, VU, EX and UE: 30
5. Course types VU, UE, PS, SE of the Modules CM 1 to CM 3: 20

§ 3 Compulsory Modules

- (1) With a combination of another modern Foreign Language (French, Italian, Russian, Spanish) there are common Compulsory Courses (1.a., 3.a.) with a total of 5 ECTS-Credits. Those are to be compensated by subject-didactical Courses from the offer of the teaching subjects of modern Foreign Languages with a total of the same ECTS-Credits.
- (2) The following Compulsory Modules with a total of 100 ECTS-Credits are to be taken:
 - A. Subject Didactics (20 ECTS-Credits)

1.	Compulsory Module: Foundations in Modern Language Teaching and Learning	h	ECTS-Credits
a.	VU Introduction to Teaching Foreign Languages Familiarization with theories and methods of foreign language teaching, interlingual cooperation in foreign language teaching, self-reflection as a language learner. The Common European Framework of Reference - CEFR; language acquisition theories; multilingualism; the skills in language teaching; learner autonomy; curricula and syllabi; media; methods; motivation in language teaching; etc.		
b.	UE Language-Specific Introductory Course in Teaching Spanish This course accompanies the course "Introduction to Foreign Language Teaching" and puts the theoretical content presented in this course into practice. Language acquisition, multilingualism, media, ... (based on the topics dealt with in the "Introduction to Foreign Language Teaching")		
	Total		

	<p>Objective: The graduates have knowledge of the fundamentals and theories of teaching and learning of foreign languages in the context of school teaching as well as knowledge in the other fields mentioned above. They are able to explain, analyse and discuss them based on research knowledge as well as to apply this knowledge in the classroom target group-specifically and age-appropriately.</p>
	<p>Prerequisites: successful completion of Compulsory Module 6</p>

2.	Compulsory Module: Competence Orientation in Modern Language Teaching and Learning	h	ECTS-Credits
a.	<p>PS Learn/Teach Languages The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactical approaches (benefit of the target language as a working language); preparation of the fields for the teaching subject Spanish and testing in the form of micro-teaching units; scientifically founded reflection of issues of planning and implementation of teaching, its differentiation regarding diverse factors (such as inclusion etc.) as well as the elaboration of possible solutions and alternatives</p>	2	2
b.	<p>SE Learn/Teach Languages In-depth treatment of selected theories of teaching and learning of foreign languages in the school context. The main focus is laid on language-specific transfer and the knowledge of the acquisition of skill-specific functional-communicative competence, linguistic skills (phonological, grammatical, lexical competence etc.) as well as socio-linguistic, pragmatic, multilinguistic, intercultural and literature-didactic competence as well as media competence; multilingualism-didactic as well as inclusive and diversity-specific approaches are included; internal differentiation; elaboration of the fields mentioned with regard to research methods in foreign language didactics and their application</p>	2	3
	Total	4	5
	<p>Objective: The graduates have knowledge of the theories of learning and teaching of foreign languages in the school context; they are able to include multilingualism-didactic, inclusive and diversity-specific aspects in Spanish lessons, are able to apply relevant research methods and their competences for the planning of lessons, to use teaching techniques for the subject Spanish and have acquired first action routines.</p>		
	<p>Prerequisites: successful completion of Compulsory Module 1</p>		

3.	Compulsory Module: Evaluation of Modern Language Competences	h	ECTS-Credits
a.	VU Introduction to Testing and Assessing in Teaching Foreign Languages Presentation of principles, fundamentals and theories of testing and evaluation of foreign languages; types and kinds of testing and assessment of linguistic skills as well as linguistic competences in foreign language teaching (informal, formal test tasks etc.); differentiated performance assessment (e.g. dynamic testing)	2	2
b.	UE Language-Specific Course for Testing and Assessing Spanish Preparation of test formats and tasks to productive and receptive skills as well as linguistic competences in the teaching subject Spanish (preparation of class tests, written and oral tests etc.); application of different evaluation methods; insights into the legal basis of grading	2	3
	Total	4	5
	Objective: The graduates are able to explain theories of testing and evaluation, to analyse, develop and assess language tests and tasks as well as language test tasks and class tests for the teaching subject Spanish.		
	Prerequisites: successful completion of Compulsory Module 2		

4.	Compulsory Module: Subject Related Practical Course	h	ECTS-Credits
	PR Subject Related Practical Course (Topic-)Specific observation of teaching processes: planning, implementation and evaluation of Spanish lessons with regard to foreign language-didactic teaching models subject-didactic reflection: getting to know occupational fields in practical teaching; sitting in on lectures with a total of 9–12 hours; implementation of at least 6 own teaching lessons or sequences in the subject, which correspond to 6 school lessons	1	5
	Total	1	5
	Objective: The graduates of this module are familiar with Spanish teaching practice; they have tested, critically reflected and evaluated own teaching approaches by means of procedures and methods of Spanish teaching; they are able to apply profession-specific key qualifications such as teaching structure and target group-specific communication in Spanish lessons and acquire fundamental professional understanding for their occupational field.		
	Prerequisites: successful completion of Compulsory Module 3 and 11		

B. Scientific Fundamentals (2.5 ECTS-Credits)

5.	Compulsory Module: Fundamentals of Philological and Cultural Studies	h	ECTS-Credits
	SL Fundamentals of Philological and Cultural Studies Practical introduction to the basic skills and techniques needed for academic research. The course is also an introduction to the respective studies.	1	2.5
	Total	1	2.5

	Objective: Knowledge of specific forms of scientific communication and philological work techniques; insights into the structures of the university.
	Prerequisites: none

C. Command of Language (37.5 ECTS-Credits)

6.	Compulsory Module: Spanish 1	h	ECTS-Credits
a.	UE Spanish 1: Grammar and Vocabulary (B1+) Acquisition of grammar and language style competence at B1+ level, development of the vocabulary related to the topics discussed at this level	4	5
b.	UE Reading/Writing 1 (B1+) Understanding of written texts – written production of texts at level B1+	1	1.5
c.	UE Corrective Phonetics (B1 & B2) Transfer and application of basic pronunciation and accentuation rules of French – level B1 and B2	2	1
	Total		
	Objective: Grammar and vocabulary at level B1+; Basic skills in writing at level B1+; pronunciation competence including accentuation rules		
	Prerequisites: none		

7.	Compulsory Module: Spanish 2	h	ECTS-Credits
a.	UE Spanish 2: Grammar and Vocabulary (B2) Acquisition of grammar and language style competence at B2 level, development of the vocabulary related to the topics discussed at this level	4	4
b.	UE Reading/Writing 2 (B1+) Independent understanding of written texts – production of texts at level B1+	1	1.5
c.	UE Listening/Speaking 2 (B1+) To develop language competence at B1+ level in listening and speaking skills	2	2
	Total	7	7.5
	Objective: Grammar and vocabulary at level B2; basic skills in writing and speaking at level B1+		
	Prerequisites: successful completion of Compulsory Module 6		

8.	Compulsory Module: Spanish 3	h	ECTS-Credits
a.	UE Listening/Speaking 3 (B2) To develop language competence at B2 level in listening and speaking skills	2	2.5

b.	UE Reading/Writing 3 (B2) Independent understanding of written texts – productive written application of language resources in target group-specific and text type-specific form to the topics of level B2	2	2.5
	Total	4	5
Objective: Basic skills in listening and speaking, reading and writing at the level B2			
Prerequisites: successful completion of Compulsory Module 7			

9.	Compulsory Module: Spanish 4	h	ECTS-Credits
a.	UE Spanish 4: Grammar and Vocabulary (B2+) Acquisition of grammar and language style competence at B2+ level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Spanish 4: Text Production (B2+) Productive written application of language resources in target group-specific and text type-specific form to the topics of level B2+	2	2.5
	Total	4	5
Objective: Grammar and vocabulary as well as basic skills in writing at level B2+			
Prerequisites: successful completion of Compulsory Module 8			

10.	Compulsory Module: Spanish 5	h	ECTS-Credits
a.	UE Oral Communication Spanish 5 (C1) Understanding of spoken language – oral communication skills at level C1	1	2.5
b.	UE Translation into the Foreign Language (C1) Translation of connected general texts or specialised texts in the context of contrastive linguistics (C1)	2	2.5
	Total	3	5
Objective: Basic skills in listening/speaking at level C1; translation at level C1 with a constructive focus			
Prerequisites: successful completion of Compulsory Module 9			

11.	Compulsory Module: Spanish 6	h	ECTS-Credits
a.	UE Spanish 6: Grammar and Vocabulary (C1) Acquisition of grammar and language style competence at C1 level, development of the vocabulary related to the topics discussed at this level	2	2.5
b.	UE Technical Terminologies (C1) Lexical and stylistic characteristics of communication in selected special languages at level C1; focus on special languages according to the curricula of higher vocational schools (BHS)	2	2.5
	Total	4	5

	Objective: Grammar and vocabulary at level C1, extended with special language competences in selected fields
	Prerequisites: successful completion of Compulsory Module 9

12.	Compulsory Module: Spanish 7	h	ECTS-Credits
	UE Scientific Writing (C1) Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses; this module is to be completed parallel to the production of the bachelor's thesis.	2	2.5
	Total	2	2.5
	Objective: Written application of acquired language skills at level C1, in particular with regard to the production of scientific texts and bachelor's theses		
	Prerequisites: successful completion of Compulsory Module 9		

D. Linguistics (15 ECTS-Credits)

13.	Compulsory Module: Linguistics and Analysis	h	ECTS-Credits
a.	VU Grammatical Analysis Grammatical analysis according to formal and functional criteria	3	2.5
b.	VU Introduction to Spanish Linguistics Overview of the most important fields of Spanish linguistic areas (phonetics/phonology, morphology, lexicology and semantics, textual linguistics, pragmatics, sociolinguistics)	2	2.5
	Total	5	5
	Objective: Graduates of the Compulsory Module „Linguistics and Analysis“ are familiar with the fundamentals of language-specific linguistics, thus, the competence to analyse, understand and explain linguistic expressions according to the principles of scientific grammar. The analysis includes a formal and functional level. Apart from the knowledge of grammatical terminology, students have a reflected use of the foreign language. Students also have overview knowledge of the fields of linguistics with special regard to the foreign language, and they are able to independently work with linguistic literature.		
	Prerequisites: successful completion of Compulsory Module 6		

14.	Compulsory Module: Advanced Topics in Spanish Linguistics 1	h	ECTS-Credits
	VU Morphology, Syntax, Text Linguistics – Spanish (with Reading ILst) In-depth treatment of the fields word, sentence and text	2	5
	Total	2	5
	Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of Spanish with regard to application in the classroom. They are able to explain the characteristics of Spanish in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module's topics.		
	Prerequisites: successful completion of Compulsory Module 13		

15.	Compulsory Module: Advanced Topics in Spanish Linguistics 2	h	ECTS-Credits
	VU Lexicology, Semantics, Pragmatics, Applied Linguistics – Spanish (with Reading List) In-depth treatment of the fields word format, importance as well as language in interaction	2	5
	Total	2	5
	Objective: Due to contrastive-linguistic treatment with different fields of the course, graduates of the module have in-depth knowledge of appropriate linguistic fields and contrastive awareness of linguistic structures and standards of Spanish with regard to application in the classroom. They are able to explain the characteristics of Spanish in linguistic terms. By dealing with thematically relevant literature, graduates have advanced skills of the module's topics.		
	Prerequisites: successful completion of Compulsory Module 13		

E. Literary Studies (15 ECTS-Credits)

16.	Compulsory Module: History of Spanish Literature and Culture	h	ECTS-Credits
a.	VU History of Spanish Literature and Culture History of Spanish literature and culture as a mirror of changing worldviews and perception patterns	2	2.5
b.	VU Reading and Analysis Introduction to the methods of literature; Parallel to the lecture, analytical and interpretive skills are trained with selected texts or excerpts from the Spanish literary canon.	2	2.5
	Total	4	5

	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments ▪ Knowledge of literary and cultural-scientific concepts and fundamental methods or text/media analysis ▪ Exemplary application of acquired methods and exemplary interpretive consolidation by writing several short scientific texts
	Prerequisites: none

17.	Compulsory Module: Spanish Language Literatures and Cultures	h	ECTS-Credits
a.	<p>VU Spanish Language Literatures and Cultures II (with Reading List) In-depth treatment of the history of Spanish literature and culture with regard to cultural scientific concepts such as “identity”, “nation”, “migration”, “transculturality”, “gender”, “class” etc.; insights into changing worldviews and perception patterns of cultural history and history in general illustrated by examples of philosophy, literature, science and arts</p>	2	7.5
b.	<p>PS Advanced Text and/or Media Analysis Using Examples from Spanish-speaking Regions Thematically oriented literary scientific course focusing on independent scientific work with literary texts and/or other media from the Spanish-speaking world; writing of a work to a selected thematic aspect</p>	2	2.5
	Total	4	10
	<p>Objective:</p> <ul style="list-style-type: none"> ▪ Overview of the history of literature and culture illustrated by representative authors and works ▪ Understanding of complex cultural connections and interactions between social, cultural-historical and artistic developments and the relevance to the present ▪ Differentiated understanding of cultural processes in order to critically analyse media representations (literature or film or music) ▪ Independent differentiated analysis of medial representations (literature or film or music) with regard to autonomously secondary literature researched 		
	Prerequisites: successful completion of Compulsory Module 5 and 16		

F. Countries and Cultures of the Spanish-speaking Area (5 ECTS-Credits)

18.	Compulsory Module: Countries and Cultures of the Spanish-speaking Area	h	ECTS-Credits
a.	<p>VO Cultural Studies Overview of the fields of geography, economy, history, politics, administration, religion, education, language policy, arts and culture, international relations, specific aspects of historical development and the society in Spanish-speaking countries</p>	3	3
b.	<p>VU Hispanophone Culture and Their Representation in the Media Illustrated by Spain, exemplary cultural concepts are discussed, e.g. nation and identity politics, transcultural society, commemorative cultures, media landscape, language politics etc.; presentation of appropriate theoretical and methodical approaches</p>	2	2

	Total	5	5
	Objective: <ul style="list-style-type: none"> ▪ Knowledge of Spanish-speaking countries in the fields: geography, economy, history, institutions (in politics, administration, media, education, religion, language politics, arts/culture, international relations) ▪ Knowledge and reflection of issues such as nation and identity politics, transcultural societies, commemorative cultures, media landscape, language politics etc. and the corresponding cultural scientific concepts ▪ Understanding of media state and relativity of cultures ▪ Ability to safe and critical treatment with different media of social communication 		
	Prerequisites: none		

§ 4 Bachelor's Thesis

A Bachelor's Thesis, amounting to 5 ECTS-Credits and submitted in Spanish language, is to be completed and presented in the teaching subject Spanish. The performance of the Bachelor's Thesis is to be delivered in addition to the Course in which scope the thesis is to be completed. The Bachelor's Thesis is to be completed within a Course with continuous assessment from the Modules 2, 3, 14, 15, 17 or 18.

§ 5 Subject-Specific Examination Regulation

In addition to the content of the Course, a Reading List is part of the Assessment of Courses with continuous Assessment in the Compulsory Modules 14, 15 and 17.

Appendix 1: Recognition of Exams

1. Educational-Scientific Fundamentals

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities 1 of the University of Innsbruck § A 15, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 42, No 208, in the relevant version) will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme in Sports Management (curriculum published in the version of the University of Innsbruck Bulletin from 28 May 2015, Issue 56, No 439) at the University of Innsbruck as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
Orientation Semester, SL 2 h/2 ECTS-Credits		CM 1 b: School as an Educational Institution and Role of the Teacher, PS 2 h/2 ECTS-Credits
Introductory Practicum, PR 2 h/2 ECTS-Credits and Reflection Semester, PS 2 h/2 ECTS-Credits		CM 1 c: Dealing with the Challenges as a Teacher at School – Initial Practical Course, PR 2 h/3.5 ECTS- Credits
Basics of learning and teaching, PS 2/2 ECTS- Credits		CM 2 a: Learning and Teaching in the Context of Diversity, VO 2 h/2 ECTS- Credits
Basic competences 2, PS 2 h/3 ECTS- Credits and General Basic Practicum, PR 4 h/5 ECTS-Credits and Practical training course 1, PR 4 h/5 ECTS-Credits and Subject Related Practical Course 2, PR 4 h/5		entire CM 4: Professional Teacher Development, 4 h/10 ECTS- Credits and Subject Related Practical Course of the two teaching subjects, PR 1 h/5 ECTS- Credits *
Final Assessment Course, PS 2 h/4 ECTS-Credits		CM 5: PS Integration of Professional Skills, PS 2 h/2.5 ECTS- Credits and CM 6: Current Topics in School and Education Research, 2 h/2.5 ECTS- Credits
Elective module 1 or 2, 2 h/2 ECTS- Credits		CM 6: Current Topics in School and Education Research, 2 h/2.5 ECTS- Credits

- 1.1. Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 5, published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, in the relevant version, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) part II. § 2 and the practical training courses of the teaching subjects* at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) at the University of Innsbruck as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Orientation Semester, SL 2 h/2 ECTS- Credits		CM 1 b: School as an Educational Institution and Role of the Teacher, PS 2 h/2 ECTS- Credits
Introductory Practicum, PR 2 h/2 ECTS- Credits and Reflection Semester, PS 2 h/2 ECTS- Credits		CM 1 c: Dealing with the Challenges as a Teacher at School – Initial Practical Course, PR 2 h/3.5 ECTS- Credits
Basics of learning and teaching, PS 2 h/2 ECTS- Credits		CM 2 a: Learning and Teaching in the Context of Diversity, VO 2 h/2 ECTS- Credits
Basic competences 2, PS 2 h/3 ECTS- Credits and General Basic Practicum, PR 4 h/5 ECTS- Credits and Practical training course 1, PR 4 h/5 ECTS- Credits and Practical training course 2, PR 4 h/5 ECTS-		entire CM 4: Professional Teacher Development, 4 h/10 ECTS- Credits and Subject Related Practical Course of the two teaching subjects, PR 1 h/5 ECTS- Credits *
Final Assessment Course, PS 2/4 ECTS- Credits		CM 5: PS Integration of Professional Skills, PS 2 h/2.5 ECTS- Credits and CM 6: Current Topics in School and Education Research, 2 h/2.5 ECTS- Credits
Elective module 1 or 2, 2 h/2 ECTS- Credits		CM 6: Current Topics in School and Education Research, 2 h/2.5 ECTS- Credits

* *Part III Bachelor's Programme Secondary School Teacher Training (General Education)*

§ 1 *Teaching subject Physical Education, No. 4, CM 15*

§ 2 *Teaching subject Biology and Environmental Protection, No. 2, CM 17*

§ 3 *Teaching subject Chemistry, No. 3, CM 13*

§ 4 *Teaching subject German, No. 3, CM 16*

§ 5 *Teaching subject English, No. 2, CM 4*

§ 6 *Teaching subject French, No. 2, CM 4*

§ 7 *Teaching subject Geography and Economics, No. 3, CM 11*

§ 8 *Teaching subject History, Social Studies and Political Education No. 4, CM 19*

§ 9 *Teaching subject Greek, No. 3, CM 13*

§ 10 *Teaching subject Informatics, No. 2, CM 14*

§ 12 *Teaching subject Italian, No. 2, CM 4*

§ 13 *Teaching subject Catholic Religion, No. 2, CM 14*

§ 14 *Teaching subject Latin, No. 3, CM 13*

§ 15 *Teaching subject Mathematics, No. 3, CM 16*

§ 16 *Teaching subject Physics, No. 3, CM 12*

§ 17 *Teaching subject Russian, No. 2, CM 4*

§ 18 *Teaching subject Spanish, No. 2, CM 4*

2. Subject Physical Education

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities 1 of the University of Innsbruck § LE, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 1 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Theoretical Courses		
Introduction to Sport Science, PS 2 h/2 ECTS- Credits		Introduction to Scientific Working, PS 2 h/5 ECTS- Credits
Introduction to Research Methods, PS 2 h/2 ECTS- Credits		Empirical Methods, PS 2 h/5 ECTS- Credits
Functional Anatomy, VO 3 h/3 ECTS- Credits		Anatomy, VO 2 h/4 ECTS- Credits
Exercise Physiology, VO 3 h/3 ECTS- Credits		Exercise Physiology, VO 2 h/4 ECTS- Credits
Educational and Sociocultural Fundamentals in Sports, VO 2 h/2 ECTS- Credits		Sport Education, VO 2 h/4 ECTS- Credits
Methodological Fundamentals, VU 1 h/1 ECTS- Credits and Anthropological Fundamentals of Sports, VU 2 h/2 ECTS- Credits		Sport Methods and Teaching, VU 2 h/2 ECTS- Credits
Sport Education, SE 2 h/2 ECTS- Credits		Sport Education, PS 1 h/3 ECTS- Credits
Fundamentals of Sport Psychology, VO 1 h/1 ECTS- Credits		Sport Psychology, VO 1 h/2 ECTS- Credits
Fundamentals of Sport Sociology, VO 1 h/1 ECTS- Credits		Sport Sociology, VO 1 h/2 ECTS- Credits
Kinesiology, VO 2 h/2 ECTS- Credits and Practical courses Kinesiology, UE 1 h/1 ECTS- Credits		Movement Science, VO 2 h/4 ECTS- Credits
Training Science, VO 2 h/2 ECTS- Credits and Cardiovascular Prevention, VO 1 h/1 ECTS- Credits		Training Science, VO 2 h/4 ECTS- Credits
Biomechanics, VO 2 h/2 ECTS- Credits		Biomechanics, VO 2 h/4 ECTS- Credits
Sport Education, SE 2 h/2 ECTS-AP		Bachelor's Seminar, SE 2 h/5 ECTS- Credits
Practical courses		
Gymnastics/Trampoline, UE 3 h / 3 ECTS- Credits		Apparatus Gymnastics, UE 2 h/2 ECTS- Credits
Swimming, UE 2 h / 2 ECTS- Credits		Swimming, UE 2 h/2 ECTS- Credits
Athletics, UE 3 h/3 ECTS- Credits		Athletics, UE 2 h/2 ECTS- Credits
Active Games, UE 2 h/2 ECTS- Credits		Active Games, UE 2 h/2 ECTS- Credits
Basketball, UE 3 h/3 ECTS- Credits		Basketball, UE 2 h/2 ECTS- Credits

Handball, UE 3 h/3 ECTS- Credits		Handball, UE 2 h/2 ECTS- Credits
Volleyball, UE 2 h/2 ECTS- Credits		Volleyball, UE 2 h/2 ECTS- Credits
Football, UE 2 h/2 ECTS- Credits		Football, UE 1 h/1 ECTS- Credits
Fitness Gymnastics with Music, UE 2 h/2 ECTS- Credits		Fitness Gymnastics with Music, UE 2 h/2 ECTS- Credits
Sport Climbing, UE 1 h/1 ECTS- Credits		Climbing, UE 1 h/1 ECTS- Credits
Alpine Skiing, UE 2 h / 2 ECTS- Credits		Skiing, EX 2 h/2 ECTS- Credits
Ice-skating /Inline Skating, UE 2 h/2 ECTS- Credits		Ice-skating, UE 1 h/ 1 ECTS- Credits
Leisure and Trend Sports, Racket Sports, UE 1 h/1 ECTS- Credits		Racket Sports, UE 1 h/1 ECTS- Credits
Rhythmic Gymnastics, UE 2 h/2 ECTS- Credits		Gymnastics and Dance, UE 2 h/2 ECTS- Credits
Fitness Training, VU 2 h/2 ECTS- Credits		Fitness Training, UE 2 h/2 ECTS- Credits
Promoting Posture, UE 2 h/2 ECTS- Credits		Promoting Posture, UE 1 h/1 ECTS- Credits
Didactical courses		
Gymnastics II 2 h/2 ECTS- Credits		Subject-Related Didactics Acrobatic Skills,
Didactical Practical courses: Performance/Improvement VU 2 h/2 ECTS- Credits		Subject Didactics 2: Performance Improvement I Apparatus Gymnastics – Parcours – Trampoline – Acrobatics, VU 2 h/2 ECTS- Credits
Swimming II 2 h/2 ECTS-Credits and Swimming and Waterworld VU 1 h/1 ECTS- Credits from Leisure and Trend Sports 1 from 3		Subject Didactics Swimming and Water Sports VU 2 h/2 ECTS- Credits
Didactical Practical courses: Swimming, Athletics VU 2 h/2 ECTS- Credits		Subject Didactics Performance Improvements 2, Focus: Swimming and Athletics, VU 2 h/3 ECTS- Credits
Sport Type Specialisation Sports Games VU 2 h/2 ECTS- Credits under further sport-scientific courses		Subject Didactics Movement and Sports Games, VU 1 h/1 ECTS- Credits and Subject Didactics Sports Games, VU 1 h/1 ECTS- Credits
Didactical Practical courses: Gymnastics, Dance VU 2 h/2 ECTS- Credits		Subject Didactics Dance Theatre, VU 2 h/2 ECTS- Credits
Trends in Alpine Sports, VU 1 h/1 ECTS- Credits from Leisure and Trend Sports		Subject Didactics Experience – Adventure, VU 1 h/1 ECTS- Credits
History of Sports, VO 1 h/1 ECTS- Credits		Elective from Compulsory Module 16 with 1 h/1 ECTS- Credits
Practical courses to the course Anthropological Fundamentals, UE 1 h/1 ECTS- Credits		Elective from Compulsory Module 16 with 1 h/1 ECTS- Credits
Hygienic Aspects in Sports, VO 1 h/1 ECTS- Credits		Elective from Compulsory Module 16 with 1 h/1 ECTS- Credits
First Aid VU 1 h /1 ECTS- Credits		Elective from Compulsory Module 16 with 1 h/1 ECTS- Credits
Nutrition with Emphasis on Sports Activities VO 1 h/1 ECTS- Credits		Elective from Compulsory Module 16 with 1 h/1 ECTS- Credits

Far East Movement/Exercise Customs under Relaxation Techniques UE 2 h/2 ECTS- Credits		Elective from Compulsory Module 16 with 2 h/2 ECTS- Credits
Climbing - Advanced under further sport-scientific courses UE 2 h/2 ECTS- Credits		Elective from Compulsory Module 16 with 2 h/2 ECTS- Credits

3. Subject Biology and Environmental Protection

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (1), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 2 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h./.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h./.. ECTS-Credits)
Anatomy and Morphology of Plants for Teacher Training Students, VO 1 h/1.5 ECTS- Credits		Plant Anatomy, VU 2 h/2.5 ECTS- Credits
Anatomy and Morphology of Plants for Teacher Training Students, UE 2 h/3 ECTS- Credits		Diversity of Domestic Plants, EU 2 h/2 ECTS- Credits
Plant Physiology for Teacher Training Students, VO 2 h/2.5 ECTS- Credits		Plant Physiology for Prospective Teachers, VO 2 h/2.5 ECTS- Credits
Systematics and Organisation of Animals for Teacher Training Students, VO 2 h/2.5 ECTS- Credits and Systematics and Evolution of Plants for Teacher Training Students, VO 2 h/2.5 ECTS- Credits or Development and Evolution I, VO 2 h/3 ECTS- Credits		Systematics and Evolution, VO 3 h/5 ECTS- Credits
Systematic-taxonomic Practical course (Cryptogams and Phanerogams) for Teacher Training Students, UE 3 h/3 ECTS- Credits		Diversity of Domestic Plants, EU 2 h/2 ECTS- Credits
Bauplans of Animals, UE 3 h/4.5 ECTS- Credits		Anatomy and Body Plans of Animals, UE 2 h/2,5 ECTS- Credits and Anatomy and Body Plans of Animals, VO 2 h/2.5 ECTS- Credits
Typological Zoological Practical course, UE 2 h/2 ECTS- Credits		Anatomy and Body Plans of Animals, UE 2 h/2.5 ECTS- Credits
Animal Physiology, VO 3 h/4.5 ECTS- Credits		Animal Physiology, VO 2 h/3.5 ECTS- Credits
Chemistry and Molecular Biology for Teacher Training Students, VO 4 h/4 ECTS- Credits		Inorganic and Organic Chemistry for Biologists, VO 1 h/2 ECTS- Credits and Biochemistry, VO 2 h/2.5 ECTS- Credits
Cell Biology, VO 2 h/3 ECTS- Credits		Cell Biology and Cell Physiology, VO 2 h/2.5 ECTS- Credits
Development and Evolution I, VO 2 h/3 ECTS- Credits		Developmental Biology, VO 1 h/1.5 ECTS- Credits

Classical and Molecular Genetics for Teacher Training Students, VO 3 h/4.5 ECTS- Credits		Genetics, VO 1 h/1.5 ECTS- Credits and Genetic Engineering, VO 1 h/1.5 ECTS- Credits and Molecular Biology for Prospective Teachers VO 1 h/2 ECTS- Credits
Nutrition, PS 2 h/2 ECTS- Credits and Human Ecology or Ecotoxicology, VO 2 h/2 ECTS- Credits		Human Anatomy, Biology and Nutrition, VO 2 h/4 ECTS- Credits
Construction of the Earth, VU 2 h/2 ECTS- Credits		Geology, Origin of Life, Geological Eras, VO 1 h/1.5 ECTS- Credits
Zoological and Botanical Excursions, EX 2 h/1 ECTS- Credits		Environmental and Nature Protection, VO 1 h/1 ECTS- Credits
Introduction to Ecology, VO 2 h/3 ECTS- Credits		Introduction to Ecology, VO 2 h/3 ECTS- Credits
Eco-physiological Practical course for Teacher Training Students, UE 1 h/1 ECTS-		Plant Physiology for Prospective Teachers, VO 2 h/2.5 ECTS- Credits
Vegetation of Central Europe for Teacher Training Students, VU 2 h/2 ECTS- Credits		Flora and Vegetation in Central Europe, VO 1 h/1.5 ECTS- Credits
Cash Crops for Teacher Training Students, VO 1 h/1 ECTS- Credits		Global Agricultural Plants, VO 1 h/1.5 ECTS- Credits
Information and Communication in Organisms for Teacher Training Students, VO 2 h/2.5 ECTS- Credits		Courses with a total of 2 ECTS- Credits from CM 12, Human Biology
Basic Microbiology, VO 2 h/3 ECTS- Credits		Introduction to Microbiology: Significance of Microorganisms, VO 2 h/3 ECTS- Credits
Fundamentals of Microbial Working Techniques, VO 1 h/1.5 ECTS- Credits and Microbial Experiments for Teacher Students, UE 2 h/2 ECTS- Credits		Microbial Working Techniques, VU 3 h/4 ECTS- Credits (VO 1 + UE 2)
Immunobiology I, VO 1 h/1.5 ECTS- Credits		Immunobiology, VO 1 h/1.5 ECTS- Credits
Immunobiology II, VO 1 h/1.5 ECTS- Credits		Pathology, VO 1 h/1 ECTS- Credits
Psychosomatics, PS 1 h/1 ECTS- Credits		Psychosomatics, VO 1h/1 ECTS- Credits
Structure and Function of Aquatic and Terrestrial Ecosystems, VO 2 h/3 ECTS- Credits		Structure and Function of Selected Ecosystems, VO 1 h/2 ECTS- Credits and Global Ecology SE 1 h/1 ECTS- Credits
Biodiversity of Native Habitats, SE 2 h/2 ECTS- Credits and Biodiversity of Native Habitats, EX 1 h/0.5 ECTS- Credits		Biodiversity of Native Habitats, PJ 3 h/4 ECTS- Credits
Methodology and Didactics of Biology Classes, VO 2 h/2 ECTS- Credits		Introduction to Teaching, VO 1 h/1 ECTS- Credits and Introduction to Research of Teaching Biology VO 1 h/1 ECTS- Credits
Botanical Experiments for Teacher Students, UE 2 h/2 ECTS- Credits		Botanical Experiments for the Classroom, UE 2 h/2 ECTS- Credits

Zoological Experiments for Teacher Students, UE 2 h/2 ECTS- Credits		Zoological Experiments for the Classroom, UE 2 h/2 ECTS- Credits
Molecular Biological Experiments for Teacher Students, UE 2 h/2 ECTS- Credits		Molecular Biological Experiments for the Classroom, UE 2 h/2 ECTS- Credits
Microbiological Experiments for Teacher Students, UE 2 h/2 ECTS- Credits		Microbiological Experiments for the Classroom, UE 2 h/2 ECTS- Credits
Practical Course of Biology Lessons or Agriculture and School PJ 2 h/2 ECTS- Credits or Key Topics for Biology Lessons, PJ 2 h/2 ECTS- Credits		Agriculture and the Classroom, UE 2 h/2 ECTS- Credits
Outdoor Science Education, VU 2 h/2 ECTS- Credits		Learning Outside the Classroom, EU 2 h/2.5 ECTS- Credits
Didactics of Health Education, PS 2 h/2 ECTS- Credits		Methods of Teaching Biology SE 1 h/1.5 ECTS- Credits
Scientific Learning, PJ 3 h/5 ECTS- Credits		Didactical Basics of Research-Oriented Learning, UE 2 h/2 ECTS- Credits and Biological Project, UE 1 h/3 ECTS- Credits

4. Subject Chemistry

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (2), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 2 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Chemical Calculations, 2 h/3 ECTS-Credits		Chemical Calculations, 2 h/3 ECTS- Credits
Physics for Students of Pharmacy and Biology, 2 h/3 ECTS- Credits		CM 16: Interdisciplinary Skills in the relevant Scope
Experimental Lecture Main Group Chemistry, 5 h/6 ECTS- Credits		Experimental Lecture General Chemistry, 5 h/6 ECTS- Credits
Chemistry in Aqueous Solution, 1 h/1.5 ECTS- Credits		Chemistry in Aqueous Solution, 1 h/1.5 ECTS- Credits
Laboratory Course for Students of Teaching in Chemistry, 3 h/1.5 ECTS- Credits		Laboratory in Chemistry in Aqueous Solution for Prospective Teachers, 4 h/3 ECTS-
Experimental Lecture Main Group Chemistry, 2 h/2.5 ECTS- Credits		Experimental Lecture Main Group Chemistry, 2 h/2.5 ECTS- Credits
Analytical Chemistry I, 3 h/5 ECTS- Credits		VO Analytical Chemistry I, 3 h/4.5 ECTS-Credits
Organic Chemistry I, 4 h/5 ECTS- Credits		VO Organic Chemistry I, 2 h/2.5 ECTS-Credits
Working Methods in Organic Chemistry, 2 h/2.5 ECTS- Credits and Laboratory Course in Organic Chemistry, 6 h/3 ECTS- Credits		PR Laboratory Course in Organic Chemistry for Prospective Teachers I, 6 h/5 ECTS-Credits
Organic Chemistry II, 2 h/2.5 ECTS- Credits		VO Organic Chemistry II, 2 h/2.5 ECTS-Credits
Applied Organic Chemistry, 2 h/3 ECTS-Credits		PS Organic Chemistry, 2 h/2.5 ECTS- Credits
Physical Chemistry I, 3 h/4 ECTS- Credits and Proseminar in Physical Chemistry I, PS 1h/1 ECTS- Credits		VU Energetics, Thermodynamics and Statistical Mechanics, 2 h/2.5 ECTS- Credits
Physical-Chemical Practical Training Course, 4 h/2 ECTS- Credits		PR Practical Course in Physical Chemistry for Prospective Teachers, 4 h/5 ECTS- Cred-
Basic Practical Course in Analytical Chemistry, 2 h/1.5 ECTS- Credits and Practical Course on Instrumental Analysis, 2 h/1.5 ECTS- Credits		PR Basic Practical Course in Analysis for Prospective Teachers, 3 h/4.5 ECTS- Credits
Food Analysis, 1 h/1.5 ECTS- Credits		PS Analytical Chemistry, PS 1h/1.5 ECTS-Credits
Biochemistry I, 3 h/5 ECTS- Credits		Biochemistry and Molecular Biology for Pharmacists, 3 h/4.5 ECTS- Credits

Practical Course in Biochemistry, 4 h/2.5 ECTS- Credits		PR Biochemical Practical Course for Prospective Teachers, 3 h/3,5 ECTS- Credits
Environmental Chemistry, 1 h/1.5 ECTS- Credits		PS General Chemistry, 2 h/2.5 ECTS- Credits
Laboratory Safety, 1 h/1.5 ECTS- Credits		Laboratory Safety, 1 h/1.5 ECTS- Credits
Methods of Teaching Chemistry, 2 h/3 ECTS- Credits		Methods for Teaching Chemistry, 2 h/2.5 ECTS- Credits
Chemical Experiments in Schools, 2 h/3 ECTS- Credits and Laboratory Tutorial of Experiments in Chemical Education, 6 h/4 ECTS- Credits		PR Practical Course Chemical Experiments at Schools 1, 3 h/3.5 ECTS- Credits and PR Practical Course Chemical Experiments at Schools 2, 4 h/4 ECTS- Credits
Seminar for Chemical Education I, 2 h/3 ECTS- Credits		SE Planning, Developing and Reflecting Chemistry Lessons, 2 h/2.5 ECTS- Credits
Seminar for Chemical Education II, 2 h/3 ECTS- Credits		SE Evaluation of Chemistry and Diagnostic Skills, 2 h/2.5 ECTS- Credits

5. Subject German

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § D, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 4 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
Linguistic Competence, AG 2 h/4 ECTS-Credits		CM 1 c: VU Writing Competence I (1 h/2 ECTS- Credits) and CM 8 b: VU Writing Competence II (2 h/2.5 ECTS- Credits)
Behavioural Linguistics: Comprehension, Speaking, Communication, Reading , VU 2 h/4 ECTS- Credits		CM 1 b: VO Survey of German Linguistics (2 h/4 ECTS- Credits)
Introduction to Literature Studies, PS 2 h/4 ECTS- Credits		CM 1 a: VO Survey of German Literary Studies (2 h/4 ECTS- Credits)
Communication Competence, AG 2 h/3 ECTS- Credits		CM 12 c: UE Rhetoric Skills (2 h/2.5 ECTS- Credits)
Linguistics for Teachers of German I, VU 2 h/4 ECTS- Credits		CM 3 b: VU Grammar of Contemporary German (2 h/2.5 ECTS- Credits)
The Language of Pupils: Language System and Language Use, VU 4 h/8 ECTS- Credits		CM 8 a: PS Linguistics of Writing (2 h/2.5 ECTS- Credits) and CM 12 a: VO Linguistics of Speech (2 h/2.5 ECTS- Credits)
Linguistic Behaviour of Pupils, AG 2 h/4 ECTS- Credits		CM 6 b: PS Core Areas of Linguistics (2 h/2.5 ECTS- Credits)
History of the German Language as Cultural History, PS 2 h/4 ECTS- Credits		CM 7 c: VO History of Medieval German (2 h/2.5 ECTS- Credits)
Textanalysis and Interpretation, PS 2 h/4 ECTS- Credits		CM 2 b: PS Text Analysis and Interpretation (2 h/2.5 ECTS- Credits)
Literary History and Contemporary Literary Life I, VO 2 h/2 ECTS- Credits		CM 7 a: VO History of Contemporary Literature (2 h/2.5 ECTS- Credits)
Literary History and Contemporary Literary Life I, PS 2 h/4 ECTS- Credits		CM 5 b: PS Modern German Literature, (2 h/2.5 ECTS- Credits) or CM 7 d: PS Literature in Historical Context (2 h/2.5 ECTS- Credits)
An Overview of Teaching German, VU 2 h/2 ECTS- Credits		CM 4 a: VO Horizons of Subject Didactics (2 h/2.5 ECTS- Credits)
Language Teaching, AG 2 h/4 ECTS- Credits		CM 4 b: PS Language Didactics (2 h/2.5 ECTS- Credits)
Reading and Literature Teaching, AG 2 h/4 ECTS- Credits		CM 11 b: PS Teaching to Read German (2 h/2.5 ECTS- Credits) and CM 9 b: PS Teaching Literature (2 h/2.5 ECTS- Credits)

Speech Training, AG 1 h and Voice Training, AG 1 h/2 ECTS- Credits		CM 12 b: UE Speaking Skills (2 h/2.5 ECTS- Credits)
Psychology of Language, VU 2 h/2 ECTS- Credits		CM 3 a: VO Development of Linguistic Competences (2 h/2.5 ECTS- Credits)
Linguistics for Teachers of German II, VU 2 h/2 ECTS- Credits		CM 6 a: VO Recent History of the German Language (2 h/2.5 ECTS- Credits)
Language Teaching or Communication Behaviour/ Conversation Linguistics or Sociolinguistics/Variety Linguistics or Psycholinguistics/Behavioural Linguistics or Stylistics SE 2 h/4 ECTS- Credits		CM 14 a: SE Contemporary German Language (2 h/5 ECTS- Credits) or CM 15 a: SE Contemporary German Language (2 h/5 ECTS- Credits)
Survey of Medieval German Literature, VO 2 h/4 ECTS- Credits		CM 7 b: VO History of Medieval Literature (2 h/2.5 ECTS- Credits)
Reading and Interpreting, SE 2 h/4 ECTS- Credits		CM 14 c: SE Medieval German Language and Literature (2 h/5 ECTS- Credits) or CM 15 c: SE Medieval German Language and Literature (2 h/5 ECTS- Credits)
Literary History and Contemporary Literary Life II, VO 2 h/2 ECTS- Credits		CM 5 a: VO History of Modern German Literature (2 h/2.5 ECTS- Credits)
Literary History and Contemporary Literary Life II, SE 2 h/4 ECTS- Credits		CM 14 b: SE Contemporary German Literature (2 h/5 ECTS- Credits)
Literary History and Contemporary Literary Life III/Conveyance of Literature/Literature and other Arts, SE 2 h/4 ECTS- Credits		CM 15 b: SE Contemporary German Literature (2 h/5 ECTS- Credits)
Didactics in Language Teaching /Reading and Literature Teaching / How to Teach Writing /Media-didactical Aspects/Assessment/ German as a Foreign Language, German as a Second Language/..., AG 2 h/2 ECTS- Credits		CM 11 a: PS Teaching to Write German (2 h/2.5 ECTS- Credits) or CM 10 b: VU Methods and Didactics German as Second Language (2 h/2.5 ECTS- Credits)

6. Subject English

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § E, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 5 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course examination Title of (course) examination according to curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course examination Title of (course) examination according to curriculum „new“ (.. h/.. ECTS-Credits)
UE Skills I (Listening/Speaking), 2 h/3 ECTS- Credits		CM 5 a: UE 2 Listening/Speaking I, 2 h/2.5 ECTS- Credits
UE Language Awareness I (Analysis), 2 h/3 ECTS- Credits		CM 7 a: UE Language Awareness II, 2 h/2.5 ECTS- Credits
UE Language Skills II (Reading/Writing), 2 h/3 ECTS- Credits		CM 5 b: SL Reading/Writing I, 2 h/2.5 ECTS- Credits
UE Language Awareness II (Interlanguage), 2 h/3 ECTS- Credits		CM 5 c: SL Language Awareness I, 2 h/2.5 ECTS- Credits
PS Language Awareness III (Analysis), 2 h/3 ECTS- Credits		CM 8 a: UE Language Awareness III, 2 h/2.5 ECTS- Credits
UE Language Skills III/LA (Listening/Speaking/Reading/Writing), 2 h/3 ECTS-		CM 9 a: UE Listening/Speaking IV, 2 h/2.5 ECTS- Credits
UE Language Awareness IV/LA (Contrastive Analysis/Error Analysis), 2 h/3 ECTS- Cred-		CM 9 c: UE Language Awareness IV: Analysis and Correction, 2 h/2.5 ECTS- Credits
VO/VU: Introduction to Language and Linguistics, 2 h/3 ECTS- Credits		CM 10 a: VO Introduction to English Synchronic Linguistics, 2 h/2.5 ECTS- Credits
PS Linguistics and Culture, 2 h/3 ECTS- Credits		CM 11 b: PS The Acquisition of English in a Multilingual Context, 2 h/2.5 ECTS- Credits
VO English Phonetics and Phonology, 1 h/1.5 ECTS- Credits		CM 10 b: VO Introduction to English Phonetics and Phonology, 2 h/2.5 ECTS- Credits
VO Applied Linguistics, 1 h/1,5 ECTS- Credits		CM 11 a: VO Synchronic and Diachronic Varieties of English, 2 h/2.5 ECTS- Credits
VO Foundation Literature I, 1 h/1,5 ECTS- Credits and VO Foundation Literature II, 1 h/1.5 ECTS- Credits		CM 13 a: VO Introduction to British and Postcolonial Literary Studies, 2 h/2.5 ECTS- Credits
VO Foundation Culture I, 1 h/1.5 ECTS- Credits and VO Foundation Culture II, 1 h/1.5 ECTS- Credits		CM 16 a: VU Introduction to British and Anglophone Cultures, 2 h/2.5 ECTS- Credits
PS English Literature and Culture, 2 h/3 ECTS-AP		CM 14 a: PS British and Postcolonial Literature, 2 h/2.5 ECTS- Credits
VO (with reading list): English Literature and Culture, 2 h/4 ECTS- Credits		CM 15 a: VO British and/or Postcolonial Literature and Culture, 2 h/5 ECTS- Credits
VO Introduction to American Literature and Culture, 2 h/3 ECTS- Credits		CM 13 b: VO Introduction to American Literary Studies, 2 h/2.5 ECTS- Credits
PS American Literature, 2 h/3 ECTS- Credits		CM 14 b: PS American Literature, 2 h/2.5 ECTS- Credits

PS American Culture, 2 h/3 ECTS- Credits		EM 2/WM 4: PS Critical Area Studies: American Cultures/Cultural Studies: American Cultures, 2 h/2.5 ECTS- Credits
VO (with reading list): American Literature and Culture, 2 h/4 ECTS- Credits		CM 15 b: VO American Literature and Culture, 2 h/5 ECTS- Credits
VU Introduction to Foreign Language Teaching, 2 h/4 ECTS- Credits		CM 1 a: VU Introduction to Teaching Foreign Languages, 2 h/3 ECTS- Credits
PS Language-specific Workshop: Introduction to English language teaching. 1 h/1.5 ECTS- Credits		CM 1 b: UE Language-Specific Introductory Course in Teaching English, 2 h/2 ECTS- Credits
4 h (VO/VU/PS/UE/PS/AG/KO) (6 ECTS- Credits) (usually 2 introductory seminars)		CM 2 a: PS Learn/Teach Languages (2 h/2 ECTS- Credits) and CM 2 b: SE Learn/Teach Languages (2 h / 3 ECTS- Credits)
VU Evaluation (Testing and Assessment), 1 h/1.5 ECTS- Credits		CM 3 a: VU Introduction to Testing and Assessing in Teaching Foreign Languages 2 h/2 ECTS- Credits
PS Testing, assessment, evaluation and error analysis, 2 h/3 ECTS- Credits		CM 3 b: UE Language-Specific Course English for Testing and Assessing 2 h/3 ECTS- Credits

7. Subject French

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § F-I-S, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 6 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Language B, 3 h/3 ECTS- Credits		CM 6 a: French 1: Grammar und Vocabulary (B1+), UE 4 h/5 ECTS- Credits
Language C, 3 h/3 ECTS- Credits		CM 6 b: Reading/Writing 1 (B1+), UE 1 h/1.5 ECTS- Credits
Language D, 3 h/3 ECTS- Credits		CM 7 a: French 2: Grammar und Vocabulary (B2), UE 4 h/4 ECTS- Credits
Language E Text Production, 2 h/2 ECTS- Credits		CM 7 b: Reading/Writing 2 (B1+), UE 1 h/1.5 ECTS- Credits
Language and Oral Communication 2 h/2 ECTS- Credits		CM 7 c: Listening/Speaking 2 (B1+), UE 2 h/2 ECTS- Credits
Language E Translation, 2 h/2 ECTS- Credits		CM 8 b: Reading/Writing 3 (B2), UE 2 h/2,5 ECTS- Credits
Language E Grammar, 2 h/2 ECTS- Credits		CM 9 a: French 4: Grammar und Vocabulary 4 (B2+), UE 2 h/2.5 ECTS- Credits
Written Expression, 2 h/3 ECTS- Credits		CM 9 b: Text Production French 4 (B2+), UE 2 h/2.5 ECTS- Credits
Oral Expression, 2 h/3 ECTS- Credits		CM 10 a: Oral Communication French 5, UE 1 h/2.5 ECTS- Credits
Translation into the Foreign Language, 2 h/3 ECTS- Credits		CM 10 b: Translation into the Foreign Language, UE 2 h/2.5 ECTS- Credits
Grammar, 2 h/3 ECTS- Credits		CM 11 a: French 6: Grammar und Vocabulary, UE 2 h/2.5 ECTS- Credits
Introduction to Scientific Work, VU 1 h/2.5 ECTS- Credits		CM 5: Fundamentals of Philological and Cultural Studies, 1 h/2.5 ECTS- Credits
Introduction, VU 2 h/2.5 ECTS- Credits		CM 16 a: Reading and Analysis, 2 h/2.5 ECTS- Credits
Survey of the History of French Literature, VO 2 h/2.5 ECTS- Credits		CM 16 b: History of French Literature and Culture, 2 h/2.5 ECTS- Credits
Authors, Genres, Epochs, PS 2 h/3 ECTS- Credits		CM 17 b: Advanced Text and/or Media Analysis Using Examples from the Francophone Regions, PS 2 h/2.5 ECTS- Credits
History of Literature and Reading + Subject Examination, VU 2 h/7 ECTS- Credits		CM 17 a: Francophone Literatures and Cultures (with Reading List), VU 2 h/7.5 ECTS- Credits
Grammatical-Analytical Preparatory Course, UE 2 h/2 ECTS- Credits		CM 13 a: Grammatical Analysis, 3 h/2.5 ECTS- Credits
Introduction to French Linguistics, VU 2 h/2.5 ECTS- Credits		CM 13 b: Introduction to French Linguistics, 2 h/2.5 ECTS- Credits

Synchronic Linguistics, PS 2 h/2.5 ECTS- Credits		CM 14: Advanced Topics in French Linguistics 1, 2 h/5 ECTS- Credits **
Linguistics and Reading, VU 2 h/7 ECTS- Credits		CM 15: Advanced Topics in French Linguistics 2, 2 h/5 ECTS- Credits **
Introduction to Cultural Studies, VO 2 h/3 ECTS- Credits		CM 18 a: Cultural Studies, VO 3 h/3 ECTS- Credits
Cultural Studies (alternatively 1 excursion 2), VU 2 h/3 ECTS- Credits		CM 18 b: Francophone Culture and their Representation in the Media, 2 h/2 ECTS-
PS/VO/VU 2 Introduction to Foreign Language Teaching 2 h/3 ECTS- Credits		CM 1 a: VU Introduction to Teaching Foreign Languages 2 h/3 ECTS- Credits
UE/PS/KO 1 Language-specific Support - Introduction 1 h/1 ECTS- Credits		CM 1 b: UE Language-Specific Introductory Course in Teaching French 2 h/2 ECTS- Credits
French Language Teaching VO/VU/PS/UE/PK/AG/KO 4 h/8 ECTS- Credits		CM 2 a: PS Learn/Teach Languages 2 h/2 ECTS- Credits and CM 2 b: SE Learn/Teach Languages 2 h/3 ECTS- Credits
General Language Teaching PS/VO/VU Testing and Assessment 1 h/2 ECTS- Credits		CM 3 a: VU Introduction to Testing and Assessing in Teaching Foreign Languages 2 h/2 ECTS- Credits
PS/UE/KO/AG Testing and Assessing in the Teaching of French as a Foreign Language 2 h/3 ECTS- Credits		CM 3 b: UE Language-Specific Course French for Testing and Assessing 2 h/3 ECTS- Credits

** The reading list examinations of CM 14 and 15 are to be replaced by the subject examination according to the course „Linguistics for Teacher Training Students and Reading + Subject Examination“, VU 2 h/7 ECTS- Credits.

8. Subject Geography and Economics

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (3), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 7 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
Men and Environment, VO4 h/7.5 ECTS-Credits		Man and Environment 1, VO 3 h/5 ECTS-Credits
Fundamentals of Teaching, VU 2 h/2 ECTS-Credits		Fundamentals of Lesson Planning and Presentation (Subject-Didactics 2), VU 2 h/2,5 ECTS- Credits
Fundamentals of Physical Environment, VO 4 h/4 ECTS- Credits		Fundamentals of Physical Geography 1, VO 2 h/3 ECTS- Credits and Fundamentals of Physical Geography 2, VO 1 h/2 ECTS- Credits
Fundamentals of Human Geography 1, VO2 h/4 ECTS- Credits		Fundamentals of Human Geography 1, VO 2 h/3 ECTS- Credits and Fundamentals of Human Geography 2, VO 1 h/2 ECTS- Credits
Fundamentals of Cartography, VO 2 h/3.5 ECTS- Credits		Fundamentals of Cartography, VO 1 h/2.5 ECTS- Credits
Tyrol, Alps, Europe, VO 2 h/4 ECTS- Credits		Regional Geography of Austria and the Eastern Alps, VO 2 h/2.5 ECTS- Credits
Fundamentals of Management, VO 2 h/2 ECTS- Credits		Fundamentals of Business Administration, VO 2 h/2.5 ECTS- Credits
Fundamentals of Human Geography 2, VO 2 h/3.5 ECTS- Credits		Fundamentals of Human Geography 3, VO 2 h/3 ECTS- Credits and Fundamentals of Human Geography 4, VO 1 h/2 ECTS- Credits or Practical courses in Human Geography, EU 3 h/5 ECTS- Credits
Fundamentals of Economics and Regional Politics, VO 2 h/3.5 ECTS- Credits		Fundamentals of Economics and Regional Politics, VO 2 h/5 ECTS- Credits
Working with Thematic Maps in School, UE 1 h/0.5 ECTS- Credits and Geography and School, VO 1 h/1.5 ECTS-Credits		Cartography Exercises, UE 2 h/2.5 ECTS-Credits
Introductory seminar of Human Geography, PS 2 h/4 ECTS- Credits		Human Geography, PS 2 h/2.5 ECTS- Credits
Introductory seminar of Physical Geography, PS 2 h/4 ECTS- Credits		Physical Geography, PS 2 h/2.5 ECTS- Credits

Regional Geography, EU 2 h/2 ECTS- Credits or Global Change, EU 2 h/3.5 ECTS- Credits		EX Excursion Regional Geography: Austria and the Eastern Alps, EX 2 h/2.5 ECTS- Credits
Economic Practical Courses, UE2 h/1.5 ECTS- Credits		Tutorial in Economics VU 2 h/2.5 ECTS- Credits
Basics of Research on Mountain Regions, VO 2 h/3.5 ECTS- Credits		Fundamentals of Physical Geography 3, VO 2 h/3 ECTS- Credits and Fundamentals of Physical Geography 4, VO 1 h/2 ECTS- Credits
Comparative Geography of Mountain Regions, VO 2 h/4 ECTS- Credits		Physical Geography, EU 3 h/5 ECTS- Credits
Regional Geography, VO 2 h/4 ECTS- Credits		
Advanced Topics of Economics, VO 2 h/2.5 ECTS- Credits		Detailed Aspects of Economics, VO 2 h/2.5 ECTS- Credits
Theoretical Fundamentals of Teaching, VO 2 h/2.5 ECTS- Credits		Fundamentals of Teaching Geography (Subject-Didactics 1), VO 2 h/2.5 ECTS- Credits
Fundamentals of Global Change, VO 2 h/4 ECTS- Credits		Special Topics 1, VO 2 h/2.5 ECTS- Credits
Regional Aspects of Global Change, VO 2 h/3.5 ECTS- Credits		Special Topics 3, VO 2 h/2.5 ECTS- Credits
General Geography, SE 2 h/2.5 ECTS- Credits or Regional Geography, SE 2 h/2 ECTS- Credits		General Geography, SE 2 h/5 ECTS- Credits
Advanced Topics of Management, VO 2 h/2 ECTS- Credits		Detailed Aspects of Business Administration, VO 2 h/2.5 ECTS- Credits
Practical Lesson Planning and Presentation 1, VU 2 h/2 ECTS- Credits		Recent Research in Teaching Geography (Subject-Didactics 3), VU 3 h/2.5 ECTS-
Special Topics, VO 2 h/2 ECTS- Credits		Special Topics 2: Fundamentals of Sustainable Development, VO 2 /2.5 ECTS- Credits
Practical Lesson Planning and Presentation 2, VU 2 h/2 ECTS- Credits		Cartography and GIS in Geography Lessons (Subject-Didactics 5), VU 3 h/2.5 ECTS- Credits and Subject Didactics (Subject-Didactics 4), PS 2 h/2.5 ECTS- Credits
Excursion, EU 4 h/3 ECTS- Credits		Regional Geography, EX 4 h/5 ECTS- Credits
Subject-Didactics, SE 2 h/2 ECTS- Credits		Subject-Didactics (Subject-Didactics 6), SE 2 h/2.5 ECTS- Credits
Elective courses, LV 12 h/6 ECTS- Credits		

9. Subject History, Social Studies and Political Education

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § GSP, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 8 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
VU Introduction to the Study of Historical Sciences or VO Sources and Depictions in Historical Sciences, 2 h/3.75 ECTS- Credits		CM 1 a: VO Introduction to the Study of Historical Sciences, 2 h/2.5 ECTS- Credits
PS Ancient History, 2 h/3 ECTS- Credits		CM 9 a: UE Sources and Studies in Ancient History, 1 h/2.5 ECTS- Credits or CM 12: PS from Historical Periods and Disciplines, 2 h/5 ECTS- Credits
PS Medieval History, 2 h/3 ECTS- Credits		CM 9 b: UE Sources and Studies in the Middle Ages, 1 h/2.5 ECTS- Credits or CM 12: PS from Historical Periods and Disciplines, 2 h/5 ECTS- Credits
PS Modern History, 2 h/3 ECTS- Credits		CM 11 a: UE Sources and Studies in Modern Times, 1 h/2.5 ECTS- Credits or CM 12: PS from Historical Periods and Disciplines, 2 h/5 ECTS- Credits or CM 13: PS Advanced Topics: 20th/21st Century (subject to an appropriate time focus of the course), 2 h/5 ECTS- Credits
PS Contemporary History, 2 h/3 ECTS- Credits		CM 11 b: UE Sources and Studies in Contemporary History, 1 h/2.5 ECTS- Credits or CM 12: PS from Historical Periods and Disciplines, 2 h/5 ECTS- Credits or CM 13: PS Advanced Topics: 20th/21st Century, 2 h/5 ECTS- Credits

<p>PS Austrian History, 2 h/3 ECTS- Credits</p>		<p>CM 10 a: UE Sources and Studies in Austrian History, 1 h/2.5 ECTS- Credits or CM 12: PS Advanced Topics: Historical Periods and Disciplines, 2 h/5 ECTS- Credits or CM 13: PS Advanced Topics: 20th/21st Century (subject to an appropriate time focus of the course), 2 h/5 ECTS- Credits</p>
<p>PS Economic and Social History, 2 h/3 ECTS- Credits</p>		<p>CM 10 b: UE Sources and Studies in Economic and Social History, 1 h/2.5 ECTS- Credits or CM 12: PS Advanced Topics: Historical Periods and Disciplines, 2 h/5 ECTS- Credits or CM 13: PS Advanced Topics: 20th/21st Century (subject to an appropriate time focus of the course), 2 h/5 ECTS- Credits</p>
<p>VO Basics Ancient History I, 2 h/3 ECTS- Credits or VO Basics Ancient History II, 2 h/3 ECTS- Credits</p>		<p>CM 2: VO Fundamentals of Ancient History, 3 h/5 ECTS- Credits) If Basics I and II is available in a core subject, I is charged equivalently to Basics core subject 3 hours (CM2) and core subject Basics II for CM 20</p>
<p>VO Basics The Middle Ages I, 2 h/3 ECTS- Credits or VO Basics The Middle Ages II, 2 h/3 ECTS- Credits</p>		<p>CM 3: VO Fundamentals of the Middle Ages, 3 h/5 ECTS- Credits</p>
<p>VO Basics Modern History I, 2 h/3 ECTS- Credits or VO Basics Modern History II, 2 h/3 ECTS- Credits</p>		<p>CM 4: VO Fundamentals of the History of Modern Times, 3 h/5 ECTS- Credits</p>
<p>VO Basics Economic and Social History I, 2 h/3 ECTS- Credits or VO Basics Economic and Social History II, 2 h/3 ECTS- Credits</p>		<p>CM 5: VO Fundamentals of Economic and Social History, 3 h/5 ECTS- Credits</p>
<p>VO Basics in Austrian History I, 2 h/3 ECTS- Credits or VO Basics in Austrian History II, 2 h/3 ECTS- Credits</p>		<p>CM 6: VO Fundamentals of Austrian History, 3 h/5 ECTS- Credits</p>

VO Fundamentals of Contemporary History I, 2 h/3 ECTS- Credits or VO Fundamentals of Contemporary History II, 2 h/3 ECTS- Credits		CM 7: VO Fundamentals of Contemporary History, 3 h/5 ECTS- Credits
Didactics History, Social Studies and Political Education, 2 h/3 ECTS- Credits		CM 16: VO Fundamentals Subject Didactics History, Social Studies and Political Education, 2 h/5 ECTS- Credits
Didactics of History and Political Education, 2 h/3 ECTS- Credits and Didactics of History and Political Education, 2 h/3 ECTS- Credits		CM 17: PS Didactics of History and Political Education, 2 h/5 ECTS- Credits
Didactics of History and Political Education, 2 h/3 ECTS- Credits		CM 18 a: UE Didactics of History, 2 h/2.5 ECTS- Credits
Didactics of History and Political Education, 2 h/3 ECTS- Credits		CM 18 b: UE Didactics of Political Education, 2 h/2.5 ECTS- Credits
VU Fundamentals of Political Education, 2 h/3 ECTS- Credits		CM 8: VO Fundamentals of Political Education, 3 h/5 ECTS- Credits
EX Historical Excursion in connection with another course (1 ECTS- Credits)		CM 15 a: EX Historical Excursion, 2 h/2.5 ECTS- Credits and CM 15 b UE Historical Excursion, 1 h/2.5 ECTS- Credits
Elective courses with a total of 8 h, min. 12 ECTS-Credits		CM 20: Interdisciplinary Skills, 0 h/5 ECTS- Credits

10. Subject Greek

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § G 2, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 9 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Introduction to Classical Philology, 2 h/3 ECTS-Credits		CM 1 a: VO Introduction to Classical Philology, 2 h/2.5 ECTS- Credits
Grammatical-text-critical Introductory Seminar, 2 h/3 ECTS- Credits		CM 1 b: PS Research Skills, 2 h/2.5 ECTS- Credits
Literary Introductory Seminar, 2 h/3 ECTS- Credits		CM 4 c: PS Interpretation, 2 h/5 ECTS- Credits
Ancient Greek Grammar and Stylistics I, 2 h/3 ECTS- Credits		CM 2 a: UE Greek Morphology and Syntax I, 2 h/2.5 ECTS- Credits
Ancient Greek Grammar and Stylistics II, 2 h/3 ECTS- Credits		CM 2 b: UE Greek Morphology and Syntax II, 2 h/2.5 ECTS- Credits
Linguistic Interpretation of Greek Texts, 2 h/3 ECTS- Credits		CM 4 b: VU Introduction to Stylistics, 2 h/2.5 ECTS- Credits
Reading Greek, 2 h/3 ECTS- Credits		CM 3 a: UE Translation Exercise Greek, 2 h/2.5 ECTS- Credits
Reading Latin, 2 h/3 ECTS- Credits		CM 3 b: UE Translation Exercise Latin, 2 h/2.5 ECTS- Credits
Overview of the History of Greek Literature I, 2 h/3 ECTS- Credits		CM 6 a: VO Survey of the History of Greek Literature I, 2 h/2.5 ECTS- Credits
Overview of the History of Greek Literature II, 2 h/3 ECTS- Credits		CM 6 b: VO Survey of the History of Greek Literature II, 2 h/2.5 ECTS- Credits
VO Overview of the History of Roman Literature I, 2 h/3 ECTS- Credits		CM 7 a: VO Survey of the History of Latin Literature I, 2 h/2.5 ECTS- Credits
VO Overview of the History of Roman Literature II, 2 h/3 ECTS- Credits		CM 7 b: VO Survey of the History of Latin Literature II, 2 h/2,5 ECTS- Credits
Fundamentals of Ancient History, 2 h/3 ECTS- Credits		CM 5: VO Fundamentals of Ancient History, 3 h/5 ECTS- Credits
Mythology of Classical Antiquity, 2 h/3 ECTS- Credits		CM 15 b: VO Mythology, 2 h/2.5 ECTS- Credits
Introduction to Greek Subject-Didactics, 1 h/2 ECTS- Credits and Introduction to the Didactics of Greek Elementary Instruction, 1 h/2 ECTS- Credits		CM 12 b: VU Teaching Literature, 2 h/5 ECTS- Credits
Introduction to the Didactics of Foreign Language Teaching, 2 h/3 ECTS- Credits and Subject-Didactical Excursion, 1 h/2 ECTS- Credits		CM 12 a: VU Didactics of Language Acquisition, 2 h/5 ECTS- Credits
Sections of Greek Literature, 2 h/3 ECTS- Credits		CM 10 a: VU Advanced Topics Classical Literature, 2 h/2.5 ECTS- Credits

Seminar, 4 h/8 ECTS- Credits		CM 11: SE Interpretation of Greek Texts, 2 h/5 ECTS- Credits
Philosophy, History of Religion and Science, 2 h/3 ECTS- Credits		CM 10 b: VU Classical Literature in Context, 2 h/2.5 ECTS- Credits
Reception of Antiquity, 2 h/3 ECTS- Credits		CM 15 a: VU Reception, 2 h/2.5 ECTS- Credits
Greek Linguistics, 2 h/3 ECTS- Credits		CM 8 a: VU Historical Grammar, 2 h/2.5 ECTS- Credits
Further courses from Greek Linguistics, 2 h/3 ECTS- Credits		CM 8 b: UE Linguistic Reading, 2 h/2.5 ECTS- Credits
Metrics, 2 h/3 ECTS- Credits		CM 4 a: VU Metrics, 2 h/2.5 ECTS- Credits
Evaluation (Testing and Assessment), 1 h/2 ECTS- Credits and Translating and Interpreting in Theory and Practice, 2 h/3 ECTS- Credits		CM 12 c: VU Evaluation, 2 h/5 ECTS- Credits
Free electives (12 ECTS- Credits)		CM 16: Interdisciplinary Skills in the relevant Scope

11. Subject Informatics

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (4), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 10 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
Examination Subject Introduction to Computer Science		
Introduction to Programming, VO 3 h/4.5 ECTS-Credits		Introduction to Programming, VO 3 h/4.5 ECTS- Credits
Introduction to Programming, PS 2 h/3 ECTS- Credits		Introduction to Programming, PS 2 h/3 ECTS- Credits
Introduction to Practical Computer Science, VO 2 h/3 ECTS- Credits		Introduction to Practical Computer Science, VO 2 h/3 ECTS- Credits
Introduction to Practical Computer Science, SL 1 h/2 ECTS- Credits		Introduction to Practical Computer Science, SL 1 h/2 ECTS- Credits
Introduction to Technical Computer Science, VO 2 h/3 ECTS- Credits		Introduction to Technical Computer Science, VO 2 h/3 ECTS- Credits
Introduction to Technical Computer Science, PS 1 h/2 ECTS- Credits		Introduction to Technical Computer Science, PS 1 h/2 ECTS- Credits
Algorithms and Data Structures, VO 3 h/4.5 ECTS- Credits		Algorithms and Data Structures, VO 3 h/4.5 ECTS- Credits
Algorithms and Data Structures, PS 2 h/3 ECTS- Credits		Algorithms and Data Structures, PS 2 h/3 ECTS- Credits
Examination Subject Theoretical Computer Science		
Introduction to Theoretical Computer Science, VO 2 h/3 ECTS- Credits		Introduction to Theoretical Computer Science, VO 2 h/3 ECTS- Credits
Introduction to Theoretical Computer Science, PS 1 h/2 ECTS- Credits		Introduction to Theoretical Computer Science, PS 1 h/2 ECTS- Credits
Discrete Mathematics, VO 3 h/4.5 ECTS- Credits		Discrete Mathematics, VO 3 h/4.5 ECTS- Credits
Discrete Mathematics, PS 2 h/3 ECTS- Credits		Discrete Mathematics, PS 2 h/3 ECTS- Credits
Examination Subject Practical Computer Science		
Programming Methodology, VO 3 h/4.5 ECTS- Credits		Programming Methodology, VO 3 h/4.5 ECTS- Credits
Programming Methodology, PS 2 h/3 ECTS- Credits		Programming Methodology, PS 2 h/3 ECTS- Credits
Database Systems, VO 3 h/4.5 ECTS- Credits		Database Systems, VO 3 h/4.5 ECTS- Credits
Database Systems, PS 2 h/3 ECTS- Credits		Database Systems, PS 2 h/3 ECTS- Credits
Operating Systems, VO 3 h/4.5 ECTS- Credits		Operating Systems, VO 3 h/4.5 ECTS- Credits
Operating Systems, PS 2 h/3 ECTS- Credits		Operating Systems, PS 2 h/3 ECTS- Credits

Introduction to Scientific Work, PS 2 h/2.5 ECTS- Credits		§10.2 Z.2 Individual Specialisation in the relevant Scope
Examination Subject Theoretical Computer Science		
Logic, VO 3 h/4.5 ECTS- Credits		§10.2 Z.2 Individual Specialisation in the relevant Scope
Logic, PS 2 h/3 ECTS- Credits		§10.2 Z.2 Individual Specialisation in the relevant Scope
Examination Subject Subject-Didactics		
Introduction to Didactics Computer Science, VO 2 h/2 ECTS- Credits		Introduction to Didactics of Computer Science, VO 2 h/2 ECTS- Credits
Informatics Management, PR 3 h/3 ECTS- Credits		Network and System Administration in Schools, PR 3 h/3.5 ECTS- Credits
Methods of Teaching Computer Science, VO 2 h/3 ECTS- Credits		Methods of Teaching Computer Science, VO 2 h/3 ECTS- Credits
Methods of Teaching Computer Science, PS 1 h/2 ECTS- Credits		§10.2 Z.2 Individual Specialisation in the relevant Scope
Didactics of Computer Science, SE 2 h /3 ECTS- Credits		Didactics of Computer Science, SE 2 h/2.5 ECTS- Credits
Application Systems in Education, PR 2 h/2 ECTS- Credits		Application Software in Schools, PR 2 h/2 ECTS- Credits
Examination Subject Advanced Computer Science		
Elective module from the compulsory and elective modules of the bachelor's programme Computer Science, 13 h/15 ECTS- Credits		§10.2 Z.2 Individual Specialisation in the relevant Scope

12. Subject Italian

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § F-I-S, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 12 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Language B, 3 h/3 ECTS-Credits		CM 6 a: Italian 1: Grammar und Vocabulary (B1+), UE 4 h /5 ECTS- Credits
Language C, 3 h/3 ECTS- Credits		CM 6 b: Reading/Writing 1 (B1+), UE 1 h/1.5 ECTS- Credits
Language D, 3 h/3 ECTS- Credits		CM 7 a: Italian II: Grammar und Vocabulary (B2), UE 4 h/4 ECTS- Credits
Language E Text Production, 2 h/2 ECTS- Credits		CM 7 b: Reading/Writing 2 (B1+), UE 1 h/1.5 ECTS- Credits
Language and Oral Communication, 2 h/2 ECTS- Credits		CM 7 c: Listening/Speaking 2 (B1+), UE 2 h/2 ECTS- Credits
Language E Translation, 2 h/2 ECTS- Credits		CM 8 b: Reading/Writing 3 (B2), UE 2 h/2.5 ECTS- Credits
Language E Grammar, 2 h/2 ECTS- Credits		CM 9 a: Italian 4: Grammar und Vocabulary (B2+), UE 2 h/2.5 ECTS- Credits
Written Expression, 2 h/3 ECTS- Credits		CM 9 b: Italian 4: Text Production (B2+), UE 2 h/2.5 ECTS- Credits
Oral Expression, 2 h/3 ECTS- Credits		CM 10 a: Oral Communication Italian 5, UE 1 h/2.5 ECTS- Credits
Translation into the Foreign Language, 2 h/3 ECTS- Credits		CM 10 b: Translation into the Foreign Language, UE 2 h /2.5 ECTS- Credits
Grammar, 2 h/3 ECTS- Credits		CM 11 a: Italian 6: Grammar und Vocabulary 6, UE 2 h/2.5 ECTS- Credits
Introduction to Scientific Work, VU 1 h/2.5 ECTS- Credits		CM 5: Fundamentals of Philological and Cultural Studies, 1 h/2.5 ECTS- Credits
Introduction, VU 2 h/2.5 ECTS- Credits		CM 16 a: Reading and Analysis, 2 h/2.5 ECTS- Credits
Survey of the History of Italian Literature, VO 2 h/3 ECTS- Credits		CM 16 b: The History of Italian Literature and Culture, 2 h/2.5 ECTS- Credits
Authors, Genres, Epochs, PS 2 h/3 ECTS- Credits		CM 17 b: In-Advanced Text and/or Media Analysis Using Examples from Italian Language Regions, PS 2/2.5 ECTS- Credits
History of Literature and Reading + Subject Examination, VU 2 h/7 ECTS- Credits		CM 17 a: History of Italian Literature and Culture (with Reading List), VU 2 h/7.5 ECTS- Credits
Grammatical-Analytical Preparatory Course, UE 2/2 ECTS- Credits		CM 13 a: Grammatical Analysis, 3 h/2.5 ECTS- Credits
Introduction to Italian Linguistics, VU 2 h/2.5 ECTS- Credits		CM 13 b: Introduction to Italian Linguistics, 2 h/2.5 ECTS- Credits

Synchronic Linguistics, PS 2 h/2.5 ECTS- Credits		CM 14: Advanced Topics in Italian Linguistics 1, 2 h/5 ECTS- Credits **
Linguistics and Reading, VU 2 h/7 ECTS- Credits		CM 15: Advanced Topics in Italian Linguistics 2, 2/5 ECTS- Credits **
Introduction to Cultural Studies, VO 2 h/3 ECTS- Credits		CM 18 a: Cultural Studies, VO 3 h/3 ECTS- Credits
Cultural Studies (alternatively 1 excursion 2), VU 2 h/3 ECTS- Credits		CM 18 b: Contemporary Italy and its Representation in the Media, 2 h/2 ECTS- Credits
PS/VO/VU 2 Introduction to Foreign Language Teaching 2 h/3 ECTS- Credits		CM 1 a: VU Introduction to Teaching Foreign Languages 2 h/3 ECTS- Credits
UE/PS/KO 1 Language-specific Support - Introduction 1 h/1 ECTS- Credits		CM 1 b: UE Language-Specific Introductory Course in Teaching Italian 2 h/2 ECTS-
Italian Language Teaching VO/VU/PS/UE/PK/AG/KO 4 h/8 ECTS- Credits		CM 2 a: PS Learn/Teach Languages 2 h/2 ECTS- Credits) and CM 2 b: SE Learn/Teach Languages 2 h/3 ECTS- Credits
General Language Teaching PS/VO/VU Testing and Assessment 1 h/2 ECTS- Credits		CM 3 a: VU Introduction to Testing and Assessing in Teaching Foreign Languages 2 h/2 ECTS- Credits
PS/UE/KO/AG Testing and Assessing in the Teaching of Italian as a Foreign Language 2 h/3 ECTS- Credits		CM 3 b: UE Language-Specific Course Italian for Testing and Assessing 2 h/3 ECTS- Credits

**The reading list examinations of CM 14 and 15 are to be replaced by the subject examination according to the course
„Linguistics for Teacher Training Students and Reading + Subject Examination“, VU 2 h/7 ECTS- Credits.

13. Subject Catholic Religious Education

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation in the teaching subject Catholic Religion, published in the version of the University of Innsbruck Bulletin from 14 June 2002, Issue 48, No 470, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 13 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/. ECTS-Credits)
Introduction to the Faith of the Church (2 h/ECTS only stated within the entire orientation period with a scope of 15)		CM 1 a: SL Introduction to the Faith of the Church, 2 h/2 ECTS- Credits
Introduction to Academic Procedure (1 h/ECTS only stated within the entire orientation period with a scope of 15)		CM 1 b: SL Introduction to Scientific Workin, 1 h/2 ECTS- Credits
Religious Studies and Theology of Religions, 2 h/2 ECTS-Credits		CM 1 c: VU Plurality of Religions, 1 h/1 ECTS- Credits
History of Philosophy, 3 h/3 ECTS- Credits		CM 2 a: VO Survey of the History of Philosophy, 2 h/2 ECTS- Credits
Philosophical Theology, 2 h/2 ECTS- Credits		CM 2 b: VO Fundamentals of Philosophical Theology, 2 h/2 ECTS- Credits
Philosophical Ethics (B), 2 h/2 ECTS- Credits		CM 2 c: VO Fundamentals of Ethics, 2 h/2 ECTS- Credits
Metaphysics (B), 2 h/2 ECTS- Credits		CM 2 d: VO Fundamentals of Metaphysics, 2 h/2 ECTS- Credits
Philosophical Anthropology (B), 2 h/2 ECTS- Credits		CM 2 e: VO Fundamentals of Philosophical Anthropology, 2 h/2 ECTS- Credits
Orientation Period: Liturgy: Peaks and Sources of Christian Life and Theology (2 h/ECTS-AP not stated specifically within the orientation period) Liturgical Studies: Basic Course, 2 h/2 ECTS- Credits		CM 3 a: VO Liturgics and Theology of the Sacraments: Christian Sacraments of Initiation I, 3 h/4 ECTS- Credits
Church History Fundamentals I, 2 h/2 ECTS- Credits		CM 3 b: VO Fundamentals of Church History I, 2 h/3 ECTS- Credits
Church History Fundamentals II, 2 h/2 ECTS- Credits		CM 3 c: VO Fundamentals of Church History II, 2 h/3 ECTS- Credits
Introduction AT, 1 h/1 ECTS- Credits		CM 4 a: VO Introduction to the Old Testament, 1 h/1.5 ECTS- Credits
Basic Exegesis AT I, 2 h/2 ECTS- Credits		CM 4 b: VO Foundation of Exegesis of the Old Testament I, 2 h/3.5 ECTS- Credits
Basic Exegesis AT II, 2 h/2 ECTS- Credits		CM 6 a: VO Basic Exegesis of the Old Testament II, 2 h/3.5 ECTS- Credits
Introduction NT, 1 h/1 ECTS- Credits		CM 5 a: VO Introduction to the New Testament, 1 h/1.5 ECTS- Credits
Basic Exegesis NT I, 2 h/2 ECTS- Credits		CM 5 b: VO Foundation of Exegesis of the New Testament I, 2 h/3.5 ECTS- Credits
Basic Exegesis NT II, 2 h/2 ECTS- Credits		CM 6 b: VO Foundation of Exegesis of the New Testament II, 2 h/3.5 ECTS- Credits

Fundamental Theology Basic Course I, 1 h/1 ECTS- Credits		CM 7 a: VU Fundamental Theology I, 1 h/2 ECTS- Credits
Fundamental Theology Basic Course II, 2 h/2 ECTS- Credits		CM 6 c: VO Fundamental Theology II, 2 h/3 ECTS- Credits
Dogmatic Theology: Basic Course I, 2 h/2 ECTS- Credits		CM 7 b: VO Dogmatic Theology I, 2 h/4 ECTS- Credits
Dogmatic Theology: Basic Course II, 2 h/2 ECTS- Credits		CM 8 a: VO Dogmatic Theology II, 2 h/2.5 ECTS- Credits
Dogmatic Theology: Basic Course III, 2 h/2 ECTS- Credits		CM 8 b: VO Dogmatic Theology in Modern Times, 2 h/2.5 ECTS- Credits
Moral Theology Basic Course I and II, 2 h + 1/2+1 ECTS- Credits		CM 7 c: VO Moral Theology: Foundations of Moral Theology, 2 h/4 ECTS- Credits
Ecumenical Theology, 1 h/1 ECTS- Credits		CM 9 a: VO Fundamentals of Ecumenical Theology, 2 h/3 ECTS- Credits
Social Teaching of the Church, 2 h/2 ECTS- Credits		CM 9 b: VO Social Teaching of the Church, 2 h/3 ECTS- Credits
Catechetics and Religious Pedagogy: Basic Course I, 2 h/2 ECTS- Credits		CM 10 a: VO Catechetics / Religious Pedagogy: Kairology, 2 h/2 ECTS- Credits
Catechetics and Religious Pedagogy: Basic Course II, 2 h/2 ECTS- Credits		CM 10 b: VO Catechetics / Religious Pedagogy: Criteriology, 2 h/3 ECTS- Credits
Pastoral Theology: Basic Course, 2 h/2 ECTS- Credits		CM 10 c: VO Pastoral Theology: Fundamentals, 2 h/2.5 ECTS- Credits
Education Courses from the offer: Education, 8 + 8 h/8 ECTS- Credits		Credits from Educational Fundamentals, 8 + 8 h/8 ECTS- Credits
Religion Didactics Courses from the offer Religion Didactics entire diploma programme (12 h/22 ECTS- Credits, thereof 10 h/13.5 ECTS- Credits)		CM 11 a: VO Fundamentals of Religious Didactics, 2 h/2 ECTS- Credits
		CM 11 b: SE Fundamentals of Religious Didactics, 2 h/3 ECTS- Credits
		CM 12 a: SE Subject Didactics I, 2 h/2 ECTS- Credits
		CM 12 b: SE Subject Didactics for Secondary Schools, 2 h/3 ECTS- Credits
Teaching Practice (5 ECTS-Credits)		CM 13 a: SE Cooperative Didactics of Religion, 2 h/3.5 ECTS- Credits
		CM 14: Subject Related Practical Course (5 ECTS- Credits)

14. Subject Latin

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § L, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 14 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Introduction to Classical Philology, 2 h/3 ECTS- Credits		CM 1 a: VO Introduction to Classical Philology, 2 h/2.5 ECTS- Credits
Grammatical-text-critical Introductory Seminar, 2 h/3 ECTS- Credits		CM 1 b: PS Research Skills, 2 h/2.5 ECTS- Credits
Literary Introductory Seminar, 2 h/3 ECTS- Credits		CM 4 c: PS Interpretation, 2 h/5 ECTS- Credits
Latin Morphology and Syntax I, 2 h/3 ECTS- Credits		CM 2 a: UE Latin Morphology and Syntax I, 2 h/2.5 ECTS- Credits
Latin Morphology and Syntax II, 2 h/3 ECTS- Credits		CM 2 b: UE Latin Morphology and Syntax II, 2 h/2.5 ECTS- Credits
Reading Latin, 2 h/3 ECTS- Credits		CM 3 a: UE Translation Exercise Latin, 2 h/2.5 ECTS- Credits
Reading Greek, 2 h/3 ECTS- Credits		CM 3 b: UE Translation Exercise Greek, 2 h/2.5 ECTS- Credits
Overview of the History of Greek Literature I, 2 h/3 ECTS- Credits		CM 6 a: VO Survey of the History of Greek Literature I, 2 h/2.5 ECTS- Credits
Overview of the History of Greek Literature II, 2 h/3 ECTS- Credits		CM 6 b: VO Survey of the History of Greek Literature II, 2 h/2.5 ECTS- Credits)
Overview of the History of Roman Literature I, 2 h/3 ECTS- Credits		CM 7 a: VO Survey of the History of Latin Literature I (2 h/2.5 ECTS- Credits
Overview of the History of Roman Literature II, 2 h/3 ECTS- Credits		CM 7 b: VO Survey of the History of Latin Literature II, 2 h/2.5 ECTS- Credits
Fundamentals of Ancient History, 2 h/3 ECTS- Credits		CM 5: VO Fundamentals of Ancient History, 3 h/5 ECTS- Credits
Mythology of Classical Antiquity, 2 h/3 ECTS- Credits		WM 15 b: VO Mythology, 2 h/2.5 ECTS- Credits
Introduction to Latin Subject-Didactics, 1 h/2 ECTS- Credits and Introduction to the Didactics of Greek Elementary Instruction, 1 h/2 ECTS- Credits		VU Teaching Literature, 2 h/5 ECTS- Credits
Introduction to the Didactics of Foreign Language Teaching, 2 h/3 ECTS- Credits and Subject-Didactical Excursion, 1 h/2 ECTS- Credits		VU Didactics of Language Acquisition, 2 h/5 ECTS- Credits
Sections of Roman Literature, 2 h/3 ECTS- Credits		EM 17 a: VU Advanced Topics Classical Literature, 2 h/2.5 ECTS- Credits
Seminar, 2 h/4 ECTS- Credits		CM 8: SE Interpretation of Latin Texts, 2 h/5 ECTS- Credits

Latin Style and Syntax I (2 h/3 ECTS- Credits)		CM 8 b: UE Latin Stylistics I, 2 h/2.5 ECTS- Credits
Latin Style and Syntax II, 2 h/3 ECTS- Credits		CM 11 a: UE Latin Stylistics II, 2 h/2.5 ECTS- Credits
Medieval Latin, 2 h/3 ECTS- Credits		CM 10 a: VU Medieval Latin Literature, 2 h/2.5 ECTS- Credits
Neo-Latin, 2 h/3 ECTS- Credits		CM 10 b: VU Neo-Latin Literature, 2 h/2.5 ECTS- Credits
Reception of Antiquity, 2 h/3 ECTS- Credits		EM 15 a: VU Reception, 2 h/2.5 ECTS- Credits
Linguistics, 2 h/3 ECTS- Credits		CM 4 a: VU Metrics, 2 h/2.5 ECTS- Credits
Evaluation (Testing and Assessment), 1 h/2 ECTS- Credits and Translating and Interpreting in Theory and Practice, 2 h/3.75 ECTS- Credits		CM 12 c: VU Evaluation, 2 h/5 ECTS- Credits
Free Electives		CM 18: Interdisciplinary Skills in the relevant Scope

15. Subject Mathematics

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (5), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 15 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Linear Algebra 1, VO 3/4.5 ECTS- Credits and Advanced Linear Algebra, VO 1 h /1.5 ECTS- Credits		CM 1 a VO Linear Algebra, 4 h/6 ECTS- Credits
Linear Algebra and Analytical Geometry 1, SL1 h/2.5 ECTS- Credits and Linear Algebra and Analytical Geometry 1, PS1 h/1.5 ECTS- Credits		CM 1 b: PS Linear Algebra, 3 h/4 ECTS- Credits
Algebra 1, VO3 h/4.5 ECTS- Credits		CM 2 a: VO Algebra and Discrete Mathematics, 4 h/ 6 ECTS- Credits
Algebra 1, PS 2 h/3 ECTS- Credits		CM 2 b: PS Algebra and Discrete Mathematics, 3 h/4 ECTS- Credits
Analysis 1, VO 4 h/6 ECTS- Credits or Analysis 1, VO 3 h/4.5 ECTS- Credits		CM 3 a: VO Analysis 1, 4 h/6 ECTS- Credits
Analysis 1, SL1 h/2.5 ECTS- Credits and Analysis 1, PS 1 h/1.5 ECTS- Credits		CM 3 b: PS Analysis 1, 3 h/4 ECTS- Credits
Analysis 1, PS 2 h/2.5 ECTS- Credits and Analysis 1, PR 1 h/0.5 ECTS- Credits		CM 3 b: PS Analysis 1, 3 h/4 ECTS- Credits
Introduction to Mathematical Work, Mathematical Software and Programming PS 3 h/4.5 ECTS- Credits		CM 4 a: PS Mathematical Software 1, 2 h/2 ECTS- Credits and PS Mathematical Software 2, 2 h/2.5 ECTS- Credits
Characteristics of Teaching Mathematics, VO 1 h/0.5 CTS- Credits		CM 4 b: VO Occupational Profile Mathematics Teacher, 1 h/0.5 ECTS- Credits
Stochastics 1, VO 4 h/6 ECTS- Credits		CM 6 a: VO Stochastics, 4 h/6 ECTS- Credits
Stochastics 1, PS 2 h/4 ECTS- Credits		CM 6 b: PS Stochastics, 3 h/4 ECTS- Credits
Linear Algebra and Analytical Geometry 2 for Teacher Training Students, VO 2 h/3 ECTS- Credits and Geometry for Teacher Training Students, VO2 h/2 ECTS- Credits		CM 7 a: VO Geometry, 4 h/6 ECTS- Credits

Linear Algebra and Analytical Geometry 2 for Teacher Training Students, PS 1 h/1 ECTS- Credits and Geometry for Teacher Training Students, PS 1 h/1 ECTS- Credits		CM 7 b: PS Geometry,3 h/4 ECTS- Credits
Analysis 2, VO 4 h/6 ECTS- Credits or Analysis 2 for Teacher Training Students, VO 2 h/3 ECTS- Credits and Analysis 3 for Teacher Training Students, VO 3 h/3 ECTS- Credits		CM 8 a: VO Analysis 2 for Prospective Teachers,4 h/6 ECTS- Credits
Analysis 2, PS 2 h/4 ECTS- Credits or Analysis 2 for Teacher Training Students, PS 2 h/2 ECTS- Credits and Analysis 3 for Teacher Training Students, PS 2 h/2 ECTS- Credits		CM 8 b: PS Analysis 2 for Prospective Teachers,3 h/4 ECTS- Credits
Analysis and Stochastics at School, VO 2 h/2.5 ECTS- Credits		CM 9: VU Analysis and Stochastics at School, 2 h/2.5 ECTS- Credits
Algebra and Geometry at School, VO 2 h/2.5 ECTS- Credits		CM 10: VU Algebra and Geometry at School, 2 h/2.5 ECTS- Credits
History of Mathematics, VO 2 h/2 ECTS- Credits		CM 11: History and Philosophy of Mathematics 1, 2 h/2.5 ECTS- Credits
Introduction to Didactics of Mathematics and Informatics, VO 2 h/2 ECTS- Credits		CM 13 a: VO Didactics of Mathematics 1.2 h/3 ECTS- Credits
Methods of Teaching Mathematics 1, VO 1 h/1 ECTS- Credits and Methods of Teaching Mathematics 1, PS 1 h/1 ECTS- Credits		CM 13 b: PS Didactics of Mathematics 1, 1 h/2 ECTS- Credits
Methods of Teaching Mathematics 2, VO 1 h/1 ECTS- Credits and Methods of Teaching Mathematics 2, PS 1 h/1 ECTS- Credits		CM 14 b: PS Didactics of Mathematics 2, 1 h/2 ECTS- Credits
Two seminars from the examination subject Didactics, SE 2 h + SE 2 h/2+2 ECTS- Credits		CM 15: SE Subject Didactics, 3 h/5 ECTS- Credits
Subject Related Practical Course (Mathematics), 4 ECTS- Credits		CM 16: PR Subject Related Practical Course, 1 h/5 ECTS- Credits

16. Subject Physics

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Natural Sciences of the University of Innsbruck in the teaching subjects Biology and Environmental Protection, Chemistry, Geography and Economics, Mathematics as well as Physics in § 6 (6), published in the version of the University of Innsbruck Bulletin from 11 September 2001, Issue 67, No 830, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 16 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Preparatory Course in Mathematics, VO 1 h/1 ECTS- Credits		CM 1 a: VO Preparatory Course in Mathematics, 1 h/1 ECTS- Credits
Preparatory Course in Mathematics, PS 1 h/1.5 ECTS- Credits		CM 1 b: PS Preparatory Course in Mathematics, 1 h/1.5 ECTS- Credits
Physics Ia: Mechanics, VO 2 h/3 ECTS- Credits		CM 3 a: Physics Ia: Mechanics, 2 h/3 ECTS- Credits
Physics Ia: Mechanics, PS 1 h/2 ECTS- Credits		CM 3 b: Physics Ia: Mechanics, 1 h/2 ECTS- Credits
Physics Ib: Mechanics and Thermodynamics, VO 2 h/3 ECTS-Credits		PM 4 a: Physics Ib: Mechanics and Thermodynamics, 2 h/3 ECTS-Credits
Physics Ib: Mechanics and Thermodynamics, PS 1 h/2 ECTS- Credits		CM 4 b: Physics Ib: Mechanics and Thermodynamics, 1 h/2 ECTS- Credits
Physics II: Electromagnetism and Optics, VO 5 h/7 ECTS- Credits		CM 5 a: Physics II: Electromagnetism and Optics, 5 h/7 ECTS- Credits
Physics II: Electromagnetism and Optics, PS 2 h/3 ECTS- Credits		CM 5 b: Physics II: Electromagnetism and Optics, 2 h/3 ECTS- Credits
Mathematical Methods of Physics 1, VO 3 h/4.5 ECTS- Credits		CM 2 a: VO Mathematical Methods of Physics for Prospective Teachers, 3 h/4.5 ECTS- Credits
Mathematical Methods of Physics 1, PS 2 h/3 ECTS- Credits		CM 2 b: PS Mathematical Methods of Physics for Prospective Teachers, 2 h/3 ECTS- Credits
Physics III: Atoms, Quanta and Solid Bodies (part 1), VO 3 h/3.5 ECTS- Credits or Theoretical Physics 2 (Quantum Theory, part 1), VO 3 h/4.5 ECTS- Credits		CM 6 a: VO Atom and Quantum Physics, 3 h/3.5 ECTS- Credits
Physics III: Atoms, Quanta and Solid Bodies, PS 2 h/3 ECTS- Credits or Theoretical Physics 2 (Quantum Theory) for Teacher Training Students, PS 2 h/3 ECTS- Credits		CM 6 a: PS Atom and Quantum Physics, 2 h/3 ECTS- Credits
Theoretical Physics 3 (Electrodynamics) for Prospective Teachers, PS 2 h/3 ECTS- Credits and Theoretical Physics 3 (Electrodynamics, part 1), VO 3 h/4.5 ECTS- Credits		CM 11: Theoretical Physics 2 for Prospective Teachers: Electrodynamics, 4 h/5 ECTS- Credits and Elective Subject 2.5 ECTS- Credits

Theoretical Physics 1 (Mechanics) for Teacher Training Students, PS 2 h/3 ECTS- Credits And Theoretical Physics 1 (Mechanics, part 1, VO 3 h/4.5 ECTS- Credits		CM 10: Theoretical Physics 1 for Prospective Teachers VU Mechanics, 4 h/5 ECTS- Credits and Elective Subject 2.5 h/ECTS- Credits
Physics IV: Nuclei and Particles for Teacher Training Students, PS 1 h/1.5 ECTS- Credits		CM 6 d: PS Structure of Matter, 1 h/1.5 ECTS- Credits
Theory of Relativity, Cosmology and Astrophysics for Teachers, PS 2 h/3 ECTS- Credits		CM 9: VU Astronomy and Astrophysics, 2 h/2.5 ECTS- Credits
Aspects of Physics Relevant to Everyday Life and to History 1, VO 3 h/3 ECTS- Credits		CM 8 a: VO Physics in Context, 2 h/2.5 ECTS- Credits
Aspects of Physics Relevant to Everyday Life and to History 2, VO 2 h/2 ECTS- Credits		CM 8 b: VO History of Physics, 2 h/2.5 ECTS- Credits
Physics Laboratory for Teacher Training Students 1, PR 3 h/3.5 ECTS- Credits and Physics IV: Nuclei and Particles, VO 4 h/4 ECTS- Credits		CM 7: PR Physics Laboratory 1, 4 h/7.5 ECTS- Credits and CM 6 c: VO Structure of Matter, 2 h/2 ECTS- Credits
Didactics of Classroom Experiments, 4 h/4 ECTS- Credits		CM 15: PR Classroom Experiments, 5 h/5 ECTS- Credits
Didactics of Theoretical Physics, VO 4 h/4 ECTS- Credits		CM 13 a: VO Basics of Subject Didactics, 2 h/2.5 ECTS-AP and PM 14 a: VO Preconcepts and Models in the Physics Classroom, 2 h/2.5 ECTS- Credits
Didactics of Physics 1, SE 2 h/2 ECTS- Credits		CM 13 b: SE Methods in Subject Didactics and their Application, 2 h/2.5 ECTS- Credits
Didactics of Physics 2, SE 2 h/2 ECTS- Credits		CM 14 b: SE Development, Planning and Reflecting Physics Lessons, 2 Credits /2.5 ECTS- Credits

17. Subject Russian

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § R, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 17 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (. h/.. ECTS-Credits)
Command of Language		Compulsory Module Command of the Russian Language I
Russian B, 6 h/8 ECTS- Credits		CM 6 a: UE Russian I, 6 h/7.5 ECTS- Credits
Russian C, 4 h/6 ECTS- Credits		CM 6 b: UE Russian II, 4 h/5 ECTS- Credits
		Compulsory Module Command of the Russian Language II
Russian D, 4 h/6 ECTS- Credits		CM 7 a: UE Russian III, 4 h/5 ECTS- Credits
		Compulsory Module Advanced Topics I
Grammar and Vocabulary in the Classroom, 2 h/2 ECTS- Credits		CM 11 a: VU Selected Topics of the Russian Language System and Their Conveyance, 2 h/2.5 ECTS- Credits
Linguistics		Compulsory Module Core Skills
Linguistic Introductory Seminar, 2 h/3 ECTS- Credits		CM 10 a: PS Proseminar in Linguistic, 2 h/2.5 ECTS- Credits
		Compulsory Module Fundamentals
Phonetics and Phonology, 2 h/2 ECTS- Credits		CM 9 a: VU Russian Phonetics and Phonology, 2 h/2.5 ECTS- Credits
Literary Studies		Compulsory Module Core Skills
Proseminar in Literary and Cultural Studies, 2 h/3 ECTS- Credits		CM 10 b: PS Proseminar in Literary Studies, 2 h/2.5 ECTS- Credits
Cultural Studies		
Slavic Languages and Cultures in Europe, 4 or 2 h/4 or 2 ECTS- Credits		Elective Module Slavic Languages and Cultures in Europe, 2 h/2.5 ECTS- Credits
		Compulsory Module Introduction and Orientation
Cultural Studies of Russia, 2 or 4 h/2 or 4 ECTS- Credits		CM 5 b: VO Culture and History of Eastern Europe, 2 h/2.5 ECTS- Credits
Subject-Didactics		Compulsory Module Foundations in Modern Language Teaching and Learning
Introduction to General Didactics of Foreign Language Teaching, 2 h/3 ECTS- Credits		CM 1 a: VU Introduction to Teaching Foreign Languages, 2 h/3 ECTS- Credits
Accompanying subject-specific Didactics of Russian, 1 h/2 ECTS- Credits		CM 1 b: UE Language Specific Introductory Course in Teaching Russian, 2 h/2 ECTS- Credits

Command of Language		Compulsory Module Command of the Russian Language II
Russian E, 2 h/3 ECTS- Credits and Russian F, 2 h/3 ECTS- Credits		CM 7 b: UE Russian IV, 4 h/5 ECTS- Credits
		Compulsory Module Command of the Russian Language III
Receptive and Productive Text Competence, 2 h/2 ECTS- Credits and Translation Teaching-relevant Texts, 2 h/2 ECTS- Credits		CM 8 a: UE Russian V, 4 h/5 ECTS- Credits
Linguistics		Compulsory Module Fundamentals
Russian Language History, 2 h/2 ECTS- Credits		CM 9 b: VO History of the Slavonic Languages / of the Russian Language, 2 h/2.5 ECTS- Credits
Selected Fields of Synchronic Linguistics, 2 h/3 ECTS- Credits		Elective Module Selected Topics of Linguistics, 2 h/5 ECTS- Credits
		Compulsory Module Subject Related Seminar*
Linguistic Seminar, 2 h		CM 13 a: SE Selected Topics of Linguistics, 2 h/5 ECTS- Credits
Literary Studies		Compulsory Module Fundamentals
Overview of Russian Literature of the 19th and 20th Centuries, 2 h/3 ECTS- Credits		CM 9 c: VO Selected Periods of Russian Literature, 2 h/5 ECTS- Credits
		Compulsory Module Advanced Topics I
Selected Fields of Russian Literature and Literary Studies, 2 h/3 ECTS- Credits		CM 11 b: VU Selected Topics of Literature and Culture and Their Conveyance, 2 h/2.5 ECTS- Credits
		Compulsory Module Subject Related Seminar*
Literary and Cultural Studies Seminar, 2 h		CM 13 b: SE Seminar in Literary Studies, 2 h/5 ECTS- Credits
Cultural Studies		Compulsory Module Advanced Topics II
Selected Fields of Russian Cultural Studies, 2 h/2 ECTS- Credits		CM 12 a: VU Selected Areas of Film, 2 h/2.5 ECTS- Credits
Subject-Didactics		Compulsory Module Competence Orientation in Modern Language Teaching and Learning
Subject-specific Didactics of Russian, 4 h/5 ECTS- Credits		CM 2 a: PS Learn/Teach Languages I, 2 h/2 ECTS- Credits and CM 2 b: SE Learn/Teach Languages II, 2 h/3 ECTS- Credits
		Compulsory Module Evaluation of Modern Language Competences
General Foreign Language Didactics: Evaluation: Testing and Assessment, 1 h/2 ECTS- Credits		CM 3 a: Introduction to Testing and Assessing in Teaching Foreign Languages 2 h/2 ECTS- Credits

Testing and Evaluating in Russian, 2 h/3 ECTS- Credits		CM 3 b: UE Language-Specific Course Russian for Testing and Assessing, 2 h/3 ECTS- Credits
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Free Electives		Elective Modules
Free Electives, 8 h/16 ECTS- Credits		Equivalent according to Elective Modules 15–21

* Only one subject-specific seminar from module 13 is to be chosen – either the Linguistic or the Literary SE.

18. Subject Spanish

Positively assessed exams, taken as part of the Bachelor's Programme Secondary School Teacher Accreditation at the Faculty of Humanities I of the University of Innsbruck in § F-I-S, published in the version of the University of Innsbruck Bulletin from 13 September 2001, Issue 68, No 831, will be recognised according to § 78 Para 1 Universities Act 2002 as equal towards the Bachelor's Programme Secondary School Teacher Training (General Education) Part III, Section 18 at the University of Innsbruck, published in the version of the University of Innsbruck Bulletin from 17 June 2015, Issue 64, No 492) as follows:

Course Examination Title of (course) Examination according to Curriculum „old“ (.. h/.. ECTS-Credits)	equals	Course Examination Title of (course) Examination according to Curriculum „new“ (.. h/.. ECTS-Credits)
Language B, 3 h/3 ECTS- Credits		CM 6 a: UE Spanish 1: Grammar and Vocabulary (B1+), 4 h/5 ECTS- Credits
Language C, 3 h/3 ECTS- Credits		CM 6 b: UE Reading/Writing 1 (B1+), 1 h/1.5 ECTS- Credits
Language D, 3 h/3 ECTS- Credits		CM 7 a: UE Spanish 2: Grammar and Vocabulary (B2), 4 h/4 ECTS- Credits
Language E Text Production, 2 h/2 ECTS- Credits		CM 7 b: UE Reading/Writing 2 (B1+), 1 h/1.5 ECTS- Credits
Language and Oral Communication, 2 h/2 ECTS- Credits		CM 7 c: UE Listening/Speaking 2 (B1+), 2 h/2 ECTS- Credits
Language E Translation, 2 h/2 ECTS- Credits		CM 8 b: UE Reading/Writing 3 (B2), 2 h/2.5 ECTS- Credits
Language E Grammar, 2 h/2 ECTS- Credits		CM 9 a: UE Grammar and Vocabulary Spanish 4 (B2+), 2 h/2.5 ECTS- Credits
Written Expression, 2 h/3 ECTS- Credits		CM 9 b: UE Spanish 4: Text Production (B2+), 2 h/2.5 ECTS- Credits
Oral Expression, 2 h/3 ECTS- Credits		CM 10 a: UE Oral Communication Spanish 5, 1 h/2.5 ECTS- Credits
Translation into the Foreign Language, 2 h/3 ECTS- Credits		CM 10 b: UE Translation into the Foreign Language, 2 h/2.5 ECTS- Credits
Grammar, 2/3 ECTS- Credits		CM 11 a: UE Spanish 6: Grammar und Vocabulary, 2 h/2.5 ECTS- Credits
Introduction to Scientific Work, VU 1 h/2.5 ECTS- Credits		CM 5: Fundamentals of Philological and Cultural Studies, 1 h/2.5 ECTS- Credits
Introduction, VU 2 h/2.5 ECTS- Credits		CM 16 a: Reading and Analysis, 2 h/2.5 ECTS- Credits
Survey of the History of Spanish Literature, VO 2 h/3 ECTS- Credits		CM 16 b: History of Spanish Literature and Culture, 2 h/2.5 ECTS- Credits
Authors, Genres, Epochs, PS 2 h/3 ECTS- Credits		CM 17 b: PS Advanced Text and/or Media Analysis using Examples from Spanish Speaking Regions, 2 h/2.5 ECTS- Credits
History of Literature and Reading + Subject Examination, VU 2 h/7 ECTS- Credits		CM 17 a: VU History of Spanish Literatures and Cultures (with Reading List), 2 h/7.5 ECTS- Credits
Grammatical-Analytical Preparatory Course, UE 2 h/2 ECTS- Credits		CM 13 a: Grammatical Analysis, 3 h/2.5 ECTS- Credits
Introduction to Spanish Linguistics, VU 2 h/2.5 ECTS- Credits		CM 13 b: Introduction to Spanish Linguistics, 2 h/2.5 ECTS- Credits

Synchronic Linguistics, PS 2 h/2.5 ECTS-Credits		CM 14: Advanced Topics in Spanish Linguistics 1, 2 h/5 ECTS- Credits **
Linguistics and Reading, VU 2 h/7 ECTS-Credits		CM 15: Advanced Topics in Spanish Linguistics 2, 2 h/5 ECTS- Credits **
Introduction to Cultural Studies, VO 2 h/3 ECTS- Credits		CM 18 a: Cultural Studies, VO 3 h/3 ECTS-Credits
Cultural Studies (alternatively 1 excursion 2), VU 2 h/3 ECTS- Credits		CM 18 b: Hispanophone Culture and their Representation in the Media, 2 h/2 ECTS-Credits
PS/VO/VU 2 Introduction to Foreign Language Teaching, 2 h/3 ECTS- Credits		CM 1 a: VU Introduction to Teaching Foreign Languages, 2 h/3 ECTS- Credits
UE/PS/KO 1 Language-specific Support - Introduction, 1 h/1 ECTS- Credits		CM 1 b: UE Language-Specific Introductory Course in Teaching Spanish, 2 h/2 ECTS- Credits
Spanish Language Teaching VO/VU/PS/UE/PK/AG/KO, 4 h/8 ECTS-Credits		CM 2 a: PS Learn/Teach Languages, 2 h/2 ECTS- Credits and CM 2 b: SE Learn/Teach Languages, 2 h/3 ECTS- Credits
General Language Teaching PS/VO/VU Testing and Assessment, 1 h/2 ECTS- Credits		CM 3 a.: VU Introduction to Testing and Assessing in Teaching Foreign Languages, 2 h/2 ECTS- Credits
PS/UE/KO/AG Testing and Assessing in the Teaching of Spanish as a Foreign Language, 2 h/3 ECTS- Credits		CM 3 b: UE Language-Specific Course for Testing and Assessing, 2 h/3 ECTS-Credits

** The reading list examinations of CM 14 and 15 are to be replaced by the subject examination according to the course

„Linguistics for Teacher Training Students and Reading + Subject Examination“, VU 2 h/7 ECTS-Credits.