

**Note:**

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

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

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## **Complete version as of 05 July 2023**

Curriculum for the

### **Master's Programme Religious Islamic Education**

at the Faculty of Teacher Education of the University of Innsbruck

#### **§ 1 Qualification Profile**

(1) The Master's Programme Islamic Religious Education is allocated to the group of theological study programmes. It offers an advanced theological and religious-pedagogical training and qualifies for the fields of education and congregation, religious education, pastoral care, adult education, religious and non-religious institutions, work with children and youths, public relations and counselling. Thus it prepares for professions within the Islamic congregation, but also in society at large that demand a complete theological academic training in connection with an education in the pedagogy of religion or in pastoral care. Education studies, subject-didactics and pedagogical-practical studies in connection with school practice complete the subject-scientific training. Graduates are qualified for a pertinent doctoral programme.

#### **(2) Competences**

##### **Subject-specific competences**

Graduates of the Master's Programme Islamic Religious Education

- acquire advanced knowledge in subjects of philosophical, theological and Islamic studies and can independently and properly apply subject-specific topics,
- have basic knowledge with regard to the characteristics and methods of other science disciplines and are able to work in an interdisciplinary fashion,
- are able to independently interpret current social phenomena and developments on the basis of scientifically founded Islamic-theological perspectives.
- can recognise, critically reflect on and research, based on methodology, theological issues and implications in educational processes and processes of pastoral care from an Islamic-theological perspective.
- are able to integrate the theological specialist knowledge into their own personality and develop a personal attitude.

##### **Religious-didactical competences**

Graduates of the Master's Programme Islamic Religious Education

- are able to plan, implement and evaluate educational processes and processes in pastoral care based on theory and research.
- know fundamental current religious-pedagogical and religious-didactical concepts with their respective background theories and are able to reflect on and appropriately use them in theory-practice contexts.

## § 2 Scope and duration

The Master's Programme Islamic Religious Education amounts to 120 ECTS-Credits. This corresponds to a study duration of four semesters. One ECTS-Credit corresponds to a workload of 25 hours.

## § 3 Admission

- (1) Admission to the Master's Programme Islamic Religious Education requires the completion of a subject-specific Bachelor's Programme or a subject-specific Bachelor's Programme at a University of Applied Sciences or another comparable study programme at an approved post-secondary educational institution home or abroad.
- (2) In any case, the Bachelor's Programme Islamic Religious Education at the University of Innsbruck is considered a relevant study programme. The rectorate decides on study programmes in question or on the equivalence of a study programme passed at a post-secondary educational institution home or abroad for the admission to the Master's programme based on the regulations of the Universities Act 2002.
- (3) In the event that equivalence has been established in principle but with certain qualifications missing for full equivalence, supplemental examinations may be required by the rectorate. These examinations must be passed during the respective master's programme.

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

- (1) Courses without continuous performance assessment:  
**Lectures (VO)** are courses held in lecture format. They introduce the research areas, methods and schools of thought for a given subject. No maximum number of participants.
- (2) Courses with continuous performance assessment:
  1. **Seminars (SE)** provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of participants: 25.
  2. **Lectures with practical elements (VU)** focus on the practical treatment of concrete scientific tasks that are discussed during the lecture parts of the course. Maximum number of participants: 25
  3. **Practical training courses (PR)** provide practical experience with concrete scientific tasks, complementing occupational and academic training. Maximum number of participants: 14.

## § 5 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 (1) and (2) do not suffice for regulating course admission, the available places are allocated by random selection.

## § 6 Compulsory modules

The following **compulsory modules** covering altogether **100 ECTS-Credits** must be passed:

1.	<b>Compulsory Module: Philosophy of Science, Interdisciplinarity and Research Methods</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Philosophy of Science and Interdisciplinary Learning</b> Introduction to the peculiarity of the methods of other science disciplines; conditions for using results from other disciplines; interpretation of scientific results;	1	2
<b>b.</b>	<b>VU Research Methods in Religious Education</b> Concepts and methods of religious-educational research; introduction to school and educational research; advanced study of empirical research methods;	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning Outcomes:</b> Graduates have an understanding of the interrelations of the theory of science and special issues in theological disciplines. They are able to present concepts and methods of religious-pedagogical research as well as approaches in school and educational research.			
<b>Prerequisites:</b> none			

2.	<b>Compulsory Module: Genesis and Exegesis of Classical Texts and Arabic Language</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Arabic - Advanced</b> Advanced reading, understanding and dealing with complex Islamic-theological sources;	2	5
<b>b.</b>	<b>SE Exegesis of the Quran</b> Analysis of selected text passages of the Qur'an; introduction to traditional and modern exegetical methods and corresponding exercises;	2	3.5
<b>c.</b>	<b>SE The Prophetic Tradition</b> Advanced study of the Hadith hermeneutics; contemporary-related interpretation of patterns of thinking and acting of the prophet; analysis of selected passed down texts;	2	4
	<b>Total</b>	<b>6</b>	<b>12.5</b>
<b>Learning Outcomes:</b> Graduates are able to read, understand and explain complex Arabic texts. They are able to differentiate between traditional and modern approaches of Qu'ran exegesis and to practise them on exemplary selected text passages. They acquire advanced knowledge in contemporary Hadith hermeneutics.			
<b>Prerequisites:</b> none			

3.	<b>Compulsory Module: Qur'an, the Prophet's Mindset and Ways of Acting in Religious-Educational Perspective</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Qur'an in Religious-Educational Fields of Action</b> Advancing of subject-didactic skills for developing religious-education concepts based on the Qur'an.	2	5
<b>b.</b>	<b>SE The Prophet's Mindset and Ways of Acting in Religious-Educational Fields of Action</b> Advancing of subject-didactical skills for developing religious-education concepts based on the prophet's mindset and ways of acting.	2	5

	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to analyse and develop religious-educational concepts from religious sources such as the Qur'an and the tradition of the prophet.		
	<b>Prerequisites:</b> none		

<b>4.</b>	<b>Compulsory Module: Contemporary Theology</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Socio-Political Conditions for the Emergence of Islamic Theology</b> Genesis of Islamic theology; contemporary approaches and reflection of Islamic-theological concepts and analysis of social-political topics in an Islamic-theological context;	1	3
<b>b.</b>	<b>VO Theology and Science in Islam</b> Relationship between religious-theological aspects and science with special focus on the influences and relationships between history in an Islamic context and science;	1	2
	<b>Total</b>	<b>2</b>	<b>5</b>
	<b>Learning Outcomes:</b> Graduates can describe the genesis of Islamic theology and its contemporary conceptions and productively use it for everyday questions. They are able to newly contextualise and understand classic Islamic practices and theories in actual everyday life of today. They are moreover able to explain methodical and practical differences and commonalities of theology and practice and to explain connections.		
	<b>Prerequisites:</b> none		

<b>5.</b>	<b>Compulsory Module: Doctrines of Faith and Daily Life in Islam</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Doctrine of Faith</b> Reflection and analysis of fundamentals of faith and learning to deal with questions of faith for contemporary problems;	2	5
<b>b.</b>	<b>SE Islam in Everyday Life</b> Reflection and analysis of everyday problems and developing of concepts for dealing with religiously justifiable aids for practice.	2	5
	<b>Total</b>	<b>4</b>	<b>10</b>
	<b>Learning Outcomes:</b> Graduates are able to critically evaluate and reflect aspects of the doctrine and practice of faith and based on this, they are able to develop models that can be applied in a plural and secular society. Moreover, they are able to transfer justifiable Islamic-theological approaches with regards to questions of everyday life.		
	<b>Prerequisites:</b> none		

<b>6.</b>	<b>Compulsory Module: Consolidation in Islamic Ethics and Mysticism</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Islamic Mysticism - Advanced</b> Islamic concepts of mysticism, advanced study of selected topical fields of Islamic mysticism	1	3
<b>b.</b>	<b>VO Selected Topics of Islamic Social Studies</b>	2	4.5

	Alternatingly, topics from the fields of political ethics, peace ethics, economy ethics and social anthropology are dealt with.		
<b>c.</b>	<b>VO Selected Topics of Islamic Ethics</b> Advanced study of current questions and individual topics of ethics with special focus on medical and bioethics;	2	5
	<b>Total</b>	<b>5</b>	<b>12.5</b>
<b>Learning Outcomes:</b> Graduates are able to describe advanced concepts of Islamic mysticism and to productively use them for dealing with special issues. They are able to name the fundamentals of the doctrine of Islam social studies and to apply them in the appropriate situations. Graduates are able to reflect the basic problems of Islamic ethics, in particular bioethics, from an Islamic perspective, discuss them and develop approaches for finding solutions to questions. They are able to develop and evaluate concepts in the field of ethics in a contemporary context.			
<b>Prerequisites:</b> none			

<b>7.</b>	<b>Compulsory Module: Islamic Cultural and Educational History in the European Context</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Islamic Cultural History in Europe</b> Dealing with events in cultural history in particular in an European context;	2	5
<b>b.</b>	<b>SE Islamic Education in an European Context</b> Advanced study of the traces of Islam in European culture and their effects on European soil, in particular with focus on education theories;	2	5
<b>c.</b>	<b>VO Islamic History in Europe – Advanced Study</b> Reflection and analysis of developments and events emerged from an Islamic context and their after-effects with a special focus on Europe.	2	2.5
	<b>Total</b>	<b>6</b>	<b>12.5</b>
<b>Learning Outcomes:</b> Graduates are able to analyse and evaluate Islamic culture, history and science in Europe from an Islamic-theological perspective and to reflect on the developments in a contemporary context.			
<b>Prerequisites:</b> none			

<b>8.</b>	<b>Compulsory Module: Interreligious Theology and Religious Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Dealing with Plurality from an Islamic Perspective and Effects on Interreligious Aspects</b> Advanced study of interreligious dialogue and learning from an Islamic-theological perspective and dealing with the relation between ambiguity and claim to truth of a culture in the Islamic discourse with special focus on gender aspects;	1	2.5
<b>b.</b>	<b>VO World Religions II</b> Alternating introduction to the history and current situation of different religions (Buddhism, Hinduism, Confucianism, Taoism et. al.) or ideological orientation systems with special consideration of their relationship to Christianity and Western thought.	1	1.5
<b>c.</b>	<b>VO Interreligious Research-Oriented Religious Pedagogy</b> Philosophical and methodological fundamentals for the conceptualisation of interreligious education in the context of school and non-school education;	2	2

	dealing with current research results on interreligious discourses; concepts of interreligious education concepts;		
<b>d.</b>	<b>SE Interreligious Research-Oriented Religious Pedagogy</b> Discussion of religious-pedagogical and didactical questions from the perspective of different religions. Plurality and differences in consideration of inclusive approaches; critical perspectives of common concepts of interreligious professionalisation and competence;	2	3
<b>e.</b>	<b>SE Cooperative Religious Didactics II</b> Foundations and criteria for religious didactic action in cooperation with another discipline. Review of religious didactic topics from an interreligious perspective.	2	3.5
	<b>Total</b>	<b>8</b>	<b>12,5</b>
<b>Learning Outcomes:</b> Graduates are able to advance the plurality discourse from an Islamic perspective. They are able to deal with different cultural claims to truth. They are able to independently and critically analyse the historic and current shape, the way of life and the validity claims of selected religions in consideration of religious studies. Graduates are able to conceptualise research in the field of interreligious education at school and outside of school. They competently deal with models of interreligious education. They are able to include current research results in their teaching and learning concepts. Graduates are competent in dealing with differences and in interreligious discourses. They are able to develop exemplary topics from an interreligious perspective.			
<b>Prerequisites:</b> none			

<b>9.</b>	<b>Compulsory Module: Consolidation in Religious Education and Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Muslim Community Education</b> Imparting of theoretical and methodological requirements in the field of community work and learning methods of life and social counselling with a special focus on interreligious community work and gender awareness;	1	3
<b>b.</b>	<b>SE Subject Didactics II</b> Introduction to the basic conditions (social, school and church context) and the didactic basic competences for the teaching religious education in the area of secondary education at level II; relevant subject curricula and religious education books; making of annual plans and planning of competence-based teaching units; gender-sensitive and age-adequate teaching and learning paths; performance evaluation in religious education (competence-based leaving certificate and diploma examination);	2	3
<b>c.</b>	<b>PR Subject-Specific Practical Training Course</b> Sitting in on classes, teaching exercises in the teaching and learning setting of 14- to 19-year olds.	2	4
	<b>Total</b>	<b>5</b>	<b>10</b>
<b>Learning Outcomes:</b> Graduates are able to describe the development of approaches and models of community work and pedagogy and to productively use them for actual practice. They competently recognise different forms of interreligious conduct of Muslims as result of complex and individual processes. Graduates are competent in the framework conditions of religious education at the respective school types (e.al with regards to handicap, cultural aspects, gender, social inequality, interreligious aspects). They have fundamental subject-didactic skills for competence-based			

	planning, managing and evaluating teaching and learning processes at school. Graduates acquire basic competences for teaching religious education for the age range of 14- to 19-year olds.
	<b>Prerequisites:</b> none

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

11.	Compulsory Module: Master's Thesis Defence	h	ECTS-Credits
	Oral defence of the Master's Thesis before an examination board;		2.5
	<b>Total</b>		<b>2.5</b>
	<b>Learning Outcomes:</b> Reflection of the Master's Thesis in the overall context of the Master's Programme. The focus lies on theoretical understanding, methodological fundamentals, imparting of the results of the Master's Thesis and presentation skills.		
	<b>Prerequisites:</b> positive completion of all other compulsory modules and the Master's Thesis		

## § 7 Master's Thesis

- (1) In the Master's Programme a Master's Thesis corresponding 20 ECTS-Credits must be written. The Master's Thesis is a scientific paper that serves as proof of the ability to deal with a scientific topic independently and appropriately with regards to content and methodology.
- (2) The topic of the Master's Thesis must be in relation to the contents of one of the modules of the Master's programme.
- (3) The Master's Thesis has to be submitted in written form and in an electronic form to be determined by the Director of Studies.
- (4) The Master's Thesis may be written in a foreign language if the course instructor of the course within the scope of which the thesis is written, agrees to it.

## § 8 Examination regulations

- (1) Courses of module are evaluated by course examinations. Course examination are
  1. examinations that assess the knowledge and skills covered in the lectures in which course assessment is based on a single examination at the end of the course. The course instructor has to define and communicate the method of examination (written and/or oral) and the evaluation criteria before the course begins.
  2. Courses with continuous assessment, for which course assessment is based on regular written and/or oral contributions by participants. The course instructor has to inform the students on

the examination method (written and/or oral) and the evaluation criteria before the start of the course.

- (2) The compulsory module “Preparation of the Master’s Thesis” is evaluated by the supervisor of the Master’s Thesis based on an abstract. Positive evaluation reads “successfully completed”, negative evaluation “unsuccessfully completed”.
- (3) The compulsory module “Master’s Thesis Defence” is evaluated by an oral examination before an examination board. The examination board consists of three persons.
- (4) Examinations are subject to the regulations of the Universities’ Act 2002 and the Study Law Regulations-part of the statutes of the University of Innsbruck.

### **§ 9 Academic Degree**

Graduates of the Master’s Programme Islamic Religious Education are awarded the academic degree of “Master of Arts”, abbreviated “MA”.

### **§ 10 Coming into force**

- (1) This curriculum comes into force as of 1 October 2018.
- (2) The changes of the curriculum acc. to the version of the University of Innsbruck Bulletin of 28 June 2019, Issue 66, No. 585 come into effect on 1 October 2019 and are to be applied to all students.