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Appendix to the University of Innsbruck Bulletin of 10 March 2010, Issue 15, No. 143

Decision of the Curriculum Committee of the University of Innsbruck School of Management on 11 November 2009, approved by Senate Decree on 28 January 2010:

On the basis of § 25 paragraph 1 no. 10 University Act 2002, BGBl. I (Federal Law Gazette) No. 120, most recently amended by Federal Law BGBl. I (Federal Law Gazette) No. 81/2009 and § 32 Section "Regulations of Study Law", republished in the University of Innsbruck Bulletin of 3 February 2006, Issue 16, No. 90, most recently amended by the University of Innsbruck Bulletin of 2 September 2009, Issue 111, No. 419, the following is decreed:

Curriculum for the  
**Master Program in Business Education**  
at the University of Innsbruck School of Management

**§ 1 Qualification profile and program objectives**

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

## **§ 2 Admission requirements**

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

## **§ 3 Duration of the program**

- (1) The Master Program in Business Education equals 150 credits (ECTS); this corresponds to a program duration of five semesters.
- (2) The Program is organized in courses.

## **§ 4 Courses**

- (1) A course constitutes a thematic unit and normally comprises five semester hours ("SST") or ten ECTS credits or three semester hours ("SST"), i.e. five ECTS credits. The courses referred to in § 7 (2-7 and 2-8) are exceptions.
- (2) All courses consist of two course units; at least one of them is a course unit with continuing performance assessment, with the following exceptions:
  1. the mandatory course referred to in § 7 (2-7);
  2. the mandatory course referred to in § 7 (2-8);
  3. the courses referred to in § 8 (2) are organized by other master programs and must be completed according to the respective curricula.
- (3) The curriculum comprises mandatory and elective courses.

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

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

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

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

1. At the beginning of the registration period for course units of a given semester, each student receives 1,000 points twice. At the end of the registration period for a certain semester, unused points expire.
2. Students use as many points as they want from the first account of 1,000 points to bid for course units which they want to enroll in; this way, they express their course preferences for the 1<sup>st</sup> enrolment round.
3. Students use as many points as they want from the second account of 1,000 points to bid for course units which they want to enroll in; this way, they express their course preferences for the 2<sup>nd</sup> enrolment round.
4. Depending on how many points from the first account are used to bid for certain course units, students receive up to 30 ECTS credits, provided they fulfill the admission requirements.
5. Depending on how many points from the second account are used to bid for certain course units, students receive courses which have not been allocated according to Points 2 and 4 above. Again, students have to fulfill the respective admission requirements.
6. The total number of course units assigned according to Points 1-5 above may not exceed the number of course units necessary in a given semester (30 ECTS credits).
7. A lottery system is used to allocate course units still available after the course allocation described in points 1-5 above to those students who have received fewer course units than necessary in a given semester (30 ECTS credits).
8. Through the procedures described in Points 1-7 above, all students are assigned exactly the number of course units necessary for the Program in any given semester (30 ECTS credits).

## § 7 Titles, work load, and topics of mandatory courses including ECTS credits

(1) The following course is mandatory:

	<b>Mandatory Course</b>	<b>SST</b>	<b>ECTS credits</b>
<b>1</b>	Research Skills in Business Education	5	10

(2) The following courses are mandatory:

	<b>Mandatory Course</b>	<b>SST</b>	<b>ECTS credits</b>
<b>1</b>	Orientation Course Business Education	3	5
<b>2</b>	Introduction to Theories of Socioeconomic Education	5	10
<b>3</b>	Teaching and Learning as a Career	5	10
<b>4</b>	Management and Development of Educational Organizations	3	5
<b>5</b>	Didactics of Business Education (I)	5	10
<b>6</b>	Didactics of Business Education (II)	5	10
<b>7</b>	Support Course for Teaching Practice	2	5

<b>8</b>	Support Course for Master Thesis	1	2.5
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**§ 8 Titles, work load, and topics of elective courses including ECTS credits**

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

	<b>Elective Course</b>	<b>SST</b>	<b>ECTS credits</b>
<b>1</b>	Teaching/Learning Relationships (I): Assessment of Career-Related Competences	3	5
<b>2</b>	Teaching/Learning Relationships (II): Classroom Leadership and Discipline	3	5
<b>3</b>	Teaching/Learning Relationships (III): Coaching and Supervision	3	5
<b>4</b>	Human/Technology Relationships: E-Learning	3	5
<b>5</b>	Human Relations Management (I): Intercultural Human Resource Development	3	5
<b>6</b>	Human Relations Management (II): Employment-oriented Counseling	3	5
<b>7</b>	Human Relations Management (III): Facilitating, Counseling and Coaching Learning Groups	3	5

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

	<b>Elective Course</b>	<b>SST</b>	<b>ECTS credits</b>
<b>1</b>	One of the courses of the master programs offered by the University of Innsbruck School of Management	4	10

**§ 9 Titles, work load, and short description of the course units of mandatory and elective courses including ECTS credits**

(1) **Mandatory Course** referred to in § 7 (1)

<b>1</b>	<b>Mandatory Course: Research Skills in Business Education</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Methodological and Methodical Aspects of Research in Business Education</b> The lecture covers methodological research approaches in business education, fundamental research methods, and the development of research designs.	2	4
<b>b</b>	<b>SE Research Skills in Business Education</b> Discussion of methodical questions and research designs of selected research topics in business education	3	6
	<b>Total</b>	<b>5</b>	<b>10</b>
	<b>Learning objectives of the course:</b> Students become acquainted with methodological and methodical research approaches in		

	business education; they develop the competence to categorize research qualitatively and to design research projects independently.
	<b>Admission requirements:</b> positive completion of the mandatory courses referred to in § 7 (2-1 and 2-2)

(2) Mandatory Courses referred to in § 7 (2)

<b>1</b>	<b>Mandatory Course: Orientation Course Business Education</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Introduction to Business Education</b> Introduction to business education - central terms, history and careers; with a special focus on gender aspects	2	3
<b>b</b>	<b>UE Business Education in Practice</b> Insight into selected pedagogical careers in schools and other organizations	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students become familiar with the history of and theory formation in business education: they acquire an overview of research and practice in business education.			
<b>Admission requirements:</b> none			

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

<b>3</b>	<b>Mandatory Course: Teaching and Learning as a Career</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>PS Planning Lessons</b> Acquaintance with and work on first methodical and didactic concepts for teaching business subjects in schools; reflection on the complex role of being a teacher	3	6

<b>b</b>	<b>UE The Practice of Teaching</b> Students plan, teach, evaluate and follow up on lessons within the framework of a teaching practice at a vocational school; the teaching practice aims at career orientation and is thematically integrated into the course unit.	2	4
	<b>Total</b>	<b>5</b>	<b>10</b>
<b>Learning objectives of the course:</b> Students gather first teaching experience and reflect on the role of the teacher.			
<b>Admission requirements:</b> none			

<b>4</b>	<b>Mandatory Course: Management and Development of Educational Organizations</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Education Management</b> Detailed introduction to the special characteristics of managing educational organizations	2	3
<b>b</b>	<b>PS Development of Educational Organizations</b> Discussion of and reflection on the special characteristics of developing and managing educational organizations	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students develop the competence to identify tasks and challenges involved in education management in companies and schools; these they reflect on and critically evaluate the instruments which could be used as a response.			
<b>Admission requirements:</b> positive completion of the mandatory courses referred to in § 7 (2-1 and 2-3)			

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

<b>6</b>	<b>Mandatory Course: Didactics of Business Education (II)</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Didactics of Business Education (II)</b> Introduction to basic theories, methods, and didactic questions in the context of communication technologies and New Media	2	5
<b>b</b>	<b>SE Didactics of Business Education (II)</b> Development of didactically and methodically sound teaching/learning units for selected curricular areas in the context of communication technologies and New Media	3	5
<b>Total</b>		<b>5</b>	<b>10</b>
<b>Learning objectives of the course:</b> Students develop specialized didactic competences to plan, implement, and develop teaching/learning arrangements in business education, especially in the context of communication technologies and New Media.			
<b>Admission requirements:</b> positive completion of the mandatory courses referred to in § 7 (2-1, 2-2 and 2-3)			

<b>7</b>	<b>Mandatory Course: Support Course for Teaching Practice</b>	<b>SST</b>	<b>ECTS credits</b>
	<b>SE Support Course for Teaching Practice</b> Discussion and coaching regarding relevant questions emerging in the course of the teaching practice; special focus on gender aspects	2	5
<b>Total</b>		<b>2</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students complete a period of teaching practice in a school, reflect on this experience, and develop their own pedagogical professionalism.			
<b>Admission requirements:</b> positive completion of the mandatory courses referred to in § 7 (2-1, 2-2, 2-3, 2-5 and 2-6); registration for the teaching practice referred to in § 10			

<b>8</b>	<b>Mandatory Course: Support Course for Master Thesis</b>	<b>SST</b>	<b>ECTS credits</b>
	<b>SE Support Course for Master Thesis</b> The seminar supports the process of creating the master thesis. Students present their thesis, discuss particular issues in detail, and intensively reflect on theoretical aspects as well as research designs.	1	2.5
<b>Total</b>		<b>1</b>	<b>2.5</b>
<b>Learning objectives of the course:</b> On completion, students have the competence to design and carry out a scientific study and to present their research results in different contexts.			
<b>Admission requirements:</b> positive completion of the mandatory courses referred to in § 7 (1) and § 7 (2-1 to 2-6)			

## (3) Elective courses referred to in § 8 (1)

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

<b>2</b>	<b>Elective Course: Teaching/Learning Relationships (II): Classroom Leadership and Discipline</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Classroom Leadership and Discipline</b> Introduction to basic theories and instruments of classroom leadership; applicable theories and methods for managing conflicts in the classroom	2	3
<b>b</b>	<b>PS Classroom Leadership and Discipline</b> Development and reflection on different instruments of classroom leadership and conflict management	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students reflect on classroom leadership and disciplinary issues in education and generate their first personal strategies for coping with disciplinary issues.			
<b>Admission requirements:</b> none			

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

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

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

<b>6</b>	<b>Elective Course: Human Relations Management (II): Employment-oriented Counseling</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Employment-oriented Counseling</b> The lecture covers concepts of career counseling with special focus on gender aspects.	2	3
<b>b</b>	<b>PS Employment-oriented Counseling</b> Designing and reflecting on counseling scenarios	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students reflect on different concepts of career counseling and develop competences to cope with concrete counseling situations in the light of their reflections.			
<b>Admission requirements:</b> none			

<b>7</b>	<b>Elective Course: Human Relations Management (III): Facilitating, Counseling and Coaching Learning Groups</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	<b>VO Understanding Group Processes</b> Presentation and discussion of group dynamics that can manifest themselves in work and learning groups	1	1
<b>b</b>	<b>SE Moderation</b> Students facilitate learning groups and critically reflect on their own efforts.	2	4
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>Learning objectives of the course:</b> Students develop the competence to independently facilitate, support, and counsel learning groups. Additionally, they acquire basic insights into group dynamics.			
<b>Admission requirements:</b> none			

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

	<b>Elective Course: Courses from other Master Programs of the University of Innsbruck School of Management</b>	<b>SST</b>	<b>ECTS credits</b>
<b>a</b>	Students can choose and complete a 10-ECTS-credit course from other master programs organized by the University of Innsbruck School of Management.		
	<b>Total</b>		<b>10</b>
<b>Learning objectives of the course:</b> The learning objectives of the respective courses give the student insight into other subjects.			
<b>Admission requirements:</b> defined by the respective curriculum			

## § 10 Teaching practice

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

## § 11 Master thesis

- (1) In the Master Program in Business Education, a master thesis must be written. The topic of the thesis must be related to the area of business education, i.e. to subjects covered by one or more of the mandatory courses referred to in § 7 (1 and 2) or by the elective courses referred to in § 8 (1).

- (2) The master thesis is a scientific piece of work.
- (3) By creating the master thesis, students must demonstrate that they are able – independently and in a limited period of time - to apply the theoretical and methodical instruments of the Master Program to a particular research question and to reflect on them.
- (4) Students have the right to propose the topic of the master thesis or to choose from a number of proposals.
- (5) The master thesis is equivalent to a work load of 27.5 ECTS credits.
- (6) The topic and the supervisor of the master thesis may only be submitted on positive completion of the mandatory courses referred to in § 7 (1) and § 7 (2-1 to 2-6).
- (7) The master thesis must be submitted in printed and in electronic form, as defined by the University of Innsbruck Director of Studies.
- (8) It is permissible for several students to work on one single master thesis topic together, as long as it is feasible to assess the performance of each individual student separately.

## **§ 12 Examination regulations**

- (1) Course performance is evaluated by one of the following methods:
  1. In courses consisting of a lecture and a course unit with continuing performance assessment, the final grade comprises the grade of the course unit with continuing performance assessment and an overall exam covering the course content. Admission to the overall exam requires a positive grade in the course unit with continuous performance assessment.
  2. In courses consisting exclusively of course units with continuing performance assessment, the final grade is determined by the grades of the course units with continuing performance assessment.
- (2) The examination method (written/oral/exam paper/s) for examinations in course units with continuing performance assessment is determined by the instructor of the course unit before the course unit starts.
- (3) Overall exams of the courses referred to in § 4 (2) comprise the entire course content; they are administered by individual examiners. The overall exam is a written exam (maximum length: 90 minutes).
- (4) The assessment of courses organized by other master programs is based on the examination regulations of the respective curriculum.

## **§ 13 Academic degree**

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

## **§ 14 Implementation**

This curriculum comes into force on 1 October 2010.

For the Curriculum Committee:

Ass. Prof. Dr. Heike Welte

For the Senate:

Univ.-Prof. Dr. Ivo Hajnal

## Appendix: Recommended course of studies

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