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

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Curriculum for the  
**Master's Programme in Islamic-Theological Studies**  
at the Faculty of Teacher Education at the University of Innsbruck

(New release 2023 of the Curriculum for the Master's Programme in Islamic  
Religious Education)

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## **§ 1 Allocation**

Pursuant §54 para. 1 Universities Act 2022, the Master's Programme in Islamic-Theological Studies is grouped among the theological study programmes.

## **§ 2 Qualification profile**

- (1) The Master's Programme in Islamic-Theological Studies offers a specialised Islamic theological education, characterised by a multi-perspective understanding. Graduates acquire in-depth professional, interdisciplinary, interreligious and communicative competences in the fields of action of society, community and educational institutions. They also expand their knowledge in the field of gender and diversity research.
- (2) The graduates acquire the following qualifications:
  - They are able to identify complex issues in theological or religious education on the basis of in-depth knowledge from theological, religious education and didactic subjects and to work on them independently.
  - They are capable of discourse in socially relevant questions of religion and worldview and can independently interpret current social phenomena and developments theologically or pedagogically, taking diversity and gender aspects into account.
  - They are able to represent well-founded points of view in the community and the public as well as in the field of education.
  - They can shape and lead interreligious and interdisciplinary discourses as well as educational and dialogue processes in a plurality-sensitive way.
  - They can use their highly specialised knowledge from their studies as well as relevant new research results, sources and literature for professional tasks as well as for their personal development.
- (3) The Master's Programme in Islamic-Theological Studies includes two specialisations, within the scope of which the graduates can either specialise in the field of Islamic Theology or in Islamic Religious Education and acquire corresponding advanced knowledge and skills:
  - The specialisation in Islamic Theology prepares students for professions in mosque congregations and social institutions, but also in the public sphere, which require a full academic-theological education with a focus on Islamic-theological or Islamic spiritual guidance competence.
  - The specialisation in Islamic Religious Education prepares students for professions in educational institutions and social institutions, but also in the public sphere, which require a full-fledged academic theological education with a focus on Islamic religious education competence. The general foundations of educational science, the subject-specific and pedagogical-practical studies in connection with school practice complement the subject-specific education.
- (4) The graduates are qualified to take up a subject-specific doctoral study programme.

## **§ 3 Scope and duration**

The Master's Programme in Islamic-Theological Studies covers altogether 120 ECT-Credits. This corresponds to a duration of the study programme of four semesters. One ECTS-Credits corresponds to a workload of 25 hours.

#### **§ 4 Admission**

- (1) The admission to the Master's Programme in Islamic-Theological Studies with the specialisation in Islamic Theology or Islamic Religious Education requires the completion of a subject-related bachelor's programme or another related study programme of at least the same university level at a recognised post-secondary educational institution home or abroad. In any case, the completion of the Bachelor's Programme in Islamic-Theological Studies in the respective specialisation at the University of Innsbruck is a relevant study programme.
- (2) The Rectorate decides whether the prerequisites have been met in accordance with §64 para. 3 Universities Act. In order to compensate for significant subject-related differences, supplementary examinations may be prescribed, which must be taken by the end of the second semester of the master's degree programme. The Rectorate may determine which of these supplementary examinations are prerequisites for taking examinations provided for in the curriculum of the Master's degree programme.

#### **§ 5 Types of courses and maximum number of students per course**

- (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.
- (2) Courses with continuous performance assessment:
  1. Practical training courses (PR) provide practical experience with concrete scientific tasks, complementing occupational and academic training. Maximum number of students per course: 14.
  2. Seminars (SE) provide in-depth treatment of scientific topics through students' presentations and discussion thereof. Maximum number of students per course: 25.
  3. 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 students: 25.
  4. Practical courses (UE) focus on the practical treatment of specific tasks in a specialist area and on practicing specific skills. Maximum number of students: 25.

#### **§ 6 Procedure for the allocation of places in courses with a limited number of participants:**

1. Students for whom the study duration would be extended due to the postponement are to be given priority.
2. If the criterium in no. 1 does not suffice, then first students who take this course as part of a compulsory module and secondly students for whom this course is part of an elective module are given a place.
3. If the criteria in no. 1 and no. 2 do not suffice to regulate the admission, then the available places are randomly allocated.

#### **§ 7 Specialisation**

Within the scope of the Master's Programme in Islamic Theological Studies a specialisation covering 60 ECTS-Credits incl. the Master's Thesis (CM 8 and 9 with 2.5 ECTS-Credits each and 25 ECTS-Credits for the Master's Thesis) is compulsory. The following specialisations are offered:

- Islamic Theology: By passing elective modules 1-4, the specialisation in Islamic Theology is passed.
- Islamic Religious Education: By passing elective modules 5-7, the specialisation in Islamic Religious Education is passed.

## § 8 Compulsory and elective modules

The following compulsory modules covering 65 ECTS-Credits are to be passed:

1.	Compulsory Module: Genesis and Exegesis of Written Sources in the Present Day	h	ECTS-Credits
a.	<b>SE Qur'anic Exegesis (tafsīr) in the Present Day</b> Analysis of selected text passages of the Qur'an using contemporary exegetical approaches with corresponding exercises	2	4
b.	<b>VU Hadith Research in the Present Day</b> Advanced knowledge of hadith research and hermeneutics; contemporary interpretation of the Prophet's thought and action patterns; analysis of selected texts of the Prophet's tradition	2	4
	<b>Total</b>	<b>4</b>	<b>8</b>
	<b>Learning Outcomes:</b> Students are able to distinguish between contemporary approaches to Qur'anic exegesis, critically evaluate them and apply them to selected passages of the text while adhering to scholarly standards. They acquire highly specialised knowledge in contemporary hadith research and hermeneutics and are able to analyse and contextualise hadith texts in a research-led and problem-oriented manner.		
	<b>Prerequisites:</b> none		

2.	Compulsory Module: Religious Teachings and Islam in Everyday Life	h	ECTS-Credits
a.	<b>SE Foundations of Islamic Faith</b> Reflection and analysis of questions of faith and the doctrine of faith in the face of contemporary problems	2	4
b.	<b>SE Islam in Everyday Life</b> Reflection and analysis of everyday problems and development of Islamic legal concepts and solutions for plural societies	2	3
	<b>Total</b>	<b>4</b>	<b>7</b>
	<b>Learning Outcomes:</b> Students will be able to critically reflect on and evaluate aspects of the doctrine and practice of faith and, following this, develop integrative models that are applicable in a plural and secular society. They are able to develop innovative approaches to current socio-social challenges and problems, taking into account relevant aspects of Islamic law.		
	<b>Prerequisites:</b> none		

<b>3.</b>	<b>Compulsory Module: Interreligious Dialogue in the Context of Cultural and Religious Diversity</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Religions of the World</b> Introduction in religious studies to selected religious traditions or ideological orientation systems from history and the present as well as their relationship to Western thought, especially to questions of gender justice	1	2
<b>b.</b>	<b>SE Interreligious Dialogue from an Islamic Perspective</b> Specific study of the topics of interreligious dialogue and interreligious learning as well as dealing with cultural and religious-ideological diversity from an Islamic-theological perspective	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
<p><b>Learning Outcomes:</b> The students are able to identify and present points of connection and differences to other religious traditions, especially with regard to interreligious dialogue. They can communicate Islamic theological contents and concepts in plural contexts in written as well as oral argumentative form. They are able to work on exemplary topics from an interreligious perspective.</p>			
<b>Prerequisites:</b> none			

<b>4.</b>	<b>Compulsory Module: Philosophy of Science and Research Methods</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Science and Philosophy of Science in Islamic Thought</b> Dealing with natural sciences and humanities in the history of Islamic ideas; different approaches to the theory of science in Islamic thought	2	3
<b>b.</b>	<b>VU Research Methods in Islamic Theology and Religious Education</b> Concepts and methods of Islamic theological and religious educational research; advanced study of empirical research methods	2	4
	<b>Total</b>	<b>4</b>	<b>7</b>
<p><b>Learning Outcomes:</b> Students have an integrative understanding of scientific-theoretical questions and special topics in the theological disciplines. They are able to identify different scientific theoretical approaches in Islamic thought, to critically assess them and to transform them in a solution-oriented way. They can present, apply and further develop concepts and methods of theological and religious education research in writing and orally.</p>			
<b>Prerequisites:</b> none			

5.	<b>Compulsory Module: Islamic Education and Islam in Europe</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO History of Islam in Europe</b> Reflection and analysis of Islam-related historical developments and events as well as their aftermath with a special focus on Europe (e.g. Andalusia, Eastern Europe and the Balkans).	2	3
<b>b.</b>	<b>SE Islamic Education in the European Context</b> Important institutions, personalities and organisations in the history and present of Islamic education in Europe as well as their educational theoretical approaches.	2	3
	<b>Total</b>	<b>4</b>	<b>6</b>
	<b>Learning Outcomes:</b> Students will be able to analyse and critically evaluate Islamic culture, history and science in Europe from an Islamic-theological perspective and reflect on developments in a contemporary pluralistic context. They are able to critically discuss the central actors and institutions of Islamic education in Europe with regard to their understanding of theology and education as well as their social commitment.		
	<b>Prerequisites:</b> none		

6.	<b>Compulsory Module: Islamic Ethics and Community Education</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Individual Topics of Islamic Ethics</b> Current issues and individual topics in Islamic ethics from the fields of political ethics, peace ethics, business ethics, social ethics, animal and environmental ethics as well as medical and bioethics	2	4
<b>b.</b>	<b>SE Concepts and Methodological Approaches in Islamic 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 sensitivity.	2	3
	<b>Total</b>	<b>4</b>	<b>7</b>
	<b>Learning Outcomes:</b> The students are able to analyse and reflect on current ethical issues from an Islamic theological perspective and to develop innovative and integrative approaches to solutions for the various areas of ethics. They can further develop specific community education concepts in relation to the context.		
	<b>Prerequisites:</b> none		

7.	<b>Compulsory Module: Interdisciplinary Skills</b>	<b>h</b>	<b>ECTS-Credits</b>
	Providing the availability of places, courses from the curricula of the master's or diploma programmes established at the University of Innsbruck in the fields of education, educational sciences, cultural sciences, social sciences, linguistics, history, philosophy or theology are to be passed.	-	20
	<b>Total</b>	-	<b>20</b>
	<b>Learning Outcomes:</b> Students have the competence to engage constructively, responsibly and with the necessary sensitivity for gender aspects in a scientific discourse beyond the boundaries of their own discipline.		
	<b>Prerequisites:</b> The prerequisites specified in the respective curricula are to be met.		

8.	<b>Compulsory Module: Conception of the Master's Thesis</b>	<b>h</b>	<b>ECTS-Credits</b>
	Agreement on the topic, the scope and the form of the Master's Thesis on the basis of a brief description of the content (synopsis) as well as agreement on the work processes and the progress of the study. Planning of an appropriate time frame for the completion of the Master's Thesis.	-	2.5
	<b>Total</b>	-	<b>2.5</b>
	<b>Learning Outcomes:</b> The students are able to write a brief description of the content of the planned Master's Thesis (synopsis), outline a time schedule and conclude a written Master's Thesis agreement.		
	<b>Prerequisites:</b> none		

9.	<b>Compulsory Module: Master's Thesis Defence</b>	<b>h</b>	<b>ECTS-Credits</b>
	Final oral defence of the Master's thesis before an examination board	-	2.5
	<b>Total</b>	-	<b>2.5</b>
	<b>Learning Outcomes:</b> The students are able to reflect on the Master's Thesis in the overall context of the master's programme; the focus is on theoretical understanding, methodological principles, communicating the results of the Master's Thesis and presentation skills.		
	<b>Prerequisites:</b> positive evaluation of all other compulsory and elective modules as well as the Master's Thesis		

Elective modules covering a total of 30 ECTS-Credits are to be passed from a specialisation in Islamic Theology or Islamic Religious Education.

- By passing the elective modules 1 – 4, the specialisation in Islamic Theology is passed.
- By passing the elective modules 5 – 7, the specialisation in Islamic Religious Education is passed.

1.	<b>Elective Module: Classical and Contemporary Theological Discourses</b>	h	ECTS-Credits
<b>a.</b>	<b>SE Classical Texts of Islamic Theology in Discussion</b> Processing and analysis of classical theological texts with a special focus on reformation approaches; re-reading, de- and reconstruction of classical texts for new Islamic theological approaches	2	3
<b>b.</b>	<b>VU Contemporary Discourses in Islamic Theology</b> Discussion of current issues (such as violence, human rights, religious freedom, "political Islam" and secularism) that are controversially discussed in contemporary society and associated with Islam	2	3
<b>Total</b>		<b>4</b>	<b>6</b>
<b>Learning Outcomes:</b> The students are able to draw conclusions for today from the interaction of revelation and history on the basis of classical texts. They are able to make connections between text, context and society. They know the different fields of discourse of Islamic theology in contemporary society and are able to develop well-founded positions on contemporary discourses based on Islamic sources.			
<b>Prerequisites:</b> none			

2.	<b>Elective Module: Gender Studies and Liberation Theology</b>	h	ECTS-Credits
<b>a.</b>	<b>SE Gender Studies and Islam</b> Gender studies and its impact on new gender-specific approaches in Islamic theology; in-depth examination of various female Muslim intellectuals and their influence on contemporary Muslim views in relation to gender constructs.	2	4
<b>b.</b>	<b>SE Approaches in Liberation and Peace Theology</b> Presentation of current approaches in liberation and peace theology approaches, their representatives and their relevance for peace work and the prevention of violence.	2	4
<b>Total</b>		<b>4</b>	<b>8</b>
<b>Learning Outcomes:</b> Students are able to identify, compare and reflect on traditional and contemporary understandings of gender roles in Islamic theology in the context of gender studies. They know the most important Muslim personalities, current debates and research and can critically evaluate them academically. The students are able to discuss current approaches in liberation and peace theology. They are able to explain the peace potential of religions in political conflicts and discuss these in specific educational contexts.			
<b>Prerequisites:</b> none			



3.	<b>Elective Module: Islamic Spirituality and Philosophy of Religion</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Individual Topics in Islamic Mysticism</b> Islamic mysticism concepts; in-depth study of selected topics of Islamic mysticism	1	3
<b>b.</b>	<b>VU Suffering and Theodicy from the Perspective of Islamic Spiritual Guidance</b> Ideas and concepts of suffering and theodicy in Islamic theology with special consideration of Islamic spiritual guidance	2	4
<b>c.</b>	<b>SE Islamic Philosophy of Religion</b> Presentation of the historical development of Islamic philosophy of religion from the 8th century to the present; important thinkers and actors; comparison between Islamic philosophy of religion and other philosophies of religion; relationship between revelation and reason.	2	4
	<b>Total</b>	<b>5</b>	<b>11</b>
	<b>Learning Outcomes:</b> Students are able to describe concepts in Islamic mysticism and spirituality and develop them further for specific questions. Students are able to describe concepts in Islamic mysticism and spirituality and develop them further for specific questions. They can outline the course of Islamic intellectual history with special consideration of Islamic philosophy of religion and critically reflect on the basis of scientific criteria.		
	<b>Prerequisites:</b> none		

4.	<b>Elective Module: Arabic Language</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VU Classical Arabic for Advanced Learners 1</b> Presentation and analysis of selected, complex classical Arabic texts	1	2
<b>b.</b>	<b>UE Classical Arabic for Advanced Learners 2</b> Reading, understanding and editing complex Islamic theological texts	2	3
	<b>Total</b>	<b>3</b>	<b>5</b>
	<b>Learning Outcomes:</b> Students acquire advanced knowledge and competences in Arabic grammar, morphology and syntax based on demanding texts. They are able to read and understand Arabic works and to integrate them into Islamic theology.		
	<b>Prerequisites:</b> none		

5.	<b>Elective Module: Interreligious Religious Education and Didactics</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Interreligious Research-Based Religious Education</b> Scientific-theoretical and methodological foundations for the conceptualisation of interreligious education in the context of school and non-school educational fields; discussion of current research findings on interreligious discourses; concepts of interreligious education processes	2	2
<b>b.</b>	<b>SE Interreligious Research-Based Religious Education</b> Dealing with questions of religious education and didactics from the perspective of different religions; plurality and difference, taking into account inclusive approaches; critical perspectives on common concepts of interreligious professionalisation and competence	2	3
<b>c.</b>	<b>SE Interreligious Cooperative Religious Didactics</b> Basics and criteria for religious didactics; dealing with theological topics from an interreligious perspective and in interreligious cooperation	2	3.5
	<b>Total</b>	<b>6</b>	<b>8.5</b>
	<b>Learning Outcomes:</b> Students will be able to conceptualise teaching and learning processes in interreligious education in and out of school on the basis of current models of interreligious education in a research-led innovative way. They are able to conceptualise and innovatively develop thematic fields from an interreligious perspective.		
	<b>Prerequisites:</b> none		

6.	<b>Elective Module: Didactics of Religion - Specialisation</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>VO Current Islamic Approaches to Religious Education and Didactics</b> Current approaches and developments in religious education and didactics in the Islamic world and in the current European context	2	4
<b>b.</b>	<b>SE Qur'an in Didactic Fields of Religion</b> Advanced study of subject didactic competences for the development of concepts for religious education based on the Qur'an	2	5
<b>c.</b>	<b>SE The Prophet's Way of Thinking and Acting in Didactic Fields of Religious Education</b> Advanced study of subject-didactic competences for the development of concepts for religious education based on the way of thinking and acting of the Prophet Muhammad	2	5
	<b>Total</b>	<b>6</b>	<b>14</b>
	<b>Learning Outcomes:</b> The students are able to differentiate the various Islamic religious education and didactic concepts, to work out their economic, cultural and political conditions and to transfer them to different fields of action. They can develop religious education and didactic concepts from religious sources such as the Qur'an and the prophetic tradition and apply them in fields of religious education.		
	<b>Prerequisites:</b> none		

<b>7.</b>	<b>Elective Module: Subject Didactics Secondary Level II</b>	<b>h</b>	<b>ECTS-Credits</b>
<b>a.</b>	<b>SE Subject Didactics Secondary Level II</b> Framework conditions of religious education in secondary level II schools (age range 14-19); relevant curricula and religion books; competence-oriented lesson planning and performance assessment	2	3.5
<b>b.</b>	<b>PR Teaching Practice Secondary Level II</b> Theory- and research-guided observation of religious education; planning, implementation and subject-didactic reflection of teaching units at secondary level II (age range 14-19)	2	4
	<b>Total</b>	<b>4</b>	<b>7.5</b>
	<b>Learning Outcomes:</b> The students know the framework conditions for religious education at secondary level II. They have subject didactic competences in competence-oriented planning as well as skills for managing, researching and evaluating school teaching and learning processes in the age range of 14 to 19 years. They are able to didactically conceptualise and innovatively develop subject areas.		
	<b>Prerequisites:</b> none		

## § 9 Master's Thesis

- (1) In the Master's Programme Islamic Theological Studies a Master's Thesis covering 25 ECTS-Credits is to be written in the field of the selected specialisation. The Master's Thesis is a scientific paper that serves to demonstrate the ability to work independently on a scientific topic and to do so properly in terms of content and methodology. The Master's Thesis is to be submitted in electronic form in the form specified by the Director of Studies.
- (2) With the agreement of the supervisor, the Master's Thesis may be written in a foreign language.

## **§ 10 Examination regulations**

- (1) The performance evaluation of the courses of the modules – except compulsory modules 8 and 9 – is based on course examinations. Course examinations serve to proof knowledge and skills acquired in an individual course whereby
  1. the evaluation of courses without continuous performance assessment is based on a single examination at the end of the course.
  2. the evaluation of courses with continuous performance assessment is based on at least two written, oral and/or practical contributions of the participants.
- (2) The course lecturers have to inform the students in a suitable manner about the objectives, contents and methods used in the courses as well as of the evaluation criteria for the examinations.
- (3) The compulsory module “Conception of the Master’s Thesis” is assessed by the supervisor based on a synopsis. Positive evaluation reads “participated with success”, negative evaluation reads “participated without success”.
- (4) The performance evaluation of the compulsory module “Master’s Thesis Defense” is based on an oral examination before an examination board. The examination board consists of three persons.
- (5) For courses selected from other curricula apply the examination regulations of the curricula they have been taken from.

## **§ 11 Academic degree**

Graduates of the Master’s Programme Islamic-Theological Studies are awarded the academic degree “Master of Arts”, abbreviated as “MA”.

## **§ 12 Coming into force**

This curriculum comes into force as of 1 October 2023.

## **§ 13 Transitional provisions**

- (1) This curriculum applies to all students commencing the study programme as of the 2023/24 winter semester.
- (2) Regular degree students, who have started the Master’s Programme in Islamic Religious Education as published in the University of Innsbruck bulletin of 28 May 2018, Issue 48, No. 410 at the University of Innsbruck before 1 October 2023 are entitled from this point in time to finish this study programme within a maximum of six semesters.
- (3) If the Master’s Programme in Islamic Religious Education acc. to par. 2 is not completed in time, the students are subject to the curriculum for the Master’s Programme Islamic Theological Studies with the specialisation in Islamic Religious Education.
- (4) The students of the Master’s Programme Islamic Religious Education are entitled to subject to the curriculum for the Master’s Programme in Islamic Theological Studies with the specialisation in Islamic Religious Education on a voluntary basis any time.

For the Curriculum Committee:  
Univ.-Prof. Dr. Thomas Dirk Hoffmann

For the Senate:  
Univ.-Prof. Mag. Dr. Walter Obwexer

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