

Module Handbook

Degree: Bachelor of Arts (B.A.)

Subject: Social Work

PO-Version: 20192

Valid for Semester: WiSe 2025-2026

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- Requirement for the successful completion of studies within the standard prescribed period of study is adherence to the respective recommended semesters of a module.

- When multiple people are responsible for a module, the first-mentioned is responsible for the program

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Base Curriculum

Base Curriculum											
No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
1100000	Module 1	SoA-1: Artistic Foundations: Practice of Artistic Media and Procedures			10	80-150	150- 220	300	Module examination	1	ungraded

Cycle:		Yearly	Level:	Base Module	Module Director:	Leonard Cruz (ES1)		Entry requirement:		none	
						NN (ES2)					
S#	Course Title				Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
ES1:	Elements of Theatrical					-	-	-	-	-	-
	Please choose a total of 10 CP among the following elective WP1-subjects.										
	Drama, forms of Play / Practice and Reflection 1					-	-	-	-	-	-
1111200	Play and theatrical form				NN	3	45	E	Theory-practical seminar	-	-
1111300	Figure and Text				NN	4	60	E	Theory-practical seminar	-	-
1111302	Disability/Inclusion & Theatre				NN	1	15	E	Theory-practical seminar	-	-
1111400	Contemporary Theatre 1				KC	1	15	E	Theory-practical seminar	-	-
	Drama, forms of Play / Practice and Reflection 2					-				-	-
1112200	Acting forms, Game forms 2.1				NN, Re, Bo	3	45	E	Theory-practical seminar	-	-
1112300	masque				Bo	5	75	E	Theory-practical seminar	-	-
1112400	Contemporary Theatre 2				KC, NN	2	30	E	Theory-practical seminar	-	-
1112500	Perception and recording				KC	1	15	E	Theory-practical seminar	-	-
ES2:	Elements of pictorial media					-				-	-
Note:	Please choose two of the following elective subjects					-				-	-
1121000	Fundamentals of painting and drawing				Sten	8	60	E	Theory-practical seminar	-	-
1122000	Fundamentals of sculpture and drawing				NN	8	60	E	Theory-practical seminar	-	-
Note:	Please choose two of the following elective subjects					-				-	-
1123100	Fundamentals of printed graphic procedures				NN	2	20	E	Theory-practical seminar	-	-
1123200	Fundamentals of photographic procedures				NN	2	20	E	Theory-practical seminar	-	-

1123300	Fundamentals of Performance	Rm	2	20	E	Theory-practical seminar	-	-
1123400	Fundamentals of time-based media	NN	2	20	E	Theory-practical seminar	-	-
1123700	Fundamentals of ceramics	PPa	2	20	E	Theory-practical seminar	-	-
1123800	Fundamental of artistic techniques in wood carving	NN	2	20	E	Theory-practical seminar		
1123900	Fundamental of artistic techniques in metal working	NN	2	20	E	Theory-practical seminar		
1130000	Module examination	-	-		C		Presentation of results	-

Note regarding the examination requirements in Module 1:
Applicability: TTS, KS, SoA

Goal, Content and Literature in Module 1

Structure of the module:

In the first semester, the students choose one area of study. Within that area, they take courses amounting to 10 credit points. They visit courses in that area along with students studying KS/FK (KS/FK1) or TTS (TTS2).

WP1: Elements of the theatrical

Goal:

The students gain experience and competences in fundamental practices, forms, and techniques of performing arts. They learn about forms of theatrical storytelling and deal with the tension between seeing/showing, telling/hiding in theatrical communication. They learn to use the body and voice as elementary instruments of acting communication and interaction. They learn about the opportunities of improvisation in different constellations and with the help of various approaches. They learn to use space, body, objects or situations as a starting point of an acting practice and make foundational experience in mask theatre. They theoretically and practically deal with the development of figures in the theatre and reflect upon the figuration concerning role play. They deal with the concepts of embodiment and procedures of dramatic representation.

They can describe performative processes and performances, analyze and apply that knowledge to social work. The students have added non-verbal communications to their range of methods and can classify their artistic competencies (knowledge and skills) into the different areas of responsibility in social work (individual support/ group work and networking).

The students can name their competencies reflected in the artistic practice and locate these in the spectrum of competence requirements in social work.

Content:

- Improvisational techniques
- Fundamentals of acting and performative interaction
- Forms and techniques of artistic storytelling
- Work on role and character
- Mask theatre
- Theatre and play visits
- Play analysis

Literature:

- Johnston, Keith (2010): Improvisation und Theater. Berlin: Alexander.
- Johnston, Keith (2011): Theaterspiele. Spontaneität, Improvisation und Theatersport. Berlin: Alexander.
- Boal, Augusto (2013): Übungen und Spiele für Schauspieler und Nicht-Schauspieler. Frankfurt/Main: Suhrkamp (aktualisierte zweite Ausgabe).
- Tecklenburg, Nina (2014): Performing Stories. Erzählen in Theater und Performance. Bielefeld: Transcript
- Merkel, Johannes (2000): Spielen, Erzählen, Phantasieren. Die Sprache der inneren Welt. München: Antje Kunstmann.
- Wardetzky, Kristin (2007): Projekt Erzählen. Hohengehren: Schneider.
- Steinweg, Reiner; Koch, Gerd (Hrsg.) (2006): Erzählen, was ich nicht weiß. Berlin: Schibri.
- Hiß, Guido (1990): Zur Aufführungsanalyse. In: Renate Möhrmann (Hrsg.): Theaterwissenschaft heute. Berlin: Dietrich Reimer. S. 65-80.
- Fischer-Lichte, Erika (2001): Probleme der Aufführungsanalyse. In: Dies.: Ästhetische Erfahrung. Das Semiotische und das Performative. Tübingen: Francke. S. 233-265

WP2: Elements of artistic media

Goal

The students gain fundamentally practical and theoretical knowledge about material, creative and cultural features of artistic media, which form the basis for the development of a differentiated perception. They learn about the artistic techniques and technical skills related to the respective media. A starting point for the development of autonomous artistic approaches is experimental research and specification of the individual artistic intention. The students gain the competence to apply basic artistic terminology and apply related quality assessment.

The students have added non-verbal communications to their range of methods and can classify their artistic competencies (knowledge and skills) into the different areas of responsibility of social work (individual support/ group work and networking). The students can name their competencies reflected in the artistic practice and locate these in the spectrum of competence requirements in social work.

Content

The material and practical foundations of artistic media and its possibilities are taught and tried out. In their experimental studies, the students develop a workflow through artistic means in different areas and media, while mainly dealing with color, area, space, form, material, movement and time. The results are presented, reflected and discussed in plenaries, colloquia, and presentations. An interdisciplinary exchange takes place through co-teaching and tutoring.

Literature

- Bartes, Roland (1998): Die helle Kammer. Frankfurt am Main: Suhrkamp.
- Berger, John (1995): Das Leben der Bilder oder die Kunst des Sehens. Berlin: Klaus Wagenbach.
- Benjamin, Walter (2010): Das Kunstwerk im Zeitalter der technischen Reproduzierbarkeit. Frankfurt am Main: Suhrkamp (5. Aufl.).
- Belting, Hans (2002): Das Ende der Kunstgeschichte. München: C. H. Beck.
- Boehm, Gottfried (Hrsg.) (2006): Was ist ein Bild? Reihe Bild und Text. München: Fink.
- Böhme, Gernot (1995): Atmosphären. Essays zur neuen Ästhetik. Frankfurt am Main. Suhrkamp.
- Koschatzky, Walter (1999): Die Kunst der Zeichnung. München: DTV.
- Sontag, Susan (2011): Über die Fotografie. Frankfurt am Main: Fischer.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
1200000	Module 2	SoA-2: Profession-specific and ethical foundations of Social Work	10	100	160	260	Module examination	1 - 2	ungraded

Cycle:	Yearly	Level:	Base Module	Module Director:	Elisabeth Schreieder	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
1201000	Ethical principles of social work: Introduction/competence requirements of the field	Schr	3	30	C	Scientific seminar	-	-
1202000	Professional attitude and identity I: Personality development/work on values	NN	2	20	C	Theory-practical seminar	-	-
1203000	Professional attitude and identity II: Strength orientation/socialisation/biographical influences	NN	2	20	C	Theory-practical seminar	-	-
1204000	Ethical foundations of social work: system- and communication theories/image of the human/critical debate	SchiM	3	30	C	Scientific seminar	-	-
1230000	Module examination	NN	-	-	C		Presentation of results	-

Note regarding the examination requirements in Module 2:
Applicability: TTS, KS, FK, SoA

Goal, Content and Literature in Module 2

Goal:

In this module, the students gain comprehensive knowledge about the requirements of key qualifications in the social work field. They get to know theories, concepts, and approaches of reflection and self-reflection for a professional disposition/identity and professional acting within the often tense and even paradox jobs and tasks in social work.

The gained self-critical and reflected disposition allows the students to develop a professional identity within the occupational field, while taking their own personality traits into account.

In this module, the students learn about the foundations of communication theories and become familiar with a wide spectrum of communication models, which they can apply according to their personality and various situative requirements.

Content:

The focus of the module is a reflection process, oriented at the artistic practice and own personality (strengths, values, biographical influences), while methodically guided and accompanied in order to clarify and locate one's role in relation to the interdisciplinary competence requirements in social work.

It conveys theoretical basics in the following areas:

the legal mandate; requirements of the 21st century; key qualifications and competence orientation; challenges and requirements of the field; antinomies, dilemmas, paradoxes and ambivalences; empathy.

The content of the module allows the students a reflective, proactive and critical dispute, as well as contact with the field of tension: context-specific job - self-care. The module gives knowledge of theoretical and methodical foundations of various communication theories and modules, and trains the dealing with complex communicative processes.

Literature:

- Eisenmann, P. (2012): Werte und Normen in der Sozialen Arbeit. Philosophisch-ethische Grundlagen einer Werte- und Normenorientierung Sozialen Handelns, Stuttgart.
- Aristoteles, Nikomachische Ethik, EN II 6, 1106b36–1107a2.
- Schwer Christina/Solzbacher, Claudia (2014): Professionelle pädagogische Haltung. Historische, theoretische und empirische Zugänge zu einem viel strapazierten Begriff. Bad Heilbrunn.
- Frauke A. Kurbacher/Philipp Wüschner(Hrsg) (2017): Was ist Haltung?: Begriffsbestimmung, Positionen, Anschlüsse. Königshausen u. Neumann.
- Martin Seligman (2012): Flourish - Wie Menschen aufblühen: Die Positive Psychologie des gelingenden Lebens. Kösel-Verlag; Auflage: 3.
- Csikszentmihalyi, Mihaly (2017): Flow – Das Geheimnis des Glücks. Klett-Cotta, 2. Auflage, Stuttgart.
- Csikszentmihalyi, Mihaly (2010): Kreativität, Klett-Cotta, Stuttgart.
- Martin Seligman (2012): Flourish - Wie Menschen aufblühen: Die Positive Psychologie des gelingenden Lebens. Kösel-Verlag, München.
- Huhn, Gerhard/Backerra, Hendrik (2008): Selbstmotivation – Flow statt Stress oder Langeweile. Hanser Verlag; München, 3. Auflage.
- Rheinberg, F. (2004). Intrinsische Motivation und Flow-Erleben. In: Heckhausen J. und Heckhausen H. (Eds) Motivation und Handeln (3. Aufl., in Vorbereitung) Berlin: Springer.
- Fritz B. Simon (2015): Einführung in Systemtheorie und Konstruktivismus. Carl-Auer Verlag GmbH; Auflage: 8, Heidelberg .
- Einführung in den Konstruktivismus (1992): Beiträge von Heinz von Foerster, Ernst von Glasersfeld, Peter M. Hejl, Siegfried J. Schmidt, Paul Watzlawick. Piper, München.
- Maturana, Humberto/Varela, Francisco J (1987): Der Baum der Erkenntnis, Fischer, Bern und München.
- Gudjons, Herbert/Wagener-Gudjons ,Birgit/Pieper, Marianne (2008): Auf meinen Spuren. Übungen zur Biografiearbeit. Klinkhardt, Bad Heilbrunn

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
1300000	Module 3	SoA-3: Scientific Foundations of Social Work	10	100	200	300	Module examination	1 - 2	ungraded

Cycle:	Yearly	Level:	Base Module	Module Director:	Elisabeth Schreieder	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
1301001	History of social work in the framework of socio-political and socio-economic conditions of social work	Schr	2	20	C	Lecture/scientific seminar	-	-
1302001	Current subject-specific challenges in social work: From migration to interculturality	Kth	2	20	C	Scientific seminar	-	-
1303000	Scientific foundations of Social Work	Schr	3	30	C	Lecture/scientific seminar	-	-
1304000	Critical view on discrimination: Gender and Intersectionality	SK	3	30	C	Theory-practical seminar	-	-
1330000	Module examination	various	-	-	C		Paper	-

Note regarding the examination requirements in Module 3:
Applicability: SoA

Goal, Content and Literature in Module 3

Goal

The students know about the central roots of social work. They can name the indicators for social work as a science and profession, and possess the knowledge in order to understand the

discipline-forming theoretical and methodical basics of the field, related to its context of origin, the professionalization as well as the current social requirements.

The students are therefore able to develop their own science-based self-conception as future social workers and are able to form the professional standards of social work while dealing with and applying the discipline. They have knowledge of migration and can take on a critical position within topics of integration - inclusion - intercultural fields.

The students develop a discrimination critical view and position, within the background of the history of social work, the current challenges and scientific foundations of social work, which

recognizes diversity as an enrichment and condition for development.

The students can apply knowledge and theory-based assumptions for the interpretation of practice constellation and convey them reasonably. They get to know the different fields of social work according to its function, structure and methodical orientation and have an awareness of the multidimensionality of social situations and problems.

The module is a related foundation of the program.

Content

The focus of the module is the introduction to the history and important theories of social work, as well as an overview of various fields of action in social work.

The view of the development of social work in the historical context as a systematic foundation, as well as the reflection of the practice regarding the theory development, is an additional focus of this module.

This contains:

- the introduction to the history of social work: From earlier forms of need and poverty to industrialization, social problems and welfare, structure and paradigm shift in the Weimar Republic and the Third Reich, Youth Welfare and youth care reflected in history, a comparison of social work in East and West Germany until its current level of development
- the introduction to theory - generally and specifically justified positions, paradigms and theoretical approaches, as well as concepts of social work, i.a. science and profession theories, system theoretical basic assumptions, epistemology, life orientation
- Institutional location of social work institutions
- From migration to intercultural life. A historic overview.
- Discrimination critical view, intersectionality and gender, as well as a discrimination critical view and position, which understands diversity as an enrichment and condition for development.

Literature

- Hering, S. / Münchmeier, R. (2007): Geschichte der Sozialen Arbeit. 4. Auflage. Weinheim und München.
- Hollstein-Brinkmann, H. / Staub-Bernasconi, S. (Hrsg.) (2005): Systemtheorien im Vergleich. Was leisten Systemtheorien für die Soziale Arbeit? Versuch eines Dialogs. Wiesbaden.
- Kuhlmann, C. (2013): Geschichte Sozialer Arbeit I. 3. Auflage. Schwalbach.
- Müller, C.W. (2013): Wie Helfen zum Beruf wurde: Eine Methodengeschichte der Sozialen Arbeit. 6. Auflage. Weinheim und Basel.
- Rathmayr, Bernhard (2014): Armut und Fürsorge. Einführung in die Geschichte der Sozialen Arbeit von der Antike bis zur Gegenwart. Opladen, Berlin & Toronto.
- Engelke, E. / Borrmann S. / Spatscheck, C. (2014): Theorien der Sozialen Arbeit. 6. Auflage. Freiburg i. Br.
- Lambers, H. (2018): Theorien der Sozialen Arbeit: Ein Kompendium und Vergleich. 4. Auflage. Opladen/Toronto.
- Perko, G. (Hrsg) (2017): Philosophie in der Sozialen Arbeit. Weinheim Basel
- Meier-Braun, Karl-Heinz. (2015). Die 101 wichtigsten Fragen: Einwanderung und Asyl. Beck.
- Ezli, Ö. & Staupe, G. (2014). Das Neue Deutschland. Von Migration und Vielfalt. Konstanz University Press.
- Terkessidis, Mark (2010): Interkultur, Berlin.
- Jordan, E./Maykus, S./Stuckstätte, E. C. (2015): Kinder- und Jugendhilfe: Einführung in Geschichte und Handlungsfelder, Organisationsformen und gesellschaftliche Problemlagen. Weinheim/München (4. Aufl.).
- Felger, A. (2009): Theorie der sozialen(de)konstruktion von Geschlecht und die Bedeutung für die pädagogische Praxis. Akademische Schriftenreihe. GRIN. S. 12ff
- Knapp, Gudrun-Axeli (2008): Gleichheit, Differenz, Dekonstruktion: Vom Nutzen theoretischer Ansätze der Frauen- und Geschlechterforschung für die Praxis. In: Krell, Getraude (Hrsg.): Chancengleichheit durch Personalpolitik. Gleichstellung von Frauen und Männern in Unternehmen und Verwaltungen. Rechtliche Regelungen – Problemanalysen – Lösungen. Wiesbaden: Gabler, S. 163-172
- Karsten, M.-E. (2010). Interkulturelle Kompetenz, gender-mainstreaming und den sozialen Wandel kompetent gestalten: Herausforderungen Soziales neu zu denken, sozialdidaktisch zu reflektieren und diese sozialkompetent zu begründen. In Wilken, U./ Thole, W. (Hrsg.). Kulturen Sozialer Arbeit: Profession und Disziplin im gesellschaftlichen Wandel. Wiesbaden.
- Tupoka Ogette (2017): exit RACISM - rassismuskritisch denken lernen. Unrast Verlag, Münster.
- Putschert, P., Meyer, K. (2010): Die Macht der Kategorien. Kritische Überlegungen zur Intersektionalität. In: feministische studien, H.1/2010, S. 130-142
- Lutz, H., Vivar, M. T. H., Supik, L. (Hg.) (2010): Fokus Intersektionalität. Bewegungen und Verortungen eines vielschichtigen Konzeptes. Wiesbaden.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
1400000	Module 4	SoA-4: Introduction to the Legal Foundations of Social Work	5	50	100	150	Module examination	2	ungraded

Cycle:	Yearly	Level:	Base Module	Module Director:	Ralf Rummel-Suhrcke Elisabeth Schreieder	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
1401000	Introduction to the juridical bases of Social Work	NN	3	30	C	Scientific seminar	-	-
1402000	Introduction to general administrative law	NN	1	10	C	Scientific seminar	-	-
1403000	Case work	NN	1	10	C	Theory-practical seminar	-	-
1430000	Module examination	NN	-	-	C		Presentation of results, Exam	

Note regarding the examination requirements in Module 4:

Applicability: SoA

Goal, Content and Literature in Module 4

Goal

In this module, the students gain basic knowledge of the central legal framework of social work. They have a basic knowledge, in part an overview, of the foundations of civil law, especially tortious acts, contracts, general and specific administrative law with a focus on the books of the social security code (SGB) in relation to the legal system. This allows them to understand and convey the legal context of various problems and act accordingly, in order to put sociological competencies into practice while considering aspects of gender, migration and demographic change. They can name, recognize and define important legal terms and principles (rules, theories), contexts, structures (construction, systems), distinctions (differences) and functions (meaning, tasks) and grasp the system of the current law. They are able to independently classify simple subjects of law, and interpret and communicate the law.

They know important legal requirements when it comes to practicing social work and can analyze their future working environment in relation to the general social administration law, the public administration, and private sponsors. The students can assess the circumstances of their clients in particular and develop solutions with the help of legal interrelations for the specific needs. The module offers foundations for the following law module SOA7, the practical project in P2 and SOA11 (multi-perspective casework).

Content

The focus of this module in the introduction is the meaning of law for social work. This includes:

- the foundation of general legal and methodical doctrine, in particular: terms and essence of law, legal sources, classification of law, field of law, subjective rights, as well as an introduction to the jurisdictional work: finding of justice, jurisdictional databases, subsumption, interpretation, case solution technique
- the introduction in constitutional law, foundations of civil law with a focus on tortious acts and supervisory duties
- overview of selected types of contracts and other relevant areas of law
- foundation of the general and special public administrative law with in reference to the remaining legal system, in particular: overview of organization and tasks of public administration, overview of government organizations, and therein the position of the social worker
- Overview of all books of the SGB

Literature

- Deutsche Verein für öffentliche und private Fürsorge (Hrsg.) (2017): Recht der Kinder- und Jugendhilfe. Freiburg im Breisgau: Lambertus Verlag.
- Fasselt, Ursula; Schellhorn, Helmut; Ehmann, Frank (Hrsg.) (2017) 5. Auflage Handbuch Sozialrechtsberatung HSRB. Baden-Baden: Nomos Verlag.
- Frings, Dorothee (2008): Sozialrecht für Zuwanderer. Nomos Verlag.
- Knödler, Christoph; Krodell, Thomas (2014): Antragstellung und Widerspruchsverfahren in der sozialen Arbeit. Regensburg: Walhalla Fachverlag.
- Oberhardt, Franziska (2010), Die Aufsichtspflicht öffentlicher Einrichtungen nach §832 BGB im Spannungsfeld zur Amtshaftung. Berlin: Dunker & Humblot.
- Stascheit, Ulrich (Hrsg.) (2017): Gesetze für Sozialberufe 2017/2018, Gesetzessammlung f. Studium und Praxis. 31. Auflage. Frankfurt a.M.: Fachhochschulverlag.
- Von Maydell, Ruland, Becker (Hrsg.) (2012): Sozialrechtshandbuch. Baden-Baden: Nomos Verlag.
- Walhalla Fachredaktion, (2017): Das gesamte SGB I-XII. Regensburg: Walhalla Fachverlag.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3100000	Module SoA P1	Interdisciplinary Project 1	10	100	200	300	Module examination	1 - 2	ungraded

Cycle:	Yearly	Level:	Base Module	Module Director:	Sara Schwienbacher	Entry requirement:	none
					Gabriele Schmid		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
3121000	Interdisciplinary project 1	various	3	30	C	Project	-	-
3122000	Artistic research and epistemology	Schm, NN	3	30	C	Theory-practical seminar	-	-
3123000	Presentation and documentation techniques	various	1	10	C	Theory-practical seminar	-	-
3124000	Communication and feedback culture	various	2	20	C	Theory-practical seminar	-	-
3125000	Presentation and voice	NN	1	10	C	Theory-practical seminar	-	-
3130000	Module examination: Portfolio	-	-	-	C		Presentation of results	-

Note regarding the examination requirements in Module P1:
Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module P1

Goal

The students can autonomously work on a given task and present their results. They are able to justify their project experiences and reflect upon these. The students gain communicative competence through the artistic project work, which is reflected in the accompanying seminar. They learn about models of active listening and non-violent communication. They get to know feedback systems and learn how to use them. They possess basic abilities and knowledge of documentation and description of aesthetic processes and can present these in a portfolio as well as verbally.

Content

The students start their studies with a project week, in which they work on a specific aesthetic task in teams. They are supervised and supported by teaching staff through co-teaching. Followed by an introduction into techniques of presentation and documentation, they create a portfolio. The students learn about the fundamentals of artistic research and its location in epistemology. They learn about participatory research approaches. Subject of the related theory-practice-seminars are models of feedback culture, non-violent communication, and active listening.

Literature:

Bräuer, Gerd (2014): Das Portfolio als Reflexionsmedium für Lehrende und Studierende. Opladen & Toronto.

• Brenne, Andreas (2008): Zarte Empirie. Theorie und Praxis einer künstlerisch-ästhetischen Forschung. Kassel: University Press.

• Fischer-Lichte, Erika (2012): Performativität. Eine Einführung. Bielefeld: transcript.

• Gläser-Zikuda, Michaela; Hascher, Tina (Hrsg.) (2007): Lernprozesse dokumentieren, reflektieren und beurteilen. Lerntagebuch und Portfolio in Bildungsforschung und Bildungspraxis. Bad Heilbrunn: Klinkhardt, Julius.

• Schöbi, Stefan; Rey, Anton (Hrsg.) (2009): Künstlerische Forschung - Positionen und Perspektiven. Zürich: Züricher Hochschule der Künste.

• Gehm, Sabine; Husemann, Pirkko; von Wilke, Katharina (Hrsg.) (2007): Wissen in Bewegung. Perspektiven der künstlerischen und wissenschaftlichen Forschung im Tanz. Bielefeld: transcript.

• Quellmelz, Matthia; Ruschin, Sylvia (2013): Kompetenzorientiert prüfen mit Lernportfolios. In: Journal Hochschuldidaktik, 24. Jg., 2013, Nr. 1 und 2, S. 19-22.

• Rosenberg, Marshall B. (2016): Gewaltfreie Kommunikation: Eine Sprache des Lebens. Paderborn: Junfermann.

• Paulson, F. Leon; Paulson, Pearl R.; Meyer, Carol A. (1991): What Makes a Portfolio a Portfolio?, in: Educational Leadership 1991, Bd. 48, Nr. 5, S. 60-63

(http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199102_paulson.pdf).<https://www.atd.ahk.nl/opleidingen-theater/das-theatre/feedback-method/>)

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3500000	Module SoA F1	Fundamental Studies 1	10	100	200	300	Module examination	1 - 2	ungraded

Cycle:	Yearly	Level:	Base Module	Module Director:	Gabriele Schmid		Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
3522700	Scientific work	various	3	30	C	Scientific seminar	-	-
3522000	Propaedeutics	various	1	10	C	Exercises	-	-
Note:	Please choose two of the following elective subjects		-	-	-		-	-
3522900	Social Science / Educational Science	SF	3	30	E	Lecture/scientific seminar	-	-
3523100	Medicine / Health Sciences	He	3	30	E	Scientific seminar	-	-
3523000	Psychology / Developmental Psychology	SchiM	3	30	E	Scientific seminar	-	-
3521400	Art / Image Science	NN	3	30	E	Lecture/scientific seminar	-	-
3521900	Art Psychology / Social Psychology	SchiM	3	30	E	Lecture/scientific seminar	-	-
3521300	Philosophy	NN	3	30	E	Lecture/scientific seminar	-	-
3522300	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar	-	-
3521500	Art and cultural sociology	RuS	3	30	E	Lecture/scientific seminar	-	-
3522200	Social Education / Special Education	NN	3	30	E	Scientific seminar	-	-
3522800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar	-	-
3521800	Dance and Theater Science	Wt, KC	3	30	E	Scientific seminar	-	-
3522400	Aesthetics / Poetics	NN	3	30	E	Scientific seminar	-	-
3530000	Module examination	-	-	-	C		Paper; Presentation	

Note regarding the examination requirements in Module F1:

Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module F1

Goal

The students know the fundamentals of academic work and use this regarding the production of module examinations. They know the knowledge base of the fundamental, as well as the relational studies, which are relevant to their field. They particularly know the fundamentals of social and educational science as a chosen professional perspective. Consequently, they are able to use their scientific knowledge and reflect their professional orientation interdisciplinary. They get to know historical and current perspectives and positions of different disciplines and subjects, and can process these through concrete questioning. The overall goal of this module is the development of scientific competences, esp. sound reflection and communication capabilities.

Content

In Modul F1 the fundamentals of academic work are taught, as well as different epistemologies and their application.

Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant to their field. Examples for seminars in the Studium

Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

Advanced Curriculum

No.		Module Title	CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3200000	Module SoA P2	Interdisciplinary Project 2	10	100	200	300	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Prof.in Dr. Céline Kaiser	Entry requirement:	P1
					Prof.in Cony Theis		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
3221000	Interdisciplinary project 2	various	4	40	C	Project		
3221100	Preparatory seminar	Various	2	20	C	Scientific seminar		
3222100	Project forum 1	RuS, Various	1	10	C	Scientific seminar		
3222200	project forum 2	various	1	10	C	Scientific seminar		
3223000	Project management, project documentation and evaluation	RuS	2	20	C	Scientific seminar		
3230000	Module examination: Portfolio	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module P2:

Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module P2

Goal

The students can apply their acquired artistic knowledge and skills to a specific artistic interdisciplinary project. They are able to work in groups with students from all study fields as well as plan, execute and present a free artistic, art therapeutical or work-related project (e.g. Theater in business establishments, Projects in a psychiatric ward, Art in public spaces or art institutions, Art therapy in clinics,..).

They can reflect on their artistic work concerning the contents of the project related seminars. They can offer different perspectives concerning their work. They understand the basic steps of planning, executing and securing the results of projects. They have media competences at the interface between the arts and the sciences relevant to their studies.

In the artistic interdisciplinary projects and the following project forum, the students learn about problems and approaches during the planning and execution phase of projects in social contexts. They form peer consulting groups and profit from different ideas, impulses, and experiences. The forum offers help during the ongoing project planning and executing. The students learn to counsel and support each other.

Content

The students choose from different projects offered by teachers of the university in their area of research or plan their own interdisciplinary projects. The students plan their project with the help of various artistic mediums and types. They are accompanied by various teachers through co-teaching. They describe and document their projects and reflect on these amid project-specific theory models and fundamental thoughts in project management.

The project forum included in the module, offers students and teachers a platform to exchange project related experiences in the various praxis fields of the involved areas of study.

Literature:

- Bishop, Claire (2012): Artificial Hells. Participatory Art and the Politics of Spectatorship. New York: Verso.
- Höhne, Steffen (2009): Kunst- und Kulturmanagement. Paderborn: Wilhelm Fink Verlag.
- Klein, Armin (2010): Projektmanagement für Kulturmanager. Wiesbaden: VS-Verlag für Sozialwissenschaften.
- Scheuermann, Arne; Berchtold, Peter (Hrsg.) (2011): Neue Darstellungsformen. Künstlerische Forschung zum Führungsverständnis in Krankenhäusern. Sulgen: Niggli.
- Thompson, Nato (Hrsg.) (2012): Living as Form. Socially engaged Art from 1991-2011. Cambridge: The MIT Press.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3600000	Module SoA F2	Fundamental Studies 2	10	90	210	300	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	F1
					Maren Witte		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	<i>Please choose three of the following elective subjects</i>		-	-	-		-	-
3622000	Social Education / Special Education	NN	3	30	E	Scientific seminar	-	-
3621700	Psychology / Developmental Psychology	SchiM	3	30	E	Scientific seminar	-	-
3623000	Art / Image Science	NN	3	30	E	Lecture/scientific seminar	-	-
3623300	Aesthetics / Poetics	NN	3	30	E	Scientific seminar	-	-
3623200	Dance and Theater Studies	Wt, KC	3	30	E	Scientific seminar	-	-
3622900	Aesthetic and Cultural Education	SF	3	30	E	Lecture/scientific seminar	-	-
3623100	Medicine / Health Sciences	He	3	30	E	Scientific seminar	-	-
3622500	Art and cultural sociology	SchiM	3	30	E	Lecture/scientific seminar	-	-
3621600	Philosophy	NN	3	30	E	Lecture/scientific seminar	-	-
3621500	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar	-	-
3622200	Art and cultural sociology	RuS	3	30	E	Lecture/scientific seminar	-	-
3622800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar	-	-
3630000	Module examination	-	1		C		Paper; Presentation	gr

Note regarding the examination requirements in Module F2:
Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module F2

Goal:

The students know the fundamentals of the social and educational science as a chosen professional perspective in their future occupational fields. They can reflect on their artistic and scientific experiences and knowledge. They can reflect on their professional orientation interdisciplinarily. They learn how to deal with artistic processes and the scientific sources relevant to their field of study and can work on a specific question.

Content:

The focus of module F2 is on the advancement of scientifically justified reflection capability. Different scientific perspectives of the current society and fundamental problems of the human selfconception are being connected productively. The module serves the training of the reflection competences, related to aesthetic perception and the practice of power of judgment. It provides knowledge of the theoretical and methodical fundamentals of the arts and science beyond the borders of their particular discipline. It trains the interaction with complex communicative processes and leads to the acquirement of communicative competence in view of societal fields. Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant to their field of studies. Examples for seminars in the Studium Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4100000	Module 5	SoA-5: practice of artistic media and procedures	10	80 – 150	160 – 220	300	Module examination	2 - 3	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Leonard Cruz (ES1)	Entry requirement:	none
					nmpk (ES3)		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	<i>For theatre / dance concentration: Choose from ES1 and/or ES2 with a total of 10 CP.</i>	-	-	-	-	-	-	-
ES1:	Elements of the dancing	-	-	-	-	-	-	-
4101100	Technique training	NN	2	30	E	Theory-practical seminar	-	-
4101200	Bodywork and anatomy	Re	2	30	E	Theory-practical seminar	-	-
4101300	Improvisation	Re	2	30	E	Theory-practical seminar	-	-
4101400	Motion analysis I	Re, Wt	2	30	E	Theory-practical seminar	-	-
4101500	Historical, ethnic and urban dances 1	Re, NN	2	30	E	Theory-practical seminar	-	-
ES2:	Elements of the musical	-	-	-	-	-	-	-
4111100	Singing and improvisation with voice	NN	4	60	E	Theory-practical seminar	-	-
4111200	Rhythm	Re	1	15	E	Theory-practical seminar	-	-
4111300	Voice and speech	NN	3	45	E	Theory-practical seminar	-	-
4111400	Music theory and perception	NN	2	30	E	Theory-practical seminar	-	-
ES3:	Elements and practice of the visual media	-	-	-	-	-	-	-
4121100	Strategies, procedures and aesthetic mediation processes 1	Wo, Th	4	30	C	Theory-practical seminar	-	-
4121200	Strategies, procedures and aesthetic mediation processes 2	Wo, Th	4	30	C	Theory-practical seminar	-	-
Note:	<i>Please choose one of the following elective subjects</i>	-	-	-	-	-	-	-
4121310	Fundamentals of printed graphic procedures	NN	2	20	E	Theory-practical seminar	-	-
4121320	Fundamentals of performative procedures	Rm	2	20	E	Theory-practical seminar	-	-
4121330	Fundamentals of photographic procedures	NN	2	20	E	Theory-practical seminar	-	-
4121340	Fundamentals of time-based media	NN	2	20	E	Theory-practical seminar	-	-
4121350	Fundamentals of ceramics	PPa	2	20	E	Theory-practical seminar	-	-
4121360	Fundamental of artistic techniques in wood carving	NN	2	20	E	Theory-practical seminar	-	-
4121370	Fundamental of artistic techniques in metal working	NN	2	20	E	Theory-practical seminar	-	-

4130000	Module examination	-	-		C		Presentation of results	gr
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Note regarding the examination requirements in Module 5:

Applicability: TTS, KS, SoA

Goal, Content and Literature in Module 5

Structure of the module:

For the second and third semesters, the students choose an elective. They choose courses to the extent of 10 CP. They study along with the students from the programs KS (KS3) or TTS (TTS1, TTS3).

WP1: Elements of dancing

Goal:

The students are able to experience, differentiate and understand basic elements of human movement and body language in dance. Additionally, the students are able to use this knowledge in relation to different target groups and situations.

They can dance and relay simple dances and dance forms. The students have basic knowledge of musical contexts in dance and know about the anatomical and physiological functions of their dancing bodies. Furthermore, they are able to reflect on their experiences in conversations and discussions and give feedback to others.

The students have expanded or deepened their range of methods, which now includes non-verbal communication forms and are able to introduce artistic competencies (knowledge and skills) in the various areas of social work (individual support/ group work and networking). They have relevant knowledge of the intersection of Art/cultural education - social work. The students can transfer their reflected experience in artistic - creative processes to develop and change processes in social work and can introduce the gained or experienced personal competences into the tasks of social work.

Content:

- basic forms of classical dance
- various techniques of contemporary dance
- bodywork according to Body-Mind-Centering, Feldenkrais, etc.
- movement analysis
- Improvisation: creation of movement/Solo, Duett, Trio and Ensemble/Instant Composition
- communication in movement
- body and space
- effectiveness on a physical, mental and social-communicative level
- basic knowledge of anatomy

Literature:

- Brandstetter, G. / Klein, G. (Hrsg.) (2012): Dance and Theory. Bielefeld: Transcript.
- Calais- Germai, Blandine (2008). Anatomie der Bewegung. Marixverlag.
- Feldenkreis, Moshe (2013): Verkörperte Weisheiten. Huber.
- Hartley Linda (2012) : Einführung in Body-Mind Centering. Huber.
- Joachim, A.: Meg Stuart (2008): Bild in Bewegung und Choreographie. Bielefeld: Transcript.
- Jussin, Reeve (2011): Dance Improvisations.
- Kennedy, Antje (Hrsg) (2010): Bewegtes Wissen. Berlin: Logos.
- Klein, G., Noeth, S. (Hrsg.) (2010):Emerging Bodies. The Performance of Worldmaking in Dance and Choreographie. Bielefeld:Transcript.
- Klein, Gabriele, (2015): Choreographischer Baukasten. TanzScripte
- Lampert, F. (2007): Tanzimprovisation. Bielefeld: Transcript.
- Lipton, Bruce H. (2006): Intelligente Zellen. KOHA-Verlag.

WP2: Elements of the musical

Goal:

The students gain basic knowledge of musical education and a refined acoustical perception. They get to know their personal voice pattern and sound quality and are able to control and develop it. They develop a sense of the connection of body dynamic, breath movement and vocal expression, which they can access when speaking as well as singing.

The students learn to express themselves through different musical/vocal materials, both soloistic and choral. They can instruct small musical units as well as choose and utilize music fitting a situation. They know the fundamental conditions of stage situations and have methods to use and modify it for their own or the vocal expression of groups.

The students have expanded or deepened their range of methods, which now includes non-verbal communication forms and are able to introduce artistic competencies (knowledge and skills) in the various areas of social work (individual support/ group work and networking). They have relevant knowledge of the intersection of Art/cultural education - social work. The students can transfer their reflected experience in artistic - creative processes to develop and change processes in social work and can introduce the gained or experienced personal competences into the tasks of social work.

Content:

- Body-Awareness, Stand and Standing, Tonus, Transsensus,
- Breath physiology and breath energy, the polar breath occurrence
- (sound) qualities of the singing and speaking voice (evaluation criteria of vocal expression), sound spaces and body centers, sound security, harmonies and formants
- sound awareness & articulation, emotionality and authenticity
- rhythm, dynamic & agogic, (speech-) melody, accent, harmony/disharmony, major/minor, intervals, solo/tutti.
- canon, mantra, scat, songs from all over the world (1-3 harmonies), interpretation of solo song, poems, and prose.
- improvisation with movement and vocal-musical expression
- fundamentals of musical theory. Music selection and use for dance and theatre productions, where different dance techniques, styles, forms, and recipients are taken into consideration. Correlation between dance movements and music for dances, improvisations, and compositions.

Literature:

- Bernhard, Barbara Maria (2014): Sprechtraining für Schauspieler, Berlin: Henschel.
- Ritter, Hans Martin (2009): Sprechen auf der Bühne. Ein Lehr- und Arbeitsbuch, Berlin: Henschel.

WP3: Elements and practice of artistic media

Goal:

The Students acquire extended knowledge in the specific techniques and procedures of the artistic media and gain insight into their proportionality related to material, concept, and result. They are able to reflect upon different artistic strategies and methods, as well as personal theoretical backgrounds and contexts. They develop an understanding of intermedial work and experimental, interactive and innovative concepts. The gained skills and competences lead to autonomous formulations and imagery, as a foundation for an art based reflection of professional roles in the context of social work. The students have expanded or deepened their range of methods, which now includes non-verbal communication forms and are able to introduce artistic competencies (knowledge and skills) in the various areas of social work (individual support/ group work and networking). They have relevant knowledge of the intersection of Art/cultural education - social work.

The students can transfer their reflected experience in artistic - creative processes to development and change processes in social work and can introduce the gained or experienced personal competences into the tasks of social work.

Content:

Through the artistic work of the students, practical and theoretical abilities and knowledge is developed and conveyed. These are tested and investigated concerning their artistic work. The results are shown, reflected and discussed in small groups, colloquia, and presentations. The mentoring of the students takes place in single as well as in group conversations.

Literature:

- Ang, Tom (2015): Die Geschichte der Fotografie: In über 1500 Bildern. London: Dorling Kindersley
- Boehm, G. (2015) Wie Bilder Sinn erzeugen. Die Macht des Zeigens. Berlin: BUP.
- Ernst, Wolfgang (2012): Chronopoetik, Berlin: Kulturverlag Kadmos
- Goldberg, Rose Lee (2014): Die Kunst der Performance: Vom Futurismus bis heute. Berlin: Deutscher Kunstverlag
- Groys, B. (2003): Topologie der Kunst. München: Carl Hanser.
- Mörsch, Carmen, Sachs Angeli und Sieber, Thomas (2016): Ausstellen und Vermitteln im Museum der Gegenwart: Bielefeld: Transcript
- Omlin, Sybille (2013): Smoky Pokership Raum, Kunst, Ausstellung, Transformation, Performance. Nürnberg: Verlag für Moderne Kunst
- Pendzik, S./ Emunah, R./ Johnseon, D. R. (Hrsg.) (2016): The self in performance. Autobiographical, self-revelatory, and autoethnographic forms of therapeutic theatre. Springer Nature.
- Settele, Bernadett und Mörsch, Carmen (2012): Kunstvermittlung in Transformation, Hochschule Luzern
- Siegmund, J. (2007): Die Evidenz der Kunst. Künstlerisches Handeln als ästhetische Kommunikation. Bielefeld: Transcript Verlag.

No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
4200000	Module 6	SoA-6: Fields of Application, Application Concepts and Methods of Application I			5	60	90	150	Module examination	3	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Elisabeth Schreieder			Entry requirement:	none
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4201000	Theoretical and scientific foundations of discussion	SchIM	2	20	C	Scientific seminar	-	-
4202000	Practical unit conversation/reflection/documentation	Schr	2	30	C	Theory-practical seminar	-	-
4203000	Reflection on the professional role	AMS	1	20	C	Colloquium	-	-
4230000	Module examination	-	-	-	C		Presentation	gr

Note regarding the examination requirements in Module 6:
Applicability: TS, KS, SoA

Goal, Content and Literature in Module 6

Goal:

On the basis of Modul SOA2 and the taught theoretical foundations and practical exercises, the students have acquired a self-reflecting and professional position in dialogues. The module conveys knowledge of theoretical and methodical foundations regarding different communication models and leads to the acquisition of communicative competence.

They can reproduce the theoretical backgrounds and scientific foundations of counseling approaches (constructivism, systemic counseling, resource-oriented counseling, multiperspective approach) and comprehend the methods of counseling derived from the theoretical thoughts. They are able to prepare, structure and carry out counseling sequences. They can apply different methods according to situation and context, can analyze the strengths and weaknesses of their interventions, change their perspective, and develop alternative options.

Referring to the reflection of their artistic processes, they know of the strengths of their personality and its influences on conversations and have reflected, experienced knowledge about the development of (conversation and learning) processes.

Content:

The focus of this module is the introduction, implementation, and reflection of theoretical foundations in various counseling and conversation situations and theory-driven practices.

- Introduction and critical analysis with theoretical and scientific foundations of conversation
- practice of various methods of conversation
- practice of various methods of conversation while using artistic practice
- reflective units

Literature:

- Wolfgang Widulle: Gesprächsführung in der Sozialen Arbeit: Grundlagen und Gestaltungshilfen. VS Verlag für Sozialwissenschaften; Auflage: 2; 2012
- Brüggenmann, H. et al. (2007). Systemische Beratung in fünf Gängen. Vandenhoeck & Ruprecht. Göttingen.
- Miller/ Rollnick (2009): Motivierende Gesprächsführung Noyon, A. & Heidenreich, T. (2013). Schwierige Situationen in Therapie und Beratung. PVU: Weinheim.
- Sabine Weinberger: Klientenzentrierte Gesprächsführung (2013): Lern- und Praxisanleitung für psychosoziale Berufe (Edition Sozial). Beltz Juventa; Auflage: 14.
- Friedemann Schulz von Thun (2014): Miteinander reden 1-4: Störungen und Klärungen / Stile, Werte und Persönlichkeitsentwicklung / Das "Innere Team" und situationsgerechte Kommunikation / Fragen und Antworten. Rowohlt Taschenbuch Verlag.

No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
4300000	Module 7	SoA-7: Legal Foundations of Social Work			10	100	200	300	Module examination	3	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Ralf Rummel-Suhrcke	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4301000	Family and youth law for the Social Work	NN	3	30	C	Scientific seminar	-	-
4302000	Child and Youth Services Law	NN	3	30	C	Scientific seminar	-	-
4303000	Aids for education	NN	3	30	C	Scientific seminar	-	-
4304000	Colloquium / Case work	NN	1	10	C	Colloquium	-	-
4330000	Module examination	NN	-	-	C		Test	gr

Note regarding the examination requirements in Module 7:

Applicability: SoA

Goal, Content and Literature in Module 7

Goal:

In this module, the students gain a broader, partially more detailed knowledge in the areas of family and youth welfare law, in reference to the remaining legal system, with a partial overview. They can outline and explain important legal terms and principles (rules, theories), contexts, structures (construction, systems), distinctions (differences) and functions (meaning, tasks) of the mentioned areas. They can apply the gained knowledge to practical situations, recognize and present simple or rather common legal problems and questions and develop solutions while applying the juridical doctrine and methodology. The students can advocate and explain developed legal positions and recognize if legal advice is necessary. The students gain a comprehensive view of the SGB VIII and have knowledge of the services of child and youth support in the field of child and youth welfare. They gain an insight into the fundamental themed references, especially in youth sociology, social-spatial orientation in youth work and social education and can apply them to analyze practice-oriented problems in the field of child and youth support and develop solutions. The students know the relevant work techniques and methodical competences in child and youth support, can communicate these and have applied them exemplary in exercises. Particularly, the range of services for help with education is known, was looked at in exemplary fields of work and can be situated in this field of work in current requirements (flexibilization, social-spatial orientation). The students know the professional guidelines to be filled according to §§ 8a and 8b SGB VIII in different working contexts of child and youth welfare and can classify them according to youth welfare law while being system critical. They gain insight in various institutional settings and methodical requirements and can differentiate between typical circumstances of their clients, manifestations of an educational need according to § 27 SGB VIII and "credible information indicating a risk to the welfare of a child or adolescent" according to § 8a SGB VIII and develop and present appropriate solutions.

Content:

The focus of this module is the introduction into the family and youth welfare law and the deepened introduction into the field of service (advisable and mandatory services) of child and youth welfare (SGB VIII), in particular, help in education and the thematization of the social-spatial orientation in child and youth support. The areas of youth work and youth social work will be looked at further. This includes:

- Family law in reference to the remaining legal system, partially just as an overview, especially relevant areas from: marriage and family in constitution and private law; marriage law, civil partnership; domestic relations including guardianship - care; also public housing; international/European private law; adoption services and pregnancy conflict counseling
- Introduction to juvenile criminal law
- Introduction to youth welfare law (SGB VIII): overview, history of the youth welfare law; goals and task of youth welfare; rights and authorized, protection mandate, procedures, legal protection, data protection in youth welfare; sponsor and organization of youth welfare and service provision through independent sponsors; services of youth welfare; other tasks of youth welfare, cooperation with administrative staff in the field of social work.
- The introduction into the political and social educational fields of action in child and youth welfare
- Clarification of terms, definition and basic understanding in educational help as a service field in child and youth welfare
- Clarification of terms, causes and manifestations in child endangerment, handling of (impeding) child endangerment
- Forms of offering and appearance in educational help
- Exemplary case constellation and the process of help planing: insight into the specific settings, recipients, organization forms and methodical requirements for exemplary forms of help
- Effects of social data protection on the practice of child and youth welfare
- Protection concepts in child and youth welfare

Literature:

- Arbeitsgemeinschaft für Kinder- und Jugendhilfe, AGJ (2008): Kinder- und Jugendhilferecht von A-Z. München: C.H.Beck.
- Meysen, Thomas; Beckmann, Janna; Reiß, Daniela; et. al. (2014): Recht der Finanzierung von Leistungen der Kinder- und Jugendhilfe. Baden-Baden: Nomos Verlag.
- Münder, Johannes; Wiesner, Reinhard (Hrsg.) (2011): Kinder- und Jugendhilferecht, Handbuch. Baden-Baden: Nomos Verlag.
- Reinhard Wiesner, (2015), SGB VIII, Kinder- und Jugendhilfe. Kommentar. München: C.H.Beck.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4400000	Module 8	SoA-8: Artistic forms and practices	10	80-150	160- 220	300	Module examination	4 - 5	graded

Cycle:	Half-/yearly	Level:	Advanced Module	Module Director:	Leonard Cruz (ES1)	Entry requirement:	none
					nmpk (ES2)		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
ES1:	Theatrical forms and practices	-	-	-	-		-	-
Note:	<i>Please select the following ES1 offers in the scope of 10 CP:</i>	-	-	-	-		-	-
4401110	Voice, Speech, Singing	NN	5	100	E	Project	-	-
4401120	Mask work	Bo	5	100	E	Project	-	-
4401130	Performance, dance theatre	Re	5	100	E	Project	-	-
ES2:	Visual forms and practices		-				-	-
4411100	Strategies, procedures and aesthetic mediation processes 1	Wo , Th	4	30	C	Theory-practical seminar	-	-
4411200	Strategies, procedures and aesthetic mediation processes 2	Wo , Th	4	30	C	Theory-practical seminar	-	-
Note:	<i>Please select one of the following offers:</i>	-	-	-	-		-	-
4412100	Fundamentals of printed graphic procedures	NN	2	20	E	Theory-practical seminar	-	-
4412200	Fundamentals of Performance	Rm	2	20	E	Theory-practical seminar	-	-
4412300	Basics of photography	NN	2	20	E	Theory-practical seminar	-	-
4412400	Basics of time-based media	NN	2	20	E	Theory-practical seminar	-	-
4412500	Fundamentals of ceramics	PPa	2	20	E	Theory-practical seminar	-	-
4412600	Fundamental of artistic techniques in wood carving	NN	2	20	E	Theory-practical seminar		
4412700	Fundamental of artistic techniques in metal working	NN	2	20	E	Theory-practical seminar		
4430000	Module examination	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module 8:
Applicability: TTS, KS, SoA

Goal, Content and Literature in Module 8

Structure of the Modul:

The students choose from one elective, which they will study for two semesters. They study along with the students from the programs KS (KS3) or TTS (TS6).

WP1: Theatrical forms and practices

Goal:

In this module, the students get the opportunity to deepen their knowledge in artistic forms and practices. They can set individual concentration areas, like performance, forms, and dimensions of mask theatre or in areas of voice, language and song. They learn how to work in ensembles using artistic means and through that, broaden their competences in designing collective work processes. The students have added non-verbal communications to their range of methods and are able to classify their artistic competencies (knowledge and skills) into the different areas of responsibility of social work (individual support/ group work and networking).

They know about the different stages of processes, their characteristics, features, and challenges and can use the reflected experience of the artistic practice in a constructive and innovative way in social work, even if the demands change often. They are able to recognize complex problems proactively and avoid them in a solution-oriented way.

They can design open-ended processes independently, teach and define, reflect and review the goals (here: the gained artistic and personal competencies).

Content (optional):

- artistic forms and practices
- Performance Art
- Dance theatre
- Work with full face masks
- Artistic Ensemble work with voice, speech and song
- Singing

Literature:

Will be announced in the Seminars

WP2: Artistic forms and practices

Goal:

The students broaden their knowledge in specific techniques and processes related to artistic media. They are able to reflect upon different artistic strategies and processes, as well as their theoretic backgrounds and various contexts amid societal developments and phenomena. They have the ability to independently develop, implement and convey intermediate work, and experimental, interactive and innovative concepts. The gained abilities and competences lead to deepened artistic experiences and serve as a basis for an artistically based reflection of their professional role in the societal and social fields of social workers.

The students have significantly deepened their skills in non-verbal communications and are able to classify their artistic competences (knowledge and skills) into the different areas of responsibility of social work (individual support/ group work and networking). They know about the different stages of processes, their characteristics, features, and challenges and can use the reflected experience of the artistic practice in a constructive and innovative way in social work, even if the demands change often. They are able to recognize complex problems proactively and avoid them in a solution-oriented way. They can design open-ended processes independently, teach and define, reflect and review the goals (here: the gained artistic and personal competencies).

Content:

Through the artistic work of the students, practical and theoretical abilities and knowledge is developed and conveyed. These are tested and investigated concerning their artistic work. The results are shown, reflected and discussed in small groups, colloquia, and presentations. The mentoring of the students takes place in single as well as in group conversations.

Literature:

- Ang, Tom (2015): Die Geschichte der Fotografie: In über 1500 Bildern. London: Dorling Kindersley
- Boehm, G. (2015) Wie Bilder Sinn erzeugen. Die Macht des Zeigens. Berlin: BUP.
- Ernst, Wolfgang (2012): Chronopoetik, Berlin: Kulturverlag Kadmos
- Goldberg, Rose Lee (2014): Die Kunst der Performance: Vom Futurismus bis heute. Berlin: Deutscher Kunstverlag
- Groys, B. (2003): Topologie der Kunst. München: Carl Hanser.
- Mörsch, Carmen, Sachs Angeli und Sieber, Thomas (2016): Ausstellen und Vermitteln im Museum der Gegenwart: Bielefeld: Transcript
- Omlin, Sybille (2013): Smoky Pokership Raum, Kunst, Ausstellung, Transformation, Performance. Nürnberg: Verlag für Moderne Kunst
- Pendzik, S./ Emunah, R./ Johnseon, D. R. (Hrsg.) (2016): The self in performance. Autobiographical, self-revelatory, and autoethnographic forms of therapeutic theatre. Springer Nature.
- Settele, Bernadett und Mörsch, Carmen (2012): Kunstvermittlung in Transformation, Hochschule Luzern
- Siegmund, J. (2007): Die Evidenz der Kunst. Künstlerisches Handeln als ästhetische Kommunikation. Bielefeld: Transcript Verlag.

No.	Module Title				CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
4500000	Module 9	SoA-9: Fields of Application, Application Concepts and Methods of Application II				5	60	90	150	Module examination	4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Andrea Kronenthaler			Entry requirement:	Base Module
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4501000	Theoretical introduction to case management; case work and methodological reflection	Kth	3	30	C	Theory-practical seminar	-	-
4502000	Documentation/data protection/networking	NN	1	10	C	Scientific seminar	-	-
4503000	Reflection on the professional role	Kth	1	20	C	Colloquium	-	-
4530000	Module examination	Kth	-	-	C		Presentation, Protocol	gr

Note regarding the examination requirements in Module 9:

Applicability: SoA

Goal, Content and Literature in Module 9

Goal:

The students can analyze and evaluate specific needs from the point of view of resource orientation and the life-wide integration. They know methods and techniques of case management and have learned to use these in order to plan, design and evaluate help processes appropriately. Students can name historic and current developments in case-oriented social work, as well as outline theoretical foundations of the CM methods, taking into account the relevant societal framework and justify, and communicate their decisions with regards to various methodical approaches and conceptional orientation.

They know the phases of help plan processes and, due to their reflected artistic processes, are able to questions it critically, respond to the unexpected and develop appropriate solutions. The module requires the knowledge of lawful and organizational systems in social work, as well as services of child and youth welfare.

The students can asses and justify networks and cooperations and understand CM as an entity, that mediates life and system. They are able to document the helping process in a transparent way for their clients and understand it as a necessary means for self and peer review, as well as a legitimization of the work both facing inward and outward.

They know and respect the foundations of data protection in order to meet the needs of the informational self-determination of their clients and therefore as a quality feature of social work.

Content:

The focus of this module is the introduction, implementation, and reflection of case management processes as a theory lead practice.

- practicing various methods of communication by using artistic practices
- Introduction to case management: definition and history; setting and structure; phase models; social diagnostics; designing the help plan process and evaluation of the help process
- documentation: documentation methods; data protection and data security
- establishing and preserving networks
- casework and reflection of their own role

Literature:

- Kleve, H. u.a. (2011): Systemisches Case Management. Aachen
- Neuffer, M. (2013): Case Management. Soziale Arbeit mit Einzelnen und Familien. Weinheim und München
- Wendt, R. W. (2015): Case Management im Sozial- und Gesundheitswesen, . 6. Auflage. Freiburg Radewagen, C; Lehmann, K.H. (2013): Basiswissen Datenschutz, Hannover
- Quilling, Eike (2013): Praxiswissen Netzwerkarbeit. gemeinnützige Netzwerke erfolgreich gestalten. Wiesbaden: Springer.
- Rempel, J. (2003): Netzwerke Sozialer Arbeit zwischen Selbstorganisation und Organisation am Beispiel der Kinder- und Jugendhilfe. Freiburg.
- Lisowitsch, Marek/Schruth, Malte: Kleine Träume – Große Hürden. Der steinige Weg in den Arbeitsmarkt Eine Studie der Erwerbsbiographien Jugendlicher aus dem Kontext institutioneller und sozialarbeiterischer Hilfssysteme. 2015.

[http://gangway.de/download/ueber- uns/publikationen/Forschungsbericht_KleineTraeumeGrosseHuerden.pdf](http://gangway.de/download/ueber-uns/publikationen/Forschungsbericht_KleineTraeumeGrosseHuerden.pdf)

No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
4600000	Module 10	SoA-10: Qualitative Research Methods in Social Work			5	50	100	150	Module examination	4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Elizabeth Schreieder	Entry requirement:	Base Module
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4601000	Qualitative research methods and evaluation	Schr	3	30	C	Scientific seminar	-	-
4602000	Participatory research methods and applied research	Schr	2	20	C	Scientific seminar	-	-
4630000	Module examination	Schr	-	-	C		Presentation, Protocol	gr

Note regarding the examination requirements in Module 10:

Applicability: SoA

Goal, Content and Literature in Module 10

Goal:

The students know the requirements and main features of research approaches and can work on research questions while utilizing appropriate methods. They know the main ways of source acquisition (literature, studies, database, periodicals) and can identify and reflect specialist literature. They are able to read studies and comprehend research findings in a critical manner. They know the ethical aspects of using collected data.

Content:

- Qualitative and quantitative research approaches
- Methods of evaluation
- participative research methods
- Basics of applied research

Literature:

- Bohnsack, Ralf (2011): Qualitative Bild- und Videointerpretation. Stuttgart: UTB Verlag
- Bohnsack, Ralf (2014): Rekonstruktive Sozialforschung. Einführung in qualitative Methoden. Stuttgart: UTB Verlag
- Bortz, J.; Döring, D: (2006): Forschungsmethoden und Evaluation (4. Aufl.). Heidelberg: Springer
- Hörning, Karl Heinz (2001): Experten des Alltags. Die Wiederentdeckung des praktischen Wissens. 1. Aufl. Weilerswist: Velbrück Wissenschaft.
- Klose, Kristine (2010): Partizipatives Produktivitätsmanagement (PPM): Was leistet der Ansatz theoretisch und praktisch für das Management von Prozessen? Saarbrücken: VDM, Verl. Dr. Müller.
- Kuckartz, Udo (2014): Mixed Methods: Methodologie, Forschungsdesigns und Analyseverfahren. Heidelberg: Springer
- Schaffer, H. (2014): Empirische Sozialforschung für die Soziale Arbeit
- Girtler, Roland (2004): 10 Gebote der Feldforschung. LIT Verlag, Wien.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4700000	Module 11	SoA-11: Fields of Application, Application Concepts and Methods of Application III	10	110	190	300	Module examination	5	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Elisabeth Schreieder	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4701000	Levels and phases of multi-perspective case work / role clarification / case documentation and presentation	Ya	3	30	C	Theory-practical seminar	-	-
4702000	Social work with groups/team work	NN	3	30	C	Theory-practical seminar	-	-
4703000	Networking	SchF	1	10	C	Theory-practical seminar	-	-
4704000	Field of action cultural/artistic-aesthetic education as a mandate of youth welfare	Schm	2	20	C	Scientific seminar	-	-
4705000	Reflection on the professional role	Schm	1	20	C	Colloquium	-	-
4730000	Module examination	AS	-	-	C		Presentation, Protocol	gr

Note regarding the examination requirements in Module 11:
Applicability: SoA

Goal, Content and Literature in Module 11

Goal:

The students can use the professional and personal skills acquired during their studies in a contextualized and fitting way. They have a wide spectrum of methods in order to process complex problems, can introduce their practically and artistically based experiences and develop new solution strategies when demands change. They can recognize the complexity of a case, analyze, obtain knowledge and accompany and evaluate it responsibly. The students are able to see the complexity of a case and accompany it resource orientedly and responsibly. They have deepened their knowledge gained in the Modules SOA 6 and SOA 9 (conversational skills and counseling / case management and networking), SOA 2 (profession specific and ethical foundations of social work), as well as their knowledge of legal, pedagogical and social theoretical foundations, and can question that knowledge critically and use it in connection of theory and practice. They possess knowledge at the intersection of other fields of work and can communicate with experts as well as lead the conversation. They can use methods of group work. The students have gained a comprehensive insight into the field of cultural education. Due to their own artistic experiences and their reflected professional position, they can examine the current discourse in the field. They are able to document and present their action and process sequence.

Content:

The focus of this module are method oriented exercises and their reflexion in groups, as well as the reflexion of their position and professional acting

- levels and phases of multi perspective position comprehension/ clarification of roles
- case work and reflection
- documentation and presentation (legitimation and argumentation)
- group work (settings in regards to existing power structures and methods)
- overview over the field of cultural education as an application in youth welfare
- reflection of the professional role including the own personality traits

As special focus is here on nonverbal, poly aesthetic expression, communication and interaction forms (practically tried as a deepened reflexion method), especially about the field of action:
cultural/artistic-aesthetic education.

Literature:

- Hege, Marianne (2001): Kunst oder Handwerk? Konzeptionelle und methodische Eckpfeiler sozialpädagogischen Fallverstehens. In: Ader u.a. (Hrg.): Sozialpädagogisches Fallverstehen und sozialpädagogische Diagnostik in Forschung und Praxis. Münster, S. 12 – 21
- Heiner, Maja (2004). Fallverstehen, Typen der Falldarstellung und kasuistische Kompetenz. In: Hoßrster, Reinhard / Küster
- Ernst-Uwe / Wolff, Stephan: Orte der Verständigung. Beiträge zum sozialpädagogischen Argumentieren. Freiburg im Breisgau. 91-108
- Hennig, Andre? (2004) Multiperspektivische Fallarbeit. In: Peter Wißmann (Hrsg.): Werkstatt Demenz. Vincentz Verlag (Hannover)
- Michel-Schwartz, B. (2002) Handlungswissen der Sozialen Arbeit. Leske + Budrich.
- Müller, Burkhard (2012). Sozialpädagogisches Können. Ein Lehrbuch zur multiperspektivischen Fallarbeit. 7. Auflage. Lambertus Freiburg i. B.
- Spiegel, H. von (2006). Methodisches Handeln in der Sozialen Arbeit. 4. Auflage. Reinhard Verlag. Wendt, P.-U. (2015) Lehrbuch Methoden der Sozialen Arbeit. Erste Auflage. Beltz Juventa
- Klaus Antons (2011): Praxis der Gruppendynamik: Übungen und Techniken. Hogrefe, Göttingen.
- Oliver König (2002): Macht in Gruppen: Gruppendynamische Prozesse und Interventionen. Klett-Cotta, Stuttgart.
- Leitfaden für kulturelle Bildung (Road Map for Arts Education) UNESCO-Weltkonferenz für kulturelle Bildung, 2006.
http://www.unesco.at/bildung/kulturbildung_roadmap_de.pdf, Zugriff: 22.02.2017
- Hildegard Bockhorst (Hrsg)/Vanessa-Isabelle Reinwand (2012): Handbuch Kulturelle Bildung. Kopaed, München.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4800000	Module 12	SoA-12: Introduction to the practical field	5	50	80	130	Module examination	5	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Andrea Kronenthaler	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4801000	Introduction to fields of practice / institutions, sponsorship of social work, their networking and interaction	Kth	2	20	C	Scientific seminar	-	-
4802000	Critical discourse: Social mandate versus framework conditions of social work	BF	1	10	C	Theory-practical seminar	-	-
4803000	Theory and practice of methods within large groups	Kth	2	20	C	Theory-practical seminar	-	-
4830000	Module examination	Kth	-	-	C		Presentation, Protocol	gr

Note regarding the examination requirements in Module 12:
Applicability: SoA

Goal, Content and Literature in Module 12

Goal:

The students have a differentiated knowledge about the fields of social work, their network, and job in a societal setting. They have an overview of institutions of social work and a deepened view into the field of cultural education and its intersection.

They can present the fields of practice and their connections in a structured way, as well as explain the networks and collaborations to other specialists and various organizations. They can recognize and describe new fields of action.

The students have an overview of the organization context, that social institutions/organizations are located in, which often is a social-political setting. They also understand the meaning and the impact business administration and the human resource management have on social institutions and have an insight into the construct, the finance and the legal environment of a social institution.

They are able to recognize the tension between social contract and the framework of social work and can discuss it critically.

They have knowledge and practical experience of participative, methodically diverse large group methods and can reflect upon this by taking into account their artistic knowledge and experience connections.

Content:

The focus of this module is the introduction into the fields of practice/ institutions of social work and their characteristics and interactions. complemented is this through practical tools for the professional practice in the fields of practice related to the field of study

- Introduction to the fields of practice and various institutions
- basic conditions of social work in the tension field of societal assignment and personal position
- possibilities and boundaries of social work
- introduction to theories and practice of large group methods
- foundation of teamwork

Literature:

- Chasse, K.A./Wensierski, H.-J. (2008): Praxisfelder der Sozialen Arbeit: Eine Einführung. Juventa, Weinheim.
- Staub-Bernasconi, S. (2015): Soziale Arbeit und Menschenrechte: Vom beruflichen Doppelmandat zum professionellen Tripelmandat. Opladen, Berlin & Toronto
- Sozialmanagement mit den Schwerpunkten: Soziale Arbeit als Dienstleistung, Merkmale und Besonderheiten der Sozialwirtschaft und Grundlagen der Organisationsanalyse
- Wendt, W.R. / Woßhrle, A. (2007): Sozialwirtschaft und Sozialmanagement in der Entwicklung ihrer Theorie. Augsburg
- Wendt, P.-U. (2015): Lehrbuch Methoden der Sozialen Arbeit. Beltz-Juventa. Wiesbaden.
- Ruth Seliger (2015): Einführung in Großgruppenmethoden. Carl-Auer Verlag, München.
- Christoph Gordalla/Martin Baumann (2014) Gruppenarbeit: Methoden – Techniken – Anwendungen. UTB.
- Olaf-Axel Burow (2015): Team-Flow: Gemeinsam wachsen im Kreativen Feld. Beltz, Weinheim.

relevant literature about the topic of the respective projects.

No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4900000	Module 13	SoA-13: Practical Study Time		35	40	1010	1050	Module examination	6 - 7	ungraded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Andrea Kronenthaler			Entry requirement:	Base Module
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4901000	Practical period of study	NN	30	-	C	Practical course	-	-
4902000	Mentoring / Colloquia	Kth	2	20	C	Colloquium / mentoring	-	-
4903000	Evaluation of professional Practice	Kth	3	20	C	Theory-practical seminar	-	-
4930000	Module Examination	Kth	-	-	C		Examination Colloquium	-

Note regarding the examination requirements in Module 13:

Applicability: SoA

Goal, Content and Literature in Module 13

Goal:

The students have familiarized themselves with the practice of social work and the related administrative activities. They have deepened their expertise with a practical orientation. Based on the professional skills acquired, the students can work independently in the field of social work. They can perform practical tasks while taking into account the legal, organizational and ethical framework. They are able to introduce reflected experiences through various methods in different settings. They can fall back on artistic experiences made during their studies, using it as a reflective foil for their professional position.

The students can evaluate social work with the help of different methods and communicate their research results as a contribution to the professional discourse. In recourse to their practical experiences, they can observe and analyze social-political developments.

Content:

The students choose one or a maximum of two institutions of practical social work, in which they will spend their practical period of study. They will be mentored by a state-approved social worker or a state-approved social education worker, which has at least two years of work experience.

The students are accompanied by the school for the preparation, as well as the follow-up.

Literature:

Will be announced in the Seminars

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
5000000	Module 14	SoA-14: Artistic Reflection	5	30	120	150	Module examination	7	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Sara Schvienbacher			Entry requirement:	SoA1, SoA4, SoA9		
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
5001000	Strategies of artistic media and procedures	NN	5	30	C	Theory-practical seminar	-	-
5030000	Module examination	-	-	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 14:
Applicability: SoA

Goal, Content and Literature in Module 14

Goal:

The students continuously develop the skills acquired in the modules SOA1, SoA4, and SoA9 and create a final presentation of their artistic work. They are able to work along students studying KS and TTS, can recognize artistic qualities with its characteristics and convey those. The students have independently developed a range of methods and are able to work interdisciplinary, to represent their field verbally and develop it further with the help of the other disciplines. They can include all competencies gained in SoA1, SoA4 and SoA9 into their occupation as a social worker or rather the intersection of art/cultural education - social work.

Content:

The students design and realize an artistic final presentation alone or in their peer-group. The presentation can be related to various artistic, social or cultural contexts. Concept and realization of the work will be presented and is open to all students and employees of the university. The support of the students takes place through mentoring and colloquiums. Evaluation methods of social work.

Literature:

Will be announced in the Seminars

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
5500000	Module SoA F3	Study Fundamentals 3	10	100	200	300	Module examination	5	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	F1, F2
					Maren Witte		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	<i>Please select 3 the following WP offers:</i>	-	-	-	-		-	-
5523100	Medicine / Health Sciences	He	3	30	E	Scientific seminar	-	-
5522800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar	-	-
5521800	Social Education / Special Education	NN	3	30	E	Scientific seminar	-	-
5522200	Psychology / Developmental Psychology	SchiM	3	30	E	Scientific seminar	-	-
5522600	Art / Image Science	NN	3	30	E	Lecture/scientific seminar	-	-
5522500	Aesthetics / Poetics	NN	3	30	E	Scientific seminar	-	-
5522100	Dance and Theater Studies	Wt, KC	3	30	E	Scientific seminar	-	-
5522900	Art Psychology / Social Psychology	SF	3	30	E	Lecture/scientific seminar	-	-
5522700	Art Psychology / Social Psychology	SchiM	3	30	E	Lecture/scientific seminar	-	-
5521600	Philosophy	NN	3	30	E	Lecture/scientific seminar	-	-
5522300	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar	-	-
5521500	Art and cultural sociology	RuS	3	30	E	Lecture/scientific seminar	-	-
5530000	Module examination	-	1	-	C		Paper; Presentation	gr

Note regarding the examination requirements in Module F3:

Applicability: SoA, KS, FK

Goal, Content and Literature in Module F3

Goal:

The students know the fundamentals of the social and educational science as a chosen professional perspective on their future occupational fields. They can reflect on their artistic and scientific experiences and knowledge. They can reflect on their professional orientation interdisciplinarily. They learn how to deal with artistic processes and the scientific sources relevant to their field of study and can work on a specific question.

Content:

The focus of module F3 is on the scientifically justified reflection capability. Different scientific perspectives of the current society and fundamental problems of the human self-conception are productively being connected. The module serves the training of the reflection competences, related to aesthetic perception and the practice of power of judgment. It provides knowledge of the theoretical and methodical fundamentals of the arts and science beyond the borders of their particular discipline. It trains the interaction with complex communicative processes and leads to the acquirement of communicative competence in view of societal fields. Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant for their field of studies. Examples for seminars in the Studium Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

No.	Module Title			CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
6000000	Module I	Initiative Study		10	variable	200	300	Module examination	1 - 7	ungraded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	none
					Céline Kaiser		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
6021400	Forum positions	various	3	30	E	Lecture	-	-
6021500	Research forum / Research workshop	various	3	30	E	Theory-practical seminar	-	-
6021600	Drawing the nude and the portraid	NN	2	30	E	Theory-practical seminar	-	-
6021700	Introduction to woodcarving	NN	2	30	E	Theory-practical seminar	-	-
6021800	Various artistic techniques	NN	2	30	E	Theory-practical seminar	-	-
6021100	Mobility window	various	-	-	E		-	-
6021200	Subject-specific offers	various	-	-	E		-	-
6022000	Business English	NN	2	-	E	Exercises	-	-
6023000	Social Credit Points	various	-	-	E		-	-
6030000	Module examination	-	-	-	C		Presentation of results, Protocol	-

Note regarding the examination requirements in Module I:

Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module I

Goal

The module gives students the possibility to develop an individual profile in regards to their specific professional orientation. It promotes social commitment as well as student mobility by simplifying the creditability of credits earned abroad as well.

In the position forum, students get to know current artistic and scientific positions given the implementation in the Arts in Social Contexts. They learn about discipline-specific and interdisciplinary discourses and how to reflect upon these in regards to their professional field. Through that, the position forum offers insights into the self-organization of the studies.

The research forum enables the students to research and apply methods and approaches autonomously, in recourse to specific research questions, as they arise from professional practice modules and conceptional observations of the artistic and scientific final theses.

Content

In the module, the courses from different areas are combined to profiled course sequels, which allows students who for example change their major to purposefully acquire competences in regards to enrolling in the Master program "Art and Theater in Social Contexts (M.A./M.F.A.). The position forum and research forum are also located within the module. The position forum takes place in the form of lectures and lecture series, which are complemented by discussion forums. The research forum offers a platform for the exchange of research perspectives from different disciplinary approaches.

Social credit points are awarded to students who are involved in community and university politics in the sense of service learning. They are awarded for social and voluntary commitment. Creditable activities are, for example, participation in student initiatives, representation of the student body in university committees, involvement in the AStA, supervision of exchange students or similar. Creditability is checked by the module coordinators. Remunerated activities cannot be credited.

Remarks

The crediting of credit points acquired at other universities and competences acquired in other professional fields is possible.

Literature

Will be announced in the seminars.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
8000	Module 15	SoA-15: Bachelor Thesis	15	30	420	450	Module examination	7	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Elisabeth Schreieder	Entry requirement:	Base Curriculum

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
8021	Scientific colloquium on bachelor thesis	NN	1	10	C	Colloquium	-	-
8022	Scientific theory/ research methods	Wt, NN	2	20	C	Scientific seminar	-	-
8030	Module examination: Written bachelor thesis	-	12	-	C		Bachelor Thesis	gr

Note regarding the examination requirements in Module 12:
Applicability: SoA, TTS

Goal, Content and Literature in Module 12

Goal:

The students are able to narrow down and work on a specific topic, dealing with a specific question while using scientific criteria and methods. They can understand and add their research results as a contribution to the professional discourse. They are able to develop questions related to organizations and institutions, reflect on them and place them in the context of the professional discourse.

Content:

- Deepening of scientific methods and criteria of good scientific practice
- presentation of scientific questions, Exposé
- Forms, obstacles and possibilities of scientific writing
- formulating the bachelor thesis with the extent of 30 pages

Literature:

Will be announced

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C:	Compulsory
CP:	Credit Points
E:	Elective
Gr:	graded
O:	Optional
P:	Presence / Contact Hours
SST:	Self-Study Hours
WL:	Workload