

UNIVERSITÄT ZU KÖLN
UNIVERSITY OF COLOGNE



**FACULTY OF SPECIAL EDUCATION
AND REHABILITATION SCIENCE**

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PRESENTATION

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I General information

The department of special education and rehabilitation science at the University of Cologne is the largest of its kind in Europe. Apart from issues related to visually impaired and blind persons, the department includes all fields of research dedicated to the particular situation of disabled persons and of those threatened with disability. The focus is put on possibilities for prevention, for education and formation, for promotion and rehabilitation. More than 4,000 students are enrolled at the department of special education, 80% of whom intend to pass the first state examination and become teachers ("Lehramt") and approximately 20% of whom aim at taking the diploma examination.

Since the winter term 2003/2004, special education studies have been reformed for students intending to become teachers ("Lehramt"): in modules relating to the students' competencies, practice-oriented, i.e. case and problem-related questions, are elaborated on and discussed. As one of two branches of study, students are obliged to attend the study focus called "Förderschwerpunkt Lernen" (promotional focus on learning). Students can choose from the following additional promotional focuses (FS): "FS Emotionale und soziale Entwicklung" (emotional and social development), "FS geistige Entwicklung" (intellectual development), "FS Hören und Kommunikation" (hearing and communication), "FS körperliche und motorische Entwicklung" (physical and motor development) and "FS Sprache" (speech). In addition to "Lehramt" studies in special education, students intending to become teachers at grammar schools/comprehensive schools or vocational schools can also opt for one of the branches of study in special education.

In co-operation with the departments of philosophy and of educational science, the University of Cologne offers a diploma in educational science with a focus on special education. Starting from the summer term 2007, the department intends to offer a Master's degree study. Students who choose the focus in special education during the advanced study period can obtain the academic title "Diplom-Heilpädagogin" or "Diplom-Heilpädagoge" (graduate special education teacher). Post-graduate students with a final degree in a relevant subject can furthermore pursue a doctorate to achieve the title "Dr. paed".

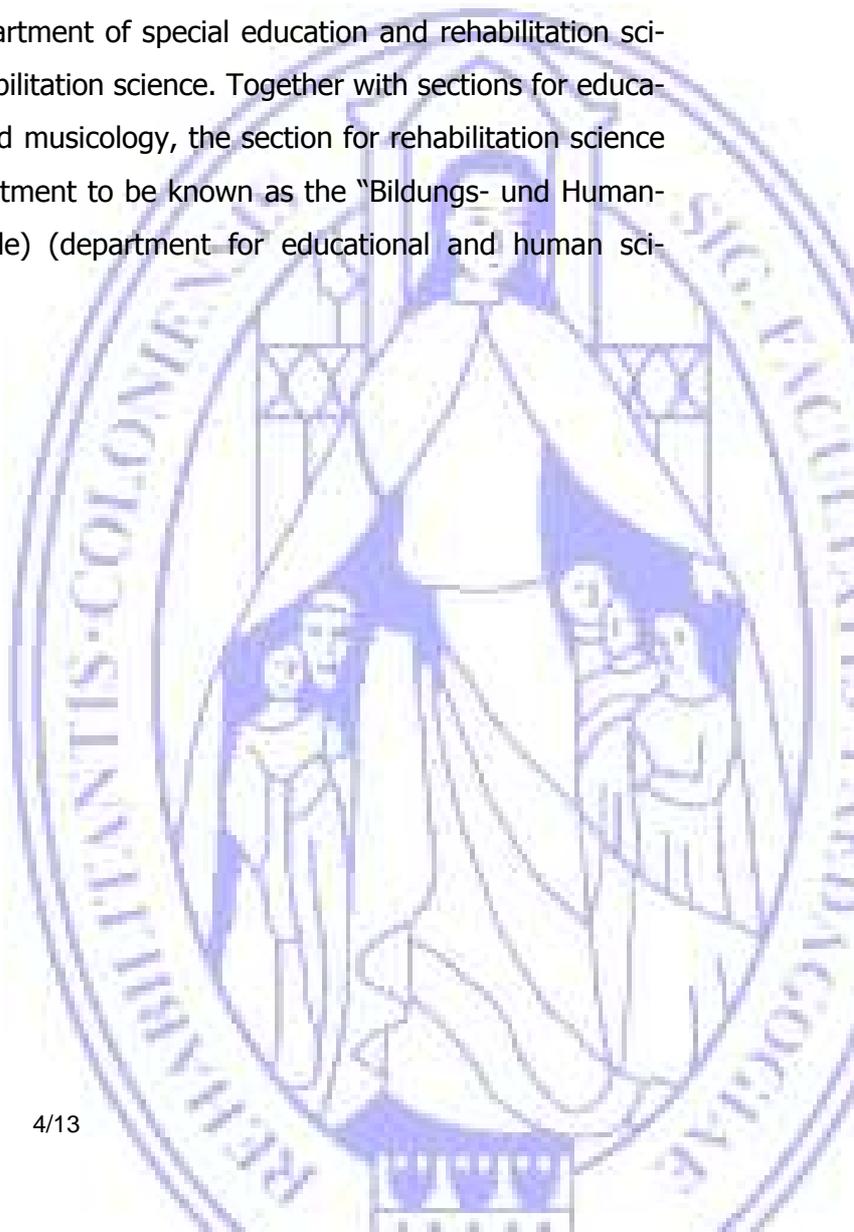
The department has a large number of work and research posts at its disposal. To name just a few: "Netzwerk neue Medien und Lernkultur" (Network for new media and learning culture) including the "Audiovisuelles Medienzentrum (AVMZ)" (the audio-visual media centre) and the learning workshop, the affiliated institutes "Institut für Audiopädagogik (IfAP)" (institute for audiopedagogics) and "Das körperbehinderte Kind" (the physically disabled child), "EPILOG – Onlineseminare und Unterrichtsprojekte des Seminars für Erziehungsschwierigen-

pädagogik" (on-line seminars and teaching projects of the seminar on special education for children displaying educational problems), the "Forschungs- und Beratungsstelle für klinische Entwicklungspsychologie" (research and counselling centre for clinical developmental psychology), the "Zentrum für Heilpädagogische Gerontologie" (centre for special education and gerontology), the "Studierenden-Service-Center" (students' service centre) and the "Zentrum für Internationale Beziehungen" (centre for international relations).

In 2005, different research groups were established within the department preparing - alongside the research focuses of individual professors - promising DFG projects (German Research foundation projects) on topics like "learning disorders" and "child at risk". The latter topic provides an opportunity for the department to become the leading partner in a national cluster of excellence, established jointly with the departments of Medicine, Education and the German Sport University Cologne. In addition to this, the department established a research advisory council composed of distinguished external professors (i. e. Professor Elisabeth Stern and Professor Müller-Böling). The council had its first meeting in 2005.

At present, the department is involved in a process of university restructuring.

From 1st January 2007 onwards, the department of special education and rehabilitation science will be turned into a section for rehabilitation science. Together with sections for educational science, psychology and for arts and musicology, the section for rehabilitation science will be the largest section in a new department to be known as the "Bildungs- und Humanwissenschaftlichen Fakultät" (working title) (department for educational and human sciences).



II Department structure

The wide range of academic and scientific courses is offered by 26 professors and a total number of more than 80 scientists working at the department of special education.

The department comprises the following work areas and seminars:

- General special education, sociology within special education, social policy and social management
- Work and work-related rehabilitation
- Education assistance, promotion of the socio-emotional development, social work
- Special education of the mentally disabled
- Special education and psychology
 - Work group on psychology and psychotherapy for persons with learning disorders, for persons displaying educational problems and for the mentally disabled
 - Work group on diagnostics and development promotion
 - Work group on clinical and pedagogical psychology
- Special education and medicine
 - Special education and psychiatry
 - Neuroscience and rehabilitation
- Special education of speech-impaired persons/speech therapy
- Special education of hearing-impaired persons/Special education of deaf persons
- Special education of the physically disabled
- Special education of persons with learning disorders
- Artistic education in special education with the following focal points:
 - Special education and music education (music pedagogy, music didactics, music therapy)
 - Special education and art education/art therapy
 - Movement education and kinesitherapy within special education

The department is managed by a deanship. In addition to the dean and the vice-dean, there are various persons responsible for the department management and administration.

The department comprises the following central organisations:

See Internet: www.hrf.uni-koeln.de/de/main/home/index.htm

For many years now, a group of active and committed students has constituted the students' representation. It participates actively in all processes within the department.

III “Lehramt” training in special education

In addition to the study of educational science (EWS), the “Lehramt” course in special education includes the study of two subject areas in special education and two “Lehramt” subjects to be taught at state schools (primary, secondary and comprehensive schools).

It is obligatory to study the subject area in special education called “Förderschwerpunkt Lernen” (promotional focus on learning). As a second subject area, students at the University of Cologne can choose from the following promotional focuses:

- “Emotionale und soziale Entwicklung” (emotional and social development)
- “Geistige Entwicklung” (intellectual development)
- “Hören und Kommunikation” (hearing and communication)
- “Körperliche und motorische Entwicklung” (physical and motor development)
- „Sprache” (speech)

At the University of Cologne, the following school subjects are offered: biology, chemistry, German, English, French, geography, history, arts, arts/design, learning field natural sciences, learning field social sciences, mathematics, music, Dutch, physics, protestant or catholic religious education, social sciences, sport (German Sport University Cologne), textile design.

Structure of studies:

The „Lehramt” study path in special education has a regular duration of study of nine semesters. The study path is subdivided into a basic study period of four semesters and an advanced study period of five semesters.

The study path is modular, i. e. that the courses are structured and organised in modules. Modules consist of classes that build on each other content-wise or are related to each other. These can be geared to discipline-related structures or can be oriented towards a specific problem and dealt with in an interdisciplinary way. The conditions of study and the module catalogue provide a description of the modules, ordered by learning and qualification aims. They also list the teaching/learning contents and forms and determine the different kinds of performance delivery and performance assessment.

The whole course of study consists of a total number of 160 semester periods per week (SWS), 80 SWS of which account for the basic study period and the remaining 80 SWS for

the advanced study period. The study of special education comprises 75 SWS. The basic study period concludes with an intermediate examination (ZP) in educational science, in the school subjects or in the learning field as well as in the special education-related branches of study. During the advanced study period, students need to take the first state examination.

Practical periods:

During the practical periods, theoretical knowledge and school-based practical experience gained in different school types are systematically combined. Approached with a scientific orientation, these practical periods are aimed at enabling students to understand what the reality of being a teacher is like. Based on their own experiences gained in the school, students will have the opportunity to concentrate on core themes in their studies.

During the basic study period, students are required to do two placements: an orientation placement accompanied by related university courses and a university-accompanied extracurricular placement. The orientation placement takes place during the first year of study and consists of an observer placement at a support facility with a duration of 20 school days (e.g. at a school for mentally or physically handicapped children or in an integrated class with pupils having support needs in one of the two promotional focuses). This placement should give students the possibility to explore the school work place and to verify that they have made the right career choice. The extracurricular placement has to take place in a non-school facility with a clientele belonging to one of the two branches of study/promotional focuses. It is accompanied by university courses and has a duration of 20 days.

During the advanced study period, students are required to do two core placements related to the fields of study (with a duration of 25 school days each); one has to take place at a support facility for children/young persons with the "Förderschwerpunkt Lernen" (promotional focus on learning). The second placement has to be done at a support facility for children/young persons with the different promotional focus chosen by the student. Against the backdrop of explorative learning, this practical phase is to be particularly geared to the analysis of and reflection on fundamental problems in the school work field. These placements are also extensively accompanied by university courses.

Assistance provided by the students' service centre (SSC)

The SSC provides extensive assistance and support for all students so as to ensure a successful course of study. In addition to individual advice services, the students' service centre is also in charge of organising the study path, establishing a standardised annotated university calendar, of organising the allocation to courses so as to ensure that the upper limit for

tutorials (max. 18 students) and seminars (max. 41 students) is not exceeded. The SSC is also in charge of the co-ordination of the teaching staff, of university processes and of comparable national and international institutions.

IV Excerpt from the conditions of study for the “Lehramt” in special education

§ 2 Aim of study

(1) The study aims at providing the scientific basis for a teacher’s post in the field of special education.

(2) The study provides the basic scientific and interdisciplinary, disability-specific and disability-related insights on education, formation and the promotion of pupils with particular support needs. It also aims at conveying the skills to translate these insights into special education practice. In addition to the pedagogy and didactics specific to the subject area, the branch of study with the “Förderschwerpunkt Lernen” (promotional focus on learning) and the additional branch of study selected by the student consist of the following contents: General special education, medicine in special education, psychology in special education, sociology, social policy and social management in special education, social pedagogy, work and work-related rehabilitation, integration/inclusion, music, artistic and movement education and therapy in special education. Furthermore, the study intends to promote further development and innovation within the school system as a whole. Practical experience is integrated into the course of study (see also § 2 paragraph 4 clause 1 LABG). Moreover, the “Förderschwerpunkt Hören und Kommunikation” (promotional focus on hearing and communication) qualifies students in sign language communication.

(3) The study is oriented towards a scientific development of the basic professional skills in education and formation, teaching and therapy, diagnostics and promotion as well as in evaluation and quality assurance.

§ 3 Interdisciplinary study contents

Students will acquire the ability to use information and communication techniques for subject-relevant purposes. They will also learn to use media for didactical aspects of joint classes, gain basic knowledge of intercultural education and the support of pupils from different linguistic and cultural backgrounds. The course of study also teaches methods of organisation development in practical fields of special education.

§ 7 Organisation of the course of study

(1) As regards the organisation and the contents, the course of study is structured in modules. These modules consist of classes that build on each other content-wise or are related to each other with a total number of six to eight semester periods per week. The contents of these modules are chosen in a way to ensure that work-related study elements also qualify for related professions outside the school curriculum and can be also accredited for other study paths.

(2) The study elements related to special education consist of four **macro modules**:

- Macro module "Sonderpädagogische Basiskompetenzen" - BK, (basic competencies in special education)
- Macro module "Sonderpädagogisch-didaktische Kompetenzen" - SDK, (competencies in special education and didactics)
- Macro module "Sonderpädagogische Methodenkompetenzen" - MK, (methodical competencies in special education)
- Macro module "Sonderpädagogische, universitär begleitete Praxistätigkeit" – UP (university-accompanied practical work in special education).

(3) These four macro modules are composed of two to three **modules** each:

1. The **BK macro module** includes the modules:

- BK 1: "Wissenschaftstheorie, Ethik, Normen" (scientific theory, ethics, standards)
- BK 2: "Entwicklung, Bildung" (development, education)
- BK 3: "Kommunikation, Interaktion, Partizipation" (communication, interaction, participation).

2. The **SDK macro module** includes the modules:

- SDK 1: "Bildung, Erziehung und Rehabilitation von Menschen mit besonderem Förderbedarf" (education, formation and rehabilitation of persons with special support needs)
- SDK 2: "Didaktische Modelle und Unterrichtskonzepte, inkl. Medienpädagogischer Kompetenz" (didactical models and concepts for lessons, including media-related pedagogical competencies)
- SDK 3: "Pädagogisch-therapeutische Konzepte und Maßnahmen" (pedagogical and therapeutic concepts and measures).

3. The **MK macro module** includes the modules:

- MK 1: "Forschungsmethoden, Evaluation" (research methods, evaluation)

- MK 2: "Diagnostik, Förderplanung" (diagnostics, planning of support schemes)
- MK 3: "Beratung, Moderation, Organisationsentwicklung" (counselling, mediation, organisational development).

4. The **UP macro module** includes the modules:

- UP 1: "Grundlegung im Bereich Unterricht, Förderung, Selbstverständnis" (basics in the fields of teaching, promotion and self-conception)
- UP 2: "Professionalisierung im Bereich Unterricht, Förderung, Selbstverständnis" (professionalisation in the fields of teaching, promotion and self-conception).

These two modules refer to the school-based practical studies during the relevant study period (see also the conditions for placements).

(4) In addition to the eleven modules mentioned above, the study elements in special education include another module, which – according to its content – is regarded as a cross-subject or subject-specific module and is allocated to either the SDK macro module or the MK macro module:

- Module "Vertiefungsstudium: gewählter Schwerpunkt" – MK 4 or SDK 4 (in-depth course of study: selected focus).

(5) In the context of the study elements in special education, the 12 modules enlisted in paragraphs 3 and 4 are to be studied; six of which are to be studied during the basic study period, the remaining 6 during the advanced study period:

During the basic study period: modules BK 1, BK 2, BK 3, MK 1, UP 1 and SDK 1;

During the advanced study period: modules UP 2, SDK 2, SDK 3, MK 2, MK 3 and the module "Vertiefungsstudium: gewählter Schwerpunkt" - MK 4 or SDK 4 (in-depth course of study: selected focus).

(6) Each module is subdivided into three components. Each component comprises courses with a general time of attendance of 2 SWS.

Component 1 refers to a basic course in special education dealing with interdisciplinary and cross-subject area contents. This course has to be taken at the beginning of the module. Components 2 and 3 can then be studied simultaneously, i. e. during the same semester.

Component 2 is a course with contents related to the branch of study. According to the corresponding module, contents of the promotional focus "Förderschwerpunkt Lernen" are conveyed.

Component 3 includes a course on issues relevant to the branch of study and also relates to the second selected branch of study.

You will find more details about these components in the module descriptions.

§ 8 Composition of the course of study

With a different weighting in the individual macro modules, modules and components, the module-based studies are generally oriented towards the following Four-Phases-Model:

1. Comprehension of and critical reflection on theories
2. Theory-driven action
3. Reflection on/evaluation of theory-driven action
4. Theory-driven innovation

Furthermore, the composition of the course of study is based on the framework and focus set in the respective modules and laid down in the module descriptions (appendix 1). In the corresponding module descriptions, the modules are described according to the following criteria (amongst others):

- Contents and qualification aims
- Forms of teaching
- Module integration into the study path
- Amount of work / performance assessment
- Study branch characteristics

Performance delivery and assessment

Students are required to achieve a total of 102 credit points in the modules. Eight credit points need to be obtained in six of the 12 modules; in the remaining six modules, the student has to obtain nine credit points. Students are free to choose the modules in which they intend to obtain eight or nine credit points. Unless there is a different regulation in the module description, students can choose to obtain two, three or four credit points in each component. One credit point corresponds to a workload of approximately 30 hours (time of attendance and home studies). During the basic study period, students have to attend three modules with eight credit points and another three modules with nine credit points. The

same applies to the advanced study period. These credit points can be obtained according to the following requirement levels:

- Level 1:** Active and regular participation (study of the corresponding literature and participation in discussions...):
2 credit points; no marks
- Level 2:** Active and regular participation and presentation of e.g. a summary, the minutes, presentation of literature, essay, chairing a discussion or other:
3 credit points; marks from 1.0 to 6.0 (A to F)
- Level 3:** Active and regular participation and e.g. assignment, colloquium, written examination or project work and documentation:
4 credit points; marks from 1.0 to 6.0 (A to F)

For a differentiated assessment of the student during the advanced study period, interim values can be established by raising or lowering a mark by 0.3. However, this is not applicable for the interim marks 0.7; 4.3; 4.7; 5.3; 5.7 and 6.3 (see § 25 LPO).

V Diploma in educational science and special education

Students obtain the title "Diplom-Heilpädagogin/-Heilpädagoge" (graduate special education teacher) by graduating in educational science with a focus on "Rehabilitationspädagogik" (rehabilitation pedagogy).

Studies in educational science aim at transferring a scientific approach to all forms of education and formation. This approach applies to both theory and practice, where people determine, shape and change their own relationship to the outside world and to themselves. This always incorporates historical, social and cultural contexts. In this respect, the discussions in educational science are marked by the inclusion of anthropological, ethical, social, political, religious and epistemological dimensions of the subject-matter. This is done from a systematic, historical and comparative perspective. The studies are based on an interdisciplinary approach and include the analysis of the fundamental principles from different angles: educational science and special education, psychology, sociology, philosophy and numerous special branches of science as well as fields of special educational sciences.

The diploma studies consist of the study of **basic subjects** in general educational science or general special education, sociology, psychology, methods and a **study focus** in special educational science.

Students can choose from the following **study focuses**:

With the intention of becoming **Diplom-Pädagogin/-Pädagoge (graduate pedagogue):**

- **Adult education/further education** at the department of philosophy and educational science
- **Early childhood and family pedagogy** at the department of educational science
- **Intercultural communication and education** at the department of philosophy and educational science
- **Social pedagogy** at the department of special education.

or:

with the intention of becoming **Diplom-Heilpädagogin/-Heilpädagoge (graduate special education teacher):**

- Focus on **rehabilitation pedagogy** at the department of special education with the subjects:
 - Education and rehabilitation of children displaying educational problems
 - Education and rehabilitation of deaf persons
 - Education and rehabilitation of mentally disabled persons
 - Education and rehabilitation of physically disabled persons
 - Education and rehabilitation of persons with learning disorders
 - Education and rehabilitation of hearing-impaired persons
 - Education and rehabilitation of speech-impaired persons and speech therapy
 - Art therapy
 - Music therapy
 - Movement education and movement therapy
 - Special education and gerontology.