Hochschule Kempten
University of Applied Sciences

Module Handbook

General Elective Modules

Summer Semester 2026

Correct as at: 13.03.2026

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GENERAL INFORMATION

With the aim of promoting interdisciplinary education, a range of General Elective modules are offered in the following subject areas:

- Working and creative techniques
- Ethics and philosophy
- History and politics
- Health and medicine
- Communication and rhetoric
- Art and culture
- Natural sciences and technology
- Education, psychology, sociology
- Law and economics
- Languages

Students have the opportunity to augment their compulsory lectures with interesting insights into additional subject areas and thereby acquire a broad foundation of knowledge above and beyond their own specialism. This offers a chance to explore the thought processes and methodologies adopted in other disciplines.

Credit Points required in General Elective modules

Please check the Credit Points (CP) you require in General Elective (elective compulsory) modules and the planned timeframe for completing the required work in the relevant version of the Programme and Examination Regulations for your degree programme. You can opt to take classes from the General Elective modules as "voluntary studies" (but these grades do not affect the overall classification of your bachelor's or master's degree).

Signing up and enrolment

Enrolments are conducted entirely online via MeinCampus in two separate rounds. After the first enrolment round has been completed, any spare places in classes can be filled during the second round. Further details can be found here on the university's website.

Please note that admission to a module does not automatically register you for the examination. You must complete this process yourself during the registration period for examinations.

- ➢ **You enrol/sign up for General Elective modules at the start of each semester.**
- ➢ **You register for examinations approximately halfway through the semester.**

You can find more information under the Schedule posted on the university's website.

When do classes start?

You can find out when classes start for each course in the class details provided in the Course Catalogue posted in MeinCampus.

Further information can be found in the latest version of your particular SPO, via the links provided and on the website for General Elective modules, accessed via the university's website.

Abbreviations / Colour key for frequency

Abbreviations:

GE modules	General Elective modules
h	hours
CC	credit certificates
TF	teaching format
TF	teaching format
OE	oral examination
WE	written examination
SS	summer semester
S	seminar
h/w	hours per week
E	exercise
L	lecture
WS	winter semester

Frequency:

Green	Every semester
Amber	Alternate semesters (winter *or* summer)
Red	Not currently offered

All the classes listed in this Handbook are subject to notifications in MeinCampus.

That is the exclusive source of definitive information at the start of the semester about
- **maximum class sizes and**
- **which modules will be running that particular semester.**

Module descriptions are subject to modification at any time, as teaching content is continuously updated.

Binding information about assessments and the permitted aids will be published in the Examinations Schedule on the website during the first few weeks of the semester – Around the start of December for the winter semester and around the end of May for the summer semester.

1   LANGUAGE MODULES

Common European Reference Framework for Languages

Language skills are divided into **six levels** in total: [1]

A: Basic User (Elementary)	
A1 – Beginner	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2 – Basic knowledge	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

B: Independent User (Intermediate)	
B1 – Advanced language usage	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.
B2 – Independent language usage	Can understand the main ideas of complex text on both concrete and abstract topics, Including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C: Proficient User (Advanced)	
C1 – Expert language skills	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2 – Near-native level	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

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[1] See: https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale

1.1 German as a Foreign Language – Elementary A1

(DFA1)

Department	Language Centre (Centre for General Elective Studies and Languages)		
Requirements	Knowledge of German below Level A1 of the Common European Reference Framework		
Conducted	Classroom		
Module convenor	Dr Michael Märlein		
Teacher(s)	Corinna Molitoris, Dorothea Neudecker		
Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	German (English as required)
Credit Points	5	**Starting level**	Zero
Hours per week	6	**Target level**	A1

Time required
Contact hours 58.5h
Private study 66.5h
Total 125.0h

Learning objectives

After successfully completing this module, students will be able to:

- Understand familiar words and simple sentences in texts
- Understand familiar words and simple sentences when spoken slowly and clearly
- Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics
- Introduce and describe themselves and others
- Write simple messages and complete simple forms

Teaching/learning methods

Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, submitting formal assessments on time, and preparing for examinations.

Teaching content

The module generally covers the following topics (including the required vocabulary and grammar):

- Getting to know people and family
- Dates and numbers
- Leisure
- Accommodation
- Clothing
- Travel
- Shopping, eating and drinking

Reading list

Recommended purchase(s):

- *DaF kompakt neu A1* (course and exercise book with audios), ISBN 978-3-12-676313-4 or digital edition

Assessment arrangements

- Written examination with listening comprehension, 90 min.
- During the examination period at the end of the semester
- No aids permitted

1.2 German as a Foreign Language – Elementary A2
(DFA2)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Knowledge of German at Level A1 of the Common European Reference Framework
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Dr Michael Märlein

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	German (English as required)
Credit Points	5	**Starting level**	A1
Hours per week	6	**Target level**	A2
Time required	Contact hours 58.5h Private study 66.5h Total 125.0h		

Learning objectives	After successfully completing this module, students will be able to: • Understand sentences and common expressions about topics of personal relevance (e.g. family, shopping, work, surroundings) and the key information in short, clear and simple messages and announcements; • Read short, simple texts and find information; • Communicate in simple, routine situations about familiar, common things, and conduct short conversations; • Write short, simple notes and messages
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Holidays and celebrations • Accommodation • Sights • Money and dealing with authorities • Health • Weather • Travel and vacations • Training and professions
Reading list	**Obligatory** purchase(s): • *Netzwerk neu A2* (course book with audios and videos), ISBN 978-3-12-607164-2 or digital version BlinkLearning for learners • *Netzwerk neu A2* (exercise book with audios), ISBN 978-3-12-607165-9 or digital version BlinkLearning for learners
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.3 German as a Foreign Language – Intermediate B1.1
(DFB1.1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Knowledge of German at Level A2 of the Common European Reference Framework
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Emese Tasnádi

Duration	1 semester	**Max. participants**	20
Frequency	Every winter semester	**Language**	German
Credit Points	5	**Starting level**	A2
Hours per week	6	**Target level**	B1.1
Time required	Contact hours 58.5h Private study 66.5h Total 125.0h		

Learning objectives	After successfully completing this module, students will be able to: • Understand the main points in conversations about familiar things (e.g. work, school, leisure) and current affairs using standard language • Understand texts containing common everyday and business language and private letters; • Handle most situations encountered in areas where this language is spoken, enter unprepared into conversations, and express their own opinion/feelings/wishes, argue a case, and relate the plot of a book/film; • Write simple, cohesive texts and personal letters
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Travel and transport • Complaints • Study • Nature • Work • Emigration • Germany's political system
Reading list	**Obligatory** purchase(s): • *Netzwerk neu B1.1. Hybrid edition allango.* ISBN 978-3-12-607290-8 or digital edition OR for B1.1 and B1.2 • *Netzwerk neu B1. Hybrid edition allango.* ISBN 978-3-12-607288-5 or digital edition
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.4 German as a Foreign Language – Intermediate B1.2
(DFB1.2)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Knowledge of German at Level B1.1 of the Common European Reference Framework
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Emese Tasnádi

Duration	1 semester	**Max. participants**	20
Frequency	Every summer semester	**Language**	German
Credit Points	5	**Starting level**	B1.1
Hours per week	6	**Target level**	B1.2 (B1 completed)
Time required	Contact hours 58.5h Private study 66.5h Total 125.0h		

Learning objectives	After successfully completing this module, students will be able to:
	• Understand key information in simple broadcasts on familiar topics when spoken slowly and clearly;
	• Understand short, simple texts about everyday topics and simple descriptions of events;
	• Describe simple experiences and events and talk briefly about plans and opinions, providing reasons;
	• Participate in brief conversations about familiar topics if the other person speaks slowly and clearly;
	• Write short, simple, cohesive texts about familiar topics, and recount personal experiences and impressions using simple sentences;
	• Use basic grammatical structures confidently.
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar):
	• Media
	• Communicating in day-to-day work
	• Conflicts and strategies for resolving them in private and professional settings
	• Sport, exercise and club culture
	• Literary texts in serial format
Reading list	None
Assessment arrangements	• Written examination with listening comprehension, 90 min.
	• During the examination period at the end of the semester
	• No aids permitted

1.5 German as a Foreign Language – Intermediate B2.1
(DFB2.1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Knowledge of German at Level B1 of the Common European Reference Framework
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Dr Timea Zarbach-Peter

Duration	1 semester	**Max. participants**	20
Frequency	Every winter semester	**Language**	German
Credit Points	5	**Starting level**	B1
Hours per week	6	**Target level**	B2.1
Time required	Contact hours 58.5h Private study 66.5h Total 125.0h		

Learning objectives	After successfully completing this module, students will be able to: • Broadly understand texts about specific and abstract topics related to private and professional life in standard spoken language • Read all kinds of texts independently, understand the main content of more complex texts and extract the relevant information they require • Link statements together in a clear, cohesive text using conjunctions and connecting elements of text • Identify and correct their own mistakes, make themselves understood spontaneously and smoothly – without major effort
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Literary texts • Ways of living and life • Future and plans for the future • Seeking employment, application training • Studying abroad • Leisure • Memories • German history, famous figures • Digital technology and digital media
Reading list	**Obligatory** purchase(s): • Weitblick – Das große Panorama. B2: Band 1. Kurs- und Übungsbuch. ISBN 978-3-06-120889-9 or digital edition
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.6 German as a Foreign Language – Intermediate B2.2
(DFB2.2)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Knowledge of German at Level B2.1 of the Common European Reference Framework
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Dr Timea Zarbach-Peter

Duration	1 semester	**Max. participants**	20
Frequency	Every summer semester	**Language**	German
Credit Points	5	**Starting level**	B2.1
Hours per week	6	**Target level**	B2.2 (B2 completed)
Time required	Contact hours 58.5h Private study 66.5h Total 125.0h		

Learning objectives	After successfully completing this module, students will be able to: • Understand in detail what is being said in standard language about topics of general interest • Not only understand information but also the author's intentions, "read between the lines" and interpret what they have read • Write more lengthy and detailed texts using a relatively broad vocabulary and construct texts to argue a point • Use complex sentence structures, construct and interrelate arguments to one another
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Changes at work • Social and political action • Sustainability • Product descriptions and advertisements • Self-optimisation • A happy life • Science and technology • Art and culture • Media and news • Travel, enjoyment and addiction
Reading list	**Obligatory** purchase(s): • Weitblick – Das große Panorama. B2: Band 2. Kurs- und Übungsbuch. ISBN 978-3-06-120906-3 or digital edition
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.7 Italian – Elementary A1
(ITA1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Eligibility according to admission requirements for all degree programmes
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Dr Paola Bernabei

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	Italian (German as required)
Credit Points	4	**Starting level**	Zero
Hours per week	4	**Target level**	A1
Time required	Contact hours 36h Private study 64 hrs Total 100h		

Learning objectives	After successfully completing this module, students will be able to: • Understand familiar words and simple sentences in texts • Understand familiar words and simple sentences when spoken slowly and clearly • Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics • Introduce and describe themselves and others • Write simple messages and complete simple forms
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Getting to know people and introductions • Numbers and telling the time • Likes and dislikes • Daily routines and habits • Food and drink • Travel
Reading list	**Obligatory** purchase(s): • *Chiaro! A1 - Nuova edizione*, ISBN 978-3-19-275427-2
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.8 Japanese – Elementary A1.1
(JAA1.1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Eligibility according to admission requirements for all degree programmes
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Yumiko Kerber

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	Japanese (German as required)
Credit Points	4	**Starting level**	Zero
Hours per week	4	**Target level**	A1.1
Time required	Contact hours 36h Private study 64 hrs Total 100h		

Learning objectives	After successfully completing this module, students will be able to: • Read and write 50 syllables of Hiragana • Understand familiar words and simple sentences in texts • Understand familiar words and simple sentences when spoken slowly and clearly • Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics • Introduce and describe themselves and others • Write simple messages and complete simple forms
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Hiragana • Getting to know people and introductions • Numbers and telling the time • Shopping • Travel
Reading list	**Obligatory** purchase(s): • *Japanisch im Sauseschritt 1*, ISBN 978-4-9900384-7-2
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.9 Japanese – Elementary A1.2
(JAA1.2)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	• Eligibility according to admission requirements for all degree programmes • Students must have completed "Japanese – Elementary A1.1" (or equivalent).
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Yumiko Kerber

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	Japanese (German as required)
Credit Points	4	**Starting level**	A1.1
Hours per week	4	**Target level**	A1.2
Time required	Contact hours 36h Private study 64 hrs Total 100h		

Learning objectives	After successfully completing this module, students will be able to: • Reading and writing Katakana and Kanji • Understand familiar words and simple sentences in texts • Understand familiar words and simple sentences when spoken slowly and clearly • Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics • Introduce and describe themselves and others • Write simple messages and complete simple forms
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Location information • Ordering by telephone • Making appointments • Asking for permission and refusing requests • Personal tastes
Reading list	**Obligatory** purchase(s): • *Japanisch im Sauseschritt 1*, ISBN 978-4-9900384-7-2
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.10 Spanish – Elementary A1.1
(SPA1.1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	Eligibility according to admission requirements for all degree programmes
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Mónica Falk, Adela Morán-Stief

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	Spanish (German as required)
Credit Points	4	**Starting level**	Zero
Hours per week	4	**Target level**	A1.1
Time required	Contact hours 36h Private study 64 hrs Total 100h		

Learning objectives	After successfully completing this module, students will be able to: • Understand familiar words and simple sentences in texts • Understand familiar words and simple sentences when spoken slowly and clearly • Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics • Introduce and describe themselves and others • Write simple messages and complete simple forms
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Getting to know people and introductions • Leisure • Family • Describing people • Numbers and telling the time • Daily routines • Eating and drinking
Reading list	**Obligatory** purchase(s): • *Universo.ele intensivo A1/A2* (Course and work book), ISBN 978-3-19-154333-4 or ISBN 978-3-19-164333-1
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

1.11 Spanish – Elementary A1.2–A2.1
(SPA1.2-A2.1)

Department	Language Centre (Centre for General Elective Studies and Languages)
Requirements	• Eligibility according to admission requirements for all degree programmes • Students must have completed "Spanish – Elementary A1.1" (or equivalent).
Conducted	Classroom
Module convenor	Dr Michael Märlein
Teacher(s)	Mónica Falk

Duration	1 semester	**Max. participants**	20
Frequency	Every semester	**Language**	Spanish (German as required)
Credit Points	4	**Starting level**	A1.1
Hours per week	4	**Target level**	A1/A2
Time required	Contact hours 36h Private study 64 hrs Total 100h		

Learning objectives	After successfully completing this module, students will be able to: • Understand familiar words and simple sentences in texts • Understand familiar words and simple sentences when spoken slowly and clearly • Make themselves understood simply, ask and answer simple questions about immediate necessities and familiar topics • Introduce and describe themselves and others • Write simple messages and complete simple forms
Teaching/learning methods	Seminars with practice activities. Private study involves regular homework, preparing for and reviewing classes, and preparing for the examination.
Teaching content	The module generally covers the following topics (including the required vocabulary and grammar): • Interests and likes • Travel • Weather • Talking about the past • Plans and wishes
Reading list	**Obligatory** purchase(s): • *Universo.ele intensivo A1/A2* (Course and work book), ISBN 978-3-19-154333-4 or ISBN 978-3-19-164333-1
Assessment arrangements	• Written examination with listening comprehension, 90 min. • During the examination period at the end of the semester • No aids permitted

2 GENERAL ELECTIVE MODULES

2.1 5-Euro Business
(EBUW)

Special feature of this module:
Offered by the StartUp Center at Kempten University of Applied Sciences. The StartUp Center is responsible for admissions to this module and awarding Credit Points. It also determines the admission criteria. If you have any questions about participating or signing up, please contact: kempten@5-euro-business.de

For this to be recognised as a General Elective module, it is imperative that you **enrol** at the **start of the semester** and **register for the examination** during the specified period via MeinCampus.

Department	General Elective modules		
Conducted	Mixed format: online, face-to-face and hybrid		
Requirements	• Eligibility according to admission requirements for all degree programmes • Handbook for 5-Euro Business (issued via email after signing up)		
Module convenor	Steering Group for General Elective Studies and Languages		
Teacher(s)	Professor Dr Gabriele Schäfer		
Duration	1 semester	**Credit Points**	4
Frequency	Every summer semester	**Hours per week**	4
Language	German	**Max. participants**	40
Time required	Contact hours 40h Private study 60h Total 100h		
Learning objectives	Students learn the practical aspects of the potential option of self-employment through running their own small business and making joint business and economic decisions as a team (both regarding their own product or service, but also concerning the upstream and downstream stages in the value creation chain, e.g. suppliers and customers). They independently analyse problems affecting the implementation of their business concept and make corresponding adjustments. By assuming positions of particular interest to them in the company, they continue to enhance their skills through practical experience (e.g. as managing director).		
Teaching/learning methods	Project class/Seminar		
Teaching content	This seminar series is divided into theory and hands-on business. During the theoretical stage, participants develop a business idea in small groups of 3-5 members. Seminars support the process on topics such as "Developing ideas / team-building", "Project management", "Marketing", "Law / property rights". Each team is given 5 Euros' seed capital at the start of the business stage. They have about eight weeks to bring the idea to market with the support of a business sponsor. The course is rounded off with the submission of a business report coupled with a closing event and presentation. A group presentation on "Founding a business" must also be compiled.		
Reading list	None		
Assessment arrangements	• Business report, (group) presentation at the closing event • During the semester • No aids permitted		

2.2 Adobe Photoshop and Illustrator – introduction to digital image processing and illustration

(ADPI)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Merle Schäfer, Designer, M.A.

Duration	1 semester		**Credit Points**	2
Frequency	Every semester		**Hours per week**	2
Language	German		**Max. participants**	20
Time required	Contact hours	24h		
	Private study	26h		
	Total	50h		

Learning objectives	*Adobe Photoshop* is the standard program used by professionals to process digital images. The tasks range from basic corrections and improving or modifying individual elements of an image through to creating entirely new visual worlds by combining various individual images. *Adobe Illustrator* can be used to create digital drawings and illustrations, Including logos, infographics, diagrams or even digitising hand drawings. The program is also very useful for creating single-sided printed products such as posters. Students are taught in workshops how to operate the programs and respective tools and about appropriate workflows. We will thoroughly address how to use the integrated generative AI functions in both programs, Also demonstrating Adobe Firefly. These AI functions can be used to complete the assessment. Students are strongly encouraged to bring along their own photos to work on and ideas for their own illustrations and projects.
Teaching/learning methods	SEMINARS/EXERCISES
Teaching content	- Basics of digital images (difference between vector and pixel graphics, image sizes/resolution, file formats) - Basic operations in Adobe Photoshop and Illustrator (user interface, tools, workflow, layers, text, colour, etc.) - Photoshop: Basic corrections (exposure, contrast, colour correction, etc.), editing (improving, modifying, adding) and collage (combining different visual elements, cut-outs, masks) - Illustrator: Basics of illustration (creating digital drawings, paths, brushes, effects, gradients, masks, vectorising or tracing manual templates, etc.)
Reading list	- Sibylle Mühlke (2016): Adobe Photoshop CC – Das umfassende Handbuch - Markus Wäger (2016): Adobe Photoshop CC – Schritt für Schritt zum perfekten Bild - Gause, Monika (2017): Adobe Photoshop CC – Das umfassende Handbuch Further recommended reading and web links will be announced during the course.
Assessment arrangements	- Project work – creating a processed image (retouching or collage) and an illustration (e.g. logo, infographic, poster) - During the semester - No aids permitted

2.3 Astronomy
(ASTR)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Professor Dr Thomas Eimüller

Duration	1 semester	**Credit Points**	2
Frequency	Every winter semester	**Hours per week**	2 (block of classes)
Language	German	**Max. participants**	40
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	The "star-strewn heavens above us" have enthralled humans since time immemorial. When Galileo Galilei first pointed a telescope at the sky in 1609, he launched one of humankind's most fascinating journeys – Giving us insight into new worlds, taking us to the moon, and leading us to transcend the boundaries of the solar system with space probes and repeatedly keep on rethinking our place in the universe. This lecture series aims to look back and forward and see where countless astronomers' thirst for knowledge coupled with increasingly powerful tele-scopes and satellites have led us. Students from all disciplines at the university are invited to embark upon this voyage of discovery. As we forego scientific formulae for the most part, no prior knowledge is required. Simply bring along your curiosity!
Teaching/learning methods	LECTURES/SEMINARS
Teaching content	• Why are solar eclipses so rare? • Why are leap seconds needed? • Why is the sky blue? • How do rainbows occur? • Why do we hardly see northern lights in Kempten? • Did the Star of Bethlehem really exist? • Are we at risk of being pulverised by asteroids? • How many stars are visible to the naked eye? • Are stars eternal? • Is there water on Mars? • Do all stars have planets? • Do aliens exist? Do black holes swallow everything? • Does space stretch into infinity? • How old is our world? • Is there evidence to substantiate the Big Bang? • Are we controlled by dark matter? • Where do we come from and where are we heading? Practical space observatory sessions are planned to accompany lectures.
Reading list	None
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.4 Conflict management – theory, practice and strategies
(CMTP)

Department	General Elective modules
Conducted	Classroom (t.b.a.)
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Andrea Kühme

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2 (block seminar)
Language	English	**Max. participants**	20
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	Students should understand the basic principles of conflict management; and be able to recognise different types of conflict, resolve conflicts constructively, and develop strategies for dealing with conflicts.
Teaching/learning methods	Lectures/seminars

Teaching content

Unit 1: Introduction to conflict management
- Definitions and significance of conflicts
- Why conflicts arise in professional and private contexts
- Goals and benefits of effective conflict management

Unit 2: Theoretical foundations of conflicts
- Conflict models (e.g., Glasl, Thomas-Kilmann)
- Types of conflict (e.g., relationship conflicts, factual conflicts, value and identity conflicts)
- Causes and triggers of conflicts

Unit 3: Stages and development of conflict
- Stages of conflict (e.g., escalation, climax, de-escalation)
- Signs of a developing conflict
- Factors influencing the course of conflict

Unit 4: Conflict analysis and diagnosis
- Methods of conflict analysis (e.g., conversation techniques, conflict analysis tools)
- Identifying conflict parties, interests, and needs
- Self-reflection: own conflict styles and patterns

Unit 5: Communication strategies in conflict
- Active listening
- Non-violent communication according to M. Rosenberg
- De-escalating conversation techniques
- Dealing with emotions

Unit 6: Conflict resolution strategies and tools
- Negotiation techniques
- Mediation and moderation
- Finding compromises and win-win solutions

Unit 7: Practical exercises and role-play
- Simulations of conflict situations
- Feedback and reflection
- Developing your own solutions

Unit 8: Conflicts in teams and organisations
- Team dynamics and potential for conflict
- Conflict management in hierarchical structures
- Preventive measures and conflict culture

Unit 9: Intercultural conflicts
- Special features of intercultural conflicts
- Sensitisation to cultural differences
- Strategies for resolving intercultural conflicts

Unit 10: Summary, reflection and final project
- Summary of key content
- Reflection on learning progress
- Developing your own concept for managing conflict
- Presentation and discussion of final projects

Reading list	To be provided in class
Assessment arrangements	• Written paper, presentation, subject to obligatory attendance (min. 80 %)
	• During the semester
	• No aids permitted

2.5 Introduction to criminology

(EKRI)

Department	General Elective modules
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Dr Bernhard Reck

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	30
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives

This series of introductory lectures is aimed at students without any prior knowledge, but they must be willing to assimilate facts in order to gradually achieve a certain transfer of knowledge about criminological correlations. The course focuses on social scientific aspects, but the relevant legal background is also addressed.

The public learns about crime primarily from reporting in the media (above all television), frequently including statements along the lines of:

- "The crime rate in our country keeps on increasing, most alarmingly for violent crimes";
- "Murder and manslaughter are on the rise";
- "The number of children being murdered in sexual crimes keeps on growing";
- "Young foreigners and migrants are involved in a disproportionately high number of violent crimes";
- "Violent offenders are getting more and more brutal";
- "Many of these violent outbursts involve alcohol consumption";
- "You used to be able to go out alone".

You will learn what credence there is to these theories over the course of this series of lectures. However, you will also find out that there aren't always clear-cut answers, which can sometimes provoke controversial debate. For this reason, answers always need questioning and critical reflection.

Teaching/learning methods LECTURES/SEMINARS

Teaching content

This series of lecturers is divided into two parts:

1. The first three lectures outline the theoretical foundations of criminology:

    -   What is criminology? How does it differ from criminalistics? What is actually considered "criminal"; what are the criteria?
    -   How does crime come about; which social and political processes are instrumental?
    -   How can crime be measured?
    -   What do crime statistics reveal, and what do they not? What do the headline-hitting annual criminal statistics published by the police mean? What do they say about the extent of crime during a given period?

- Attempts to explain criminal behaviour: Various criminality theories will be briefly outlined in response to the question of correlations in criminologically relevant fields of expertise, such as why people become criminals. Why does crime occur at all in society?
- Portrayal of certain categories of crime and criminals – also in relation to the victims – as individual topics, including "Crime according to age: Younger and older people as perpetrators and victims", "Once a criminal, always a criminal?"
- Criminality and gender: Attempts to explain the uneven distribution of criminal behaviour
- What does criminology have to say about the relationship between criminals and their victims?
- Crime amongst foreigners and migrants: Are foreigners more likely than Germans to commit crimes? What do crime statistics reveal in this respect and what do they hide?
- Organised crime: An attempt at a definition

2. The second half of the series portrays organised crime from the perspective of the investigating authorities.

- Hospital order treatment in forensics and in preventive detention in Germany, including the question of ascertaining criminal responsibility, consequences of rulings by the European Court of Human Rights and the German Federal Constitutional Court revising hospital order treatment, portraying both strands of this practice in Germany in both psychiatric hospitals and preventive detention.
- Killing rampages and "school shootings": Unclear terminology in a confusing situation. Cultural and historical differences regarding the phenomenon of killing rampages, answering questions such as "Do discernible patterns precede such an act?", "Are there 'typical' perpetrators?", "Can you protect yourself against killing rampages?"
- Economic crime and economic criminals.

The depth in which these topics are treated depends on the number of classes scheduled for the semester. The topics might vary according to current affairs, with special requests and wishes being considered where possible.

Reading list	• Kunz, Karl-Ludwig. Kriminologie. 5th edition, Bern 2008.
	• Neubacher, Frank. Kriminologie. Baden-Baden 2011.
	• Schwind, Hans-Dieter. Kriminologie. Eine praxisorientierte Einführung mit Beispielen. 18th edition, Heidelberg, 2008.
	Recommended reading will be advised for each topic, but this is not obligatory.
Assessment arrangements	• Written examination (60 minutes)
	• Examination period at the end of the semester
	• No aids permitted

2.6 Entrepreneurship in practice

(EPIP)

Special feature of this module:
Run by the StartUp Center at Kempten University of Applied Sciences The StartUp Center is responsible for admissions to this module and awarding Credit Points. Admission criteria: Email your personal statement (max. 1,000 characters) to startupcenter@hs-kempten.de – Subject: "General Elective: Entrepreneurship in practice"

For this to be recognised as a General Elective module, it is imperative that you **enrol** at the **start of the semester** and **register for the examination** during the specified period via MeinCampus.

Department	General Elective modules
Conducted	Attendance at: Künstlerhaus Kempten – 1st floor
Requirements	• Admission requirements specified by the StartUp Center / personal statement • Eligibility according to admission requirements for all degree programmes

Module convenor	Professor Dr Martin Steyer
Teacher(s)	Various lecturers

Duration	1 semester	**Credit Points**	4
Frequency	Poss. planing Winter Semester 2026/27	**Hours per week**	4 (block of classes)
Language	German	**Max. participants**	40
Time required	Contact hours 55h Private study 45h Total 100h		

Learning objectives	Students are to gain practical experience of entrepreneurial independence as a possible career path by developing and managing their own company and making joint entrepreneurial and economic decisions within their team. They should understand the relevance of problem solving in developing their own proposition for performance or value, and that of the upstream and downstream stages of value creation. They should be able to independently analyse challenges in turning the concept of their idea into a business model and to make adjustments. Working in the positions that interest them in the entrepreneurial team, this practical experience should further enhance their skills (e.g. as managing director).
Teaching/learning methods	Seminar-based teaching / workshops
Teaching content	This series of seminars is divided into six workshops. After successfully finding ideas and forming teams, students will develop their concept of an idea into a complete business model; Examining topics relevant to founding a business more closely in practice during seminars – in the fields of artificial intelligence, marketing and sales, financing, trademark/property laws and communications. Alongside the seminars, the teams will be encouraged to implement – with support – their business models on the market. Other teaching content: • Entrepreneurial mindset • Design-thinking • Lean start-ups • Business model canvas The course is rounded off with the submission of a business report coupled with a closing event and presentation.
Reading list	• Lean Startup – Ries, Eric (2014) • Business Model Generation – Osterwalder, Alexander / Pigneur, Yves (2011)

- Business Model Canvas – (Osterwalder, Alexander / Pigneur Yves (2011): Most recently accessed: https://www.strategyzer.com/library/the-business-model-canvas 7 May 2024

- Kopf schlägt Kapital, 6th edition, – Faltin, Günter (2017)

Assessment arrangements	• Written outline of the business model (max. 10 pages) and short presentation (pitch) by teams • During the semester

2.7 History – always up to date!

(GESA)

Department	General Elective modules		
Requirements	Eligibility according to admission requirements for all degree programmes		
Module convenor	Steering Group for General Elective Studies and Languages		
Teacher(s)	Dr Franz-Rasso Böck		
Duration	1 semester	**Credit Points**	2
Frequency	Every summer semester	**Hours per week**	2
Language	German	**Max. participants**	30
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	All eras in history – from ancient times to present-day politics – have been dominated by the question of control: Either justifying or enduring it. The aim of this module is to gain an insight into how control functions – between power and violence, on the one hand, and protection and political participation, on the other.
Teaching/learning methods	LECTURES/SEMINARS
Teaching content	We will examine selected examples to illuminate forms of control in historical eras from ancient times to the present day. This will make it clear particularly against the backdrop of the current geopolitical situation that History is always up to date! It makes sense to also discuss historical examples in the current political context as a means of gaining a deeper understanding of historical correlations and developments.
Reading list	These are not compulsory, but rather recommendations for more in-depth reading. • Applebaum, Anne: Autocracy, Inc.: The Dictators Who Want to Run the World, New York 2025. • Applebaum, Anne: Twilight of Democracy: The Seductive Lure of Authoritarianism, New York 2020. • Heather, Peter/Rapley, John: Why Empires Fall: Rome, America and the Future of the West, New Haven 2023. • Elze, Reinhard/Repgen, Konrad (eds): Studienbuch Geschichte. Eine europäische Weltgeschichte, 2 vols, Stuttgart 2006.
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.8 International school: Global learning experience

(GLEX)

Department	General Elective modules
Conducted	Classroom (t.b.a.)
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	See project description

Duration	1 semester	**Credit Points**	5
Frequency	Every semester	**Hours per week**	4
Language	English	**Max. participants**	See project description
Time required	Contact hours	40h	
	Private study	85h	
	Total	125h	

Learning objectives	**Knowledge** • Identify and understand key concepts in intercultural communication, language and collaboration; • Recognise the importance of personal and social skills in professional settings. **Comprehension** • Explain relationships between language, culture and communication; • Describe causes of and challenges in intercultural interactions. **Application** • Apply linguistic and intercultural skills in academic and professional situations; • Work and communicate effectively in international teams. **Evaluation** • Critically reflect upon their own and others' communication processes; • Assess their personal development and its relevance for future careers.
Teaching/learning methods	Lectures/seminars
Teaching content	This module focuses on developing linguistic, intercultural and personal skills in an international learning environment. Participants will enhance their abilities in academic and professional communication in a foreign language and reflect upon applications in different cultural contexts. Key topics will include intercultural collaboration, teamwork in international groups, self-reflection, and the development of personal and social skills. Interactive teaching formats – such as workshops, group projects, role-plays, presentations and practical tasks – will be used to simulate real-life professional situations. In addition, the importance of multilingualism, cultural sensitivity and personal development will be addressed for future career paths. This course will help participants to recognise, develop and purposefully apply their individual strengths to benefit their future academic and professional lives. The specific content of the module will be updated and adapted each semester – fundamentally including exchange programmes, for example in the form of summer/winter schools with (partner) universities, which will vary both in content and location. The standard format of the module will always comprise: • Preparation • Implementation (abroad or in Kempten – with international students) • Reflection
Reading list	See project description
Assessment arrangements	• Portfolio • Further details in specific project description

2.9 International school: The science of happiness & wellbeing

(TSHW)

Department	General Elective modules		
Conducted	Classroom		
Requirements	Eligibility according to admission requirements for all degree programmes		
Module convenor	Steering Group for General Elective Studies and Languages		
Teacher(s)	Professor Dr Marcus Zinsmeister		

Duration	1 semester	**Credit Points**	2
Frequency	Every summer semester	**Hours per week**	2 (block course)
Language	English	**Max. participants**	20
Time required	Contact hours 19.5h Private study 43h Total 62.5h		

Learning objectives

Knowledge (remembering & understanding)

1. Define and describe key psychological theories related to happiness, including the Grit Model (Duckworth), Growth and Fixed Mindset (Dweck), Positivity Mindset (Fredrickson), Meaning Mindset (Joseph & Wong) and the PERMA Model (Seligman).
2. Identify and explain the influence of happiness in different spheres of life, such as work, money, relationships, sustainability and the digital world.

Comprehension (understanding & explaining)

3. Compare and contrast the growth mindset and fixed mindset in relation to personal and professional development.
4. Summarise how positivity and meaning mindsets contribute to long-term well-being and psychological resilience.

Application (using knowledge in context)

5. Analyse real-life scenarios where happiness theories (e.g., Grit, PERMA, Positivity) can enhance well-being in work, relationships and digital environments.
6. Apply the principles of sustainable happiness by developing a personal or professional strategy that incorporates PERMA and mindset theories into daily life.

Teaching/learning methods Lectures/seminars

Teaching content

This course explores key psychological theories that enhance well-being and resilience in professional and personal life. Students will gain an understanding of the Grit Model (Duckworth), Growth and Fixed Mindset (Dweck), Positivity Mindset (Fredrickson), Meaning Mindset (Joseph & Wong), and the PERMA Model (Seligman) and learn how these frameworks apply to the modern workplace.

By adopting an interdisciplinary and experiential approach, students will analyse the role of happiness in different spheres of life: happiness & work, happiness & money, happiness & relationships, happiness & sustainability, and happiness & the digital world. They will compare and contrast different mindsets, examine the impact of positivity and meaning on long-term success, and apply these insights to real-world challenges.

In addition to theoretical discussions, students will gain hands-on experience by testing and reflecting upon these concepts in their own lives. By means of interac-

tive exercises, self-assessments and case studies, they will develop practical strategies for fostering sustainable happiness, motivation and resilience – essential skills for thriving in a global business environment.

Reading list

- Duckworth, Angela. (2016): Grit. The Power of Passion and Perseverance. New York: Scribner.
- Dweck, Carol S.; Yeager, David S. (2019): Mindsets: A View From Two Eras. In: Perspectives on psychological science: a journal of the Association for Psychological Science 14 (3), 481–496.
- Fredrickson, Barbara L. (2004): The broaden-and-build theory of positive emotions. In: Philosophical transactions of the Royal Society of London. Series B, Biological sciences 359 (1449), 1367–1378.
- Maggino, Filomena (ed.) (2023): Encyclopedia of Quality of Life and Well-Being Research. 2nd ed. 2023. Cham: Springer International Publishing; Imprint Springer.
- Park, Daeun; Tsukayama, Eli; Yu, Alisa; Duckworth, Angela L. (2020): The development of grit and growth mindset during adolescence. In: Journal of experimental child psychology 198, 104889.

Assessment arrangements

- Portfolio assessment
- Assessed during the semester
- No aids permitted

2.10 Climate change
*(*KLIM*)*

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Professor Dr Thomas Eimüller

Duration	1 semester	**Credit Points**	2
Frequency	Every summer semester	**Hours per week**	2
Language	German	**Max. participants**	40
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	Participants will understand the scientific causes for climate change. They will also know about other planetary limitations, such as threats to the biosphere, oceans and our drinking water. They will be able to recognise the consequences of current developments, assess future threats and know about appropriate countermeasures. This will make them knowledgeable about sustainable forms of behaviour that combine protecting the climate and nature, and about protective measures for increasing resilience, which they will be able to apply in their personal, professional and social settings.
Teaching/learning methods	Lectures/seminars
Teaching content	**Causes:** Population growth, economic growth, natural and anthropogenic greenhouse effect, sources of and reducing greenhouse gases, feedback loops, deforestation, moorland drainage, introducing new substances **Consequences:** Exceeding planetary limitations, global warming, melting ice, rising sea levels, acidification of the oceans, changes in ocean currents, increase in extreme weather events such as heavy rain or drought, wildfires, thawing of permafrost grounds, health risks such as heat or an increase in allergies, effects on flora and fauna, invasive species, extinction of species, loss of biodiversity, tipping points, effects on industry, forestry, agriculture and tourism, consequences for the Allgäu region **Measures:** Possibilities for climate protection and increasing climate resilience in housing, food, transport, agriculture, energy production, industry and urban planning, climate engineering – Methods for removing carbon dioxide and managing radiation, nature-based methods
Reading list	• S. Rahmstorf & H. J. Schellnhuber: Der Klimawandel: Diagnose, Prognose, Therapie, vol. 2366, CH Beck (2019) • N. Reimer & T. Staud: Deutschland 2050: wie der Klimawandel unser Leben verändern wird, Kiepenheuer & Witsch (2021) Many current sources will be provided in lectures.
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.11 Communication and body language: Reading body language, understanding it and using it effectively
(KLVW)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Andreas Hartmann, educational scientist

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	20
Time required	Contact hours 25h Private study 25h Total 50h		

Learning objectives	The world is a stage. We appear on it in various roles – Student, brother/sister, son/daughter, boyfriend/girlfriend, colleague, or applicant for an interesting job. We talk, negotiate, present – at the same time using our bodies, whether more or less consciously. However, success doesn't depend on how skilfully we can adapt ourselves, but rather how authentic, harmonious, convincing, versatile and even good-humoured we appear. This makes the ability to authentically apply and also "read" body language transmuted into flesh and blood much more than just a "nice to have" skill. This course covers practical exercises, presentations, games, strategies and approaches from the field of body language coaching to teach participants how to consciously use and "speak" body language: • How does my behaviour affect others? • How do the people I interact with affect me? • What can I do to help us make good, productive contact? • And what are the limitations? *The aims of the course are:* • Noticing body language (self- and third-party perception) • Raising awareness of communicative processes • Flexibility and diversity in communicating via body language • How to improve your "standing" and appear in charge, relaxed and more self-confident in your next presentation
Teaching/learning methods	Lectures/seminars
Teaching content	• Expanding and refining your repertoire of body language • Body language and coaching methods • Training methods used for actors
Reading list	No recommended reading
Assessment arrangements	• Written paper, presentation, general input – Subject to Obligatory attendance (min. 80 %) • Assessed during the semester • No aids permitted

2.12 Communication and body language: Using improvisation techniques to spark conversations
(KOUK)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Catrin Fanger

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	20
Time required	Contact hours 25h Private study 25h Total 50h		

Learning objectives	This course is aimed at students interested in examining practical aspects of communication processes. Acting out scenarios enables participants to reflect upon their own communication strategies and try out newly acquired additional options. In online classes, too, we will work practically on specific scenarios and strongly emphasise discussion and interaction. This course teaches strategies and approaches used in (improvisational) theatrical training and addresses the following questions: • What can I do to help make good, productive contact with another person? • How can I sharpen my repartee and humour? • How can communicative behaviour alone exacerbate or help work on conflicts productively? *The aims of the course are to:* • Raise awareness of communicative processes • Differentiate between perception and interpretation • Acquire skills for handling difficult communication situations and conflict in both private and professional settings • Develop versatile status-related behaviour
Teaching/learning methods	Lectures/seminars
Teaching content	• Improvisational theatrical training methods developed by K. Johnstone • The applied communication theories of F. Schulz von Thun • Nonviolent communication
Reading list	• Johnstone, Keith: Improvisation und Theater, Alexander Verlag, Berlin 1995 • Posner, Astrid: Die smarte Art, sich durchzusetzen, Kösel Schulz v. Thun, Friedemann: Miteinander reden 1: Störungen und Klärungen. Allgemeine Psychologie der Kommunikation, rororo Sachbuch, 2010 • Schulz v. Thun, Friedemann: Miteinander reden 3: Das innere Team und situationsgerechte Kommunikation, rororo Sachbuch, 2000 • Rosenberg, Marshall B.: Nonviolent communication; Junfermann, 2007
Assessment arrangements	• Written paper, presentation, general input Admission requirements: Obligatory attendance (min. 80 %) • Assessed during the semester • No aids permitted

2.13 Communication, presentation and team-building at the Freshers' Event

Department	General Elective modules
Conducted	Classroom
Requirements	• Eligibility according to admission requirements for all degree programmes • Are you a student in your 3rd semester or above? (2nd or above in the Faculty of Tourism Management) • Do you enjoy organising and putting creative ideas into practice? • Are you a team player and enjoy working in groups? • Crucially: Are you available at the start of the winter semester to help run the Freshers' Event? Duration approx. 1.5 days (worked out during class)
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Petra Denninger

Duration	2 semesters	**Credit Points**	4
Frequency	Starts: summer semester Ends: winter semester	**Hours per week**	4 (partly as a block)
Language	German	**Max. participants**	34
Time required	Contact hours 44h Private study 56h Total 100h		

Learning objectives	The aim of this course is to form a project team to organise the "Freshers' Event" for the faculties of Tourism Management and Electronic Engineering, and to actively help run it at the start of the following winter semester, also acting as coaches. The induction days are designed to help new students find their way around Kempten University of Applied Sciences and its campus, but also to get to know one another and start forming a social network and developing a sense of community.
Teaching/learning methods	Project class/Seminar
Teaching content	This course equips students with basic theoretical and practical skills in motivating and communicating with others, also presenting team-building opportunities, followed by the chance to apply the learned methods in practice while running the Freshers' Event. A project plan needs to be compiled as the basis for the induction days programme, and the social elements need selecting and testing (e.g. presentations, games, closing party, etc.). Students taking this General Elective module are in charge of the Freshers' Event project – With the lecturer's support, of course. The dates will be announced separately! You can find them in MeinCampus when the time comes. Besides the valuable personal and practical experience for your later career that you will gain, everyone involved in the Freshers' Event project will be given a certificate for taking part and a trainer's certificate from Kempten University of Applied Sciences. If you would be interested in producing an event of this kind, then I would be delighted to have you in this module.
Reading list	No recommended reading
Assessment arrangements	• Written paper with group presentation and running the event at the start of October – Admission requirements: Obligatory attendance (min. 80 %) • Assessed during the semester • No aids permitted

2.14 Conflict management – prevention and intervention
(KMIT)

Department	General Elective modules
Conducted	Classroom
Requirements	• Eligibility according to admission requirements for all degree programmes • Willingness to actively contribute to the course
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Holger Sawatzki

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	25 (N.B. There is usually more than one group – as indicated in Mein-Campus.)

Time required	Contact hours 22h Private study 28h Total 50h
Learning objectives	Conflicts arise in all spheres of life, both professionally and privately. Depending on their intensity, they have the potential to cause lasting damage to relationships. However, if they are dealt with constructively, they lose their destructive power and become a promising resource for revitalising an interpersonal relationship. The aim of this course is to develop strategies for keeping calm in conflicts and achieving positive development based on good communication and a clear structure. The course also aims to develop strategies for effectively removing the breeding ground for conflicts in everyday life.
Teaching/learning methods	Lectures/seminars
Teaching content	This course is divided into two parts – prevention and intervention. During the **first part** of the course, we will deal with the questions of why conflicts arise, how they escalate and how to avoid escalation and initiate a positive development. We will devise ideas on how to remain calm in conflicts in order to avoid negative emotions determining our reactions. We will develop the foundation for constructive dialogue by examining how we communicate. We will look at what constitutes good communication and how to establish a constructive dialogue. We will also learn about communication models, focusing on how the findings from these models can be used in practice. We will tackle questions of how to create and maintain trust, Also developing a clearly structured intervention plan on how a conflict can be brought to a good end and thinking about how the plan can be implemented effectively, which includes using creativity techniques. During the **second part** of the course, we will apply our findings in roleplays addressing typical conflict situations in the professional and private spheres As a means of testing their effectiveness. We will also draw comparisons with the mediation process and interest-based negotiation, and look at how conflicts can be recognised in good time and how to effectively prevent conflict. The course is rounded off with an overview of the subject of bullying.
Reading list	• Schulz von Thun, Friedemann: Miteinander reden von A bis Z (Rowohlt Verlag) • Jiranek, Heinz/Edmüller, Andreas: Konfliktmanagement (Haufe Verlag)
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.15 Patent and trademark law

(PAMA)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Thomas Noel (patent attorney)

Duration	1 semester	**Credit Points**	2	
Frequency	Every winter semester	**Hours per week**	2	
Language	German	**Max. participants**	25	
Time required	Contact hours	24h		
	Private study	26h		
	Total	50h		

Learning objectives	Teaching basic knowledge of commercial legal protection.
Teaching/learning methods	Lectures/seminars
Teaching content	Topics: • Intellectual property (inventions, aesthetic creations, trademarks) and how to protect them using patents, utility models, designs and brands in Germany and abroad • Patents and utility models: Protection requirements, application procedures, granting procedures; differences between European and German patent law; • Employee inventions, inventor remuneration; • Trademark rights (company names, brands) – protection requirements, application procedures, conflicts with older trademarks – opposition proceedings; German and European brand proceedings; • Design rights in Germany and Europe; protection requirements and obtaining protection; • Infringement of property rights – warning letters, infringement actions, means of attack and defence in court infringement proceedings
Reading list	No recommended reading
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.16 Political factors behind international economic disputes
(POHI)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Ingmar Niemann

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	30
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	The aim of this course is to examine the factors behind current crises and disputes in consideration of historical and economic parameters and interests and to be able to contextualise the actions of individual players within this framework.
Teaching/learning methods	Lectures/seminars
Teaching content	In light of the current geopolitical crises and wars, this module will focus on the following topics: • Trump's foreign economic policy – nothing but show, or strategic chaos with a clear goal? • Near and Middle East pre-and post-war: What economic prospects exist for the region? Is there a chance for peace? • China's global expansion efforts: How raw materials and modern technologies make military conflicts more likely. How vulnerable is Taiwan? • How Russia has developed under Putin – which economic and political dimensions beset the conflicts in the former USSR's back yard? (Why is Ukraine such an important target for expansion in this respect?) The course will also address the following topics: • Africa – what are the chances of an economic upturn for the continent? • Latin America – capable of reform (Milei) or stuck in socialism (Lula)? • Global migration – risk or opportunity for the world economy? • What does the future hold for the global economy? Participants are welcome to suggest further topics for consideration! Discussions and input from participants desired!
Reading list	To be announced at the beginning of the course
Assessment arrangements	• Written examination (60 minutes) • Examination period at the end of the semester • No aids permitted

2.17 Swabian Innovation Masterclass I and II
(SIMC)

Special feature of this module:
Run by the KANU joint project between Kempten, Augsburg, Neu-Ulm Universities of Applied Sciences and the University of Augsburg for **bachelor's and master's students**. This General Elective module is a **two-part course with four chapters**, consisting of "Swabian Innovation Masterclass I" in the winter semester and "Swabia Innovation Masterclass II" in the summer semester. **Students must take both modules – in the winter and summer semester.** In order to take part and have the Credit Points recognised, students must be admitted to the course by the KANU project's Steering Committee, represented by the StartUp Center.

For this to be recognised as a General Elective module, it is imperative that you **enrol** at the **start of the semester** and **register for the examination** during the specified period via MeinCampus.

Department	General Elective modules
Conducted	Classroom-based / block sessions, each lasting 3 days Chapter 1: October – Augsburg Technical University of Applied Sciences Chapter 2: December – Kempten University of Applied Sciences Chapter 3: May – Neu-Ulm University of Applied Sciences Chapter 4: June – Universities of Augsburg and Bergamo (Italy)
Requirements	• **Participation in the courses "Swabian Innovation Masterclass I" in the winter semester and "Swabian Innovation Masterclass II" in the summer semester** • Short personal statement, optionally letter of recommendation • Latest start for bachelor's students: semester 4; for master's students: semester 2 • Eligibility according to admission requirements for all degree programmes
Module convenor	**Swabian Innovation Masterclass I:** Chapter 1: Professor Dr Christoph Buck, TH Augsburg Chapter 2: Professor Dr Martin Steyer, Kempten UAS **Swabian Innovation Masterclass II:** Chapter 3: Professor Dr Bayer/ Professor Dr Daniel Schallmo, Neu-Ulm UAS Chapter 4: Professor Dr Erik Lehmann
Teacher(s)	**Swabian Innovation Masterclass I:** Chapter 1: t.b.a. Chapter 2: t.b.a. **Swabian Innovation Masterclass II:** Chapter 3: t.b.a. Chapter 4: t.b.a.

Duration	2 semesters	**Credit Points**	10 (5 each semester)
Frequency	Starts: winter semester – Ends: summer semester	**Hours per week**	8 (4 each semester, block of classes)
Language	German	**Max. participants**	6 Students from Kempten UAS 24 Students in total

Time required	**Swabian Innovation Masterclass I**		**Swabian Innovation Masterclass II**	
	Contact hours	50h	Contact hours	50h
	Private study	75h	Private study	75h
	Total	125h	Total	125h

Learning objectives	After successfully completing the module, students will be able to:

- Understand the challenges of working in interdisciplinary project teams;
- Apply methods for researching trends and the future in a project team and co-write a trend report on current developments in the field of digital technologies;
- Conduct a status-quo analysis, and identify trends and future developments;
- Apply research methods in practice, write scientific papers, discuss and present complex issues, and collaborate in interdisciplinary teams;
- Understand challenges at different levels and develop impact thinking;
- View complex problems from different perspectives and deal with the scalability and measurement of the impact of social innovations;
- Identify and present technology-based solutions to specific social problems;
- Reflect upon and record learning processes in order to subsequently enhance them.

Teaching/learning methods	Seminar-based teaching

Teaching content	**Swabian Innovation Masterclass I**

Chapter 1: Future and Trends (Augsburg TUAS)

Chapter 1 is divided into two stages: analysing trends and scenarios. As part of analysing trends, students will examine current developments in the field of digital technologies – Assessing the status quo and identifying emerging trends. An interdisciplinary approach enables students to examine the topics from different perspectives and to consider the social, economic, political, legal and environmental conditions. In the second stage, analysing scenarios, students will build on the results of the trend analysis and develop their own ideas for innovative products or services. They will examine the possible effects of the identified trends and develop scenarios for future developments.
Teaching methods include lectures and workshops led by external and university lecturers working in science and industry. In addition, students will receive regular coaching and feedback on their work. They will also have the opportunity to discuss and develop their results and ideas further in a plenary session as part of a joint interim and final presentation.

Chapter 2: Social Impact (Kempten UAS)

In Chapter 2, students will be introduced to the wide range of social challenges at global, regional and local levels. They will learn the concepts involved in impact thinking, including scalability and measuring the impact of social innovations, and gain practical insights by analysing case studies of successful projects. In the area of "Technology for Social Impact", we shall discuss digital technologies such as blockchain, artificial intelligence and the Internet of Things, along with their potential applications for addressing social challenges. The project development and project management stages enable students to put their knowledge into practice by developing technology-based solutions in interdisciplinary teams, supported by mentors and experts. The final challenge involves presenting the results to an interdisciplinary jury.

Swabian Innovation Masterclass II

Chapter 3: Business Ideation (Neu-Ulm UAS)

The third chapter offers students the chance to practically examine entrepreneurial challenges, particularly in the context of innovation and start-up initiatives. Students will develop a solid understanding of the importance of innovation. They will learn how to use established methods and practical tools from various fields, including creativity techniques and design thinking, to generate customer- and demand-oriented innovations. At the same time, they will have the opportunity to develop their own innovation projects in collaboration with regional companies in order to gain a realistic insight into entrepreneurial processes and develop their own start-up ideas.

Chapter 4: International Entrepreneurship (University of Augsburg)

The main objective of Chapter 4, which runs as a course spread over several days, is to build on Chapter 3 by offering students the chance to explore international aspects of entrepreneurship and innovation in greater depth. Students will acquire international skills as part of a summer school programme, Which starts at the University of Augsburg and ends with an excursion to the University of Bergamo in Italy. The primary focus will be on gathering learning experiences with other cultural circles.: A major highlight of this chapter are the guest lectures presented by internationally renowned lecturers from Indiana University Bloomington in the United States, aimed at presenting students with knowledge, experience and views from a scientific perspective in English. In addition, practical elements will be taught by executives from companies in the Augsburg region who provide insights and share their knowledge.

Reading list	**Swabian Innovation Masterclass I:** • Chang, Ann Mei (2018). Lean Impact, How to Innovate for Radically Greater Social Good, San Francisco. • Stark-Watzinger, B., Bundesministerium für Bildung und Forschung, Bruhn, Z. & Bundesministerium für Bildung und Forschung. (2021). Impact measurement. In Praxishandbuch. • Kurz, B. & Kubek, D. (2021). Kursbuch Wirkung: Das Praxishandbuch für alle, die Gutes besser tun wollen. **Swabian Innovation Masterclass II**: • Audretsch, David. Everything in Its Place: Entrepreneurship and the Strategic Management of Cities, Regions, and States. New York: Oxford University Press, (2015). • Audretsch, David; Lehmann, Erik. The seven secrets of Germany. Economic Resilience in an Era of Global Turbulence. New York: Oxford University Press, (2016). • Schallmo, D. (2017): Design Thinking erfolgreich anwenden, Springer Verlag, Wiesbaden • Pijl, P. v. d., Lokitz, J., Solomon, L., Pluijm, E. v. d., Lieshout, M. v., Schallmo, D. (2018): Design a better business: Neue Werkzeuge, Fähigkeiten und Mindsets für Strategie und Innovation, Vahlen Verlag, Munich • Schallmo, D. (2018): Jetzt Design Thinking anwenden, Springer Verlag, Wiesbaden • Schallmo, D. (2016): Jetzt digital transformieren. So gelingt die erfolgreiche Digitale Transformation Ihres Geschäftsmodells, Springer Verlag, Wiesbaden • Brown, T. (2009). Change by Design. Harper Business. • Curedale, R. (2013). Design Thinking. Design Community College. • d.school (2010). Bootcamp Bootleg. Hasso Plattner Institute, Stanford. • Liedtka, J. & Ogilvie, T. (2011). Designing for Growth. Columbia Business School. • Plattner, H.; Meinel, Ch. & Weinberg, U. (2009). Design Thinking. Innovation lernen, Ideenwelten öffnen. Munich. Stickdorn, M. & Schneider, J. (2014). This is service design thinking. BIS publishers.
Assessment arrangements	Four interim presentations (10-15 minutes) Final report (18-20 pages)

2.18 Time- and self-management – key skills for personal growth

(STMK)

Department	General Elective modules		
Conducted	Classroom		
Requirements	Eligibility according to admission requirements for all degree programmes		
Module convenor	Steering Group for General Elective Studies and Languages		
Teacher(s)	Thomas Joachim		
Duration	1 semester	**Credit Points**	2
Frequency	Poss. planing Winter Semester 2026/27	**Hours per week**	2 (block seminar)
Language	English	**Max. participants**	24
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives

Learning objectives of the lecture series "Time and self-management"
By the end of this course, students will have acquired the following skills:

1. *Applying effective time management:*
   Students will be able to set priorities, create schedules, and work productively with various time management tools to efficiently handle tasks and achieve goals.
2. *Clearly defining and pursuing personal goals:*
   Students will be capable of formulating their personal goals using SMART criteria and other goal-setting approaches and systematically working towards them.
3. *Strengthening self-reflection and resilience:*
   Students will understand the importance of self-awareness and mental resilience. They will be able to apply strategies to overcome challenges and stress while fostering continuous personal development.
4. *Consciously shaping habits and routines:*
   Students will master techniques to establish beneficial habits that sustainably enhance their productivity and personal effectiveness.
5. *Maintaining focus and concentration on complex tasks:*
   Students will be able to apply techniques such as Deep Work and Flow in order to focus on essentials in distracting environments and achieve high-quality results.

These learning objectives combine theoretical knowledge with practical skills, enabling students to apply the content directly to their studies and everyday lives.

Teaching/learning methods   Lectures/seminars

Teaching content

Lecture series:

1. Introductory lecture: Time and self-management as a superpower
   Why time and self-management form the basis for success and satisfaction.
2. Time management: The art of doing the essentials
   Priority management in everyday life.
3. Time management: Strategies for a productive life
   Time management methods and digital tools put to the test.
4. Time management: Exposing and defusing time thieves
   How to overcome distractions, procrastination and perfectionism.
5. Self-management: The power of inner attitude
   Self-confidence, setting goals, and the influence of mental models.
6. Self-management: Habits as a success factor
   How routines boost motivation and create sustainable change.
7. The science of goals: From visions to successes
   SMART, OKRs and other approaches to goal achievement applied in practice.

8. Resilience through self-management: Dealing with pressure and stress
   How mindfulness and self-reflection strengthen mental resilience.
9. Analytical and intuitive decision-making
   The interplay between reason and intuition
10. Collaboration and delegation: Team time-management
    Why good team time-management multiplies your results.
11. Self-reflection and iteration: Learning from successes and mistakes
    How regular reviews lead to continuous growth.
12. Final lecture: Your personal compass for success
    Integrating theory and practice into everyday life – creating your personal time and self-management plan.

This course is structured to combine sparks of inspiration with practical exercises to develop students both intellectually and practically.

Reading list	• Covey, Stephen R. (2020): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster
	• Allen, David (2015): Getting Things Done: The Art of Stress-Free Productivity. Penguin Books.
	• Newport, Cal (2021): Deep Work: Rules for Focused Success in a Distracted World. Portfolio
	• Duhigg, Charles (2014): The Power of Habit: Why We Do What We Do in Life and Business. Anchor Canada
Assessment arrangements	• Written examination (60 minutes)
	• Examination period at the end of the semester
	• No aids permitted

2.19 Criminal law – from offence through to conviction
(STTV)

Department	General Elective modules
Conducted	Classroom
Requirements	• Eligibility according to admission requirements for all degree programmes • Participation is not possible for students of the Faculty of Social and Health Studies with criminal law as a compulsory or elective module.
Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Professor Dr Tamara Pitz

Duration	1 semester	**Credit Points**	3
Frequency	Every summer semester	**Hours per week**	2 (block of classes)
Language	German	**Max. participants**	25
Time required	Contact hours 28h Private study 47h Total 75h		

Learning objectives	This lecture series introduces students to material criminal law, explaining the legal assessments that lie behind the various norms, and explaining the systematic structure of criminal proceedings. They will gain important insights into the potential hazards relating to criminal law in their professional and everyday lives, and thus become aware of the risk of criminal liability. This module combines knowledge of legal doctrine with practical experience and promotes an understanding of the law – in particular, criminal law – together with legal procedures and their significance for those involved. Besides legal expertise, we shall also train rhetorical skills, empathetic reflection and procedural tactics. Although desirable, prior legal knowledge is not necessary.
Teaching/learning methods	Lectures/seminars; court visit; moot court
Teaching content	This module will examine the course of criminal proceedings – from an offence being committed through to the pronouncement of judgement. In addition to explaining criminal (procedural) law provisions, reference will also be made to constitutional principles. At the same time, the roles and tasks of the various parties involved in criminal proceedings will be clarified. Students will also experience people playing these roles when they attend a main hearing in court. Finally, a moot court is planned as the culmination of the course. Students will apply the knowledge they have acquired during the semester in a simulated court hearing, assuming the roles of the parties involved in the proceedings. This change in perspective will enable them to gain further new insights.
Reading list	• Kaspar, Johannes, Strafrecht, Allgemeiner Teil, Nomos • Murmann, Uwe, Grundkurs Strafrecht, C.H.Beck • Rengier, Rudolf, Strafrecht, Allgemeiner Teil, C.H.Beck • Wessels, Johannes / Beulke, Werner / Satzger, Helmut, Strafrecht, Allgemeiner Teil, C.F.Müller Further reading material will be suggested during the course.
Assessment arrangements	• Written examination (60 minutes) • During the lecture period, students will have the opportunity to earn bonus points (max. 25%) awarded for voluntary participation, such as short presentations, contributions to discussions or active participation in the moot court. • Examination period at the end of the semester • Permitted aids: legal texts

2.20 LaTeX for academic writing
(WSTX)

Department	General Elective modules
Conducted	Classroom
Requirements	Eligibility according to admission requirements for all degree programmes

Module convenor	Steering Group for General Elective Studies and Languages
Teacher(s)	Professor Dr Tim Poguntke

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	30
Time required	Contact hours 24h Private study 26h Total 50h		

Learning objectives	LaTeX is ideal for writing scientific papers (e.g. bachelor's/master's thesis, projects) and other long texts, offering several advantages over other popular word processing programs. After successfully completing this module, students will be able to use LaTeX to create scientific papers and animated presentations, and to structure and design them appropriately. In particular, this includes creating bibliographies, managing sources, and designing attractive tables and figures to display scientific data.
Teaching/learning methods	Seminars
Teaching content	General aspects of scientific writing: • Structural elements of scientific texts • Process of scientific writing • Basic concepts of scientific presentation Using LaTeX to create scientific papers: • LaTeX installation and editors • Creating basic structures (lists, descriptions, etc.) • Using title pages and headers/footers • Creating tables of contents and figures • Presenting scientific data in various contexts • Managing sources, bibliographies, and citation styles • Creating animated presentations using LaTeX Beamer Selection of topics according to participants' needs, e.g. • Displaying (mathematical) formulae • Defining and creating custom templates/styles
Reading list	To be announced at the beginning of the course.
Assessment arrangements	• Seminar paper and final presentation

3 VIRTUAL UNIVERSITY MODULES (VHB)

Special arrangements for enrolling for vhb courses

The following General Elective modules run by the Bavarian Virtual University (vhb) are recognised by Kempten University of Applied Sciences as General Elective modules. Notwithstanding the information provided at www.vhb.org, Kempten University of Applied Sciences accredits the following courses run by the Bavarian Virtual University as General Elective modules worth either 2 or 4 Credit Points.

Please note re. venues for assessments:
The assessment for these modules will not necessarily take place in Kempten, in which cases students are responsible for making their own travel arrangements.

Important instructions for signing up:
You **sign up** for these modules both via **MeinCampus** at Kempten University of Applied Sciences and **also with the Bavarian Virtual University (vhb)**.

> **At Kempten University of Applied Sciences:**

1. You enrol for your choice of course run by the Bavarian Virtual University (vhb) via Mein-Campus at the start of the semester during the enrolment period.

2. You register for the examination via MeinCampus during the examinations registration period at Kempten University of Applied Sciences.

> **At the Bavarian Virtual University (vhb):**

1. General information about signing up:
   https://www.vhb.org/en/students/registration/

2. Before signing up for a module, you first need to register with the vhb:
   https://Module.vhb.org/VHBPORTAL/Modulprogramm/registrierung.jsp

3. Use the access details generated during the registration process to sign up for any modules you wish to take from the vhb's programme via the button "zum Kurs anmelden".

The vhb's comprehensive list of FAQs (currently only in German) provides further information:
http://www.vhb.org/studierende/faq/

If you can't find the answer to your question in the FAQs, please enquire via email (to both contacts, please):
- TheCentre for General Elective Studies and Languages
- The vhb contact on campus in Kempten.

3.1 Organising yourself as a student (vhb)
(SMIS)

Department	General Elective modules		
Requirements	Eligibility according to admission requirements for all degree programmes		
Module convenor	Vhb		
Teacher(s)	Dr Sandra Niedermeier, Professor Dr Katrin Winkler		
Duration	1 semester	**Credit Points**	4
Frequency	Every semester	**Hours per week**	3
Language	German	**Max. participants**	80
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	
Assessment arrangements	See: www.vhb.org
Assessment venue	

3.2 Internet skills – Online safety I
(IKSI)

Department	General Elective modules
Requirements	Eligibility according to admission requirements for all degree programmes
Module convenor	Vhb
Teacher(s)	Professor Dr Thomas Waas, Stefan Seifert

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	---
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	

Assessment arrangements	See: www.vhb.org
Assessment venue	

3.3 Internet skills – Web design 1
(IWD1)

Department	General Elective modules
Requirements	• Eligibility according to admission requirements for all degree programmes • Level: Novices • Important: Read information about this module at: www.cyberian.de

Module convenor	Vhb
Teacher(s)	Alexander Nacke, Professor Dr Thomas Waas (OTH Regensburg)

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	---
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	

Assessment arrangements	See: www.vhb.org
Assessment venue	

3.4 Internet skills – Web design 2
(IWD2)

Department	General Elective modules
Requirements	- Eligibility according to admission requirements for all degree pro-grammes - Level: Novices with some experience - Important: Read information about this module at: www.cyberian.de
Module convenor	Vhb
Teacher(s)	Alexander Nacke, Professor Dr Thomas Waas (OTH Regensburg)

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	---
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	
Assessment arrangements	See: www.vhb.org
Assessment venue	

3.5 Internet skills – Web design 3
(IWD3)

Department	General Elective modules
Requirements	- Eligibility according to admission requirements for all degree programmes - Level: Experts - Important: Read information about this module at: www.cyberian.de
Module convenor	Vhb
Teacher(s)	Alexander Nacke (OTH Regensburg)

Duration	1 semester	**Credit Points**	2
Frequency	Every semester	**Hours per week**	2
Language	German	**Max. participants**	---
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	
Assessment arrangements	See: www.vhb.org
Assessment venue	

3.6 Leadership and communication in global business
(LECO)

Department	General Elective modules		
Requirements	Eligibility according to admission requirements for all degree programmes		
Module convenor	vhb (Professor Dr Katrin Winkler – Kempten UAS)		
Teacher(s)	Kathrin Horn		
Duration	1 semester	Credit Points	2
Frequency	Every semester	Hours per week	2
Language	English	Max. participants	---
Time required	See info from vhb		

Learning objectives	
Teaching/learning methods	See: www.vhb.org
Teaching content	
Reading list	

Assessment arrangements	See: www.vhb.org
Assessment venue	