

HEILBRONN UNIVERSITY
OF APPLIED SCIENCES

HEILBRONN UNIVERSITY OF APPLIED SCIENCES
CAMPUS SCHWÄBISCH HALL - Faculty of Management and Sales (MV)



English Course Offer for Exchange Students

Academic Year 2026/2027 and 2027

Bachelor level BUSINESS courses for Exchange Students

Course ID	Course Title	ECTS credits	Contact hours per week	Dept.	Type	Term
920774	Sales Management in Industrial Practice	5	4	MV	seminar	winter
924001	Introduction to Business Administration	3	2	GDMS	lecture	winter
924002	Digital Business Management	2	2	GDMS	lecture	winter
924011	Applied Mathematics	5	4	GDMS	lecture	winter
924021	Introduction to IFRS	5	4	GDMS	lecture	winter
924031	Microeconomics	2	2	GDMS	lecture	winter
924032	Macroeconomics	3	2	GDMS	lecture	winter
924041	International Law	5	4	GDMS	lecture	winter
924071	Internal Accounting	5	4	GDMS	lecture	summer
924081	Statistics	5	4	GDMS	lecture	summer
924091	Marketing	3	2	GDMS	lecture	summer
924092	Human Resource Management	2	2	GDMS	lecture	summer
924101	Design Thinking	2	2	GDMS	lecture	summer
924102	Digital Product Management	2	2	GDMS	lecture	summer
924111	Scientific Work	5	2	GDMS	seminar	summer
924141	Digital Brandmanagement	3	2	GDMS	seminar	winter
924142	Introduction to Online Marketing	2	2	GDMS	seminar	winter
924151	Entrepreneurship	5	4	GDMS	seminar	winter
924161	Innovation Management (Project)	5	4	GDMS	lecture	winter
924171	Logistics	5	4	GDMS	seminar	winter
924181	Intercultural Competence and ethics	5	4	GDMS	seminar	winter
920732	E-Commerce	3	2	MV	lecture	summer
920762	International marketing strategy in Industrial Enterprises	3	2	MV	lecture	summer
924211	Social Media Marketing	3	2	GDMS	lecture	summer

924212	Search Engine Marketing and Optimization	2	2	GDMS	lecture	summer
924221	Behavioural Economics	2	2	GDMS	seminar	summer
924222	Usability Engineering (App- und Website Testing)	3	2	GDMS	seminar	summer
924231	Market research & Big Data	5	4	GDMS	seminar	summer
924241	Customer Management	5	4	GDMS	lecture	summer
924251	Marketing and Sales law	5	4	GDMS	lecture	summer

Master level BUSINESS courses for Exchange Students

Course ID	Course Title	ECTS credits	Contact hours per week	Dept.	Type	Term
925172	Health Economics	5	4	MAC	Seminar / online	winter

Extra-Curricular Course Offer for Exchange Students*

Course ID	Course Title	ECTS credits	Contact hours per week	Dept.	Type	Term
924051	German as a Foreign Language - beginners A1	5	4	All	seminar	winter/ summer

*extra-curricular course schedule might interfere with schedule of main course offer. Confirmation can be given around 3 weeks before start of the semester once the timetables of the rest of the courses are published.

** this seminar is taught in German, but incoming students get the option to do the coursework and presentation in English language.

Academic Year at Heilbronn University of Applied Sciences

Bachelor business students at Campus Schwäbisch Hall can also select some business subjects from Campus Künzelsau, that is 20 km. away from Schwäbisch Hall and can be reached by bus (45 minutes ride, every hour) The possibility to follow the courses in Künzelsau ultimately depends on the final scheduling of the courses which is done about 3-4 weeks before the start of each semester.

Summer semester: Mid-March until Mid-July **Winter semester:** End of September until Mid-Februar

HEILBRONN UNIVERSITY OF APPLIED SCIENCES

CAMPUS SCHWÄBISCH HALL
Faculty of Management and Sales (MV)

COURSE DESCRIPTIONS Academic year 2026-27

Campus Schwäbisch Hall

BACHELOR level BUSINESS courses for Exchange Students
MASTER level BUSINESS courses for Exchange Students
Extra-curricular Course Offer for Exchange Students

General information

Dear incoming students,

In the following pages you find the international course offer of Faculty of Management and Sales at Campus Schwäbisch Hall with a short description about courses and the modality of assessment. Should you require further information about the courses, please send an e-mail to: mv-international@hs-heilbronn.de .

Incoming students can register for courses from different study programs. Bachelor students can also choose Master courses after consultation with the lecturer and if possible in terms of time schedule. In case some courses are full or should overlap with the other courses you have chosen, and you will not be able to join them. We will assist you in looking for alternative options.

If you are proficient in German and would like to register for some courses taught in German you can find the list of the courses on the websites of the different study programs (https://www.hs-heilbronn.de/de/studiengaenge-mv) under the link “Modulhandbuch”. If you need assistance, please do not hesitate to get in touch at mv-international@hs-heilbronn.de.



Incoming students to Campus Schwäbisch Hall can also select some business subjects from Campus Künzelsau, which is 20 km. away from Schwäbisch Hall and can be reached by bus (there is a bus every hour). The list of courses offered in Schwäbisch Hall is available at: https://www.hs-heilbronn.de/en/international-course-offer.

Please be aware that the possibility to follow the courses in Schwäbisch Hall ultimately depends on the final scheduling of the courses you choose.

How to sign up for courses

It is necessary to sign up for the courses you want to take in our e-learning platform ILIAS (https://ilias.hs-heilbronn.de) before the lecture period starts.
Usually it is sufficient to sign up for the course during our Introduction Week on Campus one week before our lecture period starts.
Only if you plan to take a course from Campus Künzelsau or if you are a Bachelor student but want to take a Masters course, you should inquire with the respective lecturer beforehand, if it is possible to join.

By signing up for your courses in ILIAS you gain access to the course materials and information about changes as well as for submitting assignments if necessary.

For further detailed information about the course you are interested in you can also always contact the respective lecturer directly.
Their email addresses can be found on https://www.hs-heilbronn.de/mv/incoming-exchange-students (click on the search button on the top right hand corner of the website and type in the name of the lecturer).

Glossary of terms

Class types

- **Seminars:**
  In seminars you usually work on a specific topic that you choose at the beginning of the course – either alone or in groups with fellow students. A seminar usually means that you only have a few face-to-face classes and the rest of the time you work on your research topic until the time to present it has come. The course typically starts with a kick-off meeting and the distribution of topics – this is why it is important that you be present at the first session. Once you decided on a topic you start working on it independently on your own or in your group. During that time you can consult with the professor if you need support or have questions. There will also be group sessions in between. Towards the end of the lecture period you present the topic you worked on in an oral presentation and hand in a written seminar paper.
  Your final grade will be based on your oral presentation and the seminar paper. There is no written examination at the end.
  In seminars attendance is mandatory and you need to be present at least 80 % of the time to be able to pass the course. If you miss a session you should present a doctor's slip and notify your professor.

- **Lectures:**
  In lectures you meet regularly usually weekly or bi-weekly and the professor will teach on a certain subject. The lectures usually also contain practical exercise sessions or similar. At the end of the lecture period you will write a written examination during exam period. Your final grade will be solely based on the exam. Attendance is usually not mandatory.

Dept.

The abbreviation you see in this column stands for the study program the respective course is from – this might give you some additional background information:

- GDMS Global Digital Marketing and Sales (B.A.)
- MPW Business Administration and Human Resources Management (B.A.)
- FAT Financial Management, Accounting & Taxation (B.A.)
- MV Business Administration and Sales (B.A.)
- MAC Business Analytics, Controlling & Consulting (M.Sc.)

Term

This shows when a course is taking place:
Example:
If you see "winter" this means that the course is only offered during our winter term (Sept – February).
If you see "winter/summer" this means that the course is offered in both semesters – winter and summer.

Semester

You can see in each course description in which semester the course is offered in the normal curriculum of our students.
Example:
Brand management: semester 4. This means that this course is usually taken by our 2nd year students.

BACHELOR level BUSINESS courses for Exchange Students

Course 920774 Sales management in industrial practice

Lecturer	Prof. Dr. Christian Buske
Semester	7
Frequency of the offer	Winter term
Type of course	Seminar with exercise
Teaching language	English
Event name (English)	Sales Management in Industrial Practice
Examination code	920774
Examination code internal	410774
Credit points (ECTS)	5.0, this corresponds to a workload of 125 hours
Weekly Hours per Semester	4.0
Workload - contact hours	60
Workload - self-study	65
Detailed note on the workload	
Type of examination	Course without examination, here: Examination at module level
Exam duration	
Commitment	Compulsory subject
Prerequisites for participation	none
Teaching/learning methods	Seminar and exercise
Professional Competence: Knowledge and understanding	Students are able to write a scientific paper on a problem from the fields of sales management, marketing and market research as well as related fields. They are able to independently apply the central techniques of scientific work to the topic assigned to them.
Professional Competence: Skill and Knowledge development	Students are able to make professional decisions in specific work situations in sales management, marketing and market research or similar areas of industrial companies. They can also work responsibly in globally distributed teams and deal with the resulting problems in the team.
Personal competence: Social competence	---
Personal competence: Independence	---

Contents	The specific content of the seminar paper depends on the respective task, which is to be worked out individually by the lecturers and the students. The topics should be chosen from the areas of sales management, marketing and market research as well as related areas and must be closely related to the "Industry" specialisation area of the Management and Sales degree programme
Recommendation for accompanying events	
Other special features	
Literature/learning sources	The literature is to be selected by the students - in close consultation with the lecturers - depending on the topic
Scheduling in the timetable	„MV_Incomings“ StarPlan: https://splan.hs-heilbronn.de/

Course 924001 Introduction to Business Administration

Course coordinator	Prof. Dr. Enchi Chang
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	Preparation / follow-up and examination time totaling the indicated time. The instructions can be found in ILIAS learning management system (module preparation).
Type of examination	Combined exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated tutorial / exercise Self-study: preparation and follow-up of lectures, processing of exercises, accompanying preparation for examinations
Professional competence: knowledge and comprehension	These professional competencies relate to both general management issues as well as the building of fundamental skills regarding legal framework conditions. The students are familiar with the subject and history of business administration, understand the legal and economic consequences resulting from the choice of company form as well as fundamental business decision-making factors. They have integrated, in-depth theoretical knowledge of this field. The students have a very broad spectrum of cognitive and practical skills and methods for solving problems in the specialized and constantly changing field of general business administration. Thereby they are able to take into account the interactions of decisions in individual operational functional areas when solving practical problems.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	History and subject of business administration • Business administration as a science • History of business administration • Necessity, benefit expectation and demand • Business, household and company Companies and their types

	• The life cycle of companies • Types of companies, legal forms • Types of cooperation • Types of concentration Corporate decisions • Decision making and decision pathologies • Framework conditions for business decisions • A company's target system • Strategic and operational planning processes • Selected decision-making techniques
Recommended supplementary classes	
Additional specifics	
Literature	Ebert, R., Ebert, R.J., and Griffin, R.W. (2022), Business Essentials, Global Edition, 13th Edition, Harlow, England: Pearson
Scheduled	Regularly, StarPlan

Course 924002 Digital Business Management

Course coordinator	Prof. Dr. Enchi Chang
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	Preparation / follow-up and examination time totaling the indicated time. The instructions can be found in ILIAS learning management system (module preparation).
Type of examination	Combined exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated tutorial / exercise
Professional competence: knowledge and comprehension	Students will develop a comprehensive understanding of digitization through real-world case studies from both research and industry practice. Students will acquire theoretical knowledge from the lectures to then apply it in interactive discussions and embedded group assignments to hot topics in the field.
Personal competence: social skills	Through the use of practical examples and research-driven methodologies, students will gain insights into the concepts, frameworks, and methods of business information systems. Students acquire theoretical knowledge from lectures and then apply it

	to current topics in practice through interactive discussions and embedded group tasks.
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	Digital products and services have become an essential part of everyday life for individuals and organizations alike. The profound effects of digitization compel organizations to adapt to changing business paradigms and leverage digital technologies and media. However, what opportunities and risks do companies face when employing digital technologies and media, such as artificial intelligence? How can these opportunities be seized while mitigating potential risks? Furthermore, what ethical and societal implications arise from the process of digitization? This module focuses on the foundational and forward-thinking concepts of digitization concerning individuals, businesses, and society as a whole. It explores the potentials and constraints, as well as the challenges that digitization imposes, particularly on companies and other entities.
Recommended supplementary classes	
Additional specifics	
Literature	Hanlon, A. (2024), Digital Business, London: Sage Wirtz, B.W. (2024), Digital Business and Electronic Commerce, 2nd Edition, Cham, Switzerland: Springer Nature
Scheduled	Regularly, StarPlan

Course 924011 Applied Mathematics

Course coordinator	Charles Gish
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Preparation / follow-up and examination time totaling the indicated time. The instructions can be found in ILIAS learning management system (module preparation).
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	Students can name and explain the methods of linear algebra and multi-variable analysis. They are able to list and interpret these methods and transfer them to areas of application in business administration and thus

	draw appropriate conclusions. Students are able to select and apply the appropriate methods for corresponding questions. Students can use these methods to solve economic problems and recognize correlations.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	1. Differential calculus with functions of one independent variable - Differential quotient and derivation rules - Higher derivatives - Determining extreme values 2. Differential calculus with functions with several independent variables - Partial derivatives - Partial and total differential - Determining extreme values with and without constraints 3. Linear algebra - Matrices and vectors - Matrix and vector operations - Linear systems of equations - Economic applications 4. Linear optimization - Graphical solution of linear programs - Simplex methods
Recommended supplementary classes	Mathematics foundation course (elective, during welcome week)
Additional specifics	
Literature	Calculus Vol. 1 - openstax.org: https://openstax.org/details/books/calculus-volume-1 Linear Algebra Done Wrong - Brown University: https://www.math.brown.edu/streil/papers/LADW/LADW_2017-09-04.pdf
Scheduled	Regularly, StarPlan

Course 924021 Introduction to IFRS

Course coordinator	Prof. Dr. Karola Bastini
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated tutorial / exercise Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students are able to use and differentiate between national and international accounting standards. They can describe and derive the key elements of IFRS financial statements. Students are also able to follow questions related to international accounting and measurement standards and compare them with national regulations. Students are able to apply international accounting and measurement standards to important business transactions within the company. They can thus derive their accounting treatment from the existing legal basis and are able to analyze the necessary assessment steps for individual situations.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	1. Legal bases and technology of corporate accounting - Bookkeeping in the context of accounting - System and technology/technique of double-entry bookkeeping: Stocktaking - Inventory - Balance sheet - Inventory postings - Profit and loss postings - Chart of accounts 2. Selected booking cases 3. Preparation of financial statements with balance sheet and profit and loss account 4. Introduction to national/international accounting and its conceptual foundations/differences a. Commercial Code (HGB) b. International Financial Reporting Standards (IFRS) 5. Central components of IFRS (consolidated) financial statements and their distinctive features/specifics

	a. Balance b. Income Statement and Statement of Comprehensive Income c. Statement of Cash Flow d. Appendix 6. Accounting for assets a. Fixed assets b. Financial assets and instruments c. Intangible assets d. Orders for production/manufacturing e. Inventories 7. Accounting for liabilities a. Equity b. Provisions c. Liabilities
Recommended supplementary classes	
Additional specifics	
Literature	International Financial Reporting Standards (IFRS) 2025 19. Auflage. 2025 1696 S. Wiley-VCH. ISBN 978-3-527-51204-1
Scheduled	Regularly, StarPlan

Course 924031 Microeconomics

Course coordinator	Prof. Dr. Enchi Chang
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated tutorial / exercise Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and	Students are familiar with topics and issues in microeconomics, understand the functioning of individual markets and the decision-

comprehension	making parameters of companies and consumers from the perspective of microeconomics. They have an integrated, in-depth theoretical knowledge of this field of study. Students have a very broad range of cognitive and practical skills and methods for solving problems in the highly specialized field of microeconomics and can take into account the interactions of decisions in individual market segments when solving practical problems.
Personal competence: social skills	
Personal competence: independence / autonomy	Students learn to achieve, reflect on and evaluate their own and externally set learning and working group goals in a self-directed manner, either individually or in working group teams.
Competence level according to DQR	6
Contents	Introduction to Microeconomics Coordinating function of the market • The market processes • Division of Labor, Comparative Costs and Prosperity • Problems regarding information and coordination The optimal consumption decision – the demand • Budget restriction • Utility function • Decision The offer • Individual supply curve • Long-term supply curve Monopolies and cartels • Optimization of the sales price • Product differentiation The labor market • Supply and demand on the labor market Functions of the State • Distribution function and social aspects • Allocation function and environmental policy
Recommended supplementary classes	
Additional specifics	
Literature	Flynn, S.M.(2023), Economics for Dummies, 4th Edition, Hoboken, NJ: Wiley. Parkin, M. (2022), Microeconomics, Global Edition, 14th Edition, Harlow, England: Pearson.
Scheduled	Regularly, StarPlan

Course 924032 Macroeconomics

Course coordinator	Prof. Dr. Enchi Chang
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated tutorial / exercise Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students are familiar with topics and issues in microeconomics, understand the functioning of individual markets and the decision-making parameters of companies and consumers from the perspective of microeconomics. They have an integrated, in-depth theoretical knowledge of this field of study. Students have a very broad range of cognitive and practical skills and methods for solving problems in the highly specialized field of microeconomics and can take into account the interactions of decisions in individual market segments when solving practical problems.
Personal competence: social skills	
Personal competence: independence / autonomy	Students learn to achieve, reflect on and evaluate their own and externally set learning and working group goals in a self-directed manner, either individually or in working group teams.
Competence level according to DQR	6
Contents	1. National accounts 2. Goods market 3. Money and capital market 4 IS-LM model 5. Labor market 6. Macroeconomic equilibrium 7. Interest rate and inflation theory 8. Money and fiscal policy 9. Exchange rates and exchange rate systems 10. Relative and absolute price advantages 11. Factor migration 12 Real exchange ratio and trade equilibrium 13 Trade policy instruments

	14. Balance of payments and balance of payments mechanisms 15. Stabilization policy with fixed and flexible exchange rates
Recommended supplementary classes	
Additional specifics	
Literature	Flynn, S.M.(2023), Economics for Dummies, 4th Edition, Hoboken, NJ: Wiley. Parkin, M. (2022), Macroeconomics, Global Edition, 14th Edition, Harlow, England: Pearson.
Scheduled	Regularly, StarPlan

Course 924041 International Law

Course coordinator	Prof. Dr. Christine Monsch
Semester	1
Frequency	Winter term
Type of course	Lecture with exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Workload preparation/follow-up: Preparation / follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	Keine
Teaching / learning methods	Lecture with integrated exercise Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students can identify the content of legal methodology and are able to characterize the general theory of legal transactions. This will enable them to recognize the theoretical foundations and practical significance of private commercial law. Students will be able to describe and demonstrate the most important types of contracts and the disruptions to performance and liability issues that arise in this context. Particularities of commercial transactions and the most important corporate types can be reproduced, described and differentiated. Students are able to apply the regulations of contract law to important legal relationships in business practice. They are able to analyze a specific case, differentiate its essential legal aspects and develop a well-founded solution proposal. Students will also be able to apply the general regulations to commercial transactions. They will also be able to clarify the relationships between the legal structures of legal forms and the choice of legal form.
Personal competence: social skills	

Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	• Legal methodology • Legal subjects, legal objects and general legal business theory • Basics of contract law • Economically relevant types of contracts • Performance failure and liability • Basics of property law • Particularities of the trading business • Essential corporate forms • Aspects of the choice of legal form • International legal forms • International legal interpretation
Recommended supplementary classes	
Additional specifics	
Literature	To be announced after beginning of semester
Scheduled	Regularly, StarPlan

Course 924071 Internal Accounting

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Lecture with exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Workload preparation/follow-up: Preparation / follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	
Teaching / learning methods	Lecture with integrated exercise Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	The students are able to name the function of cost accounting as a company information tool in detail and demonstrate it in an exemplary manner. They are able to define the concept of costs in a purpose-oriented manner and to compare different concepts of costs with each

	other; They can therefore use the scientific or cost-theoretical basics. They are also able to characterize the areas of cost accounting (cost element, cost center and cost unit accounting) and to differentiate them from each other. They will be able to characterize and explain full and partial cost systems in their essence. Students are able to apply the techniques of cost element accounting and are thus able to calculate costs according to type and amount. Thereby they can determine the amount and thus analyze operational cost structures. They can carry out cost center calculations on the basis of operational data and are able, for example, in the case of cost allocations, to recognize and critically assess implicit assumptions. Students are able to calculate, for example, the cost price of a product using various methods and can clarify the dependencies and relationships involved.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	• Cost accounting as an information tool • Cost Theory Basics of Cost Accounting • Features of Cost Accounting Systems • Cost element accounting • Cost center accounting • Cost unit accounting • Full and partial cost accounting systems
Recommended supplementary classes	
Additional specifics	
Literature	Horngren, C. T., Sundem, G. L., & Stratton, W. O. (2002). Introduction to Management Accounting. Upper Saddle River, NJ: Pearson Prentice Hall. Garrison, R. H., Noreen, E. W., & Brewer, P. C. (2018). Managerial Accounting. New York, NY: McGraw-Hill Education. Drury, C. (2013). Management and Cost Accounting. Hampshire: Cengage Learning. Bhimani, A., Horngren, C. T., Datar, S. M., & Rajan, M. (2019). Management Accounting. Harlow: Pearson Education Limited.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924081 Statistics

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Lecture with exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Workload preparation/follow-up: Preparation / follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	
Teaching / learning methods	
Professional competence: knowledge and comprehension	Students are able to name and explain the methods of statistics. They are able to list or interpret these methods and transfer them to business application areas and thus draw appropriate conclusions. The students are able to select and apply the appropriate methods for corresponding questions. With the help of the methods, students can find solutions to economic issues and recognize contexts.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	1. Statistical characteristics and frequencies 2. Averages 3. Dispersion 4. Concentration measurement 5. Two-dimensional frequency distribution 6. Regression and correlation 7. Time Series Analysis 8. Index Numbers 9. Probabilities 10. Chance Variables and Probability Distributions 11. Estimation of unknown parameters 12. Statistical testing
Recommended supplementary classes	
Additional specifics	
Literature	Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2018). Statistics.

	Boston, MA: Cengage Learning. Sullivan, M. (2019). Statistics. Boston, MA: Pearson. Triola, M. F. (2018). Elementary Statistics. Boston, MA: Pearson. Moore, D. S., McCabe, G. P., & Craig, B. A. (2018). Introduction to the Practice of Statistics. New York, NY: W. H. Freeman and Company.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924091 Marketing

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Lecture with exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	Workload preparation/follow-up: Preparation / follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	
Teaching / learning methods	Seminar with integrated exercises Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students are able to classify and differentiate between conceptual foundations and institutional characteristics of marketing. Additionally, they are able to correctly reproduce the basics of market research and consumer behavior studies. Furthermore, the students can highlight the importance of marketing planning and describe the four marketing mix instruments. They will be able to explain various marketing controlling key figures. Students will be able to classify the individual marketing mix instruments, establish their relationships with each other and uncover relevant dependencies. Students are able to apply different forms of market segmentation. Furthermore, they can correctly interpret the core statements of consumer behavior studies and derive practice-relevant conclusions from them.
Personal competence: social skills	
Personal competence: independence / autonomy	

Competence level according to DQR	5
Contents	1. Basics of Marketing • Conceptual basics • Institutional specifics of marketing 2. Behavioral and information basics of marketing • Consumer behavior research • Basics of market research • Market segmentation 3. Strategic Marketing Planning • Strategic analysis • Marketing goals • Marketing strategies 4. Marketing mix • Product and program policy decisions • Pricing policy decisions • Distribution policy decisions • Communication policy decisions 5. Marketing controlling Objectives and decision-making elements of marketing controlling Key figures and key figure systems Calculation of customer and brand values
Recommended supplementary classes	
Additional specifics	
Literature	Kotler, P., & Keller, K. L. (2016). Marketing Management. Upper Saddle River, NJ: Pearson. Solomon, M. R., Marshall, G. W., & Stuart, E. W. (2012). Marketing: Real People, Real Choices. Upper Saddle River, NJ: Pearson.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924092 Human Resource Management

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Lecture with exercises
Credit Points (ECTS)	2
Contact hours per week	2

Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	Workload preparation/follow-up: Preparation / follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	
Teaching / learning methods	Seminar with integrated exercises Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students are able to reproduce the basics of human resources management and the framework conditions of modern human resources work. Within personnel management, personnel recruiting, personnel development, staff leave and personnel deployment planning can be explained and differentiated from each other. Questions about remuneration and personnel controlling can be explained by the students. Legal framework conditions in the field of human resources management can be named by the students and correctly classified. Students are able to work out the importance of the instruments of personnel recruiting, personnel development, staff leave and personnel scheduling in order to apply them in practical situations. Students are able to analyze different remuneration models and apply them in practice. Key figures of personnel controlling can be analyzed and interpreted by the students.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	1. Basics of Human Resources Management 2. Framework conditions of modern HR work 3. Planning in the personnel area 4. Personnel recruiting 5. Personnel development 6. Staff leave 7. Deployment of personnel 8. Questions of remuneration 9. Controlling in the Human Resources Area
Recommended supplementary classes	
Additional specifics	
Literature	Armstrong, M., & Taylor, S. (2014). Armstrong's Handbook of Human Resource Management Practice. London: Kogan Page. Dessler, G. (2019). Human Resource Management. Upper Saddle

	River, NJ: Pearson.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924101 Design Thinking

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Lecture with exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar with mandatory team project running in parallel
Professional competence: knowledge and comprehension	Students understand the basic idea of Design Thinking and acquire practical knowledge and an understanding of the Design Thinking process in order to subsequently apply, analyze, and link theory and practice. Students learn to find solutions to a given problem by applying a human-centered approach. They thus gain knowledge while implementing the Design Thinking approach in practice.
Personal competence: social skills	Students are expected to learn methodological competence, including problem-solving, critical thinking, scientific methods, work methods, techniques, and procedures, as well as the use of information, creativity, and innovation in a divergent-convergent thinking process.
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	Design Thinking is an iterative problem-solving process that consistently puts the customer and their needs at the center. Around the topics of digitization, agility, and innovation, Design Thinking is becoming increasingly important in everyday business. In this module, students will learn the underlying concept and process phases in a short time to successfully implement Design Thinking projects.
Recommended supplementary classes	
Additional specifics	
Literature	Lee, J. H., Ostwald, M. J., & Gu, N. (2020). Design Thinking: Creativity, Collaboration and Culture. Springer International Publishing. https://doi.org/10.1007/978-3-030-56558-9 Brown, T. (2009). Change by Design: How Design Thinking Creates New Alternatives for Business and Society. New York, NY:

	HarperBusiness. Liedtka, J. (2011). Design Thinking: A Guide to Creative Problem Solving for Everyone. New York, NY: Columbia University Press.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924102 Digital product Management

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Seminar with interactive elements
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	Introduction to customer-centric development of product ideas Methods for idea generation and validation Planning in product development Development of product concepts Identification of customer needs Creation of digital product/solution concepts Differentiation of concepts including elaboration of competitive advantages Testing and refinement of concepts Students create Minimum Viable Products (MVPs) in the form of basic prototypes to then test these towards the given problem. That way, students learn formulate adequate requirements and build (digital) product components thereupon.
Personal competence: social skills	Students are expected to learn methodological competence, including problem-solving, critical thinking, as well as the use of information provided by different stakeholders.
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	The module focuses on the adequate formulation of requirements for digital products, taking into account cost aspects, network partners, and (hybrid) product components. Students are enabled to develop their own

	ideas, test them, coordinate with various stakeholders, and prepare them for product development.
Recommended supplementary classes	
Additional specifics	
Literature	Aumayr, K. J. (2023). Successful Product Management: Tool Box for Professional Product Management and Product Marketing. Springer Fachmedien Wiesbaden. https://doi.org/10.1007/978-3-658-38276-6 Kerzner, H. (2017). Project Management: A Systems Approach to Planning, Scheduling, and Controlling. Hoboken, NJ: Wiley. Schneider, J., & Stickel, M. (2019). Digital Project Management: How to Deliver Projects in a Digital World. London: Kogan Page.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924111 Scientific Work

Course coordinator	
Semester	2
Frequency	Summer term
Type of course	Seminar with exercises
Credit Points (ECTS)	5
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	95
Detailed notes on workload	Workload preparation/ follow-up outside of seminar or exam period to the specified extent. The information on this can be found in ILIAS (Module Preparation)
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar with integrated exercises Self-study: elaboration of the proseminar topic in written form; creation of a media-supported presentation on the subject
Professional competence: knowledge and comprehension	The students are able to apply the central techniques of scientific work to the subject areas presented to them. They can explore the subject area scientifically through literature-based and/or empirical work, assess and combine scientific findings and develop their own findings.
Personal competence: social skills	
Personal competence: independence / autonomy	Students are able to reflect, evaluate, pursue and take responsibility for their own and others' learning and work goals, as well as draw consequences for work processes in individual work or in a team.
Competence level according to DQR	6

Contents	Scientific work 1. Basic principles of scientific work 2. Scientific work process • Overview; Importance of independence • Planning • Preparatory work • Overview of material and definition of topics • Material selection • Material evaluation • Manuscript • Result design and typescript 3. Criteria for assessing scientific work 4. Presentation Seminar paper Students are to work independently on a specific issue present in the economic field. Including: • Writing a scientific paper • Creating a media-supported presentation (improving communication, presentation and moderation skills) • Presentation of the scientific lecture and moderation of the discussion group
Recommended supplementary classes	
Additional specifics	
Literature	Turabian, K. L. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations. Chicago, IL: University of Chicago Press. Becker, H. S. (2007). Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article. Chicago, IL: University of Chicago Press. Day, R. A., & Gastel, B. (2012). How to Write and Publish a Scientific Paper. Cambridge: Cambridge University Press. Wallwork, A. (2016). English for Writing Research Papers. New York, NY: Springer.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924141 Digital Brand Management

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	Workload preparation/ follow-up outside of seminar or exam period to the specified extent. The information on this can be found in ILIAS (Module Preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar-like lessons with exercises in the classes. Self-study includes regular homework, preparation and follow-up of classes, and exam preparation.
Professional competence: knowledge and comprehension	The students are able to describe the meaning of brand identity and brand positioning. In addition, they can differentiate between internal and external brand enforcement. You are also able to characterize the brand portfolio and the challenges of brand positioning. Students are able to apply their knowledge and understanding of brand management to create targeted measures to enforce a brand. They can implement brand strategies and uncover the connections between brand identity and brand positioning. They can also determine the significance for the entire brand portfolio and derive recommendations for action.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	1. Conceptual foundation 2. Brand identity and brand positioning 3. The internal enforcement of the brand 4. Enforcement of the brand external to the company 5. Management of the brand portfolio
Recommended supplementary classes	
Additional specifics	
Literature	Kotler, P., & Keller, K. L. (2016). Marketing Management. Upper Saddle River, NJ: Pearson. Aaker, D. A. (2014). Building Strong Brands. New York, NY: Free Press.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924142 Introduction to Online Marketing

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	Workload preparation/ follow-up outside of seminar or exam period to the specified extent. The information on this can be found in ILIAS (Module Preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar-like lessons with exercises in the classes. Self-study includes regular homework, preparation and follow-up of classes, and exam preparation.
Professional competence: knowledge and comprehension	The students can describe the business models and forms of online trading and estimate the effects of online marketing. They can define the business systems and success factors in e-commerce and compare them. They can describe selected online marketing instruments and name their specifications and mechanisms of action. The students are able to analyze the opportunities and challenges in online marketing and at the same time are able to derive alternative courses of action for practice.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	Conceptual-systematic basics • Digital universe • Changes in Internet usage • Innovations in online sales • Relevant key trends in online sales The business model of online sales • Basics of online sales • Customer interaction in online sales • Marketing policy and CRM in online sales • Customer centricity as a basic requirement for online sales 3 forms of online sales

	• Types of online sales operations • Innovative forms of interactive online sales • B2B online sales and multi-channel distribution Social Media Marketing
Recommended supplementary classes	
Additional specifics	
Literature	Chaffey, D., & Ellis-Chadwick, F. (2019). Digital Marketing. Harlow: Pearson Education Limited. Ryan, D. (2016). Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation. London: Kogan Page.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924151 Entrepreneurship

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar with interactive elements
Professional competence: knowledge and comprehension	Acquiring a general understanding of entrepreneurship and high-tech entrepreneurship Understanding the difference between invention and innovation, and explaining disruptive innovation Basic understanding of business model generation Analyzing and developing appropriate value propositions for specific market targets Describing the characteristics of entrepreneurial mindset Familiarity with the Lean Startup Approach Knowledge of different tools facilitating business startup Understanding how to validate business models Describing the key stakeholders of an entrepreneurial ecosystem Understanding the sustainable business concept

	Basic understanding of venture capital Exploring relevant determinants of entrepreneurship by creating a novel business model idea and pitching it in the classroom Developing startup ideas in the areas of sustainable entrepreneurship, social entrepreneurship, and high-tech entrepreneurship based on real projects (potentially with cooperating companies or real-world challenges)
Personal competence: social skills	Cultivating an entrepreneurial mindset Developing critical thinking skills in analyzing and developing value propositions Enhancing communication skills through business model presentations and discussions Developing problem-solving skills through lean startup methodologies Cultivating creativity and innovation in business model generation Fostering teamwork and collaboration through group discussions and projects in the entrepreneurial context
Personal competence: independence / autonomy	Promoting self-motivation and self-directed learning in developing own startup ideas
Competence level according to DQR	6
Contents	Introduction to entrepreneurship Differentiating between entrepreneurship and intrapreneurship Theories and concepts of entrepreneurship Building an entrepreneurial mindset Applying the lean manifesto Understanding value proposition and market targeting Introduction to business model development tools like business model canvas, business model navigator or PICO Novel approaches (e.g., Serious Games; ideation with AI) for business model innovation Writing a business plan and creating a pitch
Recommended supplementary classes	
Additional specifics	
Literature	Mazzarol, T.; Reboud, S. (2020). Entrepreneurship and Innovation: Theory, Practice and Context, Springer, 4th edition. ISBN 978-9811394119 Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. Wiley, Hoboken. Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business, New York. Blank, S., & Dorf, B. (2012). The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. K&S Ranch, Pescadero.

	Maurya, A. (2012). Running Lean: Iterate from Plan A to a Plan That Works. O'Reilly Media, Sebastopol.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924161 Innovation Management (Project)

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated exercises Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	Students are able to critically analyze "The Case of Change" and at the same time are able to derive alternative courses of action for practice and represent these in plenary. The students are able to recognize implicit assumptions of exemplary topics in the group and determine the significance for practice.
Personal competence: social skills	In the course, the students are able to work together on results of case studies with a focus on change and innovation management and represent the decisions made and work results, especially in the form of presentations, and subsequently discuss and jointly evaluate questions on the topic.
Personal competence: independence / autonomy	Students can prove their skills by working on their own projects
Competence level according to DQR	6
Contents	Foundation of innovation management: • Basics of innovation management • Driving forces for innovation • Classification and differentiation of innovations • Innovations: barriers and resistance • Success factors of innovation management • Innovation goals Planning innovation: • Development of innovation strategies

	• Organizational anchoring of innovation management • Corporate culture that promotes innovation: meaning, requirements and characteristics Developing innovation: • Innovation process models • Driving force for innovation • Selected methods to develop ideas - Intuitive-creative processes - Systematic-logical/analytical procedures - Combined methods • Idea evaluation and idea selection • Innovation controlling Property rights and property rights strategy • Property rights • Property rights strategy
Recommended supplementary classes	
Additional specifics	
Literature	Tidd, J., & Bessant, J. (2018). *Innovation and Entrepreneurship: Strategic and Organizational Implications*. Wiley, Chichester. Pisano, G. P. (2015). *Creative Construction: The DNA of Sustained Innovation*. Public Affairs, New York. Utterback, J. M. (1994). *Mastering the Dynamics of Innovation*. Harvard Business Review Press, Boston.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924171 International Logistics

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Workload preparation/ follow-up outside of seminar or exam period to the specified extent. The information on this can be found in ILIAS (Module Preparation)
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar with integrated exercises

	Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	The students are able to explain the concept of logistics in a wide variety of facets and describe essential sub-areas such as procurement, production and distribution logistics. The students are able to characterize concrete logistics problems, divide them into concrete steps to take action and proactively find solutions. Students develop a comprehensive understanding of operational and strategic problems and solution approaches in logistics. The students are able to present the logistics concepts as such with their organizational principles as well as the structure and process organization. As part of the knowledge transfer in the course, the students are enabled to break down logistics management as such into the essential elements and steps and to justify them. The students are able to design the individual task areas within logistics management and derive the resulting challenges.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	Introduction to logistics • Macro vs. micro logistics • Definition of logistics • objectives and responsibilities of logistics Procurement logistics • Procurement concepts/provision concepts • Order quantity optimization • Supplier evaluation • Case studies Production logistics • Production concepts • Material supply in production • Material flow analysis • Case studies Distribution logistics • Warehousing • Distribution concepts • Case studies Normative logistics management Strategic logistics management Operational logistics management
Recommended supplementary classes	
Additional specifics	
Literature	Christopher, M. (2016). *Logistics & Supply Chain Management*. Pearson Education, Harlow. Chopra, S., & Meindl, P. (2019). *Supply Chain Management:

	Strategy, Planning, and Operation*. Pearson, Harlow. Ballou, R. H. (2004). *Business Logistics/Supply Chain Management*. Pearson, Upper Saddle River.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924181 Intercultural Competence and Ethics

Course coordinator	
Semester	3
Frequency	Winter term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Workload preparation/ follow-up outside of seminar or exam period to the specified extent. The information on this can be found in ILIAS (Module Preparation)
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Seminar with integrated exercises
Professional competence: knowledge and comprehension	The students understand the meaning of intercultural competence and which cultural factors, norms and beliefs influence intercultural cooperation. The students can check statements about intercultural cooperation for accuracy and derive conclusions. They are able to reliably recognize cultural influences and can uncover them.
Personal competence: social skills	The students can test and evaluate intercultural practices and take a critical stance on them. The students are able to discuss and jointly evaluate questions on the topic in the group and subsequently represent them in the plenum. The students can draw conclusions together with the group and clearly state the significance of norms and values for human action.
Personal competence: independence / autonomy	Based on the various theoretical approaches they are familiar with; students are able to critically reflect on their own cultural perceptions and characteristics and can draw conclusions for the design of work processes in the team.
Competence level according to DQR	6
Contents	In today's business world the topic of intercultural competence is unavoidable. The ability to not only communicate effectively with international partners, but also to recognize and respect cultural differences is essential. Regardless of whether working in international teams, with foreign suppliers, in new markets, or in a multinational company, successful cooperation with people from different cultural backgrounds is required.

	The aim of this course is to look at scientific examples and understand how theory translates into reality. Students will research and create their own seminar paper on a topic of intercultural competence, preferably working with a tandem, partner from another cultural background. The goal is to improve their ability to critically reflect on a specific intercultural topic relevant to them or their future career path. Theoretical foundations of intercultural cooperation • Definitions and terms • Comparison of cultural models • Categorization of cultural elements Culturally conditioned perception and action • Self-perception and perception by others • The influence of cultures on perception processes • Culture-specific forms of thinking • Intercultural verbal and non-verbal problems • The importance of norms and values for human action Practicing and testing intercultural cooperation • Special cultural area studies • Knowledge transfer about individual target cultures • Leadership of intercultural teams • Cooperation on international markets
Recommended supplementary classes	
Additional specifics	
Literature	
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 920732 E-Commerce

Lecturer	Prof. Dr. Christian Buske
Semester	6
Frequency of the offer	Summer term
Type of course	Lecture with integrated exercise
Teaching language	English
Examination code	920732
Examination code internal	410732
Course name (English)	E-Commerce
Credit points (ECTS)	3.0, this corresponds to a workload of 75 hours
Weekly Hours per Semester	2.0
Workload - contact hours	30
Workload - self-study	40

Detailed note on the workload	Workload module preparation: 5 h Workload preparation/follow-up: Preparation/follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation).
Type of examination	Course without examination, here: Examination at module level
Exam duration	
Commitment	Compulsory subject
Prerequisites for participation	none
Teaching/learning methods	Lecture with integrated exercise Self-study: preparation and follow-up of the lecture, working on questions, accompanying exam preparation
Professional Competence: Knowledge and understanding	Students will be able to describe the business models and forms of online commerce. They will be able to define and compare business systems and success factors in e-commerce. They will also be able to determine the significance of risk benefit in online retail and derive possible solutions.
Professional Competence: Skill and Knowledge development	Students are able to analyse the opportunities and challenges in e-commerce and at the same time are able to derive alternative courses of action for practical application. In addition, they are able to implement recommendations taking into account a risk-benefit analysis.
Personal competence: Social competence	---
Personal competence: Independence	---

Contents	**Conceptual and systematic basics** • Digital universe • Change in internet usage • Innovations in online retail • Relevant key trends in online retail **The online retail business model** • Basics of online trading • Customer interaction in online retail • Marketing policy and CRM in online retail • Sales policy in online retail • Customer-centricity as a basic requirement for online retail **3 Forms of online trading** • Types of online retail businesses • Innovative forms of interactive online retail • Mobile commerce as part of online retail • B2B online retail and multi-channel distribution • Hybrid forms and franchise systems in online retail **4 Business systems and success factors in e-commerce** **6 Risk benefit in online retail** • Risks of general terms and conditions that do not meet requirements in online trading • New cancellation policy and button solution • No right of withdrawal for product customisation • Consumer right of cancellation
Other special features	
Literature/learning sources	Graf, A./ Schneider, H.: Das E-Commerce-Buch : Marktanalysen - Geschäftsmodelle - Strategien; 2nd, comp. revised and expanded ed., Frankfurt/M. 2017 Große Holtforth, D.: Key factors in e-commerce : innovations, economies of scale, data and customer centricity; Wiesbaden: Springer 2017 Heinemann, G.: No-line retail - The highest evolutionary stage in multi-channelling; Wiesbaden 2013 Heinemann, G.:Der neue Online-Handel - Geschäftsmodelle, Geschäftssysteme und Benchmarks im E-Commerce; 9th, fully revised edition, Wiesbaden 2018 Knoppe, M./Wild, M. (eds.): Digitalisation in retail: business models, trends and best practice, Heidelberg 2018
Proof of performance for combined Examination	

Course 920762 International market development strategies in industrial enterprises

Lecturer	Prof. Dr. Oesterle
Semester	6
Frequency of the offer	Summer term
Type of course	Lecture with integrated exercise
Teaching language	German
Event name (English)	International marketing strategy in Industrial Enterprises
Examination code	920762
Examination code internal	410762
Credit points (ECTS)	3.0, this corresponds to a workload of 75 hours
Weekly Hours per Semester	2.0
Workload - contact hours	30
Workload - self-study	40
Detailed note on the workload	Workload module preparation: 5 h Workload preparation/follow-up: Preparation/follow-up outside lecture and examination periods to the extent specified. The instructions can be found in ILIAS (module preparation).
Type of examination	Course without examination, here: Examination at module level
Exam duration	
Commitment	Compulsory subject
Prerequisites for participation	None
Teaching/learning methods	Lecture with integrated exercise Self-study: preparation and follow-up of the lecture, working on questions, accompanying exam preparation
Professional Competence: Knowledge and understanding	Based on the basic definition of terms, students can characterise international forms of market entry for industrial companies. They can describe and demonstrate international buyer behaviour. Students are able to characterise the special features of international market research and can describe the marketing mix in an international context.
Professional Competence: Skill and Knowledge development	Students are able to derive a market entry strategy for industrial companies. They can analyse international markets and develop marketing measures.
Personal competence: Social competence	---
Personal competence: Independence	---

Contents	**Basics and definitions** **International market entry forms for industrial companies** Market entry through foreign trade • Export/Import • Active and passive refinement business • Transit and transit • Compensation Market entry on the basis of contracts • Contract management • Licence business • Co-operations • Strategic alliances • Management contract Market entry through direct investment • Shareholdings • Acquisitions • Sole proprietorships • Joint ventures **International buyer behaviour** **Special features of international market research** **Contents and special features of the international marketing mix** • Contracting policy • Product policy • Communication policy • Sales policy
Recommendation for accompanying events	
Other special features	
Literature/learning sources	Backhaus, K.; Voeth, M.; International Marketing, 6th edition; Stuttgart 2010; Meffert, H.; Bruhn, M.; Hadwich, K.; Dienstleistungsmarketing: Grundlagen - Konzepte - Methoden; 9th edition, Wiesbaden 2018; Berndt, R.; Fantapié Altobelli, C.; Sander, M.; International Marketing Management; 5th edition, Wiesbaden 2016; Meffert, H,; Burmann, CH.; Kirchgeorg, M.; Marketing: Grundlagen marktorientierter Unternehmensführung Konzepte - Instrumente - Praxisbeispiele; 13th edition; Wiesbaden 2019;
Scheduling in the timetable	„MV_Incomings“ StarPlan: https://splan.hs-heilbronn.de/

Course 924211 Social Media Marketing

Course coordinator	Prof. Dr. Enchi Chang
Semester	4
Frequency	Summer term
Type of course	Lecture with integrated exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Combined exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	The students can formulate and model social media objectives, framework conditions, requirement profiles and organizational, editorial and communication technology requirements. They can develop, organize and operationally implement social media communication strategies as well as carry out success and efficiency measurements or strength-weakness analyzes and tracking analyses. In particular, the ability to plan the use of social media instruments in the internal and external corporate context as well as online marketing tools within the context of the marketing mix (e.g., via Facebook Advertising, XING, Twitter, etc.), branding management, campaign management and event planning is taught and trained in an application-oriented manner. Students also master the quantitative-analytical tools of social network analysis in order to specifically control user and promoter acquisition processes, support link building via seeding as part of viral online marketing and monetize social media business activities as well as carry out the associated financial assessments and economic efficiency and user analyses.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	Focus: Introduction to Social Media; Social Media Marketing & Corporate Marketing ; Social Media Tracking & KPIs; Social media & events / campaigns; Social media and Management Accounting; Social media and web analysis; Social media and experimental research methods; Social media and network analysis
Recommended supplementary classes	
Additional specifics	
Literature	Safko, Lon; Brake, David: The Social Media Bible: Tactics, Tools, and

	Strategies for Business Success; John Wiley & Sons; Hoboken 2009 Zarrella, Dan: The Social Media Marketing Book; O'Reilly; Beijing, Cambridge et al. 2009 Kutner, J. (2018). *Social Media Marketing Workbook: How to Use Social Media for Business*. Createspace, Charleston.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924212 Search Engine Marketing and Optimization

Course coordinator	Prof. Dr. Christian Buske
Semester	4
Frequency	Summer term
Type of course	Lecture with integrated exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Combined exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	Usually more than half of the visitors to a website are redirected by search engines such as Google, Bing or Yahoo. SEO (Search Engine Optimization) and SEA (Search Engine Analytics) have the task of improving visibility and thus the flow of visitors from organic and paid search results. This course teaches the basics of search engine marketing. The students know the basic methods and procedures in search engine marketing. In addition to operational traffic generation techniques, students can develop sustainable strategies and solutions to find and convert the right customers. The students research current research findings in the subject area and apply them to operational issues.
Personal competence: social skills	The students will be able to optimize their own content in individual corporate context so they will be indexed optimally by search engines and services.
Personal competence: independence / autonomy	The students will be able to apply methods and procedures for search engine marketing and critically examine their effectiveness in specific applications.
Competence level according to DQR	6
Contents	• Search engine marketing – the basics • Functionality of search engines • Basics of web technologies i.e., HTML • Determination of keywords • Ranking of keyword ads • On-Page-Optimization

	• Off-Page-Optimization • Keyword Advertising (SEA) • Google Universal Search & Amazon SEO
Recommended supplementary classes	
Additional specifics	
Literature	Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital Marketing: Strategy, Implementation and Practice*. Pearson Education, Harlow. Ryan, D. (2016). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*. Kogan Page, London. Ledford, J. L. (2015). *Digital Marketing: Integrating Strategy and Tactics with Values*. Pearson, Boston. Google. (2018). The Beginner's Guide to SEO. Google, Mountain View. Sullivan, D. (2014). Search Engine Optimization (SEO) Secrets. Wiley, Hoboken.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924221 Behavioral Economics

Course coordinator	
Semester	4
Frequency	Summer term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	2
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	20
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Combined exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated exercises Self-study: Preparation and follow up of the lecture, processing of questions, accompanying exam preparation
Professional competence: knowledge and comprehension	The students are able to characterize the basics of behavioral and sales psychology and explain the differences to traditional economics. They can also list the concepts and theories and recognize the increasing importance of psychology in everyday business life. The students are able to apply their knowledge and understanding of the subject, development and core problems of behavioral and sales psychology to derive core criteria of human behavior in economic situations. In addition, they are able to transfer the concepts of psychological knowledge to economic issues.
Personal competence: social skills	
Personal competence: independence / autonomy	

Competence level according to DQR	5
Contents	• Basics of business psychology: history, subject areas and selected models • Cognition: Basic mechanisms of human implicit and explicit perception and information processing as well as behavioral processes • Decision and behavioral psychology: emergence and change of attitudes, decision heuristics, learning and behavioral psychological aspects. • Evaluating people during sales discussions Sales and advertising psychology: social influence options and strategies for changing attitudes and behavior, designing advertising
Recommended supplementary classes	
Additional specifics	
Literature	Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Penguin Books, New York. Ariely, D. (2008). *Predictably Irrational: The Hidden Forces That Shape Our Decisions*. HarperCollins, New York. Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux, New York. Schwartz, B. (2004). *The Paradox of Choice: Why More Is Less*. HarperCollins, New York.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924222 Usability Engineering (App- and Website Testing)

Course coordinator	
Semester	4
Frequency	Summer term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	3
Contact hours per week	2
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	
Type of examination	Combined exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	Students are familiar with terms and concepts in the field of user experience design. They are able to understand the importance and relevance of human capabilities in the process of system design. General principles and practice of usability, user experience and human-centered design were taught as the basis for an explicit understanding of users, their tasks and their environment and the corresponding conceptualization of designs focused on users' needs and requirements. This enables students to develop and evaluate solutions with focus on human-centered quality. The exercises have trained students to perform a complete project life cycle, from context of use and requirements analysis to project definition, conceptualization, evaluation and phase-out.

	The students have gained extensive theoretical knowledge about several analysis and evaluation methods and are trained to apply them in practice. They know which method to choose, depending on where in the user centered design process they are being performed most sufficiently, which research goals are being addressed and which resources need to be available. The students will also learn about current trends and popular methods in User Research and Testing Methods. Furthermore, students have learned and practiced fundamental qualitative research methods, like interviewing techniques and qualitative content analysis. Within several case studies, students have learned to apply and document those methods in various professional contexts.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	5
Contents	Usability, user experience, human-centred quality and user centred-design principles • Properties of human capabilities • Analysis and definition of the context of use • Derivation of user needs • Specification of user requirements • Specification of user interaction • Conceptualization and prototyping (paper- and tool-based) • Usability testing • Orchestration and use of methods • Qualitative and quantitative User Research and Testing Methods (e.g., formative vs. summative usability testing, expert reviews, focus groups, heuristic evaluation, questionnaires, interviews, etc.) • Design, conduct, analyse and document user surveys • Formulate and report results and criteria for optimization • Current trends and popular methods in User Research and Testing Methods • Advanced research methods (e.g., eye tracking, valence method, user experience testing, etc.)
Recommended supplementary classes	
Additional specifics	
Literature	Benyon, David. Designing Interactive Systems. 10th ed. Addison Wesley, 2010. Brown, Dan M. Communicating Design: Developing Web Site Documentation for Design and Planning. Pearson Education (US), 2010. Cooper, Alan, Robert Reimann, and David Cronin. About Face 3: The Essentials of Interaction Design. 4th ed. Wiley, 2014. Garrett, Jesse James. The Elements of User Experience: User-Centered Design for the Web and Beyond. 2nd ed. New Riders Press, 2010. Rogers, Yvonne, Jenny Preece, and Helen Sharp. Interaction Design: Beyond Human - Computer Interaction. 3rd ed. Wiley, 2011.

	B. Hambling and P. Van Goathem. User Acceptance Testing: A step-by-step guide. Bcs Learning & Development Limited, 2013. J. Hansen. How to Jumpstart User Testing: 16 Tools to Craft Better Products. Independently published, 2017. Tullis, T., & Albert, W. (2013). *Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics*. Morgan Kaufmann, Waltham. K. Holmqvist et al. Eye tracking - a comprehensive guide to methods and measures. Oxfort University Press, 2011.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924231 Market Research & Big Data

Course coordinator	Prof. Dr. Benjamin Österle
Semester	4
Frequency	Summer term
Type of course	Seminar with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	30
Workload – self-study	45
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Exam at module level
Duration of examination	30 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	
Professional competence: knowledge and comprehension	The students are familiar with the most important methods of market research. They understand the role of market research in business practice. Among other things, they can present and demonstrate the market research process, survey and analysis methods. They are also able to characterize market research methods and identify challenges that arise. The students are able to develop a justified solution for practical cases and case studies in market research. They are able to create adequate workflows and tools, as well as select and use suitable methods. This enables students to design problem solutions for specific market research projects and to represent these in plenary sessions.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	1. Market research process 2. Questionnaire design 3. Survey methods 4. Sampling 5. Application of analytical methods 6. Presentation of results

Recommended supplementary classes	
Additional specifics	
Literature	Davenport, T. H., & Dyché, J. (2013). Big Data at Work: Dispelling the Myths, Uncovering the Opportunities. Harvard Business Review Press, Boston. McKinsey & Company. (2016). The Age of Analytics: Competing in a Data-Driven World. McKinsey & Company, New York. Bryman, A. (2016). Social Research Methods. Oxford University Press, Oxford. Hair, J. F., & Lukas, B. A. (2014). Marketing Research: Within a Changing Information Environment. Pearson Education, Harlow.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924241 Customer Management

Course coordinator	
Semester	4
Frequency	Summer term
Type of course	Lecture with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated exercises Self-study: Preparation and follow-up
Professional competence: knowledge and comprehension	The students are able to identify the basics of customer management and, in particular, explain the customer life cycle. In addition, students can differentiate between the internal and external target groups. You are able to characterize operational customer management and customer support concepts. Students are able to apply their knowledge and understanding of customer service concepts to create them. They can implement concepts for measuring customer satisfaction and uncover the connections between complaint management and customer recovery. They can also derive the importance of target group marketing for companies and derive strategic concepts.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	**1. Conceptual foundation** • Basics of customer management

	• Organizational, functional and sales strategy aspects of customer management **2. Strategic customer management and target group marketing** • Internal target groups • External target groups **3. Operational customer management** • Sales lead management • Customer loyalty • Customer review • Customer recovery • Customer relationship management systems (CRM) • Complaint management • Selected concepts for measuring customer satisfaction **4. Selected customer support concepts**
Recommended supplementary classes	
Additional specifics	
Literature	Payne, A., & Frow, P. (2017). *Strategic Customer Management: Integrating Relationship Marketing and CRM*. Cambridge University Press, Cambridge. Buttle, F., & Maklan, S. (2019). *Customer Relationship Management: Concepts and Tools*. Routledge, London. Kumar, V., & Shah, D. (2004). *Building and Sustaining Profitable Customer Loyalty for the 21st Century*. Journal of Retailing, 80(4), 317-329. Peppers, D., & Rogers, M. (2016). *Managing Customer Relationships: A Strategic Framework*. Wiley, Hoboken.
Scheduled	Regularly, StarPlan
Proof of achievement	

Course 924251 Marketing and Sales Law

Course coordinator	
Semester	4
Frequency	Summer term
Type of course	Lecture with integrated exercises
Credit Points (ECTS)	5
Contact hours per week	4
Workload – contact hours	60
Workload – self-study	65
Detailed notes on workload	Preparation/post-preparation outside lecture and examination time to the extent indicated. The instructions for this can be found in ILIAS learning management system (module preparation).
Type of examination	Exam at module level
Duration of examination	120 min
Engagement	Compulsory
Requirements for participation	None
Teaching / learning methods	Lecture with integrated exercises Self-study: preparation and follow-up of the lecture, processing of questions, accompanying exam prep
Professional competence: knowledge and comprehension	The students are able to name the legal aspects of trademark protection and advertising and, in particular, explain the limits. In addition, students can define the legal basis for pricing and the legal requirements for

	sales. In addition, they can specify data protection regulations and apply them to typical legal issues. The students are able to apply legal aspects in marketing and sales law and derive appropriate measures. In addition, they are able to implement legal sales regulations with regard to industry-specific features. They can also derive the importance of the legal framework for data protection for companies.
Personal competence: social skills	
Personal competence: independence / autonomy	
Competence level according to DQR	6
Contents	Trademark law aspects in marketing • Creation of the brand • Protection of the brand Communication policy and advertising law • Legal limits of advertising (competition law) • Legal protection options Legal questions regarding prices • Antitrust limits on pricing • Competition law limits on price information Legal basis of distribution systems • Regulation options when using sales intermediaries • Legal requirements for direct sales • Industry-specific features Sales and marketing information • Data generation and data protection • Data protection in sales
Recommended supplementary classes	
Additional specifics	
Literature	McKeown, J., & McKeown, A. (2019). *Cybersecurity Law*. Wiley, Hoboken. Soghoian, D. (2018). *The Law of Privacy in the Information Age*. Routledge, London. McMillan, R. (2017). *Digital Marketing Law: A Practical Guide*. Kogan Page, London. Binns, A. (2021). *Data Protection and Privacy: The Internet of Bodies*. Routledge, London.
Scheduled	Regularly, StarPlan
Proof of achievement	

Master level BUSINESS courses for Exchange Students

Course 925172 Health Economics

Lecturer	Prof. Dr. Schramm
Semester	2
Frequency of the offer	Winter term
Compulsory/elective subject	Compulsory elective subject
Teaching language	English
Event name (English)	Health Economics
Type of course	Lecture with accompanying exercises (V/Ü)
Credit points (ECTS)	5, this corresponds to a workload of 125 hours
Weekly Hours per Semester	4
Workload - contact hours	60
Workload - self-study	65
Detailed remarks on the workload	
Type of examination	Course-related by written exam (LK)
Exam duration	See performance record
Requirements for participation	
Teaching/learning methods	Lecture with integrated exercises Media forms: Powerpoint presentations Exercises Self-study: preparation and follow-up of the lecture, working on questions, accompanying exam preparation
Professional Competence: Knowledge and understanding	Students learn the definition and the basics of the interdisciplinary science health economics. The principle of health economic evaluation is known. Evidence based medicine outcomes, resource allocation and costing principles are known. The need for IT support in health economic analysis and key topics for IT based simulation are known.
Professional Competence: Skills and Knowledge acquisition	Students know how to discuss health economic aspects of technology appraisal. Research and application of medical and economic evidence can be mastered.
Personal competence: Social competence	
Personal competence: Independence	
Contents:	Definition and importance of health economics in the regulatory environment of health services Health economic evaluation as a combined benefit analysis in relation to the resources mobilised Dimensions of the benefit assessment: utilities, measuring the quality of life, combined benefit analysis, health

	technology assessment (HTA, IQWiG) Dimensions of cost evaluation: direct, indirect and intangible costs; their measurement and evaluation. Synthesis of costs and benefits considerations (ICER) Dealing with uncertainty in health economic methods The health economic evaluation of pharmaceuticals, medical devices and treatment programmes in an international context.
Literature/ learning sources	Marthe R. Gold, Milton C. Weinstein, Siegel Russell Gold. Cost-Effectiveness in Health and Medicine. Oxford Univ Pr (19 September 1996), ISBN-10: 0195108248, ISBN-13: 978-0195108248. Language: English. Oliver Schöffski, J.-Matthias Graf Von Der Schulenburg. Health economic evaluations. Springer; Edition: 4th ed. 2012, ISBN-10: 3642216994, ISBN-13: 978-3642216992. Language: German. Original scientific literature and health economic guidelines. Languages: English and German.
Scheduling in the timetable	„MV_Incomings“ StarPlan: https://splan.hs-heilbronn.de/

Extra-Curricular Course Offer for Exchange Students

Course 929505 German as a Foreign Language for Beginners

Lecturer:	Raluca Rapp
Semester:	Winter / Summer
Frequency of the offer:	2 per week Mondays and Thursdays
Type of course:	In presence
Teaching language:	English
Course name (English):	German as a Foreign Language for Beginners
Examination code:	929505
Examination code internal	
Credit points (ECTS)	5.0
Weekly Hours per Semester	
Workload - contact hours	
Workload - self-study	
Detailed note on the workload	
Type of examination:	Active participation and written exam
Exam duration:	60 minutes
Commitment	
Prerequisites for participation	
Teaching/learning methods	Interactive, experiential, case-based learning
Professional Competence: Knowledge and understanding	Active and interactive course that enable students to actively participate to basic conversations in German
Professional Competence: Skill and Knowledge development	Development of conversational skills
Personal competence: Social competence	
Personal competence: Independence	Independence Contents customized to the individual requests and requirements of the participants
Recommendation for accompanying events	
Other information	
Literature/learning sources	Are going to be provided during the course
Timetable Information:	to be defined