

Special Education - Doctoral study programme, Ph.D.

The aim of the study:

The preparation of scientific workers for research and specialist work in special education.

- The graduates have extensive knowledge of selected special education, educational-psychological and other relevant disciplines (See also Appendix A). The graduates are familiar with the main trends in the modern national and foreign special education theory and practice. The graduates are versed in the methodology of research in educational and related disciplines, data collection methods, statistical data assessment methods, and other analytical methods. The graduates can communicate in English and are able to use the offers of Czech and foreign grant agencies, which currently fund research activities by means of grant projects. They can also present the results of their research activities by means of publications in national and international journals. In their discipline the graduates are capable of independent scientific and research activity and can find employment in the field of education or research in universities or research institutions.
- The graduates will become competent researchers.

Length of study:

Length of study is 4 years.

Estimated number of accepted applicants: 1 for full-time studies + 1 for part-time studies

Conditions:

See also

Admission requirements:

- Successful completion of a university course – Master's or follow-up Master's degree focused on special education (completion certificate must be submitted).
- Successful completion of the admission exam.

The study of the doctoral study programme Special Education is designed for graduates from follow-up Master's or Master's degree in study programmes focused on special education (or relevant) or speech-language pathology, i.e. after completion of the final state examination from special education or speech-language pathology (in the case of speech-language pathology, a certificate of completion of a basic special education or inclusion course must be submitted). The applicants will be recommended for study if they meet the conditions of the admission exam.

Specifically, this includes completion of Master's degree or an international equivalent in the area of special education, education of adults with special educational needs (special adult education), speech-language pathology (with a certificate of completion of a basic special education or inclusion course), university degree with extended study of special education completed with a final state examination from special education or speech-language pathology (with a certificate of completion of a basic special education or inclusion course).

See also [Study Programme Catalogue](#) or consult the recognition of your undergraduate program relevance with the programme guarantor (see below).

General requirements for the admission exam:

- Successful completion of the admission exam.
- Evaluation of the plan for scientific and creative activity.

- Evaluation of the plan for scientific and creative activity according to a submitted proposal for the topic of the dissertation in the form of scientific propositions concerning a specific research topic, list of publication activities, participation in conferences, seminars, or creative activities (e.g. projects, methodological materials, workshops, etc.)

During the admission exam, applicants defend their proposal for the topic of the dissertation and demonstrate their knowledge of special education sciences. In a debate on their proposal for the topic of the dissertation, applicants show their communication competences in English and another foreign language.

Requirements for the admission exam for the study programme Special education:

- Active knowledge of English at the level of university state examination.
- Submission of the propositions of the dissertation project (project of the doctoral thesis) focusing on the area of theory of special education.
- Demonstrating basic knowledge and a solid overview concerning the selected doctoral degree programme. During the oral admission exam, applicants defend their proposal for the topic of the dissertation and demonstrate their knowledge of special education sciences. In a debate on their proposal for the topic of the dissertation, applicants show their communication competences in English.

Recognition of previous study is governed by the legislation of the Czech Republic, internal regulation of Palacký University in Olomouc, and the Faculty of Education.

The applicants are required to upload the following documents to the application system by 15 March 2025.

- proof of recognition of applicant's previous education (i.e. foreign certificate as equivalent to a certificate of education issued in the Czech Republic);
- project of the doctoral thesis proposal in English, including the theoretical state-of-the-art and brief methodological background (approx. 5-10 pages) – see p. 5;
- curriculum vitae (included survey of study backgrounds, experience in special education, list of publications and active participations conferences, main branch of interest of applicants etc.);
- certificate on language competence

The standard English language requirement is at a level B2 in accordance to the Common European Framework of Reference for languages (CEFR).

Minimum language requirements in the Test of English as a Foreign Language (TOEFL): Internet based Test (IbT): 61, Computer based Test (CbT): 173, Paper based Test (PbT): 500 or an International English Language Testing System (IELTS) overall band score of at least 6.0.

Contact person (programme guarantor):

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Deadline for applications: 15 March 2025

Tuition fee: EUR 250 per academic year

Appendix A

Obligatory disciplines (A disciplines)

- Methodology of education
- Philosophical aspects of education
- Abnormal psychology
- Foreign language I
- Foreign Language II

Selective areas of special education (B disciplines)

(Topics for selective exams)

1. Etiology, classification and symptomatology of physical disability and mobility impairment (including orthopaedic impairment)
2. Diagnostics in special education of persons with physical disability and mobility impairment (including orthopaedic impairment)
3. Technical aids for people with physical disability and mobility impairment, their use in special education practice
4. Theory of education of persons with physical disability and mobility impairment, or with Other Health Impairments (OHI)
5. Comprehensive rehabilitation of children with cerebral palsy
6. Rehabilitation programmes for persons with physical disability and mobility impairment
7. Specific aspects of education of persons with intellectual disability
8. The personality of a special needs educator
9. Alternative and augmentative communication systems (AAC)
10. Education of children with multiple disability
11. Systematic approach to education of children, pupils and students with special education needs in a European and global context
12. Systematic solutions of educational and social services in a European and global context
13. Classification and diagnostics of emotional and behavioural disorders (EBD)
14. Etiology of emotional and behavioural disorders (EBD)
15. Etiology, symptomatology, therapy and prevention of substance abuse
16. Educational, behavioural and psychotherapeutic strategies in treatment of persons with behavioural disorders
17. Primary, secondary, and tertiary prevention of emotional and behavioural disorders (EBD)
18. Causes of personality disorders
19. The process of socialization of persons with disabilities
20. Contemporary strategies and tendencies in education of pupils and students with disability
21. Pathology of vision
22. Special education diagnostics in persons with visual impairment
23. Educational process in students with visual impairment
24. Integrative and segregational phenomena in the educational process and intervention of students with visual impairment
25. Equipment for the visually impaired and current developmental trends
26. Process of socialization of persons with visual impairment

27. Historical insight into the development of treatment of persons with visual impairment
28. Auditory pathology
29. Special education diagnostics of persons with hearing impairment
30. Concept of education and care of persons with hearing impairment
31. The process of socialization of persons with hearing impairment
32. Contemporary technical and compensatory aids for persons with hearing impairment
33. Visual communication systems in persons with hearing impairment
34. Oral communication approach in persons with hearing impairment
35. Historical development of deaf education
36. Special education diagnostics
37. Intellectual disability
38. The process of socialization in persons with intellectual disability
39. Diagnostics in special education of persons with intellectual disability
40. Alternative and augmentative communication in severe intellectual disability and autism spectrum disorders
41. Institutionalisation and de-institutionalisation in the education of persons with intellectual disability
42. Historical development of care for persons with intellectual disability
43. Expressive therapy of persons with intellectual disability
44. Dramatherapy
45. Drawing as a diagnostic and therapeutic phenomenon in persons with intellectual disability
46. Phylogenetic and ontogenetic development of human speech
47. Diagnostics of disrupted communication ability
48. Developmental speech and language disorders
49. Speech fluency disorders
50. Symptomatic (secondary) speech, communication and language disorders
51. Voice and resonance disorders
52. Neurogenic communication disorders
53. Specific (developmental) learning disorders
54. Organization of speech and language therapy intervention in a European and global context

For the academic year 2024/2025, the topics of the DSP Special Education dissertation theses are designed with regard to the possible professional focus and capacity of potential supervisors or expert consultants of dissertations (the final specific topic and supervisor will be determined on the basis of the admission procedure and the decision of the doctoral board of the program). Supervisors must be doc. (Assoc. Prof) or prof. (Full-Professor); in the case of a proposal of a supervisor/consultant with only a Ph.D. degree, it will be necessary to have any approval of the possibility of supervisor ship by the DSP program and the Scientific Board of the Faculty of Education UP. It is advisable to consult the topic that the applicant wants to deal with in advance with the expected supervisor or with the chair of the doctoral board/guarantor of the DSP (prof. Mgr. Kateřina Vitásková, Ph.D., katerina.vitaskova@upol.cz). Of course, the applicant can also suggest his/her thesis topic to be applied. For detailed information contact the relevant supervisors by e-mail (detailed information <https://uss.upol.cz/en/4282-2/>).

Supervisor	Potential overarching topic of the dissertation for students from 2024/2025	Contact
Prof. Kateřina Vitásková, Ph.D.	<ol style="list-style-type: none">1. Application of modern technology in diagnostics and interventions in Speech and language therapy/pathology2. Cultural-linguistical diversity in communication disorders <p><i>(Students may choose, according to personal preference and the possibility of obtaining data on typical and clinical populations, specific problems in the field of speech and language disorders, and voice disorders)</i></p>	katerina.vitaskova@upol.cz
Assoc. prof. Jiří Langer, Ph.D.	<ol style="list-style-type: none">1. Aspects of teaching and studying sign language2. Analysis of special educational diagnostics tools in deaf studies3. Tactile sign language of people with deafblindness	jiri.langer@upol.cz

<p>Assoc. prof. Jiří Kantor, Ph.D.</p>	<ol style="list-style-type: none"> 1. Systematic reviews and clinical guidelines in the area of music therapy / arts therapies (concrete population, intervention, outcomes, and type of systematic review / other evidence synthesis methodology according to the focus of the work - a preliminary analysis of the field is required). 2. Evaluation of the impact of pedagogical methods and approaches in typical population / students with special needs 3. Experiences of students with special needs, their families and peers with inclusive education (qualitative systematic review) 4. Creation of educational toolkits (evidence synthesis focused on efficacy, cost-effectiveness and certainty of evidence) 5. Analysis of outcomes and outcome measures in the area of education / special education 6. GRADE methodology and its usage in the field of education 	<p>jiri.kantor@upol.cz</p>
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