

# Special Education - Doctoral study programme, Ph.D.

## The aim of the study:

The preparation of scientific workers for research and specialist work in each of the special educational disciplines.

## Length of study:

Length of *study on a daily basis* is four years. It can be up to five years in *a combined form* (e.i. „a distance form“). The study structure is appropriately modified depending on the length of study.

## Conditions:

1. degree in fields of study (Masters...):
  - special education
  - teaching profession or tutoring for adolescents with special educational needs
2. a university teaching qualification with additional supplementary studies in special education
3. passing the entrance examination
4. the capacity for scientific work; backed up with proof of research, active presentation at scientific conferences, specialized publications etc.

## Selection procedure for the academic year 2018/2019 based on required documents, as follows:

- application ([online application form](#));
- [proof of recognition](#) of applicant's previous education (i.e. foreign certificate as equivalent to a certificate of education issued in the Czech Republic);
- essay in English (topic of Special Education);
- project of doctoral thesis in English (one page);
- 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.);

## Contact person:

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## Deadline for applications: 31 May or 31 July 2018

**Tuition fee:** EUR 2500 per academic year

## Obligatory disciplines

Methodology of research and statistic

Philosophy of education

Pathopsychology

- Foreign language I
- Foreign Language II

## Selective areas of special education

(Spheres for selective exams)

1. Etiology, classification and symptomatology of mobility disorders
2. Special-pedagogical diagnostics in somatopaedia
3. Technical aids for people with mobility disorders, and their use in somatopaedic practice
4. Theory of educating the physically handicapped, and the sick and people weakened by health problems
5. Complex rehabilitation of children with cerebral palsy and people with mobility disorders
6. World developmental trends in the approach to physically handicapped, sick and weakened people
7. Specific aspects in the bringing up of the mentally retarded
8. Process of socialisation of people with mobility disorders
9. AAC systems
10. Education of children with combined handicaps
11. The evolution of project opinions in the historiography of the care of people with special needs
12. Institutional and legislative security of special education
13. Behavioural disorders
14. Persons threatened by environment (ill-treated, neglected, abused, deprived, migrants and minorities), socio-culture handicaps
15. Therapeutic approaches (psychotherapy, sociotherapy and expressive therapy) to people psychosocially disadvantaged, endangered and handicapped
16. Institutional and alternative systems of work with the psychosocially endangered, disadvantaged, and handicapped
17. Prevention of dangerous/risk behaviour
18. Crucial characteristic structures of a person with specific needs
19. Paradigm of re-educational and rehabilitation methods in special pedagogy
20. Comparing historical and contemporary trends in special pedagogy in Czech Republic and abroad
21. Profile of factors in the bringing up and education of people with sensory, mental, physical and psychosocial handicaps
22. Causes of pathology in visual perception and its consequences in the lives of people with visual handicaps
23. Special-pedagogy diagnostics of people with visual handicaps
24. Specifics of education of people with visual handicaps
25. Process of life-long learning of people with visual handicaps
26. Tyflo-technique and its current developing trends
27. Process of socialisation of people with visual handicaps
28. World developmental trends in the approach to people with visual handicaps
29. Pathology of the auditory analyzer
30. Special-pedagogy diagnostics in deaf education and its use in practice
31. Development and current trends in caring for people with hearing handicaps
32. People with hearing handicaps in adulthood and old age
33. Contemporary technical and compensatory aids in the education of individuals with hearing handicaps
34. Czech language in the communication of individuals with hearing handicaps
35. Oral approaches in deaf education
36. Educating individuals with hearing handicaps at a pre-primary, primary, secondary and tertiary level of education
37. Special pedagogy diagnostics methods
38. Mental retardation
39. Socialisation process of mentally retarded people
40. Special pedagogy diagnostics in psychopaedia
41. Alternative and augmentative communication of the severely mentally retarded and autistic
42. Institutionalisation and de-institutionalisation in the bringing up of the mentally retarded
43. Historical development of the care of the mentally retarded
44. Expressive therapy for persons with specific needs
45. Drama-therapy
46. Drawing for mentally handicapped as a diagnostic and therapeutic phenomenon
47. Phylogenetic and ontogenetic development of human speech
48. Assessment in Speech and Language pathology
49. Specific language impairment
50. Fluency disorders
51. Orofacial and feeding disorders in speech-language
52. Symptomatic speech disorders
53. Voice and resonance disorders
54. Neurogenic Communication Disorders
55. Specific learning difficulties
56. Organization of speech and language therapy in the Czech Republic and abroad