

<b>Characteristics of the study programme</b>	
<b>Název studijního programu/Name of study programme</b>	Special Education
<b>Typ studijního programu/Type of study programme</b>	Doctoral
<b>Forma studia/Form of study</b>	Full-time/combined form of study
<b>Standardní doba studia/Standard length of study</b>	4 years
<b>Jazyk studia/Language of study</b>	English
<b>Udělovaný akademický titul/Academic degree awarded</b>	Ph.D.
<b>Garant studijního programu/Guarantor of study programme</b>	Doc. Mgr. Kateřina Vitásková, Ph.D
<b>The aim of the study programme</b>	
<p>The study in DDP Special education consists of three parts:</p> <ol style="list-style-type: none"> <li><b>1. Study part</b> (lectures, seminars, self-study, exams in core mandatory and core elective disciplines),</li> <li><b>2. Scientific part</b> (scientific, research and publication activity),</li> <li><b>3. Educational part</b> (teaching and associated activities)</li> </ol> <p>Upon successful completion of the doctoral degree programme of Special education the graduates will be able to:</p> <ul style="list-style-type: none"> <li>- Address the theme of their expertise in a systematic and interdisciplinary way,</li> <li>- In a broader context of the social reality present, critically reflect on and interpret the current trends in special education as a scientific discipline both in the Czech Republic and abroad, especially with respect to their specialization,</li> <li>- In the context of the development of scientific disciplines and in relation to their specialization interpret, present arguments and apply contemporary theories of education and the transformations of the curricular discourse paradigm,</li> <li>- While respecting ethical principles, design and perform empirical research studies in order to broaden the state of scientific knowledge in compliance with relevant educational science discourses,</li> <li>- Present, use arguments and defend the results of their own scientific and research activities and confront their conclusions with the outcomes of Czech and foreign researchers, for example through publication activities in internationally recognized journals with a rigorous review procedure,</li> <li>- Participate in scientific and research projects and grants in larger scientific teams,</li> <li>- Actively communicate about topics of their specialization in a foreign language at C1 level and in another foreign language at a minimum level of B1 (specification for the applicants: the standard English language requirement is 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 International English Language Testing System (IELTS) overall band score of at least 6.0.) (See Part B of the Application).</li> <li>- Implement the areas of their expertise in teaching at university.</li> </ul>	
<b>Profile of the graduate</b>	
<p>The graduates have extensive knowledge of selected special education, educational-psychological and other relevant disciplines. 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</p>	

research in universities or research institutions.

The graduates will become competent researchers.

### **Preconditions for admission to study**

#### **Preconditions for admission**

##### **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 DDP Special Education is designed for graduates from follow-up Master's or Master's degree in study programmes focused on special education 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).

##### **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 in English:**

- Active knowledge of English at the level of university state examination.
- Submission of the propositions of the dissertation project focusing on the area of theory of special education (see below - selection of defended dissertations).
- 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, see <https://www.pdf.upol.cz/en/admission/study-programmes-in-english/>.

## Study plans and proposals for thesis topics (doctoral degree programmes)

The study plan consists of 5 core mandatory disciplines (7 credits each, total of 35 credits), 3 core elective disciplines (7 credits each, total of 15 credits), which the students elect in accordance with the focus of the dissertation, educational activities – teaching of a student in two disciplines (7 credits each, total of 14 of credits), completion of an international research internship (20 credits), scientific, publication and creative activities (86 credits), defence of the dissertation project (10 credits), writing of the dissertation (40 credits), other scientific activities (14 credits).

	Special Education	
		credits
Core mandatory disciplines (Obligatory disciplines)	1. discipline	7
	2. discipline	7
	3. discipline	7
	1. Foreign language	7
	2. Foreign language	7
<b>Core mandatory disciplines - TOTAL</b>		<b>35</b>
Povinně volitelné předměty/Core elective disciplines (Restricted selective disciplines)	1. discipline	7
	2. discipline	7
	3. discipline	7
<b>Core elective disciplines – TOTAL</b>		<b>21</b>
<b>Disciplines - total</b>		<b>56</b>
Educational activities	1. course/1semester	7
	2. course/1semester	7
<b>Educational activities TOTAL</b>		<b>14</b>
<b>Foreign scientific-research stay internship (1 month)</b>	The purpose of the internship is to extend the doctoral student's knowledge in the area corresponding with the topic of the student's dissertation. The outcomes of the internship must be submitted in the form of the final report.	<b>20</b>
<b>Scientific, publication and creative activities</b>	Publication (scientific book, paper...) Active participation in a scientific conference Review Involvement in a research project Art presentation ( <i>max. 20 credits</i> )	<b>86</b>
<b>Defence of the dissertation thesis research project (concept)</b>	As part of the doctoral examination the student shall defend the dissertation thesis (project)	<b>10</b>
<b>Dissertation thesis conceiving and preparation</b>	The student shall produce a complete dissertation thesis	<b>40</b>

<b>Other expertise activities</b>	Development of a teaching aid or study material Work in a counselling centre or a similar facility	<b>14</b>	
<b>Total</b>		<b>240</b>	

<b>Core mandatory disciplines</b>	<b>Number of credits</b>	<b>Guarantor</b>
Philosophical aspects of education	7	doc. Mgr. Štefan Chudý, Ph.D.
Abnormal psychology	7	doc. PhDr. Irena Plevová, Ph.D.
Methodology of education	7	doc. Mgr. Miroslav Dopita, Ph.D.
Foreign language 1	7	doc. PhDr. Václav Řeřicha, CSc. doc. PhDr. Eva Maria Hrdinová
Foreign language 2	7	Školitel/Supervisor

<b>Core elective disciplines</b>	<b>Kredity/ Credits</b>	<b>Garant/Guarantor</b>
<b>The student elects 3 disciplines relevant to the focus of his/her dissertation thesis</b>		
Etiology, classification and symptomatology of physical disability and mobility impairment (including orthopaedic impairment)	7	doc. Mgr. Jiří Kantor, Ph.D.
Diagnostics in special education of persons with physical disability and mobility impairment (including orthopaedic impairment)	7	doc. Mgr. Jiří Kantor, Ph.D.
Technical aids for people with physical disability and mobility impairment, their use in special education practice	7	doc. Mgr. Jiří Kantor, Ph.D.
Theory of education of persons with physical disability and mobility impairment, or with Other Health Impairments (OHI)	7	doc. Mgr. Jiří Kantor, Ph.D.
Comprehensive rehabilitation of children with cerebral palsy	7	doc. Mgr. Jiří Kantor, Ph.D.
Rehabilitation programmes for persons with physical disability and mobility impairment	7	doc. Mgr. Jiří Kantor, Ph.D.
Specific aspects of education of persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph.D.

The personality of a special needs educator	7	Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.
Alternative and augmentative communication systems (AAC)	7	Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.
Education of children with multiple disability	7	Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.
Systematic approach to education of children, pupils and students with special education needs in a European and global context	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Systematic solutions of educational and social services in a European and global context	7	Prof. PhDr. PaedDr. Miloň Potměšil, Ph.D.
Classification and diagnostics of emotional and behavioural disorders (EBD)	7	Prof. PaedDr. Milan Valenta, Ph.D.
Etiology of emotional and behavioural disorders (EBD)	7	Prof. PaedDr. Milan Valenta, Ph.D.
Etiology, symptomatology, therapy and prevention of substance abuse	7	Prof. PaedDr. Milan Valenta, Ph.D.
Educational, behavioural and psychotherapeutic strategies in treatment of persons with behavioural disorders	7	Prof. PaedDr. Milan Valenta, Ph.D.
Primary, secondary, and tertiary prevention of emotional and behavioural disorders (EBD)	7	Prof. PaedDr. Milan Valenta, Ph.D.
Causes of personality disorders	7	doc. PhDr. Vojtech Regec, Ph.D.
The process of socialization of persons with disabilities	7	doc. PhDr. Vojtech Regec, Ph.D.
Contemporary strategies and tendencies in education of pupils and students with disability	7	doc. PhDr. Vojtech Regec, Ph.D.
Pathology of vision	7	Prof. PaedDr. Libuše Ludíková, CSc.
Special education diagnostics in persons with visual impairment	7	doc. Mgr. Dita Finková, Ph.D.
Educational process in students with visual impairment	7	doc. Mgr. Dita Finková, Ph.D.
Integrative and segregational phenomena in the educational process and intervention of students with visual impairment	7	doc. Mgr. Dita Finková, Ph.D.
Equipment for the visually impaired and current	7	doc. Mgr. Dita Finková, Ph.D.

developmental trends			
Process of socialization of persons with visual impairment	7	doc. Mgr. Dita Finková, Ph.D.	
Historical insight into the development of treatment of persons with visual impairment	7	Prof. PaedDr. Libuše Ludíková, CSc.	
Auditory pathology	7	doc. Mgr. Jiří Langer, Ph.D.	
Special education diagnostics of persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
Concept of education and care of persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
The process of socialization of persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
Contemporary technical and compensatory aids for persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
Visual communication systems in persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
Orální koncepce komunikace u sluchově postižených/Oral communication approach in persons with hearing impairment	7	doc. Mgr. Jiří Langer, Ph.D.	
Historical development of deaf education	7	doc. Mgr. Jiří Langer, Ph.D.	
Special education diagnostics	7	Prof. PaedDr. Milan Valenta, Ph.D.	
Intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph.D.	
The process of socialization in persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph. D.	
Diagnostics in special education of persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph. D.	
Alternative and augmentative communication in severe intellectual disability and autism spectrum disorders	7	Prof. PaedDr. Milan Valenta, Ph. D.	
Institutionalisation and de-institutionalisation in the education of persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph. D.	
Historical development of care for persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph. D.	
Expressive therapy of persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph.D.	
Dramatherapy	7	Prof. PaedDr. Milan Valenta, Ph.D.	

Drawing as a diagnostic and therapeutic phenomenon in persons with intellectual disability	7	Prof. PaedDr. Milan Valenta, Ph.D.
Phylogenetic and ontogenetic development of human speech	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Diagnostics of disrupted communication ability	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Developmental speech and language disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Speech fluency disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Symptomatic (secondary) speech, communication and language disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Voice and resonance disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Neurogenic communication disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Specific (developmental) learning disorders	7	doc. Mgr. Kateřina Vitásková, Ph.D.
Organization of speech and language therapy intervention in a European and global context	7	doc. Mgr. Kateřina Vitásková, Ph.D.

#### **Requirements for internships**

Throughout the course of the study, each student must take a scientific-research internship of at least one month. The purpose of the internship is to extend the doctoral student's knowledge in the area corresponding with the topic of the student's dissertation.

The outcomes of the internship must be submitted in the form of the final report.

#### **Other study requirements**

Other requirements as defined by the Study Code are as follows: publication in a national and international reviewed scientific periodical, active participation in domestic and international scientific conferences, participation in research activities of the supervisor or the Institute of Special Education Studies, lectures given in Bachelor's or Master's degree programmes. Practical experience by means of regular activities in special education (or speech-language pathology) establishments.