



STATE DOCTORAL EXAM – REQUIREMENTS

in the doctoral study program
Special education

Requirements for submitting an application for the state doctoral examination

E.g. fulfillment of all study obligations arising from the ISP, thesis (scope), specification of other mandatory appendices (CV, an overview of outputs, etc.)

- *fulfillment of all study obligations arising from the ISP*
- *thesis of the dissertation with overview of the scientific and research outputs*
- *CV*

Topics of the state doctoral examination

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*

The course of the state doctoral examination

After the draw of one of three core elective disciplines topics (Disciplines type B from the student individual study plan passed during the PhD study), the student should adequately response to the questions given by the members of the state examination committee and during the oral scientific discourse prove his/her scientifically proper knowledge and competence. The questions given by the committee members should be in the relation to the drawn topic. The student should adequately response to all given questions. One member of the committee types the questions to the protocol.

During the second part of the exam, the student introduce the brief thesis of his/her thus far elaborated version of the dissertation work and response to the questions and comments of the committee members.

After the committee members' discussion, the head of the committee type it into the protocol and announces the student the final decision on his/her result.



The general rules of the state doctoral examination are stated in the Article 43 of the fifth consolidated version of the Study and examination code of Palacký University Olomouc (version from of 2 July 2019) (Study and examination Code, p. 24):

1. *During the State Doctoral Examination, the doctoral student demonstrates his or her expert and theoretical knowledge in the given programme of study, including the knowledge of the basic research methods, ability to acquire new scientific information, assess it and apply it creatively. The requirements as to the knowledge are based on the doctoral studies individual curriculum.*
2. *A majority of members of the Examination Board for the State Doctoral Examination, and its President or Vice-President, must be present at the State Doctoral Examination at all times.*
3. *The State Doctoral Examination is public. Before the Examination Board deliberates to discuss the result as well as during the public part of the State Doctoral Examination, the Supervisor may express his or her view even in the closed session; the Supervisor must not be present during the rest of the closed session.*
4. *The Examination Board for the State Doctoral Examination decides on the result of the State Doctoral Examination by secret vote; the result may be either “pass” or “fail”. A majority of all members present voting “pass” is required for the “pass” assessment.*