

Hybrid Professional Master's Degree

Emotional Intelligence



Hybrid Professional Master's Degree

Emotional Intelligence

Modality: Hybrid (Online + Internship)

Duration: 12 months.

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Website: www.techtitude.com/us/education/hybrid-master-degree/hybrid-master-degree-emotional-intelligence

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01

Introduction to the Program

The growing demand for emotionally safe and motivating educational environments has put training in Emotional Intelligence for teachers in the spotlight. Among its main benefits are improved conflict management and strengthened assertive communication in the classroom, which promotes the creation of safe and collaborative environments. For this reason, specialists need to incorporate ongoing training programs that include practical methodologies and the use of innovative tools for emotional management. With this in mind, TECH has developed an innovative university program focused on the latest techniques in Emotional Intelligence.





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By completing this Hybrid Professional Master's Degree, you will master the most innovative techniques in emotional intelligence to create a favorable classroom environment"

Emotional Intelligence has established itself as an essential component in educational practice, directly influencing classroom climate, conflict management, and student motivation. However, to enjoy its benefits, teachers need a solid understanding of how to strengthen emotional skills to transform teaching practices, creating more inclusive and resilient learning environments.

Within this framework, TECH presents an exclusive Hybrid Professional Master's Degree in Emotional Intelligence. Designed by leading experts in the field, the academic program will delve into the fundamental aspects of the emotional brain, differentiating between positive and negative emotions, and exploring theoretical models such as those developed by Mayer and Salovey. In addition, intervention and assessment strategies in Pre-School, Primary, and High School education are addressed, both for students and teachers. Educational coaching and leadership techniques are incorporated to facilitate emotional management, conflict resolution, and the creation of resilient and collaborative learning environments, promoting comprehensive development and well-being throughout the educational community.

On the other hand, once the theoretical and 100% online stage of this university program has been completed, graduates will carry out a practical internship in a prestigious institution. In this way, they will join a multidisciplinary team made up of experts in the field of Emotional Intelligence. They will therefore be able to participate in real projects to contribute to the development of innovative teaching initiatives.

This **Hybrid Professional Master's Degree in Emotional Intelligence** contains the most complete and up-to-date university program on the market. Its most notable features are:

- ♦ Development of more than a 100 practical cases presented by professionals in Emotional Intelligence
- ♦ Its graphic, schematic and practical contents provide essential information on those disciplines that are indispensable for professional practice
- ♦ All of this will be complemented by theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection
- ♦ Furthermore, you will be able to carry out an internship in one of the best companies



*A prestigious teaching staff
will provide the latest tools in
the field of trends in Emotional
Intelligence"*

“

You will be able to regulate students' emotions, improving self-control and decision-making in educational contexts”

This Hybrid Professional Master's Degree, which is blended in nature, is aimed at updating professionals in the field of Education. The content is based on the latest scientific evidence and is didactically oriented to integrate theoretical knowledge into teaching practice, and the theoretical-practical elements will facilitate the updating of knowledge.

Thanks to its multimedia content elaborated with the latest educational technology, they will allow the education professional a situated and contextual learning, that is to say, a simulated environment that will provide an immersive learning programmed to train in real situations. The design of this program is based on Problem-Based Learning, by means of which the student must try to solve the different professional practice situations that arise during the program. For this purpose, students will be assisted by an innovative interactive video system created by renowned experts.

This university program allows you to train in simulated environments, which provide immersive learning programmed to prepare for real situations.

You will facilitate the ongoing updating of emotional skills, promoting ethical practices and the overall well-being of the educational community.



02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs, available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it has a huge faculty of more than 6,000 professors of the highest international prestige.



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Study at the largest online university in the world and ensure your professional success. The future begins at TECH”

The world's best online university, according to FORBES

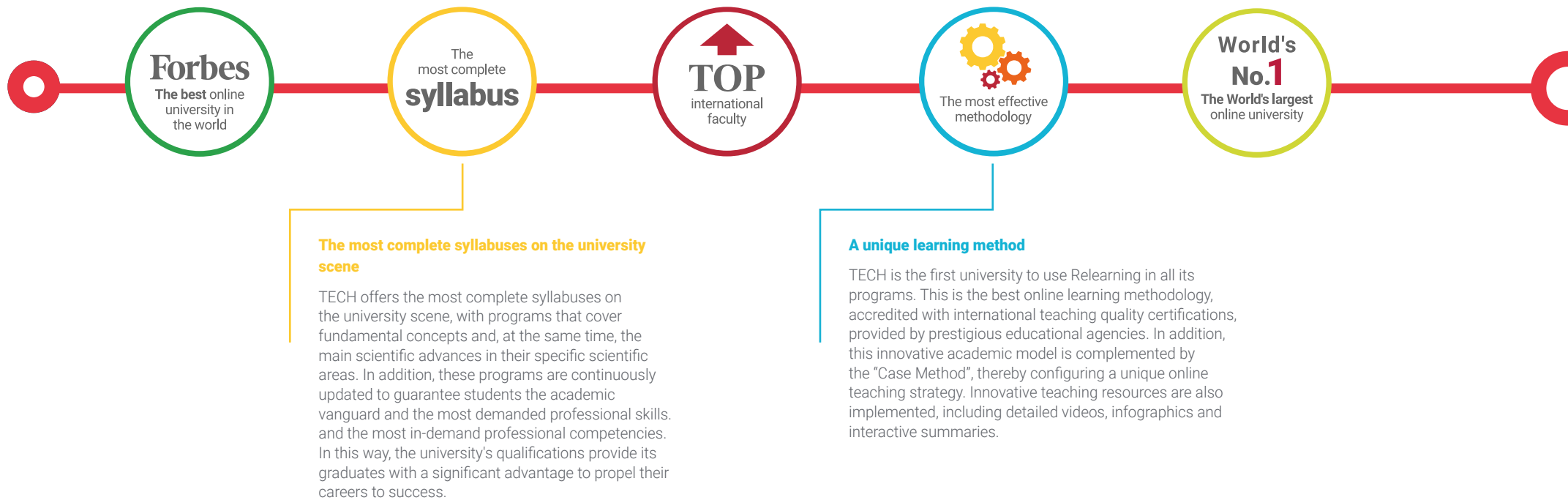
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistuba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.



The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.



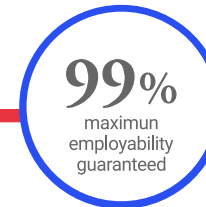
Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.



The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.



03 Syllabus

The study plan for this Hybrid Professional Master's Degree in Emotional Intelligence covers a comprehensive syllabus that starts with an analysis of the emotional brain and the differentiation between positive and negative emotions, and ends with the application of theoretical models such as Mayer and Salovey's. Specific aspects of intervention in Pre-School, Primary, and High School education are addressed, as well as the integration of educational coaching and leadership tools in the school environment. In addition, the program delves into detection, assessment, and intervention in conflictive contexts, promoting inclusive and resilient environments that enhance the overall well-being of students to achieve results.





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You will be able to establish positive interpersonal relationships and manage conflicts constructively, creating a favorable emotional climate in the classroom"

Module 1. The Emotional Brain

- 1.1. The Emotional Brain
- 1.2. Positive Emotions vs. Negative
- 1.3. Arousal vs. Valencia
- 1.4. Emotional Intelligence and the Education of Emotions according to the Mayer and Salovey Model
- 1.5. Other Models of Emotional Intelligence and Emotional Transformation
- 1.6. Social-Emotional Competencies and Creativity by Level of Intelligence
- 1.7. Emotional Coefficient vs. Intelligence
- 1.8. Alexithymia vs. Hyperemotiveness
- 1.9. Emotional Health
- 1.10. The Social Brain

Module 2. Emotional Intelligence

- 2.1. Emotional Intelligence Concept
- 2.2. Theories and Models of Emotional Intelligence
- 2.3. Components of Emotional Intelligence
- 2.4. Physiology of Emotional Intelligence
- 2.5. Evolution of Emotional Intelligence
- 2.6. Emotional Intelligence Assessment
- 2.7. Gender Differences of Emotional Intelligence
- 2.8. The Social Influence of Emotional Intelligence
- 2.9. Family and Emotional Intelligence
- 2.10. Myths and Truths of Emotional Intelligence

Module 3. Emotional Intelligence in Early Childhood, 0-6 Years Old

- 3.1. Characteristics of Early Childhood
- 3.2. Emotions in Early Childhood
- 3.3. The Role of Parents in Early Childhood
- 3.4. The Role of Others in Early Childhood
- 3.5. Development of Early Childhood

- 3.6. Emotional Disturbances in Early Childhood
- 3.7. Diagnosis in Early Childhood
- 3.8. EI Tools for Early Childhood Intervention
- 3.9. EI Intervention in Early Childhood
- 3.10. Efficacy Assessment in Childhood

Module 4. Emotional Intelligence in Pre-School Teachers

- 4.1. The Role of a Pre-School Teacher
- 4.2. Functions and Limits of a Pre-School Teacher
- 4.3. Pre-School Teacher Detection and Diagnosis
- 4.4. EI Tools for Pre-School Teachers
- 4.5. EI Intervention of the Pre-School Teacher
- 4.6. EI Intervention Effectiveness of Pre-School Teachers
- 4.7. Pre-School Teacher Conflict with Colleagues
- 4.8. Pre-School Teacher Conflict with Parents
- 4.9. EI Intervention in Pre-School Teacher Conflict
- 4.10. EI Intervention in the Work Environment of Pre-School Teachers

Module 5. Emotional Intelligence in Primary School Teachers

- 5.1. The Role of a Primary School Teacher
- 5.2. Multiple Intelligences
- 5.3. Emotional Education in the Classroom
- 5.4. Key Stakeholders in Emotional Education
- 5.5. Primary School Teacher Detection and Diagnosis
- 5.6. Systemic Teaching: A Comprehensive Approach to Education Today
- 5.7. Emotional Illiteracy in Primary School
- 5.8. Emotional Intelligence Helps Teach from a Place of Strength Rather Than Weakness
- 5.9. Emotional Intelligence in Effective and Affective Communication in Teachers
- 5.10. Emotional Intelligence in Effective and Affective Communication with Students

Module 6. Emotional Intelligence in Primary School, 6-12 Years Old

- 6.1. Characteristics of Primary Education
- 6.2. Emotions in Primary School
- 6.3. The Role of Parents in Primary School
- 6.4. The Role of Others in Primary School
- 6.5. Primary School Development
- 6.6. Emotional Disturbances in Primary School
- 6.7. Diagnosis in Primary School
- 6.8. EI Intervention Tools in Primary School
- 6.9. Intervention with EI in Primary School
- 6.10. Evaluation of the Efficiency of Emotional Intelligence in Primary School

Module 7. Emotional Intelligence in Middle School and High School, 12-16 Years Old

- 7.1. Characteristics of High School Education
- 7.2. Emotions in High School
- 7.3. The Role of Parents in High School
- 7.4. The Role of Others in High School
- 7.5. High School Development
- 7.6. Emotional Disturbances in High School
- 7.7. Diagnosis in High School
- 7.8. Emotional Intelligence Intervention Tools in High School
- 7.9. Intervention with Emotional Intelligence in High School
- 7.10. Evaluation of the Efficiency of Emotional Intelligence in High School

Module 8. Emotional Intelligence in High School Teachers

- 8.1. The Role of a High School Teacher
- 8.2. Functions and Limits of a High School Teacher
- 8.3. High School Teacher Detection and Diagnosis

- 8.4. Emotional Intelligence Tools of High School Teachers
- 8.5. Intervention in EI of High School Teachers
- 8.6. Effectiveness of Intervention in EI of High School Teachers
- 8.7. Middle School and High School Teacher Conflict with Colleagues
- 8.8. High School Teacher Conflict with Parents
- 8.9. Intervention of Emotional Intelligence in the Conflict of a High School Teacher
- 8.10. Intervention of Emotional Intelligence in the Work Environment of a High School Teacher

Module 9. Educational Coaching

- 9.1. Defining Coaching
- 9.2. Coaching Tools
- 9.3. Coaching Requirements
- 9.4. Coaching Applied in the Classroom
 - 9.4.1. Coaching Exercises in Class
 - 9.4.2. Coaching Tools in Class
- 9.5. Evaluation of the Intervention of Educational Coaching
- 9.6. Efficiency of Educational Coaching
- 9.7. Educational Proposals from Coaching
- 9.8. Participation of Education Staff in Coaching

Module 10. Educational Leadership

- 10.1. Structures of Power in an Education Center
- 10.2. Election and Functions of the Leader
- 10.3. Workplace Environment
- 10.4. School Conflict Among Teachers
- 10.5. Conflict with Students
- 10.6. Group Intervention Techniques
- 10.7. Leadership Techniques
- 10.8. Intervention Among Teachers
- 10.9. Intervention in the Classroom
- 10.10. Change in the Classroom

04

Teaching Objectives

The design of this Hybrid Professional Master's Degree in Emotional Intelligence will enable teachers to acquire the necessary skills to transform their educational practice by integrating emotional strategies into the classroom. Through a comprehensive and practical approach, emotional leadership, conflict management, and pedagogical innovation will be enhanced, promoting excellence in comprehensive education and the well-being of the entire school community.



“

You will promote the use of methodologies and tools that integrate Emotional Intelligence into curriculum planning”



General Objective

- The overall objective of this academic program is to enable professionals to update and hone their skills in emotional strategies from a practical perspective. Graduates will acquire advanced skills in advanced techniques that will drive leadership and pedagogical innovation to transform daily practice. This will enable experts not only to lead educational transformation processes, but also to foster inclusive and emotionally resilient environments.



You will achieve your objectives with the support of TECH's teaching tools, including explanatory videos and interactive summaries"





Specific Objectives

Module 1. The Emotional Brain

- ♦ Analyze the amygdala and positive emotion
- ♦ Discover what The Papez Circuit is
- ♦ Discover the relationship between intelligence and the life cycle
- ♦ Unravel the information on inherited intelligence
- ♦ Classify the direct assessment of intelligence
- ♦ Determine what the indirect assessment of intelligence is
- ♦ Identify the Flynn Effect
- ♦ Understand the relationship between the central nervous system and Emotional Intelligence

Module 2. Emotional Intelligence

- ♦ Analyze academic intelligence
- ♦ Define emotional intelligence
- ♦ Understand multiple intelligences
- ♦ Define emotional illiteracy
- ♦ Classify high abilities
- ♦ Explore giftedness
- ♦ Understand people with functional diversity
- ♦ Determine the role of Intelligence Labeling

Module 3. Emotional Intelligence in Early Childhood, 0-6 Years Old

- ♦ Define the life cycle of emotional intelligence.
- ♦ Recognize the qualitative assessment of emotional intelligence.
- ♦ Discover the quantitative assessment of emotional intelligence.
- ♦ Provide practical strategies and resources to stimulate emotional intelligence in children aged 0 to 6 years

Module 4. Emotional Intelligence in Pre-School Teachers

- ♦ Explore the relationship between adulthood and gender in emotional intelligence
- ♦ Analyze the social determinism of emotional intelligence
- ♦ Understand unitary intelligence
- ♦ Identify multiple intelligence

Module 5. Emotional Intelligence in Primary School Teachers

- ♦ Differentiate between emotional maturity and emotional intelligence
- ♦ Discover emotional relearning
- ♦ Observe the relationship between intelligence and social skills
- ♦ Develop strategies for applying emotional intelligence in the classroom

Module 6. Emotional Intelligence in Primary School, 6-12 Years Old

- ♦ Analyze the relationship between creativity and intelligence
- ♦ Discover the role of self-awareness and intelligence
- ♦ Recognize social change in emotional intelligence
- ♦ Define the role of family patterns in emotional intelligence.





Module 7. Emotional Intelligence in Middle School and High School, 12-16 Years Old

- ♦ Understand the function of the amygdala and negative emotion
- ♦ Recognize the intensity of emotion
- ♦ Determine the affective value of emotion
- ♦ Provide effective tools for adolescents to learn how to regulate their emotions

Module 8. Emotional Intelligence in High School Teachers

- ♦ Clarify the meaning of borderline personality
- ♦ Recognize the role of emotional intelligence
- ♦ Recognize the types of social skills techniques
- ♦ Classify the types of cognitive restructuring techniques

Module 9. Educational Coaching

- ♦ Discover the different types of relaxation techniques
- ♦ In-depth knowledge in the applied practice of relaxation.
- ♦ Rate the types of systematic desensitization techniques
- ♦ Identify and understand the different types of biofeedback techniques

Module 10. Educational Leadership

- ♦ Verify the connection between intelligence and creativity
- ♦ Explore hypersensitivity to emotions
- ♦ Understand the relationship between intelligence and emotion
- ♦ Identify emotional intelligence

05

Internship

After completing the online theoretical phase, this university program includes an Internship Program period at a leading center specializing in Emotional Intelligence. There, graduates will receive the support of a mentor who will guide them throughout the entire process, from preparation to the completion of their training experience.



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*You will carry out an Internship Program
at a renowned institution specializing in
Emotional Intelligence"*

The Internship Program period of this Emotional Intelligence program consists of a 3-week placement at a prestigious institution, from Monday through Friday with 8-hour consecutive shifts of practical training alongside a supervising specialist. This Internship program will enable graduates to implement emotional strategies in the educational environment, observing first-hand the application of self-regulation techniques, conflict resolution, and affective communication.

In this entirely practical Internship Program, activities are aimed at developing and honing the skills necessary to provide educational services in areas and conditions that require a high level of qualification.

This is undoubtedly the perfect opportunity to learn by working in an innovative center, where real-time management and monitoring of the emotional climate is the cornerstone of the educational culture. This new way of understanding and integrating emotional processes makes this institution the ideal teaching environment for this transforming experience in the refinement of emotional skills.

The practical part will be carried out with the active participation of the student performing the activities and procedures of each area of competence (learning to learn and learning to do), with the support and guidance of teachers and other training colleagues who facilitate teamwork and multidisciplinary integration as cross-cutting skills for the practice of Emotional Intelligence (learning to be and learning to relate).

The procedures described below will be the basis of the practical part of the Internship Program, and its realization will be subject to the center's own availability and workload, being the proposed activities the following:





Module	Practical Activity
Emotional Regulation in the Pre-School Stage	Observe and identify children's emotional expressions to identify early emotional needs
	Design playful and sensory activities that encourage the identification and expression of basic emotions
	Encourage the development of emotional language by teaching children to name what they feel
	Provide emotional support during moments of conflict, helping to manage frustration or changes in routine
Social-emotional development in Pre-School teachers	Detect and manage professional stress in Pre-School teachers, promoting emotional self-regulation in the school environment
	Foster emotional awareness, helping teachers identify and name their emotions and those of their students
	Implement emotional training programs focused on self-control, empathy, and decision-making in the classroom
	Implement group emotional reflection sessions, where experiences, emotions, and challenges specific to working with young children are addressed
Pedagogical leadership	Mediate school conflicts from an emotionally intelligent approach, helping to resolve tensions between students, teachers, or families with emotional regulation strategies
	Implement emotional leadership methodologies in the management of school projects, pedagogical innovations, or coexistence plans
	Assess the emotional climate of the school, identifying areas for improvement to promote more humane, inclusive, and safe school environments
	Collaborate in the design of institutional improvement plans, integrating emotional and healthy leadership indicators
Educational Coaching Strategies	Design individual or group coaching sessions that promote reflection, decision-making, and emotional management in students
	Facilitate the development of social-emotional skills such as empathy, resilience, assertiveness, and active listening in the classroom
	Guide processes to improve the school climate through interventions focused on peaceful conflict resolution, affective communication, and collaborative work
	Develop self-awareness and emotional leadership dynamics with the aim of educating conscious, autonomous, and emotionally competent students

Civil Liability Insurance

The university's main concern is to guarantee the safety of the interns, other collaborating professionals involved in the internship process at the center. Among the measures dedicated to achieve this is the response to any incident that may occur during the entire teaching-learning process.

To this end, the university commits to purchasing a civil liability insurance policy to cover any eventuality that may arise during the stay at the internship center.

This liability policy for interns will have broad coverage and will be taken out prior to the start of the Internship Program period. That way professionals will not have to worry in case of having to face an unexpected situation and will be covered until the end of the internship program at the center.



General Conditions of the Internship Program

The general terms and conditions of the internship agreement for the program are as follows:

1. TUTOR: During the Hybrid Master's Degree, students will be assigned with two tutors who will accompany them throughout the process, answering any doubts and questions that may arise. On the one hand, there will be a professional tutor belonging to the internship center who will have the purpose of guiding and supporting the student at all times. On the other hand, they will also be assigned with an academic tutor whose mission will be to coordinate and help the students during the whole process, solving doubts and facilitating everything they may need. In this way, the student will be accompanied and will be able to discuss any doubts that may arise, both clinical and academic.

2. DURATION: The internship program will have a duration of three continuous weeks, in 8-hour days, 5 days a week. The days of attendance and the schedule will be the responsibility of the center and the professional will be informed well in advance so that they can make the appropriate arrangements.

3. ABSENCE: If the students does not show up on the start date of the Hybrid Master's Degree, they will lose the right to it, without the possibility of reimbursement or change of dates. Absence for more than two days from the internship, without justification or a medical reason, will result in the professional's withdrawal from the internship, therefore, automatic termination of the internship. Any problems that may arise during the course of the internship must be urgently reported to the academic tutor.

4. CERTIFICATION: Professionals who pass the Hybrid Master's Degree will receive a certificate accrediting their stay at the center.

5. EMPLOYMENT RELATIONSHIP: the Hybrid Master's Degree shall not constitute an employment relationship of any kind.

6. PRIOR EDUCATION: Some centers may require a certificate of prior education for the Hybrid Master's Degree. In these cases, it will be necessary to submit it to the TECH internship department so that the assignment of the chosen center can be confirmed.

7. DOES NOT INCLUDE: The Hybrid Master's Degree will not include any element not described in the present conditions. Therefore, it does not include accommodation, transportation to the city where the internship takes place, visas or any other items not listed.

However, students may consult with their academic tutor for any questions or recommendations in this regard. The academic tutor will provide the student with all the necessary information to facilitate the procedures in any case.

06

Internship Centers

This Hybrid Professional Master's Degree includes an Internship Program at a prestigious center where students will put into practice everything they have learned about Emotional Intelligence. In this regard, and in order to make this degree more accessible to professionals, TECH offers graduates the opportunity to complete it at different institutions globally. This institution therefore reinforces its commitment to quality and affordable education for all.



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You will complete an immersive practical internship at an organization that specializes in Emotional Intelligence”

tech 30 | Internship Centers



The student will be able to complete the practical part of this Hybrid Professional Master's Degree at the following centers:



anda CONMIGO Villanueva del Pardillo

Country: Spain City: Madrid

Address: esquina, Av. de Madrid s/n, Av. del Guadarrama, 18, 28229 Villanueva del Pardillo, Madrid

Center specialized in Autism, Developmental Delay, and Early Intervention

Related internship programs:

- Emotional Intelligence





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Boost your career path with holistic teaching, allowing you to advance both theoretically and practically”

07

Career Opportunities

This TECH university degree is a unique opportunity for all teachers looking to update their skills and master Emotional Intelligence tools that have a high impact on classroom management. Through valuable knowledge, graduates of this program will expand their teaching skills, improve the school environment, and enhance the emotional well-being of their students, opening up new opportunities in the field of education.



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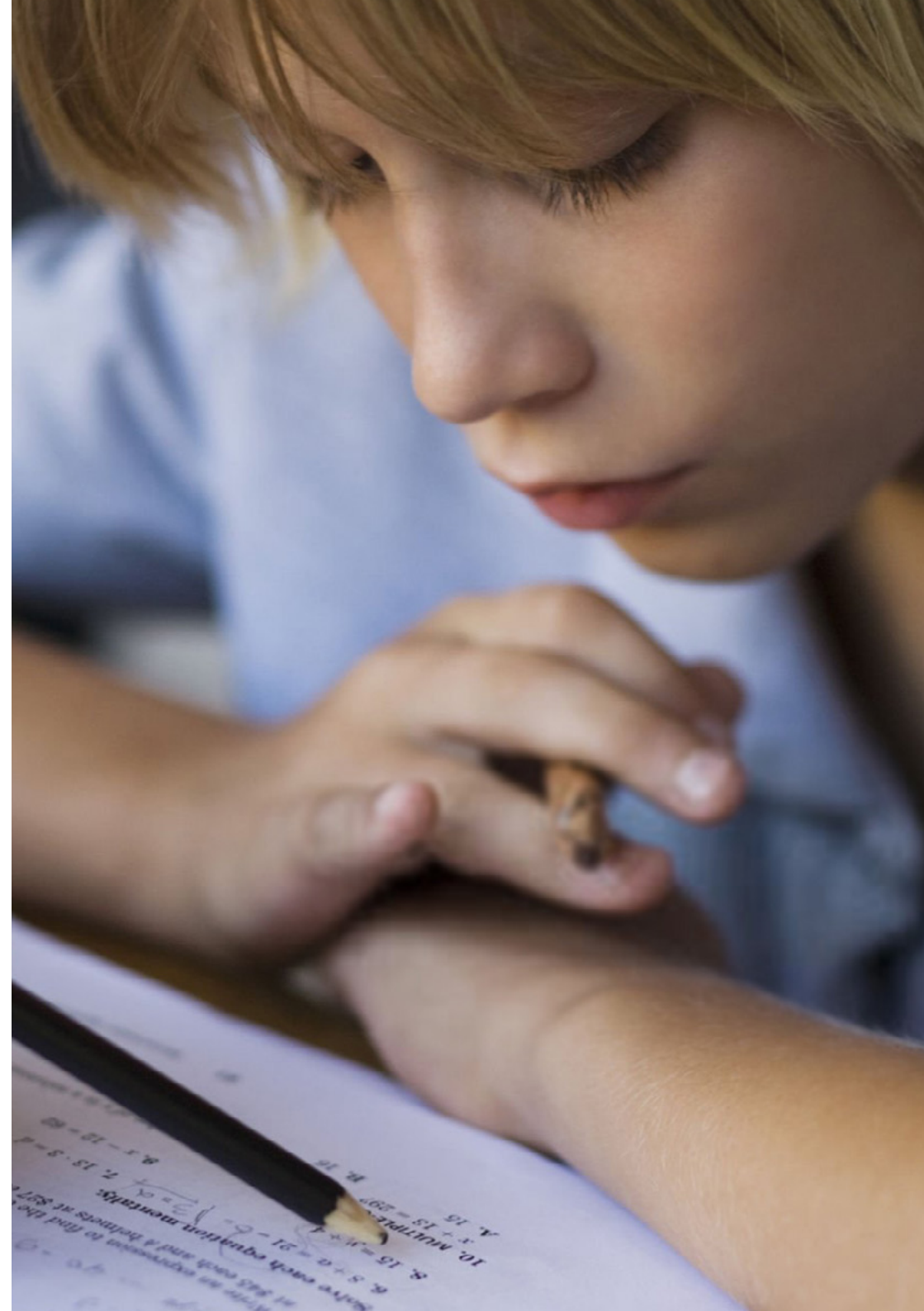
Would you like to train as a teacher specializing in Emotional Management in Education? Achieve it by taking this university program in less than a year"

Graduate Profile

Graduates of this Hybrid Professional Master's Degree in Emotional Intelligence for Teachers will be professionals qualified to integrate social and emotional strategies into educational settings, improving the school environment and promoting the comprehensive development of students. In addition, they will have the skills to design, implement, and evaluate self-regulation and empathy programs, addressing emotional and ethical challenges. Furthermore, they will lead educational innovation projects and promote continuous training in emotional skills, with a solid theoretical and practical foundation.

You will develop protocols for the development of emotional skills in school environments to strengthen well-being and coexistence.

- ♦ **Emotional Management in Educational Environments:** Ability to incorporate emotional intelligence techniques into teaching practice, improving the school climate and promoting the overall well-being of students
- ♦ **Emotional Conflict Resolution:** Ability to use critical thinking to identify and resolve emotional challenges in the classroom, optimizing coexistence through self-regulation and assertive communication strategies
- ♦ **Ethical Commitment and Institutional Well-being:** Responsibility in applying ethical principles and rules of coexistence, ensuring a safe and respectful environment in the educational community by implementing emotional intelligence practices
- ♦ **Interdisciplinary Collaboration and Educational Coaching:** Ability to communicate and work effectively with other education professionals and support teams, facilitating the integration of emotional intelligence in school management and professional development for teachers



After completing the program, you will be able to use your knowledge and skills in the following positions:

1. **Specialized Teacher in Emotional Management in Education:** Responsible for designing and implementing emotional intelligence strategies in school environments to strengthen well-being and coexistence.
Responsibilities: Develop programs and protocols for the development of emotional skills, train teachers in self-regulation and conflict resolution techniques.
2. **Educational Emotional Coaching Project Coordinator:** Leads initiatives that integrate coaching and emotional management methodologies into the curriculum, promoting transformative leadership in the educational community.
Responsibilities: Coordinate teams of teachers and specialists, manage innovative projects, and supervise the implementation and assessment of emotional strategies in the center.
3. **Social-Emotional Intervention and School Well-being Advisor:** Guides institutions in adopting practices that improve the emotional health of students and teaching staff.
Responsibilities: Analyzes the emotional needs of the educational community, recommends and implements intervention strategies, and follows up to ensure a positive learning environment.
4. **Research Professor in Emotional Competencies:** Specializes in conducting applied studies on the effectiveness of emotional intelligence strategies in the educational field.
Responsibilities: Conduct research, analyze results, and publish findings that contribute to the continuous improvement of teaching practices in the social-emotional area.
5. **Specialist in Educational Emotional Leadership:** Focused on fostering transformational leadership through the development of emotional competencies in management teams and teachers.
Responsibilities: Implement initiatives that integrate emotional intelligence into school management, facilitate empathy-based decision-making, and promote a climate of collaboration and resilience.



You will implement initiatives that incorporate Emotional Intelligence into school management to promote a climate of collaboration and resilience"

08

Study Methodology

TECH is the first university in the world to combine case study methodology with Relearning, a 100% online learning system based on guided repetition.

This innovative pedagogical strategy has been conceived to offer professionals the opportunity to update knowledge and develop skills in an intensive and rigorous way. A learning model that places the student at the center of the academic process and gives them the leading role, adapting to their needs and leaving aside the more conventional methodologies.



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TECH prepares you to face new challenges in uncertain environments and achieve success in your career”

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.

The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

“

*At TECH you will NOT have live classes
(which you might not be able to attend)”*



The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

“*TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want*”

Case Studies or Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.



Relearning Method

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and more performance, involving you more in your specialization, developing a critical spirit, defending arguments and contrasting opinions: a direct equation to success.



A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.



The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

The university methodology top-rated by its students

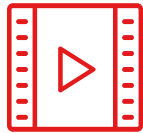
The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.



Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.



Interactive Summaries

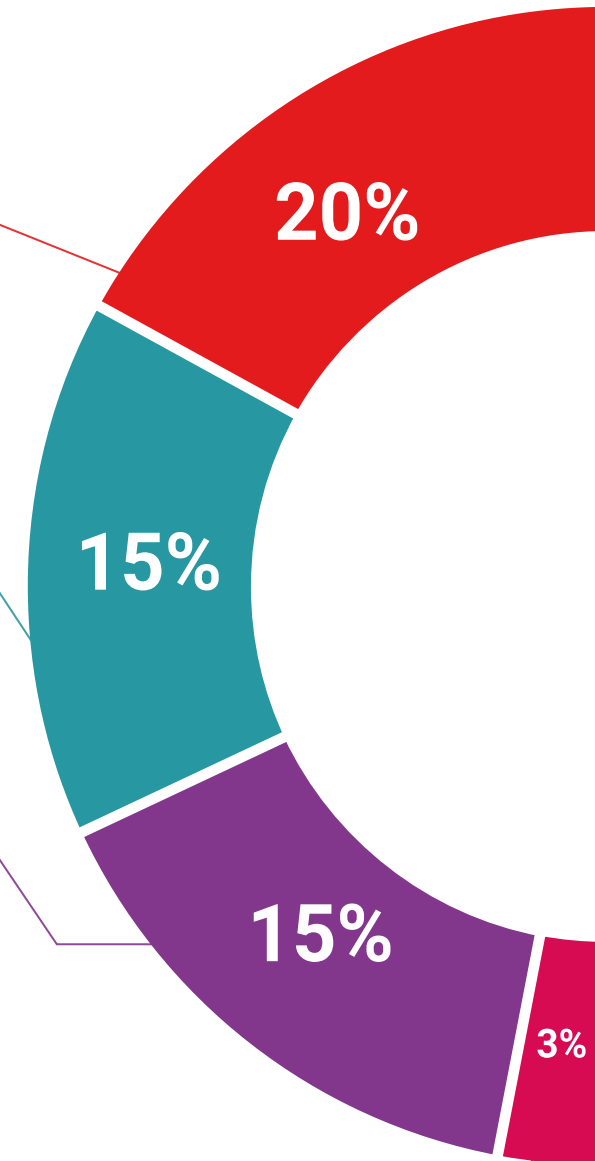
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

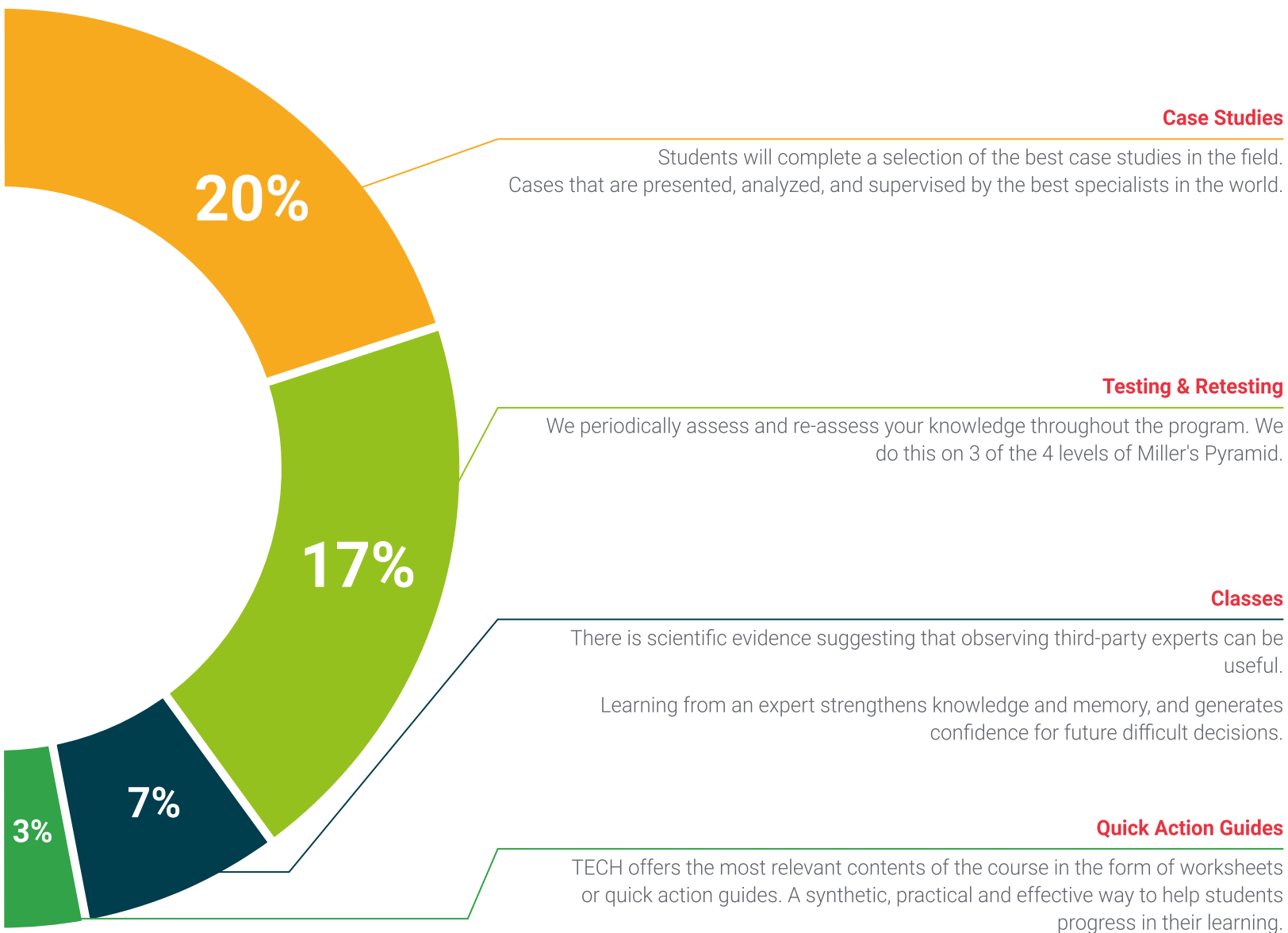
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





09

Teaching Staff

TECH's fundamental premise is to provide the most complete and innovative university programs on the educational market. To achieve this, it carries out a meticulous process to select its teaching staff. As a result, this Hybrid Professional Master's Degree features the participation of true experts in Emotional Intelligence. They have developed a variety of teaching materials that stand out for their high quality and adaptation to the demands of today's job market. Without a doubt, this is an immersive experience that will help graduates significantly broaden their professional horizons.



“

You will enjoy personalized guidance from our teaching team, made up of true experts in Emotional Intelligence"

Management



Dr. De la Serna, Juan Moisés

- ♦ Independent Psychologist and expert writer in Neurosciences
- ♦ Writer specialized in Psychology and Neurosciences
- ♦ Author of the Open Chair of Psychology and Neurosciences
- ♦ Scientific Disseminator
- ♦ Doctorate in Psychology
- ♦ Bachelor's Degree in Psychology. University of Seville
- ♦ Master's Degree in Neurosciences and Behavioral Biology. Pablo de Olavide University, Seville
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED.
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Seville
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia



Ms. Jiménez Romero, Yolanda

- ♦ Pedagogical Advisor and External Educational Collaborator
- ♦ Academic Coordinator of Online University Campus
- ♦ Territorial Director of the Extremadura-Castile La Mancha Institute of High Abilities
- ♦ Creation of INTEF Educational Contents in the Ministry of Education and Science
- ♦ Degree in Primary Education with a specialization in English
- ♦ Psychopedagogue by the International University of Valencia
- ♦ Master's Degree in Neuropsychology of High Abilities
- ♦ Master's Degree in Emotional Intelligence Specialist in NLP Practitioner

Professors

Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
- ♦ Psychopedagogical Area Manager at Atenea Study Center.
- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology, UNED
- ♦ Degree in Pedagogies from the Complutense University Madrid
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence from UNED
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication

Ms. Pellicer Royo, Irene

- ♦ Postgraduate Diploma in Emotional Education at the Jesuitas-Caspe School, Barcelona
- ♦ Professional Master's Degree in Medical Sciences Applied to Physical Activity and Sport by the University of Barcelona.
- ♦ Professional Master's Degree in Emotional Education and Well-being from the University of Barcelona.
- ♦ Degree in Physical Activity and Sport Sciences at the University of Lérida.



Ms. Martínez Zarza, Ana María

- ♦ Director of the Center for Personal Growth, Ana Zarza.
- ♦ Director of workshops for parents on Emotional Intelligence and Coaching.
- ♦ Degree in Psychopedagogy from UNED
- ♦ Postgraduate Diploma in Emotional Intelligence at the UNIR
- ♦ Specialist in Transpersonal Therapy by the European University Miguel de Cervantes.
- ♦ Advanced Course in Coaching by the University Rey Juan Carlos

Mr. Salido Durán, Daniel

- ♦ Transpersonal Therapist
- ♦ Postgraduate Diploma in Emotional Intelligence
- ♦ Masters Degree in Educational Coaching
- ♦ Degree in Philosophy and Educational Sciences from the University of Seville.

Mr. Monllor Pérez, Francisco

- ♦ Integrative Therapist and Family Educator
- ♦ Coordinator at La Escuela de la Vida Family Care and Training Center.
- ♦ Certified Mentor of the e-FP Project in Vocational Training
- ♦ Professional Master's Degree in Clinical Psychology from Maimonides University. Buenos Aires
- ♦ Higher Postgraduate Diploma in Emotional Intelligence, Mindfulness and Positive Psychology
- ♦ Diploma in Osteopathy
- ♦ Associate of the Argentinean Society of Stress Medicine.

10 Certificate

The Hybrid Professional Master's Degree in Emotional Intelligence guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Hybrid Professional Master's Degree issued by TECH Global University.



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*Successfully complete this program
and receive your university qualification
without having to travel or fill out laborious
paperwork"*

This private qualification will allow you to obtain a diploma for the **Hybrid Professional Master's Degree in Emotional Intelligence** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

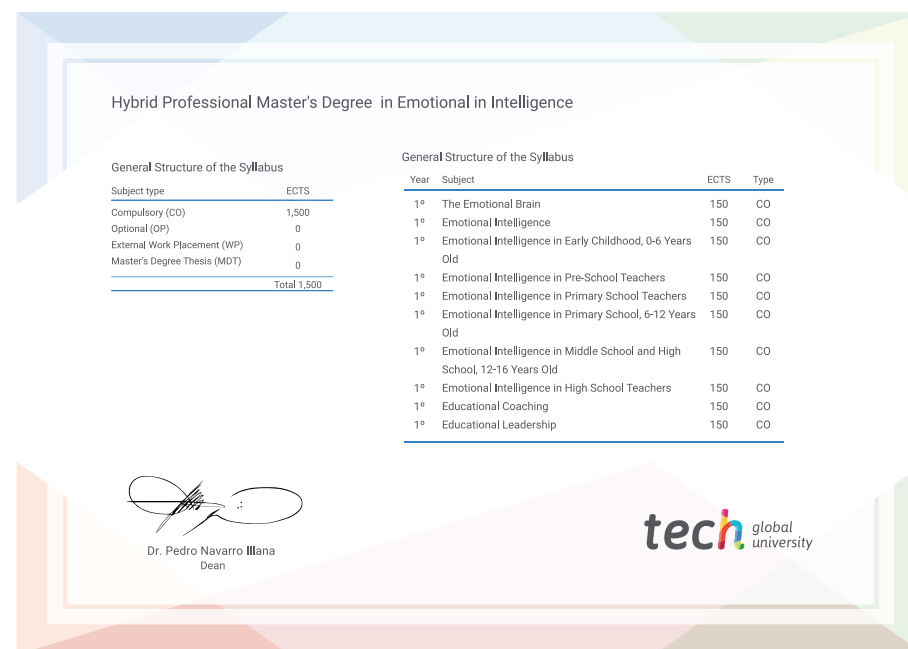
This **TECH Global University private qualification**, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Hybrid Professional Master's Degree in Emotional in Intelligence**

Modality: **Hybrid (Online + Internship)**

Duration: **12 months.**

Credits: **60 + 4 ECTS**





Hybrid Professional Master's Degree Emotional Intelligence

Modality: Hybrid (Online + Internship)

Duration: 12 months.

Certificate: TECH Global University

Credits: 60 + 4 ECTS

Hybrid Professional Master's Degree

Emotional Intelligence

