

# Professional Master's Degree High-Capacity Individuals and Inclusive Education





## Professional Master's Degree High-Capacity Individuals and Inclusive Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/education/professional-master-degree/master-high-capacity-individuals-inclusive-education](http://www.techtute.com/us/education/professional-master-degree/master-high-capacity-individuals-inclusive-education)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Skills

---

*p. 16*

04

Course Management

---

*p. 20*

05

Structure and Content

---

*p. 24*

06

Methodology

---

*p. 34*

07

Certificate

---

*p. 42*

# 01

# Introduction

The vast majority of high-capacity students do not receive the support they need in schools, which often explains their failure at school, while there is another high percentage of students whose abilities go undetected. In this scenario, the teaching professional must be aware of the research in this field, of the new educational paradigm and of all the tools available to diagnose and propose lines of educational action. With this program, the teacher will achieve advanced learning on the strategies and methodology oriented toward these students, as well as the use of technological tools to work in an attractive way the different subjects in the classroom. All of this is conveniently available 24 hours a day thanks to the availability of the content of this 100% online program.





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*This Professional Master's Degree in High-Capacity Individuals and Inclusive Education will give you the boost your professional career as a teacher needs. Click and enroll now"*

The researchers invite us to rethink giftedness from diagnosis to intervention, taking into account a new approach based on neuropsychology, but including other disciplines such as education, where the teacher becomes a key agent for the cognitive and physical development of students with these characteristics.

The progress made in recent years has led to the development of methodologies and educational experiences with successful results. However, this has required professionals with solid knowledge of the evolution of the concept of intelligence through the different models and theories. In this scenario, the teaching professional, faced with the highly likely presence of high-capacity students in their classroom, must be aware of the progress in this field. Based on the need for specialized professionals and in the face of an increasingly pressing demand, this Professional Master's Degree is born, which will be taught by professionals in Psychology and with extensive professional experience in high-capacity individuals.

A program designed to offer a comprehensive knowledge with a solid theoretical framework, but at the same time with a practical approach that builds a complete university program with direct application in the classroom. This will allow the teaching professional to grow in their daily performance and, in turn, benefit their students.

In addition, TECH gives you the opportunity to combine your professional and/or work responsibilities with quality teaching, since the teacher has the entire syllabus at their disposal from the beginning, distributing the teaching load according to their needs. Likewise, graduates who study this program will not have to attend classes in person, nor will they have fixed class schedules, so they can connect to the virtual campus at any time of the day with just a computer or tablet.

This **Professional Master's Degree in High-Capacity Individuals and Inclusive Education** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Case studies presented by experts in High-Capacity Individuals and Inclusive Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ 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



*Do you know how to work with your high-capacity students or detect where their great talent lies? With this Professional Master's Degree, you will have all the necessary keys and techniques"*

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*This 100% online university program will show you the most effective use of ICT for high-capacity students"*

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive training programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the student will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Access with your computer at any time to the latest scientific advances on the new educational paradigm and high-capacity individuals. Enroll now.*

*Get an exhaustive knowledge about the different classifications of high-capacity individuals and their implications in the educational practice.*



# 02

# Objectives

This Professional Master's Degree in High-Capacity Individuals and Inclusive Education is oriented to provide a deep learning about the attention to diversity, the curricular organization and the concept of intelligence according to the different existing theories. This will be possible thanks to the multimedia content included in this program, based on video summaries, detailed videos and interactive diagrams.





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*This program is designed for you to acquire up-to-date knowledge in High-Capacity Individuals and Inclusive Education, using the latest educational technology”*



## General Objectives

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- ♦ Enable students to recognize and initiate the detection of children who present characteristics compatible with the high-capacity spectrum
- ♦ Introduce students to the main characteristics of high-capacity individuals, as well as to the pedagogical, scientific and legal framework in which this reality is framed
- ♦ Show students the main assessment tools, as well as the criteria to complete the process of identifying the specific educational needs required for high-capacity individuals
- ♦ Educate students in the use of techniques and strategies for educational intervention, as well as for response orientation in different extracurricular areas
- ♦ Develop in students the capacity to elaborate specific adaptations, as well as to collaborate or to promote integral programs within the educational project and the attention plan for diversity at a center
- ♦ Value the multidimensionality of high-capacity individuals and the need for multiprofessional interventions with flexible and adaptive methodologies from an inclusive perspective
- ♦ Consolidate innovation and the application of new technologies as a central and useful element in the educational process
- ♦ Awaken in students the necessary sensitivity and initiative to become the driving force behind the necessary paradigmatic change that will make an inclusive educational system possible





## Specific Objectives

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### Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- ♦ Know the characteristics of the current emerging educational paradigm within our pedagogical and scientific framework
- ♦ Differentiate the roles played by the different educational agents in the new paradigm
- ♦ Refresh the theoretical bases of the learning process in individuals
- ♦ Value the advantages of attention to diversity as opposed to obsolete educational models that no longer serve us
- ♦ Explore the possible routes to achieving quality education
- ♦ Know the place of high-capacity individuals in this new scenario of change
- ♦ Learn the scientific foundations for high-capacity individuals and the differential cognitive functioning of these students
- ♦ Interpret the different models and theories that define high-capacity individuals from different points of view
- ♦ Delve deeper into the examination of giftedness carried out in our closest environment
- ♦ Share the educational challenges of the present and the objectives of a school in the 21st century
- ♦ Understand inclusive education and attention to diversity as a fundamental right of all students
- ♦ Analyze the pedagogical and legal framework passing through the different institutional levels that mark the right to and the bases of education

### Module 2. Definition and Classification of High-Capacity Individuals

- ♦ Differentiate between special and specific educational needs
- ♦ Understand the criteria of maximum normality behind inclusive education
- ♦ Know how attention to diversity is vertically structured throughout the educational stages
- ♦ Understand the structure of the educational system and how educational projects and plans are developed
- ♦ Understand the bases of curricular organization at the center and classroom level
- ♦ Know the different possibilities of classroom organization within the framework of personalized, adaptive or inclusive attention
- ♦ Understand the functioning and expertise of educational guidance teams and their role in the attention to diversity and high-capacity individuals
- ♦ Analyze the historical background of high-capacity individuals both in Europe and around the world

### Module 3. Identification of High-Capacity Individuals

- ♦ Describe the evolution of the concept of intelligence through different models and theories
- ♦ Critically analyze the definitions of intelligence that have emerged throughout history
- ♦ Justify the current definitions of human intelligence
- ♦ Know the current definitions of high-capacity individuals
- ♦ Critically analyze the actions of the different educational administrations regarding high-capacity individuals
- ♦ Know the differential cortical development of high-capacity individuals both at a structural and functional level
- ♦ Analyze the differential diagnosis model as a basis for any type of intervention



*Acquire the theoretical knowledge and the practical tools necessary to be part of high-capacity individuals and inclusive education projects"*

**Module 4. Neuropsychology of High-Capacity Individuals**

- ♦ Demonstrate the importance of emotions in the learning process
- ♦ Describe the advantages of play and motor activity in the learning process
- ♦ Organize small educational practices based on neuropedagogical evidence in order to determine their incidence
- ♦ Apply cognitive strategies to one's own learning process, as well as in teaching
- ♦ Understand the peculiarities of the adolescent brain and the mechanisms of reward, self-control and motivation
- ♦ Differentiate neuromyths applied in education from educational practices based on neuroeducational postulates
- ♦ Understand divergent thinking and creativity as a differential trait
- ♦ Review case studies in which specific educational needs derived from high capacity are addressed
- ♦ Identify successful educational responses based on the analysis of cases of specific educational needs
- ♦ Learn about the intervention focused on the improvement of self-esteem and self-knowledge of the individual
- ♦ Analyze problem solving strategies and their application with high-capacity students
- ♦ Learn the dimensions of learning and its planning focused on individual treatment
- ♦ Analyze gnostic, mnesic and attentional mechanisms and proposals for educational practice

**Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals**

- ♦ Describe the non-pathological clinical aspects of high-capacity individuals
- ♦ Critique reference manuals and their applicability to the area of high-capacity individuals
- ♦ Know the biological, psychological and social foundations of clinical models
- ♦ Analyze the different types of dyssynchrony that accompany high-capacity individuals
- ♦ Compare, from a clinical-educational point of view, internal dyssynchrony with external dyssynchrony
- ♦ Interpret the presence of the Pygmalion effect in the classroom both positive and negative
- ♦ Anticipate the potential for identity diffusion syndrome in adolescents
- ♦ Understand overexcitability and its probable incidence in high-capacity individuals
- ♦ Differentiate between the different types of overexcitability and their manifestations

**Module 6. New Technologies in the Education of Children with High Capacities**

- ♦ Understand the urgent need for specific teacher training in the field of high-capacity individuals
- ♦ Discuss the advantages and disadvantages of the transformation of education with new methods and technological tools
- ♦ Know digital educational content, digital tools and educational platforms
- ♦ Elaborate a base of technological resources that can be used for educational practice
- ♦ Compare digital resources and share experiences to compile a resource bank
- ♦ Know the institutions that bet on and work for Inclusive education, research and for the defense of the rights of students with high capacities

### **Module 7. Educational Strategies and Methodologies**

- ♦ Identify the educational needs of students with high capacities
- ♦ Understand the importance of implementing precise curricular adaptations
- ♦ Critique the different educational measures proposed by educational administrations by analyzing the advantages and disadvantages
- ♦ Demonstrate the need for early intervention and the necessary accompaniment of an integrated and proactive diagnosis
- ♦ Understand the different rhythms of cognitive, physical and emotional development, as well as the incidence of dyssynchronies in this development
- ♦ Know the classification of high-capacity individuals in the broad spectrum that represents this multidimensional reality
- ♦ Interpret the differential cognitive profiles
- ♦ Differentiate between quantitative and qualitative cut-off points on both sides of population statistical distribution
- ♦ Know the characteristics of intellectual precocity in infants and primary school stages
- ♦ Analyze real cases of intellectual precocity
- ♦ Describe the different types of talent, both simple and compound
- ♦ Review real cases of the different types of talent, both simple and compound

### **Module 8. Self-Regulated Learning**

- ♦ Analyze the differential characteristics and complexity of giftedness, as well as the underlying clinical variables
- ♦ Become familiar with practical cases of giftedness in secondary education
- ♦ Interpret gender and developmental differential variables that accompany giftedness
- ♦ Discuss the importance of assessing and considering the cognitive learning styles of students in the design of educational programs
- ♦ Analyze the different models that explain learning styles
- ♦ Compare learning styles with cognitive styles
- ♦ Compare assessment tools of cognitive learning styles

### **Module 9. Creativity and Emotional Education in the Classroom**

- ♦ Plan educational actions and precise orientations to favor the development of each learning style
- ♦ Know the main obstacles and aspects to avoid in order not to compromise normal student development while respecting their learning styles
- ♦ Discuss the consideration of learning styles and their repercussion on the different educational stages
- ♦ Understand the process of identifying specific educational needs regarding high-capacity individuals
- ♦ Plan the most frequent questions and answers regarding the detection of student potential
- ♦ Propose strategies and projects for initial screening in schools
- ♦ Differentiate between individual screening and group-classroom screening
- ♦ Review screening projects carried out in our environment
- ♦ Know the different screening protocols and tools used with teachers, students and families
- ♦ Apply screening instruments in close contexts

**Module 10. Neurolinguistics and High-Capacity Individuals**

- ♦ Justify the importance of language and neurolinguistic programming as a support to the educational process
- ♦ Review the importance of executive functions in the learning process
- ♦ Apply emotional management and social skills techniques oriented to educational practice
- ♦ Propose strategies of accompaniment and intervention focused on families
- ♦ Review strategies of emotional intelligence applied to family intervention in cases of high-capacity individuals
- ♦ Review educational intervention based on educational projects and diversity plans
- ♦ Critique teacher training plans
- ♦ Propose innovative teacher training plans adjusted to current knowledge

**Module 11. Intervention in High-Capacity Individuals**

- ♦ Know the integrated diagnostic model and its phases
- ♦ Know the comorbidities that usually accompany the spectrum of high-capacity individuals
- ♦ Differentiate between manifestations or symptoms that could be related to high capacity and symptoms that could be related to the presence of disorders
- ♦ Organize the decision-making process based on initial diagnoses
- ♦ Propose specific lines of action for educational intervention
- ♦ Analyze the lines of intervention proposed at family and personal levels based on case studies assessing their impact

**Module 12. Successful Educational Experiences**

- ♦ Review the curricular organization in different educational stages
- ♦ Compare screening results carried out by different educational agents
- ♦ Know the process of psycho-pedagogical evaluation as part of the identification process
- ♦ Analyze the most frequent psycho-pedagogical evaluation tools
- ♦ Learn how to interpret the results of a psycho-pedagogical evaluation with regard to educational responses

**Module 13. Guidelines for Clinical Practice in Primary Care**

- ♦ Discuss the presence of clinical features, their interpretation on the basis of high-capacity individuals and potential diagnosis errors
- ♦ Define the action plan for primary care in clinical complications
- ♦ Identify the best clinical tools for primary care
- ♦ Analyze clinical processes for primary care and their effectiveness

# 03 Skills

A useful tool for the professional studying this program is the clinical case provided by the expert teaching team in the field of high-capacity individuals. With this Professional Master's Degree, you will get an approach to the existing reality and in turn enhance their skills and abilities in the management of students with these characteristics, as well as the use of new technologies in children and adolescents.





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*With this program, you will be able to master new methodologies and strategies in High-Capacity Individuals and Inclusive Education”*



## General Skills

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- ♦ Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
- ♦ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.
- ♦ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments
- ♦ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way.
- ♦ Acquire the learning skills that will enable the professional to continue studying in a manner that will be largely self-directed or autonomous





## Specific Skills

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- ♦ Organize emotional management activities applied to the classroom
- ♦ Know the characteristics of curricular enrichment as well as the different models today
- ♦ Justify the need for curricular enrichment for all students
- ♦ Discuss the advantages and disadvantages of flexibilization or acceleration as applied to high-capacity individuals
- ♦ Review the importance of metacognition in the learning process
- ♦ Know the importance of emotional intelligence applied to the classroom and the different emotional education models
- ♦ Learn about dynamic learning experiences based on the application of neurolinguistic programming
- ♦ Review instruments, tests, records, assessments and monitoring plans in the application of Natural Language Processing (NLP)
- ♦ Compare the use of new technologies with other educational tools
- ♦ Justify the need for both teachers and students to advance in digital expertise
- ♦ Plan innovative educational actions in early childhood education based on flipped classroom analysis of the impact of flipped classroom in the different educational stages
- ♦ Propose activities and strategies to implement arts education as a backbone element parallel to other educational areas
- ♦ Learn about virtual learning environments that manage learning curves and adapt to student pace at different educational stages
- ♦ Review the characteristics of project-based learning, both vertically and horizontally
- ♦ Organize ideas and approaches to guide future action as an educational guide or project facilitator
- ♦ Design personalized action, guidance or intervention plans in education from the perspective of managing talent in the classroom



*Make the most of the opportunity and take the step to get up to date on the latest developments in the management of High-Capacity Individuals and Inclusive Education"*

04

# Course Management

TECH has brought together in this Professional Master's Degree an expert teaching staff in high-capacity individuals, both for their qualifications and their professional background, which includes the management of specialized centers to serve people with high intelligences. With this faculty, the teacher who attends this program will have the total confidence of obtaining the necessary learning to progress in their professional career from experts in the field.



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*Learn from leading professionals about the latest advances in teaching methodology for high-capacity students”*

## Management



### Dr. Medina Cañada, Carmen Gloria

- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Lanzarote
- ♦ Degree in Psychology

## Professors

### Mr. Hernández Calvín, Francisco Javier

- ♦ Manager and professional in the Neurosincronía project in Alicante
- ♦ Judicial Expert
- ♦ Degree in Primary Education from the Autonomous University of Gran Canaria (ULPGC)
- ♦ Degree in Psychopedagogy from ULPGC

### Mr. Gris, Alejandro

- ♦ Professional Marketing Consultant
- ♦ Technical Computer Engineer
- ♦ Director and co-author of the Professional Master's Degree in Digital Teaching and Learning at Tech University of Technology)
- ♦ Founder of Club de Talentos

**Ms. Herrera Franquis, María del Carmen**

- ♦ Director of the Canary Islands Institute of High-Capacity Individuals in Tenerife and La Palma
- ♦ Director of the Canary Islands Psychological Center CePsiCan
- ♦ Forensic Psychologist, External Collaborator for the Canary Islands Government Administration of Justice. Family and school mediator
- ♦ Postgraduate training in Neuropsychology and Master in Forensic Psychology. Specialist Psychotherapist, European Certification in Psychology
- ♦ Degree in Psychology

**Mr. Hernández Felipe, Eduardo**

- ♦ Psychologist in charge of an immediate care center (ICC) for minors under the child protection system
- ♦ Volunteer psychologist at the women's and children's shelter: The Catholic Worker Farm
- ♦ Graduate in psychology from the University of La Laguna, master's degree in family intervention from the University of Las Palmas de Gran Canaria and master's degree in general health psychology from the International University of Valencia

**Ms. Jiménez Romero, Maria Yolanda**

- ♦ Psychopedagogue Primary School Teacher with a specialization in English
- ♦ Educational psychologist
- ♦ Master's Degree in Neuropsychology of High-Capacity Individuals
- ♦ Master's Degree in Emotional Intelligence

**Dr. Peguero Álvarez, María Isabel**

- ♦ Doctor specializing in Family and Community Medicine
- ♦ Degree in General Medicine and Surgery at the University of Extremadura

**Ms. Pérez Santana, Lirian Ivana**

- ♦ Director of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities)
- ♦ Guidance Counselor at IES Vega de San Mateo
- ♦ Guidance Counselor at CPEIPS NtraA. Sra de las Nieves
- ♦ International Master's Degree in Forensic Psychology from the Spanish Association of Behavioral Psychology
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna

**Ms. Rodríguez Ventura, María Isabel**

- ♦ Director, Coordinator and Therapist at Gabinete Pedagógico Lanzarote S.L
- ♦ Coordinator, Therapist and Head Pedagogue at Asociación Creciendo Yaiza
- ♦ Member of the Instituto Canario de Altas Capacidades (Canary Institute of High Capacities) Lanzarote delegation
- ♦ Master's Degree in Intervention in Learning Difficulties from ISEP
- ♦ Bachelor's Degree in Pedagogy, University of La Laguna

# 05

# Structure and Content

This syllabus has been developed with a specialized teaching team, which is aware of the latest research and educational strategies used in the approach to high-capacity students. Intensive learning, which will lead you to delve into neurolinguistic programming, practical classroom resources to prevent demotivation and hypermotivity or the different tests and quizzes to detect creativity, emotions and self-knowledge. All this will be much more agile and natural, thanks to the Relearning system used by TECH in all its programs.





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*With this online program, you will find a bank of resources to be used in the different stages for high-capacity individuals”*

## Module 1. Educational Paradigm and Pedagogical Framework of High-Capacity Individuals

- 1.1. Emerging Educational Paradigm: Toward the Education We Need
  - 1.1.1. Teacher Role beyond Transmitting Knowledge
  - 1.1.2. Student Role in the New Learning Context
- 1.2. Attention to Diversity in Our Pedagogic-Legal Framework
  - 1.2.1. International Treaties
- 1.3. Organizing the Curriculum and High-Capacity Individuals
  - 1.3.1. Educational Plans and Projects
  - 1.3.2. Organizing the Curriculum and the Classroom
  - 1.3.3. Orientation and Guidance Teams
- 1.4. Development of the Concept of Intelligence
  - 1.4.1. Factorial and Multifactorial Models
  - 1.4.2. Synthesis Models and Capacity Studies
  - 1.4.3. From Psychometric Theories to the Information Processing Model
  - 1.4.4. Computational Model
  - 1.4.5. Models Based on Neuroscience: Human Connectome
- 1.5. Explanatory Theories on High-Capacity Individuals
  - 1.5.1. Scientific Basis
  - 1.5.2. Renzulli's Theory
  - 1.5.3. Gagné's Theory
  - 1.5.4. Theories on Intelligence
  - 1.5.5. Evolutionary Models
  - 1.5.6. Multiple Intelligences
- 1.6. Educational Paradigm and Pedagogic-Scientific Framework Concerning High-Capacity Individuals
- 1.7. Multidisciplinary Evolution
- 1.8. Specific Educational Needs and Teacher Training
- 1.9. The Challenge of the 21st Century School Regarding High-Capacity Individuals



**Module 2. Definition and Classification of High-Capacity Individuals**

- 2.1. Definitions of High-Capacity Individuals
- 2.2. Spectrum of High-Capacity Individuals
  - 2.2.1. Differential Evolutionary Profiles
  - 2.2.2. Qualitative Cut-off Points
  - 2.2.3. East of the Gaussian Bell
  - 2.2.4. Crystallization of Intelligence
- 2.3. Intellectual Precociousness
  - 2.3.1. Intellectual Precociousness Characteristics
  - 2.3.2. Annotated Real Case Studies
- 2.4. Simple Talent
  - 2.4.1. Simple Talent Characteristics
  - 2.4.2. Verbal Talent
  - 2.4.3. Mathematical Talent
  - 2.4.4. Social Talent
  - 2.4.5. Motor Talent
  - 2.4.6. Musical Talent
  - 2.4.7. Real Case Studies of the Different Talents
- 2.5. Compound Talent
  - 2.5.1. Academic Talent
  - 2.5.2. Artistic Talent
  - 2.5.3. Real Case Studies of Compound Talents
- 2.6. Giftedness: Characteristics of High-Capacity Individuals
  - 2.6.1. Differential Diagnosis
- 2.7. Clinical Aspects in High-Capacity Individuals: Giftedness and Talent
  - 2.7.1. Gender and Evolutionary Variables
  - 2.7.2. Giftedness Clinic
  - 2.7.3. Double Exceptionality
- 2.8. Implications in Educational Practice

**Module 3. Identification of High-Capacity Individuals**

- 3.1. Group and Individual Detection: Tools
- 3.2. Psychopedagogical Evaluation Models
  - 3.2.1. Psychopedagogical Evaluation Principles
  - 3.2.2. Measurement Validity and Reliability
- 3.3. Psychometric Assessment Tools
  - 3.3.1. Cognitive Aspects
  - 3.3.2. Performance and Aptitude Tests
  - 3.3.3. Complementary Tests
- 3.4. Qualitative Assessment Tools
  - 3.4.1. Personality Tests
  - 3.4.2. Motivation Tests
  - 3.4.3. Behavior Tests
  - 3.4.4. Self-concept Tests
  - 3.4.5. Adaptation and Socialization Tests
  - 3.4.6. Projective Tests
- 3.5. Multidisciplinary Assessment and Clinical Diagnosis
  - 3.5.1. Educator and Teacher Contributions
  - 3.5.2. Specialist Psycho-pedagogue Contributions
  - 3.5.3. Clinician and Physician Contributions
  - 3.5.4. Asynchronous Neurodevelopment
- 3.6. Comorbidities
  - 3.6.1. Asperger's Syndrome
  - 3.6.2. Double Exceptionality
  - 3.6.3. Attention Deficit Disorder with or without Hyperactivity
  - 3.6.4. Personality Disorders
  - 3.6.5. Eating Disorders
  - 3.6.6. Learning Difficulties
- 3.7. Personal Treatment
- 3.8. Family Orientation and Guidance
- 3.9. Guidelines for Educational Response

#### Module 4. Neuropsychology of High-Capacity Individuals

- 4.1. Introduction to Neuropsychology
- 4.2. Intellectual Functioning of High-Capacity Individuals
- 4.3. Metacognition in High-Capacity Children
- 4.4. Concepts: Genetics, Environment, Heritability
- 4.5. Crystalization of High-Capacity Individuals
- 4.6. Plasticity and Brain Development
  - 4.6.1. Critical Periods
  - 4.6.2. Sensitive Periods
- 4.7. Contributions to Clinical Diagnosis
- 4.8. Cognitive Processing and Learning
  - 4.8.1. Perception
  - 4.8.2. Attention
  - 4.8.3. Operative Memory
  - 4.8.4. Reasoning
  - 4.8.5. Language and Brain
  - 4.8.6. Bilingualism and Brain Development
  - 4.8.7. Literacy
- 4.9. Different Minds, Different Learning Experiences
  - 4.9.1. The Developing Brain
  - 4.9.2. Adolescent Brain
- 4.10. Brain Functioning: Classroom Strategies
  - 4.10.1. Psychomotor Skills
  - 4.10.2. Emotions and Learning
  - 4.10.3. Novelty
  - 4.10.4. Play
  - 4.10.5. Art
  - 4.10.6. Cooperation

#### Module 5. Clinical Aspects and Educational Needs of High-Capacity Individuals

- 5.1. Clinical Manifestations of High-Capacity Individuals
  - 5.1.1. Internal Desynchrony
  - 5.1.2. External Desynchrony
  - 5.1.3. Negative Pygmalion Effect
  - 5.1.4. Identity Diffusion Syndrome
  - 5.1.5. Overexcitabilities
  - 5.1.6. Cognitive and Creative Functions
- 5.2. Specific Educational Needs and High-Capacity Individuals
- 5.3. Cognitive and Creative Functions
- 5.4. Clinical Features and Explanation on the Basis of High-Capacity Individuals
  - 5.4.1. Most Frequent Diagnostic Confusions
- 5.5. Self-Knowledge Needs
  - 5.5.1. I Know What I Am Like
  - 5.5.2. I Know How I Behave
  - 5.5.3. Homogeneity vs. Heterogeneity
  - 5.5.4. Capacity and Performance
- 5.6. Teaching and Learning Process Needs
  - 5.6.1. Defined Style
  - 5.6.2. Undefined Style
  - 5.6.3. Transmitting Information
  - 5.6.4. Methodological Flexibility
- 5.7. Personality and Emotional Needs
  - 5.7.1. Personality Profiles
  - 5.7.2. External Points
- 5.8. Motivation and Emotional Needs
  - 5.8.1. Affective Problems
  - 5.8.2. Hypomotivation
- 5.9. Interaction Needs
  - 5.9.1. Peer Relationships
  - 5.9.2. Other Group Relationships

## Module 6. New Technologies in the Education of Children with High Capacities

- 6.1. Advantages and Disadvantages of Using Technology in Education for Children with High Capacities
- 6.2. Programming in Education
- 6.3. Introduction to the *Flipped Classroom*
- 6.4. Introduction to Gamification
- 6.5. Introduction to Robotics
- 6.6. Introduction to Augmented Reality
- 6.7. How to Develop Your Own Augmented Reality Applications
- 6.8. Samsung Virtual School Suitcase
- 6.9. Educational Experiences with High-Capacity Children

## Module 7. Educational Strategies and Methodologies

- 7.1. Definition of Curricular Enrichment
- 7.2. Enrichment Models
- 7.3. School Context in Enrichment
  - 7.3.1. SEM Model
  - 7.3.2. Portfolio
  - 7.3.3. Triarchic Model
- 7.4. Extracurricular Enrichment
- 7.5. Regarding Acceleration
- 7.6. Classroom Pedagogic Design
- 7.7. Models for Curricular and Methodological Accommodations
- 7.8. Individual Curricular Accommodations
  - 7.8.1. Steps to Follow
  - 7.8.2. Accommodation Design
  - 7.8.3. Evaluation and Monitoring
- 7.9. Good Educational Practices

## Module 8. Self-Regulated Learning

- 8.1. Metacognition and Learning
  - 8.1.1. Metacognitive Strategies and Learning Styles
  - 8.1.2. Learning Facilitators
  - 8.1.3. Conceptual Maps
- 8.2. Self-Regulation and Thought
- 8.3. Executive Functions
- 8.4. Executive Functions
  - 8.4.1. Working Memory.
  - 8.4.2. Plan
  - 8.4.3. Reasoning
  - 8.4.4. Flexibility.
  - 8.4.5. Inhibition
  - 8.4.6. Decision Making
  - 8.4.7. Estimating Time
  - 8.4.8. Dual Execution
  - 8.4.9. Branching
- 8.5. Personal Learning Environments (PLE)
- 8.6. Self-regulated Learning Tools

## Module 9. Creativity and Emotional Education in the Classroom

- 9.1. Emotional Intelligence and the Education of Emotions According to the Mayer and Salovey Model
- 9.2. Other Models of Emotional Intelligence and Emotional Transformation
  - 9.2.1. Emotional Competence Models
  - 9.2.2. Social Competence Models
  - 9.2.3. Multiple Models
- 9.3. Socio-Emotional Skills and Creativity According to Level of Intelligence
- 9.4. Concept of Emotional Quotient, Intelligence and Desynchrony Accommodation in High Intellectual Capacities
- 9.5. Concept of Hyperemotivity
- 9.6. Current Scientific Studies on Creativity, Emotions, Self-Awareness and Intelligence
  - 9.6.1. Neuroscientific Studies
  - 9.6.2. Applied Studies
- 9.7. Practical Classroom Resources to Prevent Demotivation and Hyperemotivity
- 9.8. Standardized Tests to Assess Emotions and Creativity
  - 9.8.1. Creativity Tests and Quizzes
  - 9.8.2. Assessing Emotions
  - 9.8.3. Laboratories and Valuation Experiences
- 9.9. Inclusive Schools: Humanist Model and Emotional Education Interrelation

## Module 10. Neurolinguistics and High-Capacity Individuals

- 10.1. Neurolinguistic Programming (NLP) and Its Applications: From Controversy to Use
  - 10.1.1. Introduction
  - 10.1.2. Metacognition Workshop
  - 10.1.3. Strategy 1: Establish Goals
  - 10.1.4. Strategy 2: Structure Lessons
  - 10.1.5. Strategy 3: Explicit Teaching
  - 10.1.6. Strategy 4: Solved Examples
  - 10.1.7. Strategy 5: Collaborative Learning
  - 10.1.8. Strategy 6: Multiple Exposures
  - 10.1.9. Strategy 7: Questioning      Ask Questions
  - 10.1.10. Strategy 8: Comments
  - 10.1.11. Strategy 9: Metacognitive Strategies
  - 10.1.12. Strategy 10: Differentiated Teaching
- 10.2. Metalinguistic Abilities and Talents
  - 10.2.1. Introduction
  - 10.2.2. Levels of Metalinguistic Skills
  - 10.2.3. Metalanguage
  - 10.2.4. Metacognition.
  - 10.2.5. Metalinguistics
- 10.3. Language Stimulation and Comorbidities
  - 10.3.1. Workshop on Metalinguistic Strategies, Communication and Language
  - 10.3.2. Activities for the Different Components
  - 10.3.3. Phonological Awareness Exercises
  - 10.3.4. Vocabulary Development Activities
    - 10.3.4.1. Introduction
    - 10.3.4.2. Specific Activities
    - 10.3.4.3. Workshop-Type Activity
- 10.4. Languages and Verbal Talent
  - 10.4.1. Introduction
  - 10.4.2. CLIL
  - 10.4.3. Progressive Scaffolding
  - 10.4.4. CLIL Advantages and Disadvantages

- 10.5. Language and Creative Writing in High-Capacity Individuals
  - 10.5.1. Introduction
  - 10.5.2. Provide Students with the Basic Concepts
    - 10.5.2.1. Show the Basic Elements of Narrative
    - 10.5.2.2. Encourage Students to Engage and Motivate the Reader
    - 10.5.2.3. Explain the Importance of a Captivating Environment
    - 10.5.2.4. Encourage the Use of Active Verbs
  - 10.5.3. Guiding Students through the Process
    - 10.5.3.1. Let Students Choose the Topic
    - 10.5.3.2. Ask Students to Write a Flexible Story Outline
    - 10.5.3.3. Avoid Teaching a "Formula" for Writing
    - 10.5.3.4. Provide Feedback by Writing Drafts
    - 10.5.3.5. Organize Editing Groups
    - 10.5.3.6. Evaluate Students Based on Their Creativity
  - 10.5.4. Encourage Creativity
    - 10.5.4.1. Inspire Students to Appreciate Literature
    - 10.5.4.2. Provide Students with a Wide Range of Resources
    - 10.5.4.3. Ask Students to Write Practice Stories
    - 10.5.4.4. Build an Audience
    - 10.5.4.5. Creates a Writing Space
    - 10.5.4.6. Publishes Students' Works
- 10.6. Public Speaking and Locution in High-Capacity Individuals
  - 10.6.1. Practical Public Speaking Strategy
  - 10.6.2. Sympathy in the Speech
  - 10.6.3. Public Speaking and Diction
  - 10.6.4. The Speech
  - 10.6.5. The Diction
- 10.7. Performing Arts and High-Capacity Individuals
  - 10.7.1. Performing Arts and High-Capacity Individuals
  - 10.7.2. Practical Suggestions for the Implementation of Performing Arts in Talent Development.
  - 10.7.3. 50 Characteristics and Options or Proposals from Interpretation and Theater to Manage Them

- 10.8. Discussions and Dialogs in High-Capacity Individuals
  - 10.8.1. What Are Discussions and Dialogs?
  - 10.8.2. Principles of Dialogic Learning
  - 10.8.3. Advantages and Contributions of Dialogic Learning
- 10.9. Communication Activities in Educational Environments
  - 10.9.1. What Are Learning Environments?
  - 10.9.2. Characteristics of Learning Environments
  - 10.9.3. Platforms 3.0

### Module 11. Intervention in High-Capacity Individuals

- 11.1. Techniques to Improve Self-Esteem
- 11.2. Coping and Problem-Solving Strategies
- 11.3. Social Skills
- 11.4. Emotional Intelligence
- 11.5. Learning Planning
- 11.6. Personal Development Orientation and Guidance
- 11.7. Family-Centered Intervention
  - 11.7.1. Understanding High-Capacity Individuals
  - 11.7.2. Acceptance of Reality
  - 11.7.3. Decision-Making in the Family Environment
  - 11.7.4. Behaviors within the Family
  - 11.7.5. Projects with the Family
  - 11.7.6. Emotional Intelligence. Managing Emotions
- 11.8. Educational Intervention
  - 11.8.1. Educational Projects at the Center
  - 11.8.2. Structural Adjustments
  - 11.8.3. Organizational Changes
  - 11.8.4. Plan of Attention to Diversity
  - 11.8.5. Teacher Training Plan
  - 11.8.6. Organizing the Early Childhood Curriculum
  - 11.8.7. Organizing the Primary Education Curriculum
  - 11.8.8. Organizing the Secondary Education Curriculum
  - 11.8.9. Emotional Intelligence. Classroom Application
  - 11.8.10. Family and School Projects and Programs

## Module 12. Successful Educational Experiences

- 12.1. Centers of Interest and Project Work in Pre-School
  - 12.1.1. Introduction
  - 12.1.2. Development of Project Work
  - 12.1.3. Phases for the Development of a Project
  - 12.1.4. Role of the Participants
  - 12.1.5. Assessment of Project Work
- 12.2. Cognitive and Language Stimulation Projects Applied to Pre-School Education
  - 12.2.1. Introduction
  - 12.2.2. Areas of Cognitive Stimulation
  - 12.2.3. Cognitive Stimulation Programs
  - 12.2.4. Language Prerequisites
  - 12.2.5. Language Stimulation Programs
- 12.3. Virtual Learning Environments in Pre-School and Primary Education
  - 12.3.1. Introduction
  - 12.3.2. Virtual Learning Environments: Definition and Characteristics
  - 12.3.3. Models of Virtual Learning Environments
    - 12.3.3.1. Virtual Classrooms
    - 12.3.3.2. Blogs
    - 12.3.3.3. Wikis
  - 12.3.4. Educational Social Networks
  - 12.3.5. Criteria for Teaching in an E-Learning Environment
- 12.4. Art Education in Pre-School and Primary School
  - 12.4.1. Introduction
  - 12.4.2. Ways of Working with Art Education at the Pre-School Stage
    - 12.4.2.1. Through Literature
    - 12.4.2.2. Visual Education
    - 12.4.2.3. Body Language (Representation)
    - 12.4.2.4. Musical Language
    - 12.4.2.5. Art Expression

- 12.5. Project Based Learning in Primary and in High School Education
  - 12.5.1. Introduction
  - 12.5.2. Steps to Implement Project-Based Learning
  - 12.5.3. Tools Used
  - 12.5.4. Description of Experiences
- 12.6. Flipped Classroom
  - 12.6.1. Introduction
  - 12.6.2. Experiences and Applications
- 12.7. Gamification
  - 12.7.1. Introduction
  - 12.7.2. Experiences and Applications
- 12.8. Resource Bank at Different Stages for High-Capacity Individuals
  - 12.8.1. Educational Enrichment Programs
  - 12.8.2. Online Educational Resources

## Module 13. Guidelines for Clinical Practice in Primary Care

- 13.1. Preliminary Considerations and Basic Ideas
  - 13.1.1. Introduction
  - 13.1.2. Peculiarities in the Management of High-Capacity Individuals
  - 13.1.3. Primary Care Requirements
  - 13.1.4. Objectives of a Practical Guide for Pediatrics
- 13.2. Detection of High-Capacity Individuals in the Health Field
  - 13.2.1. Introduction
  - 13.2.2. Indicators for Detection
  - 13.2.3. Questionnaires and Tools for Medical Use
- 13.3. Epidemiology of High-Capacity Individuals
  - 13.3.1. Culture and Intelligence
  - 13.3.2. Statistical Population Distribution of Intelligence
  - 13.3.3. Clinical Variety and Geographical Location
- 13.4. Scientific Criteria and Standards for Valuation
  - 13.4.1. Introduction
  - 13.4.2. Psychometric Criteria

- 13.4.3. Genetics and Endophenotypes
- 13.4.4. What Data Can a Pediatrician Use to Identify a Gifted Child?
- 13.5. Referral to Integrated Clinical Diagnostic Centers (ICD)
  - 13.5.1. Introduction
  - 13.5.2. Who Should Intervene
  - 13.5.3. Referral Criteria
  - 13.5.4. Integrated Clinical Diagnosis
- 13.6. Decision-Making Algorithms and Indicators
  - 13.6.1. Collection of Relevant Data
  - 13.6.2. Indicators and Signs for Diagnosis
  - 13.6.3. Intellectual Precociousness
  - 13.6.4. Talent: Simple and Compound (from 12 Years of Age)
    - 13.6.4.1. Verbal Talent
    - 13.6.4.2. Mathematical Talent
    - 13.6.4.3. Visual-Spatial or Artistic Talent
    - 13.6.4.4. Body Talent
    - 13.6.4.5. Musical Talent
    - 13.6.4.6. Social Talent
    - 13.6.4.7. Scientific Talent
    - 13.6.4.8. Academic Talent (Compound Talent)
  - 13.7.5 Giftedness
- 13.8. Differential Diagnosis of High-Capacity Individuals
  - 13.8.1 Introduction
  - 13.8.2 Proactive Diagnosis
  - 13.8.3 Comorbidities
    - 13.8.3.1. Attention Deficit Disorder with Hyperactivity, or without Hyperactivity
    - 13.8.3.2. Asperger's Type Autism Spectrum Disorders
- 13.9. Comprehensive Treatment: Guidelines from the Health Care Setting
  - 13.9.1. Health Guidelines
  - 13.9.2. Family Guidelines
  - 13.9.3. School Guidelines
- 13.10. Monitoring and Control
  - 13.10.1 Introduction
  - 13.10.2 Supervision of Compliance with Objectives
  - 13.10.3 Revisions and Guarantees



*A program that provides you with a specialization that will open up professional possibilities in the field of teaching"*

06

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





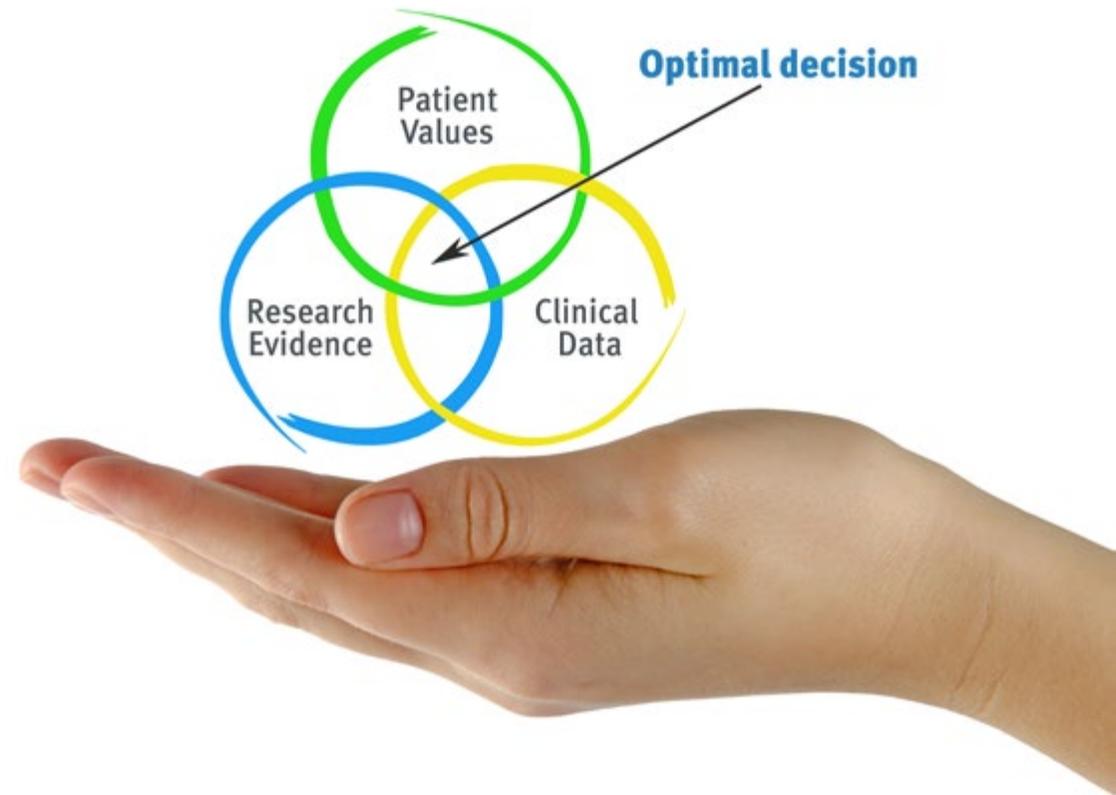
“

*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

### At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

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

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
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.



## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

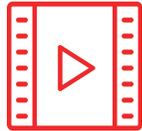
*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



#### Study Material

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

These contents are then adapted in audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



#### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, students can watch them as many times as they want.



#### Interactive Summaries

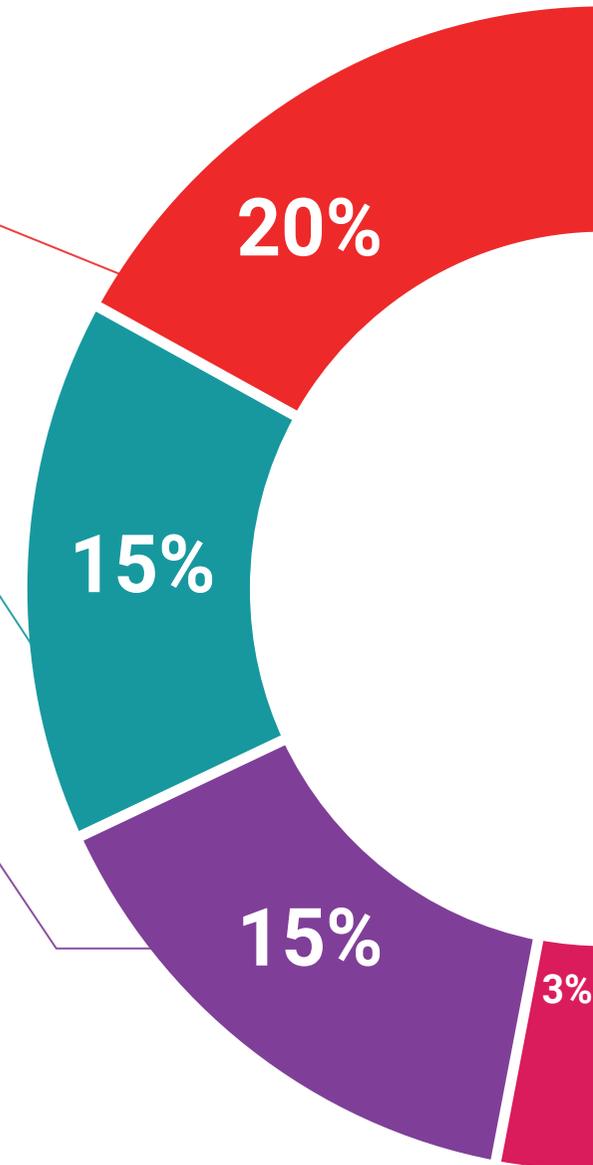
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

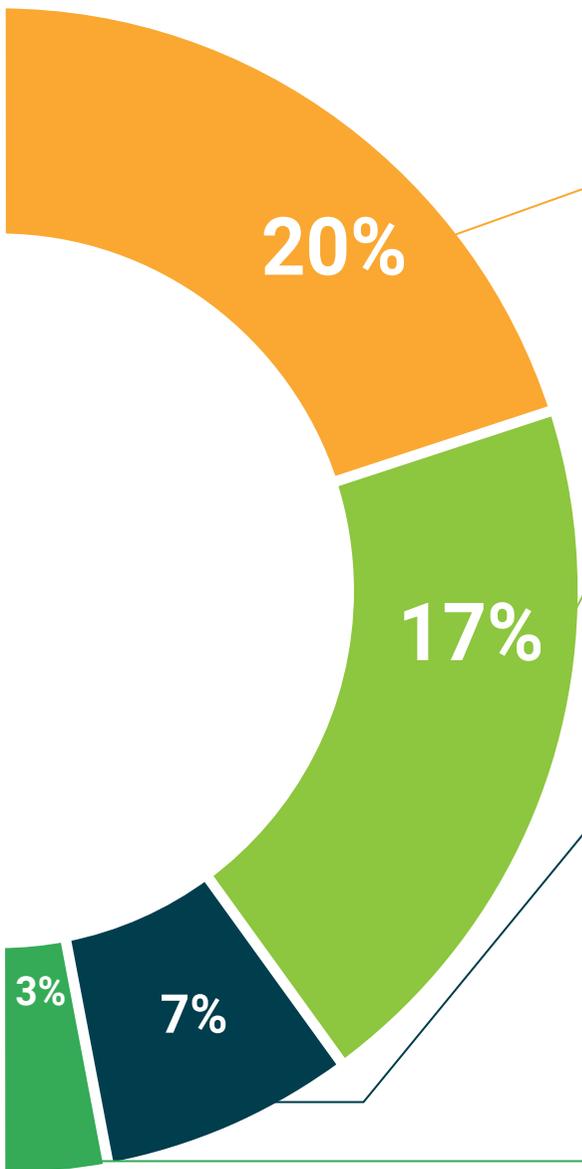
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



#### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





### Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



### Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



### Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



### Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

# Certificate

The Professional Master's Degree in High-Capacity Individuals and Inclusive Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Global University.



“

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

This program will allow you to obtain your **Professional Master's Degree diploma in High-Capacity Individuals and Inclusive Education** 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** title 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: **Professional Master's Degree in High-Capacity Individuals and Inclusive Education**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. \_\_\_\_\_ with identification document \_\_\_\_\_  
has successfully passed and obtained the title of:

**Professional Master's Degree in High-Capacity Individuals and Inclusive Education**

This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024



Dr. Pedro Navarro Illana  
Rector

Unique TECH Code: AFWORD235 | [techtitle.com/certificates](http://techtitle.com/certificates)

Professional Master's Degree in High-Capacity Individuals and Inclusive Education

General Structure of the Syllabus	
Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WEP)	0
Master's Degree Thesis (MDT)	0
<b>Total</b>	<b>60</b>

General Structure of the Syllabus				
Year	Subject	ECTS	Type	
1º	Educational Paradigm and Pedagogical Framework of High-Capacity Individuals	4	CO	
1º	Definition and Classification of High-Capacity Individuals	4	CO	
1º	Identification of High-Capacity Individuals	4	CO	
1º	Neuropsychology of High-Capacity Individuals	4	CO	
1º	Clinical Aspects and Educational Needs of High-Capacity Individuals	4	CO	
1º	New Technologies in the Education of Children with High Capacities	4	CO	
1º	Educational Strategies and Methodologies	4	CO	
1º	Self-Regulated Learning	4	CO	
1º	Creativity and Emotional Education in the Classroom	4	CO	
1º	Neurolinguistics and High-Capacity Individuals	6	CO	
1º	Intervention in High-Capacity Individuals	6	CO	
1º	Successful Educational Experiences	6	CO	
1º	Guidelines for Clinical Practice in Primary Care	6	CO	



Dr. Pedro Navarro Illana  
Rector



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

future  
health confidence people  
education information tutors  
guarantee accreditation teaching  
institutions technology learning  
community commitment  
personalized service innovation  
knowledge present  
development language  
virtual classroom



## Professional Master's Degree

High-Capacity Individuals and Inclusive Education

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

# Professional Master's Degree

## High-Capacity Individuals and Inclusive Education