Postgraduate Certificate
Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning

tech technological university

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Postgraduate Certificate

Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning

- Modality: **online**
- Duration: **12 weeks**
- Certificate: **TECH Technological University**
- Dedication: **16h/week**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/education/postgraduate-certificate/addressing-students-audiovisual-illness-teachers-impact-learning**

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01

Introduction

The education of special cases such as neurodevelopmental disorders require a series of specific knowledge, which go beyond areas such as mathematics or science, so it is essential to know the techniques and methodologies that facilitate the education of people with vulnerabilities or absence of some senses. That is why this program was born from the need to provide quality education to people with audiovisual disabilities, so that in the course of this program the professionals will delve into fields that allow them to transmit knowledge from different modalities, going beyond speech and writing. All this through a teaching with high impact audiovisual content and totally online.

Thanks to this Postgraduate Certificate you will be able to delve into the most innovative teaching techniques, addressing new methodologies for a better development of the praxis"

The role of the teacher is extremely important in the process of understanding and communication of a person, which is why education comprises a large part of the trajectory and life cycle of the human being. Thus, it is necessary that people with disabilities also have a space to enhance their skills in terms of an improvement in their physical condition. Special education is a professional challenge in which only highly trained teachers will have the necessary resources to be able to address it. In addition, working for people with disabilities or diseases, makes teaching take a more humane path, so it is no longer a privilege and becomes a necessity.

For all of the above reasons, the professionals in this educational field must acquire new didactic strategies and equip themselves with the skills and abilities that will enable them to become top level experts, capable of facing the demands of a job that is as complex as it is rewarding. For this reason, TECH has designed this exclusive program in which the graduates will be able to deepen their knowledge of the challenge of teaching students with audiovisual diseases.

Thus, this program is presented as an opportunity to improve not only the academic field, but also to boost the professional career intervening with people in condition of an auditory or visual disease. This is a 100% online Postgraduate Certificate, in which the professionals will update their knowledge in order to meet the needs of students with diseases or pathologies through TECH's revolutionary Relearning methodology.

This **Postgraduate Certificate in Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning** contains the most complete and up-to-date educational program on the market. The most important features include:

- The development of case studies presented by experts in Audiovisual Diseases
- The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Its special emphasis on innovative methodologies
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection work
- Content that is accessible from any fixed or portable device with an Internet connection

A program tailored to your needs, you will address real cases that will enrich your experience"

You will be able to access the virtual campus 24 hours a day and review multimedia content for a more immersive and personalized experience"

A program designed by experts in the field, so you will learn from them and position yourself in the future as one of the best teachers in special education.

Learn new techniques and cutting-edge educational methodologies for the education of people with audiovisual disabilities.

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

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

02

Objectives

TECH's objectives for this program have been selected based on the syllabus and the current needs of the sector, so that, through an immersive program, the education professionals will acquire fundamental skills to face the professional challenges of the future in the best way possible. Likewise, they will deepen in a series of necessary knowledge such as the main diseases that affect vision, which will allow them to respond to complications and special cases. Thus, it will develop full faculties in the field of education, focused on the application of audiovisual diseases.

The main objective of TECH is to provide you with the necessary tools so that you can update your knowledge to face the professional challenges of the future"

General Objectives

- Delve into key aspects of Urban Water Services Engineering
- Leadership of integrated water cycle departments
- Management of distribution and sanitation departments
- Management of drinking water treatment, desalination and purification plants
- Management of the technical office and studies of companies in the sector
- Mastering a strategic vision of the subject
- Strong knowledge of coordinating concessions and administrative relations
- Orient the student's professional activity towards the achievement of the water objective in the 2030 agenda
- Acquiring skills related to the implementation of the urban water system
- Being able to apply the latest technological innovations to set up an optimal management of the service

You will achieve your goals thanks to the tools implemented by TECH and along the way you will be accompanied by the best professionals"

Specific Objectives

- Define and know what the eye is, what its function or functions are, and what its possible diseases may be
- Know the incidences in student developmental stages for their intervention
- Understand multiprofessional coordination with students, together with the required documentation and organization according to needs
- Understand social and individual intervention according to student developmental stages
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness
- Define and know what the ear is, what its function or functions are, and what its possible diseases may be
- Classify and recognize the most relevant ear diseases for further evaluation and intervention
- Identify the neurological basis of development and learning in the developmental pyramid
- Know the incidences in student developmental stages for their intervention
- Adapt tools and materials related to learner needs
- Recognize the different assessments to be established depending on the type of student illness

03

Course Management

For this opportunity, a highly qualified teaching staff has been selected. They are experts in the field of audiovisual diseases, who have provided solutions to their students from different educational models. In this way, they pour into the program their experience and knowledge, which will enrich the path of the professionals and will help them to correctly face the different challenges they will face in the classroom. It is also worth mentioning their commitment to the sector, which is why they offer their services through an open channel for doubts and concerns through the Virtual Campus.

Once you have completed this program you will be able to put into practice all the knowledge you have acquired, as well as the different stages of development in specific diseases and their treatment from education"

Management

Dr. Mariana Fernández, María Luisa

- Educational Guidance and Professor
- Head of Studies in CEPA Villaverde
- Head of the Guidance Department at Juan Ramón Jiménez Secondary School
- Educational counselor at the Department of Education of the Community of Madrid
- Teacher in postgraduate studies
- Speaker at Educational Guidance Congresses
- PhD in Education from the Autonomous University of Madrid
- Degree in Industrial Psychology from the Complutense University Madrid

Professors

Mr. Serra López, Daniel

- Educational Technical Assistant in Special Education
- Educational Technical Assistant at Gil Gayarre Foundation
- Educnatur Special Education Monitor
- Special Education Teacher and Tutor at C.E.E. Virgen del Loreto
- Graduate in Primary Education by ESCUNI Magisterio University Center
- Master's Degree in Inclusive Education and High Abilities from CEU Cardenal Herrera University
- Expert in Attention to students with Special Educational Needs in Secondary Education by CEU Cardenal Herrera University

Ms. Ruiz Rodríguez, Rocío

- Educational technical assistant with expertise in Special Education
- Educational technical assistant at the Gil Gayarre Foundation
- Coordinator for events with children and young people
- Instructor in toy libraries and children's leisure centers
- Support service for children with special educational needs
- Graduate in Primary Education

Mr. Pérez Mariana, Julio Miguel

- Leisure and free time instructor in camps and extracurricular activities
- Swimming instructor
- Primary Education Teacher
- Superior Technician in Physical and Sports Activities Animation
- Technician in Conduction of Physical-Sports Activities
- Specialized instructor course for youngsters with special educational needs

Ms. Vílchez Montoya, Cristina

- Teacher in Primary Education, expert in Therapeutic Pedagogy
- Teacher in postgraduate university studies
- English teacher at The Story Corner
- Degree in Primary Education, Therapeutic Pedagogy specialization

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

04

Structure and Content

This syllabus is a compendium of updated information that aims to provide the professional with the latest academic tools in the sector. So that, once you have completed this Postgraduate Certificate, you will be able to apply all the knowledge acquired to your daily practice, making a more than outstanding deployment of the skills acquired throughout a large selection of topics. This is an academic program nourished by audiovisual material, complementary readings and self-knowledge exercises.

A syllabus designed to cover all the fundamental aspects of special education"

Module 1. Diseases of the eye

1.1. Concept and Definition of the Eye and Its Diseases
- 1.1.1. Introduction to the Nervous System
- 1.1.2. Definition of the Eye and Function
- 1.1.3. Parts of the Eye
- 1.1.4. Description of the Visual Process
- 1.1.5. Image Formation
- 1.1.6. Normal and Binocular Vision
- 1.1.7. Visual Perception
- 1.1.8. Importance of the Visual System
- 1.1.9. Definition of Eye Diseases
- 1.1.10. Neurophthalmology

1.2. Classification of Eye Diseases
- 1.2.1. Congenital Diseases
- 1.2.2. Syndromes with Ocular Involvement
- 1.2.3. Colorblindness
- 1.2.4. Infectious Agents
- 1.2.5. Diseases Associated with Refraction Defects
- 1.2.6. Diseases Concerning the Neuroanatomy of the Eye (Cornea, Retina and Optic Nerve)
- 1.2.7. Amblyopia
- 1.2.8. Strabismus
- 1.2.9. Visual Impairment
- 1.2.10. Ocular Trauma

1.3. Neurological Basis for Development and Learning
- 1.3.1. Human Development Pyramid
- 1.3.2. Developmental Phases
- 1.3.3. Developmental Levels
- 1.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 1.3.5. General Outline of Neurodevelopment
- 1.3.6. Sensory and Perception Neurodevelopent in Childhood
- 1.3.7. Early Sensation Development
- 1.3.8. Color Perception Development
- 1.3.9. Perceptual Organization Development
- 1.3.10. Motion Perception

1.4. Incidents in Developmental Stages
- 1.4.1. Risk Factors in Developmental Stages
- 1.4.2. Development of the Visual System at Birth
- 1.4.3. Development of Sensory Systems during Infancy
- 1.4.4. Implications for Visual Attention
- 1.4.5. Implication for Visual Memory
- 1.4.6. Implications for Reading Skills
- 1.4.7. Influence of Vision on the Visuomotor System and its Development
- 1.4.8. Incidents in the Development of Reading Skills in the Learning Process
- 1.4.9. Incidents in the Development of Writing Skills in the Learning Process
- 1.4.10. Other Incidents

1.5. Multiprofessional Coordination
- 1.5.1. Teacher Specialized in Therapeutic Pedagogy for Teachers
- 1.5.2. Hearing and Speech Teacher Specialist
- 1.5.3. Special Education Monitors during Schooling
- 1.5.4. Educators
- 1.5.5. Curricular Support Teachers
- 1.5.6. Deafness and Blindness Mediators
- 1.5.7. Social Educators
- 1.5.8. Educational Guidance Teams
- 1.5.9. Specialized Educational Guidance Teams
- 1.5.10. Guidance Departments
- 1.5.11. Professional Eye Disease Doctors

1.6. Documentation and Organization According to Student Needs
- 1.6.1. Psychopedagogic Evaluation
- 1.6.2. Neuropsychopedagogic Reports
- 1.6.3. Ophthalmological Reports
- 1.6.4. Medical Documentation Specific to the Disease
- 1.6.5. Disorder Monitoring
- 1.6.6. School Documentation
- 1.6.7. Social Services
- 1.6.8. Social Organization
- 1.6.9. Center Organization
- 1.6.10. Classroom Organization
- 1.6.11. Family Organization

1.7. Educational Intervention According to Developmental Stages
- 1.7.1. Adaptations at the Education Center Level
- 1.7.2. Adaptations at the Classroom Level
- 1.7.3. Adaptations at the Personal Level
- 1.7.4. Computer Supplies
- 1.7.5. Educational Intervention in Early Childhood
- 1.7.6. Educational Intervention in Second Childhood
- 1.7.7. Educational Intervention in Maturity
- 1.7.8. Intervention to Promote Visual Capacity
- 1.7.9. Educational Intervention to Promote the Reading-Writing Process
- 1.7.10. Intervention with Families

1.8. Adapted Tools and Supplies
- 1.8.1. Tools to Work with Visually Impaired Students
- 1.8.2. Tools to Work with Visually Disabled Students
- 1.8.3. Adapted Individual Supplies
- 1.8.4. Adapted Collective Supplies
- 1.8.5. Visual Skills Programs
- 1.8.6. Adapting Curricular Elements
- 1.8.7. Adapting Shared Spaces
- 1.8.8. Tiflotecnología
- 1.8.9. Visual Technical Assistance
- 1.8.10. Visual Stimulation Programs

1.9. School-Based Socio-Community Intervention
- 1.9.1. Concept of Socio-Community Intervention
- 1.9.2. Student Body Schooling
- 1.9.3. Child Socialization
- 1.9.4. Extracurricular Outings
- 1.9.5. Family Circle
- 1.9.6. Relation Between Family and School
- 1.9.7. Peer-to-Peer Relationships
- 1.9.8. Leisure and Free Time
- 1.9.9. Professional training
- 1.9.10. Social Inclusion

1.10. Disease Evaluation and Prognosis
- 1.10.1. Signs of Visual Problems
- 1.10.2. Attitudinal Observation of the Student
- 1.10.3. Ophthalmologic examination
- 1.10.4. Psychopedagogic Evaluation
- 1.10.5. Assessing the Degree of Adjustment for Visual Disabilities
- 1.10.6. Differences Associated with Visual Pathology
- 1.10.7. Family Coexistence Analysis
- 1.10.8. Functional Vision Student Evaluation Test
- 1.10.9. Visual Stimulation Programs and Ranges
- 1.10.10. Visual Rehabilitation

Module 2. Diseases of the ear

2.1. Concept and Definition of the Ear and Its Diseases
- 2.1.1. Introduction to the Nervous System
- 2.1.2. Definition of the Ear and Function
- 2.1.3. Parts of the Ear
- 2.1.4. General Neuroanatomical Basis of the Ear
- 2.1.5. Development of the Auditory System
- 2.1.6. Balance System
- 2.1.7. Description of the Auditory Process
- 2.1.8. Auditory Perception
- 2.1.9. Importance of the Auditory System
- 2.1.10. Definition of Ear Diseases

2.2. Classification of Ear Diseases
- 2.2.1. Congenital Diseases
- 2.2.2. Infectious Agents
- 2.2.3. Diseases of the Outter Ear
- 2.2.4. Diseases of the Middle Ear
- 2.2.5. Diseases of the Inner Ear
- 2.2.6. Hearing Loss Classification
- 2.2.7. Psychobiological Aspects of Hearing Loss
- 2.2.8. Ear Trauma

2.3. Neurological Basis for Development and Learning
- 2.3.1. Human Development Pyramid
- 2.3.2. Developmental Phases
- 2.3.3. Developmental Levels
- 2.3.4. Sensory Level Location in the Developmental Pyramid and Its Significance
- 2.3.5. General Outline of Neurodevelopment
- 2.3.6. Sensory and Perception Neurodevelopent in Childhood
- 2.3.7. Development of Auditory Processing Related to Language
- 2.3.8. Social Development

2.4. Incidents in Developmental Stages
- 2.4.1. Risk Factors in Developmental Stages
- 2.4.2. Development of the Hearing System at Birth
- 2.4.3. Development of Sensory Systems during Infancy
- 2.4.4. Influence of Hearing on Balance Development in the Early Stages of Learning
- 2.4.5. Communication Difficulties
- 2.4.6. Motor Coordination Difficulties
- 2.4.7. Influence on Attention
- 2.4.8. Functional Implications
- 2.4.9. Implications for Reading Skills
- 2.4.10. Emotional Incidents

2.5. Multiprofessional Coordination
- 2.5.1. Therapeutic Pedagogy Teacher Specialist
- 2.5.2. Hearing and Speech Teacher Specialist
- 2.5.3. Special Education Monitors during Schooling
- 2.5.4. Educators
- 2.5.5. Curricular Support Teachers
- 2.5.6. Sign Language Professional
- 2.5.7. Deafness and Blindness Mediators
- 2.5.8. Social Educators
- 2.5.9. Educational Guidance Teams
- 2.5.10. Specialized Educational Guidance Teams
- 2.5.11. Guidance Departments
- 2.5.12. Professional Eye Disease Doctors

2.6. Documentation and Organization According to Student Needs
- 2.6.1. Psychopedagogic Evaluation
- 2.6.2. Neuropsychopedagogic Reports
- 2.6.3. Medical Reports
- 2.6.4. Audiometries
- 2.6.5. Acumetry
- 2.6.6. Tympanometry
- 2.6.7. Supraliminal Tests
- 2.6.8. Stapedial Reflex
- 2.6.9. School Documentation
- 2.6.10. Center Organization
- 2.6.11. Classroom Organization
- 2.6.12. Social and Family Organization

2.7. Educational Intervention According to Developmental Stages
- 2.7.1. Adaptations at the Education Center Level
- 2.7.2. Adaptations at the Classroom Level
- 2.7.3. Adaptations at the Personal Level
- 2.7.4. Logopedic Intervention According to Developmental Stages
- 2.7.5. Educational Intervention in Early Childhood
- 2.7.6. Educational Intervention in Second Childhood
- 2.7.7. Educational Intervention in Maturity
- 2.7.8. Alternative and Augmentative Communication Systems
- 2.7.9. Intervention to Stimulate Auditory Capacity
- 2.7.10. Educational Intervention to Improve Linguistic Capacity
- 2.7.11. Intervention with Families

2.8. Adapted Tools and Supplies
- 2.8.1. Tools to Work with Visually Impaired Students
- 2.8.2. Tools to Work with Visually Disabled Students
- 2.8.3. Adapted Individual Supplies
- 2.8.4. Adapted Collective Supplies
- 2.8.5. Auditory Skills Programs
- 2.8.6. Adapting Shared Spaces
- 2.8.7. Adapting Curricular Elements
- 2.8.8. ICT Influences
- 2.8.9. Auditory Technical Assistance
- 2.8.10. Auditory Stimulation Programs

2.9. School-Based Socio-Community Intervention
- 2.9.1. Concept of Socio-Community Intervention
- 2.9.2. Student Body Schooling
- 2.9.3. Student Schooling
- 2.9.4. Child Socialization
- 2.9.5. Extracurricular Outings
- 2.9.6. Family Circle
- 2.9.7. Relation Between Family and School
- 2.9.8. Peer-to-Peer Relationships
- 2.9.9. Leisure and Free Time
- 2.9.10. Professional training
- 2.9.11. Social Inclusion

2.10. Disease Evaluation and Prognosis
- 2.10.1. Signs of Hearing Problems
- 2.10.2. Subjective Hearing Tests
- 2.10.3. Objective Hearing Tests
- 2.10.4. Psychopedagogic Evaluation
- 2.10.5. ENT Physician Evaluation
- 2.10.6. The Audiologist's Role
- 2.10.7. Speech Therapist Evaluation
- 2.10.8. Social Services Role
- 2.10.9. Family Coexistence Analysis
- 2.10.10. Applied

05

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:

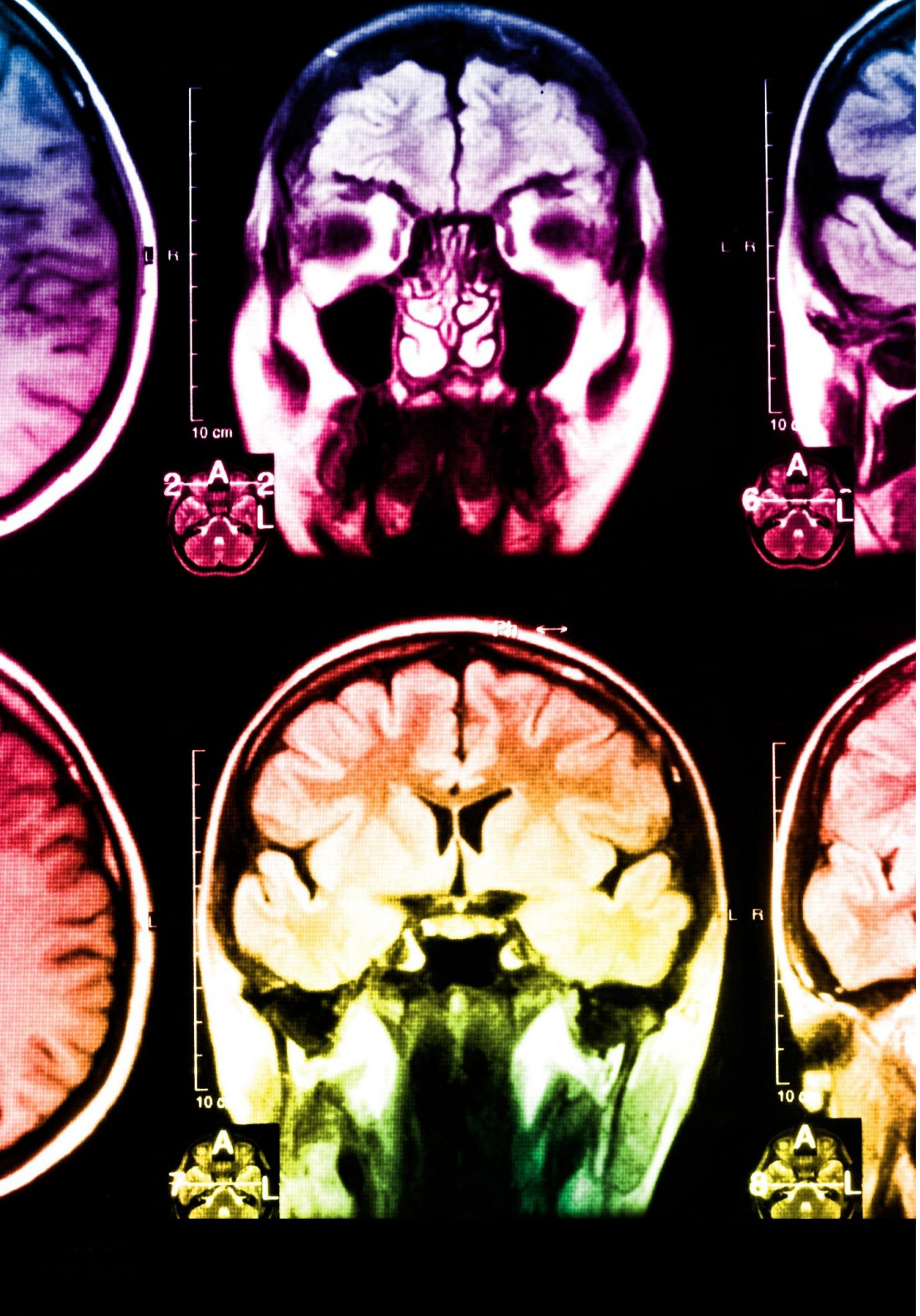
1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3.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

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

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 applied to the 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, you can watch them as many times as you want.

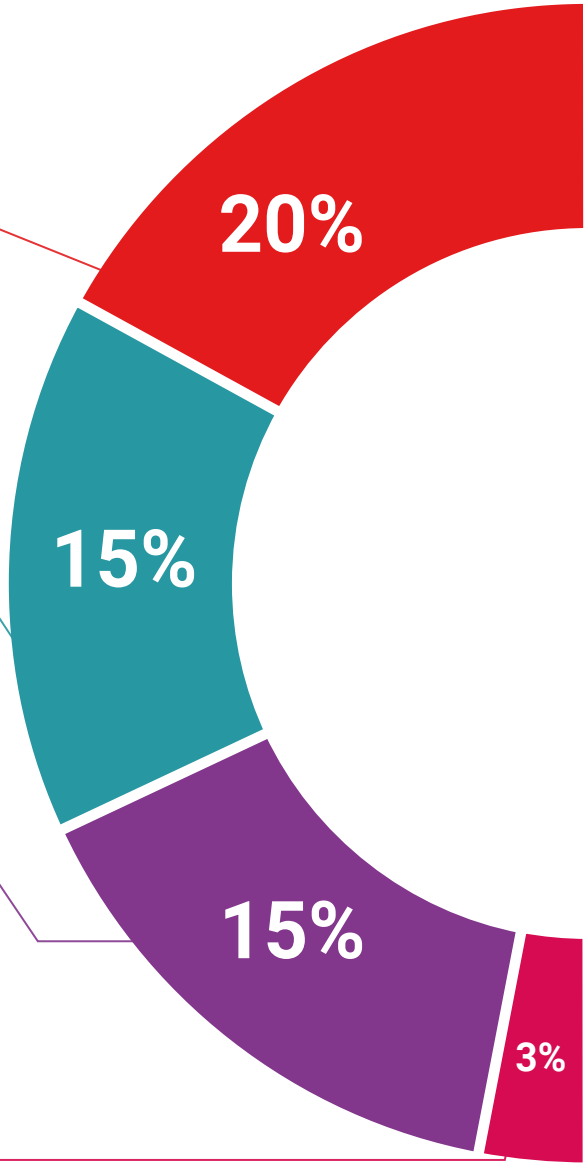
Interactive Summaries

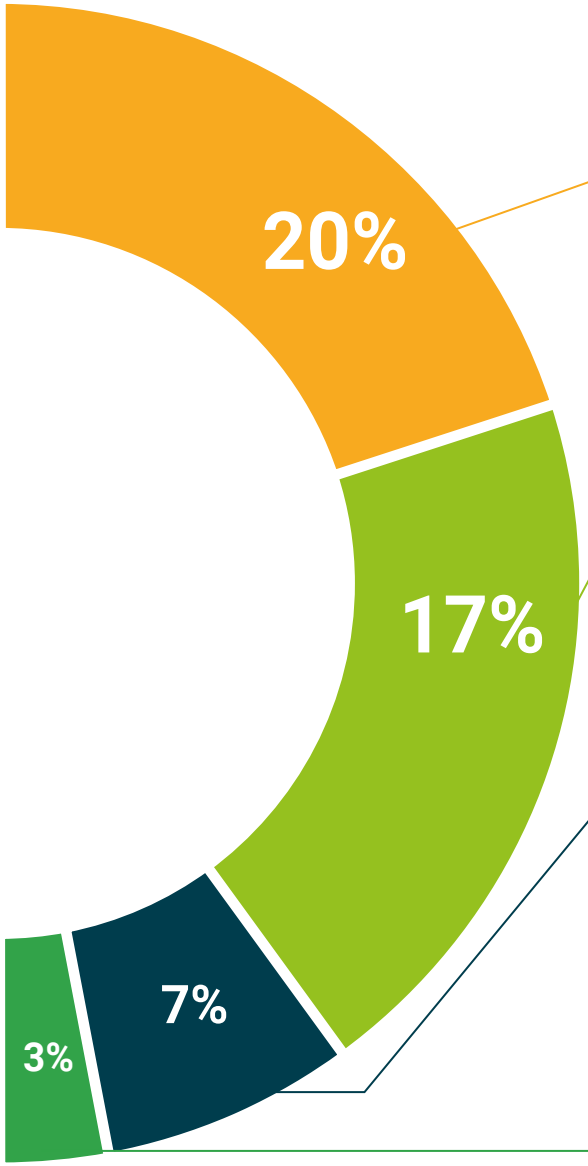
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system 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 your 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.

06

Certificate

The Postgraduate Certificate in Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning guarantees students, in addition to the most rigorous and up-to-date EDUCACIÓN, access to a Postgraduate Certificate issued by TECH Technological University.

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

This **Postgraduate Certificate in Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Certificate** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Certificate, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Certificate in Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning**

Official Nº of Hours: **300 h.**

tech technological university

Awards the following

DIPLOMA

to

Mr./Ms. _____, with identification number _____.

For having passed and accredited the following program

POSTGRADUATE CERTIFICATE

in

Addressing Students with Audiovisual Illness for Teachers and its Impact on Learning

This is a qualification awarded by this University, equivalent to 300 hours, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH is a Private Institution of Higher Education recognized by the Ministry of Public Education as of June 28, 2018.

June 17, 2020

Tere Guevara Navarro

Dean

Unique TECH Code: AFWORD23S techtitute.com/certificates

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

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