

Postgraduate Certificate

Developmental Language Disorder and Acquired Disorders



Postgraduate Certificate Developmental Language Disorder and Acquired Disorders

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/medicine/postgraduate-certificate/language-developmental-disorder-acquired-disorders

Index

01

Introduction to the Program

p. 4

02

Why Study at TECH?

p. 8

03

Syllabus

p. 12

04

Teaching Objectives

p. 18

05

Study Methodology

p. 22

06

Certificate

p. 32

01

Introduction to the Program

Early and accurate diagnosis of Acquired Language Disorders is crucial for the implementation of highly effective clinical treatments. However, the detection of these conditions often represents a challenge for clinicians because of the diversity of symptoms that patients may present. In this context, professionals need to incorporate the most modern standardized tools into their daily practice in order to accurately identify these conditions and design personalized therapeutic intervention plans to significantly optimize the quality of patients' lives. For this reason, TECH has created a pioneering university program focused on holistic language rehabilitation. In turn, it is taught in a convenient completely online mode.





“

Through this 100% online Postgraduate Certificate, you will apply the most innovative diagnostic tools to detect major language disorders across different stages of development”

The incidence of acquired language disorders has increased in recent decades, reflecting both an aging population and a rise in the prevalence of Cerebrovascular Diseases. A recent World Health Organization study estimates that millions of people suffer from aphasia, highlighting the urgent need to develop effective strategies for diagnosis and treatment. To meet this demand, physicians must have a comprehensive understanding of the underlying mechanisms of these conditions and adopt a multidisciplinary approach to their management.

To support this goal, TECH presents an innovative Postgraduate Certificate in Developmental Language Disorder and Acquired Disorders. Designed by leading experts in the field, the academic curriculum delves into the most advanced diagnostic procedures for early identification of common conditions, such as impairments in cognitive development. At the same time, the program equips professionals with cutting-edge tools to assess areas such as lexical-semantic components, speech fluency, and coherence. As a result, graduates will develop advanced clinical skills to accurately address a wide range of language disorders in diverse patient profiles. They will be able to design highly personalized therapeutic strategies, significantly improving rehabilitation outcomes and enhancing patients' quality of life.

The program is delivered entirely online, offering physicians the flexibility to update their knowledge while balancing their existing commitments, thanks to customizable schedules and evaluation timelines. To access the program, participants only need a device with an internet connection to log into the Virtual Campus and explore high-quality content. Additionally, this digital platform features a multimedia-rich library that includes infographics, detailed videos, and interactive summaries. Furthermore, in this digital environment they will find a library full of multimedia resources, such as infographics, in-depth videos and interactive summaries.

This **Postgraduate Certificate in Developmental Language Disorder and Acquired Disorders** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- ♦ The development of case studies presented by Postgraduate Diploma experts in journalism.
- ♦ 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 the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies in medical practice
- ♦ 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



You will stand out for your solid understanding of the clinical and neurobiological foundations that influence both Developmental Language Disorder and Acquired Disorders"

“

The ground-breaking Relearning methodology used by TECH in this Postgraduate Certificate will enable you to update your knowledge in an autonomous and progressive way. No more memorizing!”

Its teaching staff includes professionals from the field of Language Development Disorder and Acquired Disorders, who bring 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 an immersive learning experience designed to prepare for real-life situations.

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

Carry out detailed explorations of language, using standardized tests and clinical observations to obtain precise diagnoses.

You will be able to distinguish between Developmental and Acquired Disorders, understanding their main clinical manifestations.



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.



“

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

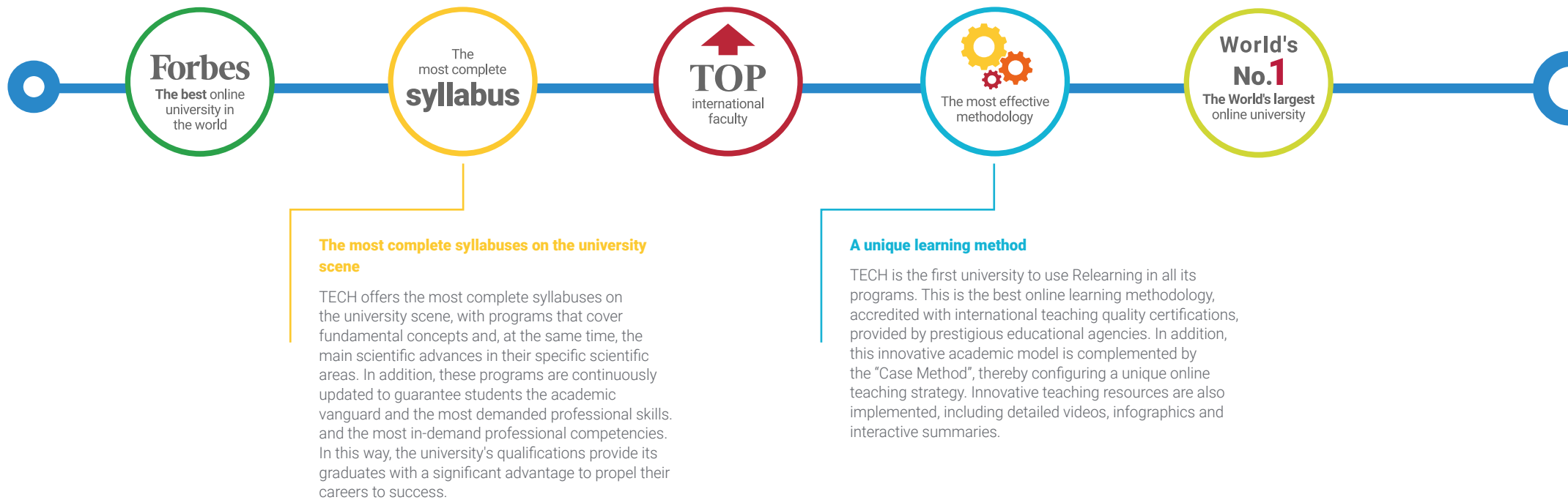
The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer 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 Wistumba, 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 teaching materials that make up this University Course have been developed by authentic references in the approach to Language Development Disorder and Acquired Disorders. As such, the syllabus will delve into factors ranging from different linguistic components or modern diagnostic techniques for early identification of conditions such as Selective Mutism to the most appropriate intervention strategies. In this way, graduates will develop advanced clinical skills to design and implement therapeutic interventions that optimize the general well-being of patients.





“

You will delve into the most advanced strategies for the early identification of developmental language disorders and the design of comprehensive therapies for their optimal treatment”

Module 1. Developmental Language Disorder and Acquired Disorders

- 1.1. Introduction to the Development of Communication and Language
 - 1.1.1. Introduction and Objectives
 - 1.1.1.1. Purpose of the Subject
 - 1.1.1.2. Relationship between Language and Communication
 - 1.1.2. Conceptualization of Language
 - 1.1.2.1. Definition of Language
 - 1.1.2.2. Fundamental Characteristics of Language
 - 1.1.3. Modalities of Language
 - 1.1.3.1. Oral Language
 - 1.1.3.2. Written Language
 - 1.1.3.3. Non-Verbal Language
 - 1.1.3.4. Sign Language
 - 1.1.4. Linguistic Components: Structural and Metalinguistic
 - 1.1.4.1. Structural Components: Phonology, Morphology, Syntax, Semantics and Pragmatics
 - 1.1.4.2. Metalinguistic Components: Phonological Awareness, Implicit Grammar, etc.
 - 1.1.5. Language Functions
 - 1.1.5.1. Referential Function
 - 1.1.5.2. Expressive Function
 - 1.1.5.3. Appellative Function
 - 1.1.5.4. Metalinguistic Function
 - 1.1.5.5. Phatic Function
 - 1.1.6. Development of Language and Linguistic Components
 - 1.1.6.1. Stages of Language Development
 - 1.1.6.2. Acquisition of Linguistic Components
 - 1.1.7. Acquired Language Disorder
 - 1.1.7.1. Definition of Acquired Disorder
 - 1.1.7.2. Impact of Acquired Disorders on Language
 - 1.1.8. Approach to the Theoretical Model of Cognitive Neuropsychology for Understanding Acquired Language
 - 1.1.8.1. Theoretical Models of Cognitive Neuropsychology
 - 1.1.8.2. Relationship between Brain Functions and Acquired Disorders
- 1.2. Conceptualization of Language Development Disorders
 - 1.2.1. Introduction and Objectives
 - 1.2.1.1. Purpose of Understanding Developmental Disorders
 - 1.2.1.2. Objectives of the Treatment of Developmental Language Disorders
 - 1.2.2. Neuropsychological Bases of Developmental Language Disorders
 - 1.2.2.1. Brain Functions Involved in Language
 - 1.2.2.2. Relationship Between the Brain and Linguistic Development
 - 1.2.3. Developmental Language Disorders: Conceptualization
 - 1.2.3.1. Definition and General Characteristics
 - 1.2.3.2. Differences Between Developmental Disorders and Acquired Disorders
 - 1.2.4. Classification of Language Development Disorders
 - 1.2.4.1. Specific Language Disorders (SLD)
 - 1.2.4.2. General Language Disorder
 - 1.2.4.3. Other Related Disorders (Such as Dyslexia or Dysgraphia)
- 1.3. Simple Language Delay
 - 1.3.1. Introduction and Objectives
 - 1.3.1.1. General Description of Simple Delay
 - 1.3.1.2. Objectives of Diagnosis and Intervention
 - 1.3.2. Simple Language Delay: Definition
 - 1.3.2.1. Features of a Simple Language Delay
 - 1.3.2.2. Distinction between Simple Language Delay and Others Disorders
 - 1.3.3. Etiology
 - 1.3.3.1. Genetic Factors
 - 1.3.3.2. Environmental Factors
 - 1.3.4. Classification
 - 1.3.4.1. Delay in Expressive Language
 - 1.3.4.2. Delay in Comprehension Language
 - 1.3.5. Simple Language Delay: Language Difficulties
 - 1.3.5.1. Difficulties in Speech Production
 - 1.3.5.2. Difficulties in Comprehension
 - 1.3.6. Other Associated Difficulties
 - 1.3.6.1. Emotional and Social Difficulties
 - 1.3.6.2. Attention Disorders

- 1.3.7. Simple Language Delay: Relevant Research
 - 1.3.7.1. Recent Research on Diagnosis and Intervention
- 1.4. Developmental Language Disorder
 - 1.4.1. Introduction and Objectives
 - 1.4.1.1. Purpose of Treating Developmental Language Disorder (DLD)
 - 1.4.1.2. Importance of Early Diagnosis
 - 1.4.2. Developmental Language Disorder: Definition
 - 1.4.2.1. Characteristics of DLD
 - 1.4.2.2. Differentiation from Other Language Disorders
 - 1.4.3. Etiology
 - 1.4.3.1. Genetic and Neurobiological Causes
 - 1.4.3.2. Environmental and Social Factors
 - 1.4.4. Classification
 - 1.4.4.1. Mild, Moderate and Severe DLD
 - 1.4.4.2. DLD with Comorbidities (such as ADHD)
 - 1.4.5. DLD: Language Difficulties
 - 1.4.5.1. Grammar and Syntax Deficiencies
 - 1.4.5.2. Problems in Vocabulary Acquisition
 - 1.4.6. Other Associated Difficulties
 - 1.4.6.1. Behavioral Disorders
 - 1.4.6.2. Emotional Disorders
 - 1.4.7. Recent Research
 - 1.4.7.1. Therapeutic Approaches and Advances in Intervention
- 1.5. Social Communication Disorder (Pragmatics) and Selective Mutism
 - 1.5.1. Introduction and Objectives
 - 1.5.1.1. General Description of Social Communication Disorder (SCD) and Selective Mutism
 - 1.5.1.2. Treatment Objectives for these Disorders
 - 1.5.2. SCD: Definition
 - 1.5.2.1. Characteristics of Social Communication Disorder
 - 1.5.2.2. Differentiation from other Autism Spectrum Disorders
 - 1.5.3. Etiology of SCD
 - 1.5.3.1. Genetic Factors
 - 1.5.3.2. Psychological and Social Factors
 - 1.5.4. SCD: Language Difficulties
 - 1.5.4.1. Difficulties in the Pragmatic and Social Use of Language
 - 1.5.4.2. Atypical Behavior in Social Interaction
 - 1.5.5. Other Associated Difficulties
 - 1.5.5.1. Social Anxiety
 - 1.5.5.2. Deficits in Conversation Skills
 - 1.5.6. SCD: Relevant Research
 - 1.5.6.1. Therapeutic Approaches and Treatment Evidence
 - 1.5.7. Selective Mutism: Definition
 - 1.5.7.1. Characteristics and Diagnosis of Selective Mutism
 - 1.5.8. Etiology of Selective Mutism
 - 1.5.8.1. Genetic and Environmental Factors
 - 1.5.8.2. Associated Comorbidities
 - 1.5.9. Linguistic and Communicative Difficulties of Selective Mutism
 - 1.5.9.1. Impact on Verbal Expression
 - 1.5.9.2. Difficulties in Interaction in Different Contexts
 - 1.5.10. Other Difficulties Associated with Selective Mutism
 - 1.5.10.1. Anxiety Disorders
 - 1.5.10.2. Social Isolation
 - 1.5.11. Selective Mutism: Relevant Research
 - 1.5.11.1. Evidence-Based Intervention Strategies
- 1.6. Acquired Language Disorder
 - 1.6.1. Introduction and Objectives
 - 1.6.1.1. Characteristics of Acquired Disorders
 - 1.6.1.2. Relevance of Studies of Acquired Disorders
 - 1.6.2. Acquired Language Disorders: Definition
 - 1.6.2.1. What are Acquired Disorders
 - 1.6.2.2. Differences with Developmental Disorders
 - 1.6.3. Acquired Language Disorders: Classification
 - 1.6.3.1. Aphasia
 - 1.6.3.2. Speech Apraxias
 - 1.6.3.3. Agnosias
 - 1.6.4. Relevant Research
 - 1.6.4.1. Advances in Cognitive Neuropsychology Applied to Acquired Disorders

- 1.7. Aphasia
 - 1.7.1. Introduction and Objectives
 - 1.7.1.1. General Description of Aphasias
 - 1.7.1.2. Objectives of Aphasia Treatment
 - 1.7.2. Aphasias: Definition
 - 1.7.2.1. Types of Aphasia: Broca's Aphasia, Wernicke's Aphasia, etc.
 - 1.7.2.2. Most Common Symptoms
 - 1.7.3. Etiology
 - 1.7.3.1. Neurological Causes (Stroke, Head Injuries)
 - 1.7.3.2. Predisposing Factors
 - 1.7.4. Aphasias: Classification
 - 1.7.4.1. Classification According to the Type of Aphasia
 - 1.7.4.2. Classification According to Level of Severity
 - 1.7.5. Aphasias: Main Linguistic Manifestations
 - 1.7.5.1. Difficulties in Speech Production
 - 1.7.5.2. Difficulties in Comprehension
 - 1.7.6. Other Associated Difficulties
 - 1.7.6.1. Dysarthria and Apraxia
 - 1.7.6.2. Emotional Disorders
 - 1.7.7. Recent Research
 - 1.7.7.1. Therapeutic Approaches and Current Results
- 1.8. Neurodegenerative Diseases
 - 1.8.1. Introduction and Objectives
 - 1.8.1.1. Definition of Neurodegenerative Diseases
 - 1.8.1.2. Objectives of Diagnosis and Intervention
 - 1.8.2. Neurodegenerative Diseases: Definition
 - 1.8.2.1. General Description of Diseases such as Alzheimer's, Multiple Sclerosis, etc.
 - 1.8.3. Etiology of Degenerative Diseases
 - 1.8.3.1. Genetic and Environmental Factors
 - 1.8.3.2. Pathological Mechanisms



- 1.8.4. Classification of Degenerative Diseases
 - 1.8.4.1. Primary and Secondary Diseases
 - 1.8.4.2. Classification According to Brain Involvement
- 1.8.5. Degenerative Diseases: Language Difficulties
 - 1.8.5.1. Associated Cognitive and Linguistic Difficulties
 - 1.8.5.2. Impact on Memory and Communication Skills
- 1.8.6. Other Associated Difficulties: Apraxia and Agnosia
 - 1.8.6.1. Definition of Apraxia
 - 1.8.6.2. Impact of Agnosias on the Recognition and Use of Language
- 1.8.7. Relevant Research
 - 1.8.7.1. Treatment and Rehabilitation Strategies
- 1.9. Assessment and Diagnosis in Language Disorders
 - 1.9.1. Introduction and Objectives
 - 1.9.1.1. Importance of Early Assessment
 - 1.9.1.2. Objectives of a Comprehensive Diagnostic Assessment
 - 1.9.2. Assessment Methods
 - 1.9.2.1. Standardized Tests
 - 1.9.2.2. Clinical and Observational Assessment
 - 1.9.3. Diagnostic Tools
 - 1.9.3.1. Questionnaires and Interviews
 - 1.9.3.2. Specific Tests for Developmental and Acquired Disorders
 - 1.9.4. Interpretation of the Results
 - 1.9.4.1. How to Integrate the Results into an Intervention Plan
- 1.10. Intervention Strategies for Language Disorders
 - 1.10.1. Introduction and Objectives
 - 1.10.1.1. Objectives of the Speech Therapy Intervention
 - 1.10.1.2. Evidence-based Therapeutic Methods
 - 1.10.2. Therapeutic Approaches to Developmental Disorders
 - 1.10.2.1. Language and Cognitive Therapies
 - 1.10.2.2. Early Intervention

- 1.10.3. Therapeutic Approaches to Developmental Disorders
 - 1.10.3.1. Rehabilitation in Aphasia
 - 1.10.3.2. Interventions in Neurodegenerative Diseases
- 1.10.4. Assessment of the Effectiveness of the Intervention
 - 1.10.4.1. Measurement of Results
 - 1.10.4.2. Adjustments and Adaptations in Treatment



Use the most modern assessment techniques to determine the degree and type of language impairment in each individual"

04

Teaching Objectives

This university program will provide physicians with the most sophisticated tools for identifying, evaluating and treating both Language Development Disorders and Acquired Disorders. At the same time, graduates will develop advanced clinical skills to design personalized interventions based on the specific requirements of each individual. In this way, professionals will be trained to implement effective therapeutic strategies that promote optimal language and communication development in their patients, significantly improving their quality of life.



“

You will have a comprehensive understanding of the neuroanatomical and physiological bases of language, which will allow you to accurately assess various linguistic alterations”



General Objectives

- ♦ Use diagnostic tests and explain research techniques in Neuropsychology of Language
- ♦ Delve into the key concepts of Statistics for selecting samples
- ♦ Apply assessment techniques to diagnose language disorders and write speech therapy reports
- ♦ Analyze the linguistic effects derived from Neurodegenerative Diseases, such as Dementia and Multiple Sclerosis
- ♦ Define the concept of psychometrics and its relationship with Speech Therapy, understanding its application in the evaluation of Language and Communication Disorders
- ♦ Identify and diagnose Language Disorders in various contexts, considering both the clinical manifestations and the neuropsychological aspects involved
- ♦ Design and apply effective interventions for the treatment of speech disorders, adapted to the needs of the patient
- ♦ Develop skills to assess and adjust speech therapy interventions, based on scientific evidence and advances in the field





Specific Objectives

- ♦ Delve into the causes and effects of Acquired Language Development Disorders
- ♦ Create intervention plans for language disorders in both children and adults



*You will learn valuable lessons
through real speech therapy cases
in simulated learning environments"*

05 Study Methodology

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

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



“

TECH will prepare 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 and 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 Methodology

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 better performance, involving you more in your specialization, developing a critical mindset, 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.

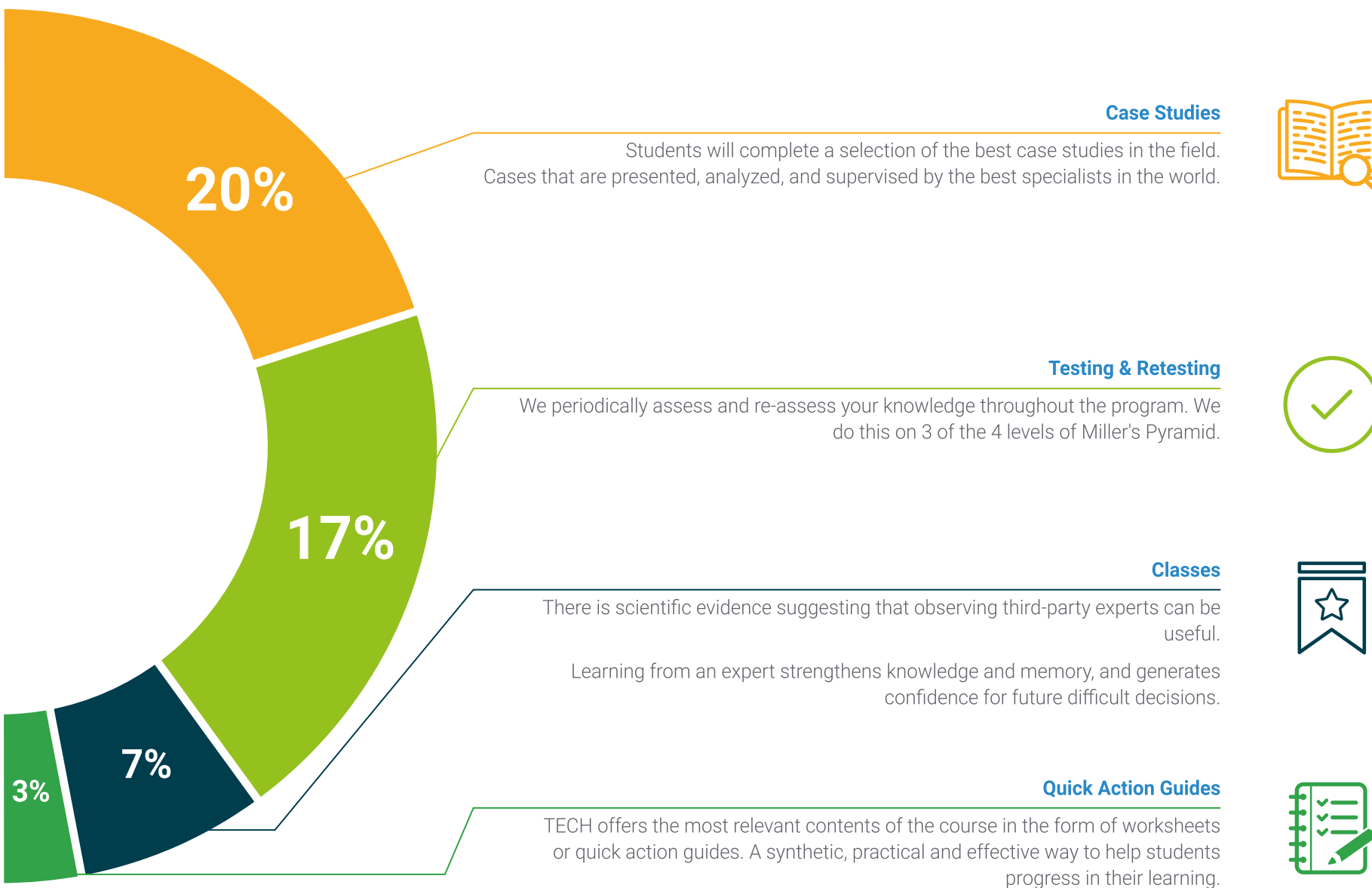
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

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





06 Certificate

This Postgraduate Certificate in Developmental Language Disorder and Acquired Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Certificate issued by TECH Global University.



“

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 **Postgraduate Certificate in Developmental Language Disorder and Acquired Disorders** 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: **Postgraduate Certificate in Developmental Language Disorder and Acquired Disorders**

Modality: **online**

Duration: **6 weeks**

Accreditation: **6 ECTS**





Postgraduate Certificate
Developmental Language
Disorder and Acquired Disorders

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Accreditation: 6 ECTS
- » Schedule: at your own pace
- » Exams: online

Postgraduate Certificate

Developmental Language Disorder and Acquired Disorders