Postgraduate Diploma

Written Language Disorders

tech global university

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Postgraduate Diploma
Written Language Disorders

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: **www.techtitute.com/us/medicine/postgraduate-diploma/postgraduate-diploma-written-language-disorders**

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01

Introduction to the Program

Written Language Disorders are conditions that affect the ability to read, write and process written information, affecting millions of people worldwide. These disorders, often linked to neurological or developmental factors, require specialized diagnosis and treatment. Therefore, specialists need to master the most cutting-edge approaches in the diagnosis and therapeutic intervention of these conditions. With the aim of supporting them in this work, TECH has created a pioneering university program focused on the holistic approach to Written Language Disorders. And all in a flexible, completely online modality!

With this 100% online Postgraduate Diploma, you will design personalized therapeutic interventions that improve patients' reading, writing and written information processing skills"

A recent study conducted by the World Health Organization estimates that 10% of the adult global population presents some form of Written Language Disorder, with Dyslexia being one of the most prevalent. This condition affects the ability to read and write, which can lead to significant challenges in academic and professional performance for patients. In view of this, specialists have the responsibility to design highly personalized therapeutic programs to optimize patients' quality of life.

In this context, TECH introduces an innovative Postgraduate Diploma in Written Language Disorders. Created by renowned experts in this field, the curriculum will delve into topics ranging from the application of an interdisciplinary approach in speech therapy to the most innovative neuropsychological rehabilitation techniques for language, as well as the design of intervention programs specifically for conditions such as Dyslexia. As a result, graduates will acquire the necessary skills to accurately diagnose and effectively treat written language disorders. Additionally, they will be prepared to lead research projects, design personalized interventions, and collaborate in multidisciplinary teams, significantly contributing to the improvement of patients' quality of life.

It is worth noting that this university qualification is offered in a 100% online format, allowing professionals to plan their own study schedules for a completely efficient and flexible learning experience. In addition, specialists will enjoy a wide variety of multimedia resources designed to promote dynamic and natural teaching. To access the Virtual Campus, all professionals will need is a device with Internet access (including their own cell phone). They will also be supported at all times by an experienced teaching staff, who will resolve all the doubts that may arise during their academic itinerary.

The **Postgraduate Diploma in Written Language 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 experts in Written Language Disorders
- Graphic, schematic, and practical contents which provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the process of self-assessment can be used to improve learning
- 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 use the most modern tools to monitor the progress of users in their rehabilitation of Written Language"

You will be able to identify Written Language Disorders in the early stages of development, ensuring timely intervention that improves the long-term prognosis.

With this university qualification, you have comfort in your hands by having the flexibility to schedule your sessions at any time of the day.

Thanks to TECH Relearning you will be able to assimilate the essential concepts in a fast, natural and accurate way.

Its teaching staff includes professionals from the field of Written Language 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.

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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 most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

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.

02

Syllabus

The teaching content that makes up this Postgraduate Diploma has been put together by true experts in the field of Written Language Disorders. The academic itinerary will delve into subjects ranging from the interdisciplinary approach in the speech therapy approach or the most innovative techniques of neuropsychological rehabilitation of Language to the design of specific intervention programs for disorders such as Dyslexia.

You will delve into the assessment of the effectiveness of therapeutic interventions, carrying out periodic follow-ups to adjust treatment strategies according to the needs of the users"

Module 1. Neuropsychology of Language

1.1. Neuropsychology and Speech Therapy
- 1.1.1. Basic Concepts
  - 1.1.1.1. Definition of Neuropsychology
  - 1.1.1.2. Relationship between Neuropsychology and Speech Therapy
  - 1.1.1.3. Cognitive Functions and their Relationship with Language
- 1.1.2. Assessment Methodologies
  - 1.1.2.1. Neuroimaging Techniques
  - 1.1.2.2. Neuropsychological Assessment of Language
- 1.1.3. Technique and Approach Route
  - 1.1.3.1. Interdisciplinary Approach to Speech Therapy
  - 1.1.3.2. Techniques for Neuropsychological Rehabilitation of Language
  - 1.1.3.3. Speech Therapy Strategies for the Treatment of Cognitive and Communicative Disorders

1.2. Neuroanatomical Bases of Language
- 1.2.1. Brain Structures Involved
  - 1.2.1.1. Broca's and Wernicke's Areas
  - 1.2.1.2. Angular Gyrus and its Role in Reading
  - 1.2.1.3. Temporal Lobe and Its Relationship with Comprehension
- 1.2.2. Brain Connections
  - 1.2.2.1. Arcuate Fasciculus
  - 1.2.2.2. Interhemispheric Connections
- 1.2.3. Left vs. Right Brain in Language
  - 1.2.3.1. Hemispheric Dominance
  - 1.2.3.2. Function of the Right Hemisphere in Non-verbal Language

1.3. Neurocognitive Processes of Language
- 1.3.1. Language Comprehension
  - 1.3.1.1. Phonological and Lexical Decoding
  - 1.3.1.2. Semantic and Pragmatic Comprehension
- 1.3.2. Language Production
  - 1.3.2.1. Phonological Processing
  - 1.3.2.2. Lexical, Syntactic and Semantic Processing
- 1.3.3. Memory and Language
  - 1.3.3.1. Verbal Working Memory
  - 1.3.3.2. Long-Term Memory and Language

1.4. Neuronal Plasticity and Language
- 1.4.1. Concept of Brain Plasticity
  - 1.4.1.1. Definition and Types of Brain Plasticity
  - 1.4.1.2. Factors Influencing Brain Plasticity
- 1.4.2. Mechanisms of Neuronal Plasticity
  - 1.4.2.1. Synaptic Plasticity and its Role in Learning
  - 1.4.2.2. Neurogenesis and its Implication in Brain Repair
- 1.4.3. Impact of Plasticity on Language Recovery
  - 1.4.3.1. Adaptation Mechanisms in Language Disorders
  - 1.4.3.2. Cortical Plasticity in Language Restructuring
- 1.4.4. Age and Plasticity
  - 1.4.4.1. Effects of Early Age on Neuronal Plasticity
  - 1.4.4.2. Plasticity in Adulthood and its Relationship with Language Learning
- 1.4.5. Brain Rehabilitation and Stimulation
  - 1.4.5.1. Brain Stimulation Techniques for Language Rehabilitation
  - 1.4.5.2. Speech Therapies and their Impact on Neuronal Plasticity

1.5. Neurobiological Language Disorders in Children
- 1.5.1. Speech Disorders
  - 1.5.1.1. Speech Disorders
  - 1.5.1.2. Childhood Apraxia
  - 1.5.1.3. Childhood Dysarthria
- 1.5.2. Language Disorders
  - 1.5.2.1. Specific Language Disorder (SLD)
  - 1.5.2.2. Developmental Language Disorder
  - 1.5.2.3. Simple Language Delay
- 1.5.3. Related Disorders and Neurodevelopmental Disorders
  - 1.5.3.1. Acquired Childhood Aphasia
  - 1.5.3.2. Autism Spectrum Disorder
  - 1.5.3.3. Down Syndrome
  - 1.5.3.4. Cerebral Palsy

1.6. Neuropsychological Assessment of Language in Children
- 1.6.1. Assessment Techniques
  - 1.6.1.1. Standardized Tests
  - 1.6.1.2. Clinical and Observational Assessment
- 1.6.2. Specific Neuropsychological Instruments
  - 1.6.2.1. Verbal Fluency Assessment
  - 1.6.2.2. Language Development Scales
- 1.6.3. Interpretation of Results
  - 1.6.3.1. Analysis of Language Skills
  - 1.6.3.2. Identification of Disorders and Comorbidities

1.7. Neuropsychological Rehabilitation in Children
- 1.7.1. Early Intervention
  - 1.7.1.1. Language Therapy
  - 1.7.1.2. Early Stimulation Approaches
- 1.7.2. Specific Therapeutic Approaches
  - 1.7.2.1. Therapies Based on Games
  - 1.7.2.2. Cognitive-Behavioral Therapy for Language
- 1.7.3. Rehabilitation Techniques
  - 1.7.3.1. Brain Plasticity Therapies
  - 1.7.3.2. Language Rehabilitation Using Technology

1.8. Neurobiological Language Disorders in Adults
- 1.8.1. Aphasia
  - 1.8.1.1. Broca's Aphasia
  - 1.8.1.2. Wernicke's Aphasia
  - 1.8.1.3. Global Aphasia
- 1.8.2. Disorders Related to Acquired Brain Injury
  - 1.8.2.1. Dysarthria
  - 1.8.2.2. Speech Apraxias
- 1.8.3. Neurodegenerative Disorders
  - 1.8.3.1. Alzheimer's Disease and Language
  - 1.8.3.2. Language Disorders in Amyotrophic Lateral Sclerosis (ALS)
  - 1.8.3.3. Language Disorders in Parkinson's Disease

1.9. Neuropsychological Assessment of Language in Adults
- 1.9.1. Neuropsychological Tests in Adults
  - 1.9.1.1. Assessment of Aphasias
  - 1.9.1.2. Assessment of Cognitive and Linguistic Disorders
- 1.9.2. Diagnostic Methods
  - 1.9.2.1. Clinical Interviews and Medical History
  - 1.9.2.2. Functional Assessment Scales
- 1.9.3. Interpretation of Results in Adults
  - 1.9.3.1. Assessment of Verbal Disfluency
  - 1.9.3.2. Differentiation between Aphasia and Dementia

1.10. Neuropsychological Rehabilitation in Adults
- 1.10.1. Rehabilitation after a Cerebrovascular Accident (CVA)
  - 1.10.1.1. Post-CVA Speech Therapy
  - 1.10.1.2. Approaches Based on Neuroplasticity
- 1.10.2. Rehabilitation in Neurodegenerative Diseases
  - 1.10.2.1. Intervention Approaches in Alzheimer's Disease
  - 1.10.2.2. Language Rehabilitation in Amyotrophic Lateral Sclerosis (ALS)
- 1.10.3. Emerging Therapies
  - 1.10.3.1. Cognitive-Behavioral Therapy in Aphasia
  - 1.10.3.2. Use of Technologie for Language Rehabilitation

Module 2. Learning Disorders: Literacy

2.1. Principles for Learning Literacy and Mathematics
- 2.1.1. Definition of Literacy and Numeracy
  - 2.1.1.1. Key Components of Literacy (Reading and Writing)
  - 2.1.1.2. Fundamental Components of Numeracy: Basic Operations and Initial Mathematical Concepts
- 2.1.2. Objectives of Learning Literacy and Numeracy in Childhood
  - 2.1.2.1. Development of Basic Literacy Skills in Childhood
  - 2.1.2.2. Introduction to the Concept of Numbers and Mathematical Operations
  - 2.1.2.3. Fostering Logical Thinking through Literacy and Mathematics

2.1.3. The Importance of Language in the Development of Mathematics
2.1.3.1. The Role of Verbal Language in Mathematical Thinking
2.1.4. Connection Between Linguistic Abilities and Mathematical Abilities
2.1.4.1. Relationship Between Reading Comprehension and Solving Mathematical Problems
2.1.4.2. The Impact of Written Expression on the Resolution of Mathematical Problems
2.1.4.3. Link between Following Instructions and Success in Mathematical Activities
2.1.5. Cognitive Development in Literacy and Numeracy
2.1.5.1. Stages of Cognitive Development in Literacy
2.1.5.2. Stages of Cognitive Development in Numeracy

2.2. Neurological Basis of Literacy and Numeracy
2.2.1. The Brain and its Cognitive Functions in Literacy
2.2.1.1. Brain Areas Involved in Literacy Processing
2.2.1.2. Cognitive Processing of Literacy
2.2.2. Neuroplasticity and its Impact on Learning to Read and Write
2.2.2.1. The Concept of Neuroplasticity in the Context of Learning
2.2.2.2. Pedagogical Strategies to Promote Neuroplasticity in School Learning
2.2.3. Brain Areas Involved in Mathematical Thinking
2.2.3.1. Cortical Areas Involved in Numerical Processing and Mathematical Operations
2.2.3.2. Interaction Between Brain Areas in Mathematical Reasoning
2.2.3.3. Cognitive Processing of Mathematical Calculation

2.3. Individual Development and Learning Capacity for Literacy and Numeracy: Biological and Environmental Factors
2.3.1. The Role of Genetics in Learning Literacy and Mathematics
2.3.1.1. Influence of Genetic Factors on the Development of Academic Skills
2.3.1.2. Genetic Disorders Affecting Reading, Writing and Arithmetic (e.g. Dyslexia and Dyscalculia)
2.3.1.3. Inheritance and Predisposition to Learning Difficulties
2.3.2. Environmental Factors: Home, School and Culture
2.3.2.1. Influence of the Family Environment on Child Learning
2.3.2.2. The Impact of the School Environment and the Curriculum on the Development of Linguistic and Mathematical Skills
2.3.3. Influence of Socioeconomic Factors on Academic Performance
2.3.3.1. Effects of Poverty on Access to Educational Resources and Family Support
2.3.3.2. Inequalities in Academic Performance due to Socioeconomic Factors
2.3.4. Early Stimulation in the Development of Academic Skills
2.3.4.1. The Impact of Early Stimulation on Literacy and Numeracy
2.3.4.2. Strategies for Cognitive Stimulation in the Early Years

2.4. Individual Development and Learning Capacity for Literacy and Numeracy: Psychological Factors
2.4.1. Psychological Theories of Cognitive Development in Childhood
2.4.1.1. Piagets Theory
2.4.1.2. Vygotsky's Sociocultural Theory
2.4.1.3. Gardner's Theory of Multiple Intelligences
2.4.2. Motivation and its Impact on Learning of Literacy and Numeracy
2.4.2.1. The Theories of Motivation in the Context of Academic Learning
2.4.2.2. Factors Affecting Motivation
2.4.2.3. Teaching Strategies to Increase Motivation in Students with Difficulties
2.4.3. The Role of Impulsivity in School Learning
2.4.3.1. Impulsivity as a Barrier in the Reading and Arithmetic Process
2.4.3.2. Relationship Between Impulsivity and Errors in Text Comprehension
2.4.3.3. Strategies for Managing Impulsivity in the Classroom
2.4.4. The Influence of Self-Esteem on Academic Performance
2.4.4.1. The Relationship Between Self-Esteem and Academic Success in Literacy and Numeracy
2.4.4.2. Factors Affecting Self-Esteem in Children with Learning Difficulties
2.4.4.3. Interventions to Improve Self-Esteem in Students with Difficulties

2.5. Theoretical Models in the Acquisition of Literacy
- 2.5.1. Cognitive Models and their Application in the Teaching of Literacy
  - 2.5.1.1. The Information Processing Model in Literacy
  - 2.5.1.2. Application of Cognitive Models to Improve Reading Comprehension
  - 2.5.1.3. Teaching Strategies Based on Cognitive Models
- 2.5.2. Theory of Parallel Processing and its Relationship with Literacy
  - 2.5.2.1. Fundamentals of Parallel Processing Theory
  - 2.5.2.2. Applications of Parallel Processing Theory in Literacy
- 2.5.3. Serial and Interactive Models in Literacy Learning
  - 2.5.3.1. Differences between Serial and Interactive Models
  - 2.5.3.2. Application of these Models in the Teaching of Reading and Writing
- 2.5.4. Connectionist Models and their Application in the Teaching of Literacy
  - 2.5.4.1. Basic Principles of Connectionist Models
  - 2.5.4.2. How Connectionist Models Facilitate the Acquisition of Literacy

2.6. Variables that Influence Literacy
- 2.6.1. The Importance of Frequency in the Acquisition of Literacy
  - 2.6.1.1. The Role of Repetition in Learning Words and Sounds
  - 2.6.1.2. How the Frequency of Exposure to Words Improves Reading Comprehension
  - 2.6.1.3. Strategies for Increasing the Frequency of Reading Practice
- 2.6.2. The Impact of the Order of Word Acquisition on Learning
  - 2.6.2.1. Theories on the Natural Order of Word Acquisition
  - 2.6.2.2. The Impact of Order on Vocabulary Building and Comprehension
  - 2.6.2.3. Speech Therapy Applications to Improve Reading Acquisition
- 2.6.3. Linguistic Factors: Familiarity, Length, Imaginability and Syllabic Frequency
  - 2.6.3.1. Familiarity of Words
  - 2.6.3.2. The Effect of Word Length and Complexity on Comprehension
  - 2.6.3.3. Relationship between the Imaginability of Words and their Comprehension
- 2.6.4. Relationship between Literacy Variables and Academic Performance
  - 2.6.4.1. Reading Proficiency and Success in Other Academic Subjects
  - 2.6.4.2. Literacy Skills Related to Performance in Mathematics
  - 2.6.4.3. Strategies to Improve Academic Performance through Literacy
- 2.6.5. Practical Applications of Determining Variables in the Classroom
  - 2.6.5.1. Teaching Activities Based on Word Frequency and Familiarity
  - 2.6.5.2. Strategies to Improve Comprehension of Long and Complex Texts
  - 2.6.5.3. Strategies to Enhance Learning of High Syllable Frequency Words

2.7. Dyslexia and Reading Delay
- 2.7.1. Definition of Dyslexia and Reading Delay
  - 2.7.1.1. Differences between Dyslexia and Reading Delay
  - 2.7.1.2. Common Characteristics of Dyslexia and Reading Delay
  - 2.7.1.3. Causes and Initial Manifestations of Both Disorders
- 2.7.2. Causes and Risk Factors for the Development of Dyslexia
  - 2.7.2.1. Genetic and Hereditary Factors
  - 2.7.2.2. The Influence of the Prenatal Environment
  - 2.7.2.3. Neurobiological Factors
- 2.7.3. Characteristics of Dyslexia
  - 2.7.3.1. Common Reading Errors
  - 2.7.3.2. Phonological Awareness and Dyslexia
  - 2.7.3.3. Word Identification and Reading Comprehension
- 2.7.4. Strategies for Early Intervention in Dyslexia
  - 2.7.4.1. Strategies to Improve Word Recognition
  - 2.7.4.2. Methods to Improve Reading Fluency
  - 2.7.4.3. Strategies to Improve Reading Comprehension
- 2.7.5. Diagnosis and Evaluation of Dyslexia
  - 2.7.5.1. Diagnostic Methods for Dyslexia
  - 2.7.5.2. The Importance of Early Assessment
  - 2.7.5.3. Multidisciplinary Assessment: Psychologists, Speech Therapists and Pedagogues in Diagnosis

2.8. Dysgraphia and Dysorthographia
- 2.8.1. Definition of Dysgraphia and Dysorthographia
  - 2.8.1.1. Differences between Dysgraphia and Dysorthographia
  - 2.8.1.2. Typical Manifestations of Dysgraphia and Dysorthographia
  - 2.8.1.3. Relationship between Dysgraphia and Dysorthographia
  - 2.8.1.4. Neurological Causes

2.8.2. Classification of Central Dysgraphias
2.8.2.1. Types of Dysgraphia: Phonological, Surface and Deep
2.8.2.2. Neurological Causes of Central Dysgraphia
2.8.2.3. Characteristics of Writing in Central Dysgraphia
2.8.3. Peripheral Dysgraphia: Motor Dysgraphia (Dysorthographia)
2.8.3.1. Definition of Motor Dysgraphia and its Characteristics
2.8.3.2. The Relationship Between Fine Motor Control and Difficulties in Writing
2.8.3.3. Characteristics of Dysorthography
2.8.4. Assessment of Dysgraphia
2.8.4.1. Diagnostic Tools for the Assessment of Dysgraphia
2.8.4.2. Methods of Observation and Written Assessment in Diagnosis
2.8.5. Intervention and Treatment for Dysgraphia and Dysorthographia
2.8.5.1. Therapeutic Strategies to Improve Motor Skills in Writing
2.8.5.2. Methods to Correct Spelling Errors in Children with Dysorthographia
2.8.5.3. Speech Therapy Techniques and Intervention Programs

2.9. Difficulties in Learning Mathematics (MLD)
2.9.1. Definition of Difficulties in Learning Mathematics (MLD)
2.9.1.1. Concept of Difficulties in Learning Mathematics
2.9.1.2. The Distinction Between Learning Difficulty and Cognitive Deficit
2.9.1.3. Common Characteristics of Children with MLD
2.9.2. Classification of MLD: Types and Characteristics
2.9.2.1. Types of Mathematics Difficulties: Problems in Arithmetic, Geometry, Reasoning
2.9.2.2. Characteristics of Students with Difficulties in Each Area of Mathematics
2.9.2.3. Classification According to the Severity of the Difficulties
2.9.3. Etiology of Mathematical Difficulties: Cognitive and Environmental Causes
2.9.3.1. Cognitive Causes Related to Mathematical Processing
2.9.3.2. The Impact of the Family and School Environment on Mathematical Difficulties
2.9.3.3. Emotional Factors and Their Contribution to MLD
2.9.4. Assessment of Learning Difficulties in Mathematics
2.9.4.1. Assessment Tools and Techniques for Detecting MLD
2.9.4.2. The Use of Standardized Tests and Diagnostic Assessments
2.9.4.3. Individualized Assessment: The Importance of Strengths and Weaknesses Analysis

2.9.5. Intervention in Mathematical Difficulties: Strategies and Approaches
2.9.5.1. Educational Intervention Methods for Students with MLD
2.9.5.2. Individual and Group Approaches to Improve Mathematical Performance
2.9.5.3. The Use of Manipulatives and Technology in Mathematics Teaching
2.9.6. The Importance of Early Detection in MLD
2.9.6.1. How Early Detection Improves Academic Outcomes
2.9.6.2. Tools for Identifying Early Signs of Mathematical Difficulties
2.9.6.3. The Role of Parents and Teachers in Detection and Early Support
2.10. Reading Comprehension and its Relationship to Logical Thinking in Students with Learning Difficulties
2.10.1. Definition of Reading Comprehension
2.10.1.1. Importance of Reading Comprehension in Academic Development
2.10.1.2. Relationship between Reading Comprehension and Logical Thinking
2.10.2. Fundamentals of Reading Comprehension
2.10.2.1. Models of Reading Comprehension: Literal, Inferential and Critical
2.10.2.2. Cognitive Processes Involved in Text Comprehension
2.10.2.3. Factors Affecting Reading Comprehension: Vocabulary, Reading Fluency, Motivation and Context
2.10.3. Logical Thinking and its Relationship to Reading Comprehension
2.10.3.1. Definition of Logical Thinking and its Components (Reasoning, Analysis and Problem Solving)
2.10.3.2. How Logical Thinking Influences the Interpretation and Analysis of Texts
2.10.4. Strategies to Improve Reading Comprehension and Logical Thinking
2.10.4.1. Pedagogical Intervention Strategies to Improve Reading Comprehension
2.10.4.2. Techniques to Stimulate Logical Thinking in Students with Learning Difficulties
2.10.4.3. Technological Tools and Multisensory Methods to Support Learning
2.10.5. Assessment of Reading Comprehension and Logical Thinking
2.10.5.1. Methods for Assessment of Reading Comprehension: Standardized Tests and Observation
2.10.6. Strategies to Improve Reading Comprehension
2.10.6.1. Metacognitive Strategies
2.10.6.2. Language Strategies

Module 3. Intervention in Written Language Disorders

3.1. Processes Involved in Reading
- 3.1.1. Reading as a Communicative and Socializing Process of the Human Being
  - 3.1.1.1. Purposes of Reading Instruction
  - 3.1.1.2. Relationship between Objectives and Reading Skills
- 3.1.2. The Concept of Reading
  - 3.1.2.1. Definitions of Reading
  - 3.1.2.2. Fundamental Components of the Reading Act
  - 3.1.2.3. Differences between Comprehensive and Mechanical Reading
- 3.1.3. The Reading System
  - 3.1.3.1. Elements that Make up the Reading System
  - 3.1.3.2. Theoretical Models that Explain the Reading System
  - 3.1.3.3. Connections between the Visual and Cognitive Systems
- 3.1.4. Psychological Processes in Reading
  - 3.1.4.1. Perceptive Processes
  - 3.1.4.2. Cognitive and Linguistic Processes
  - 3.1.4.3. Processes of Comprehension and Memory
- 3.1.5. Factors and Stages in Learning to Read
  - 3.1.5.1. Individual Factors: Biological, Psychological and Sociocultural
  - 3.1.5.2. Stages of Reading Development: Pre-reading, Initial Learning and Consolidation
- 3.1.6. Prerequisites for Teaching Reading
  - 3.1.6.1. Necessary Linguistic Development
  - 3.1.6.2. Neuropsychological Maturation
  - 3.1.6.3. Motivational and Emotional Factors
  - 3.1.6.4. Social Factors
- 3.1.7. Disturbances in the Reading System
  - 3.1.7.1. Phonological Disturbances
  - 3.1.7.2. Semantic and Comprehension Disturbances
  - 3.1.7.3. Functional Disturbances Related to Sensory Deficits

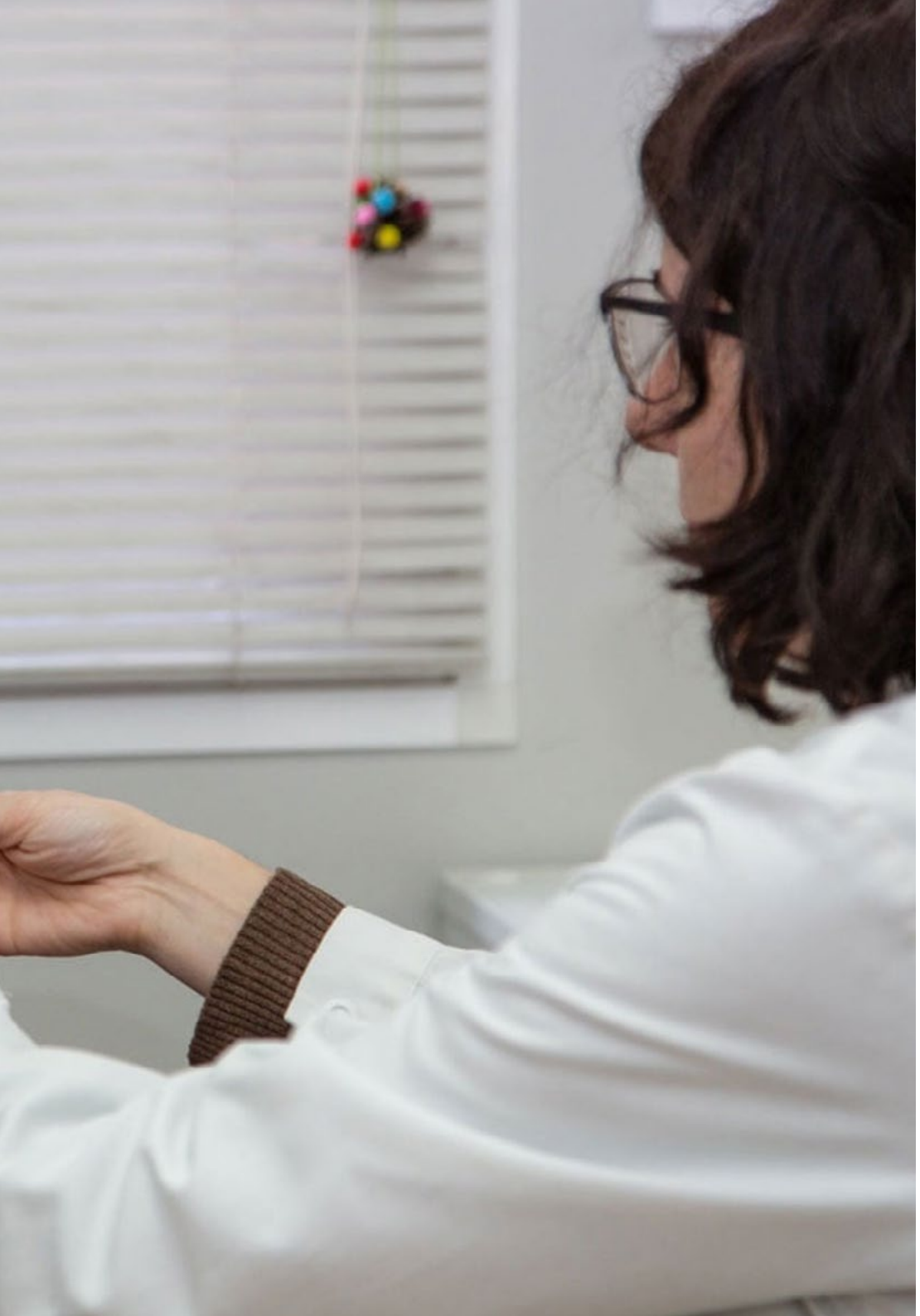
3.2. Processes Involved in Writing
- 3.2.1. Writing and Communication
  - 3.2.1.1. Purposes of Writing Learning
  - 3.2.1.2. Importance of Objectives in the Teaching Process
- 3.2.2. The Concept of Writing
  - 3.2.2.1. Definitions of Writing
  - 3.2.2.2. Differences between Handwriting and Typing
  - 3.2.2.3. Writing as a System of Communication
- 3.2.3. The Writing System
  - 3.2.3.1. Components of the Writing System
  - 3.2.3.2. Theoretical Models of Written Production
  - 3.2.3.3. Cognitive Functions Involved in Writing
- 3.2.4. Relationships between Reading and Writing
  - 3.2.4.1. Influences between Reading and Writing
  - 3.2.4.2. Differences in the Cognitive Processes Involved
- 3.2.5. Psychological Processes Involved in Writing
  - 3.2.5.1. Planning the Text
  - 3.2.5.2. Writing the Text
  - 3.2.5.3. Revising and Editing the Text
- 3.2.6. Stages in Learning to Write: Psychogenesis of Written Language
  - 3.2.6.1. Undifferentiated Writing Stage
  - 3.2.6.2. Differentiated Writing Stage
  - 3.2.6.3. Syllabic Stage
  - 3.2.6.4. Syllabic-Alphabetic Stage
  - 3.2.6.5. Alphabetic Stage

3.3. Dyslexia
- 3.3.1. Definition of Specific Reading Difficulties
  - 3.3.1.1. Objectives in the Identification and Management of Dyslexia
- 3.3.2. Concept of Dyslexia
  - 3.3.2.1. General Characterization of Dyslexia
  - 3.3.2.2. Differentiation between Evolutive and Acquired Dyslexia

3.3.3. Explanatory Theories
3.3.3.1. Phonological Models
3.3.3.2. Visual and Rapid Processing Models
3.3.3.3. Multicausal Approaches
3.3.4. Manifestations and Symptoms
3.3.4.1. Difficulties in Phonological Decoding
3.3.4.2. Problems with Reading Fluency
3.3.4.3. Common Errors in Comprehension
3.3.5. Characterization and Types
3.3.5.1. Phonological Dyslexia
3.3.5.2. Superficial Dyslexia
3.3.5.3. Mixed or Deep Dyslexia
3.4. Assessment of Learning Difficulties in Reading
3.4.1. Importance of Assessment in Reading Difficulties
3.4.1.1. Objectives of Reading Assessment
3.4.2. Diagnostic Criteria and Classification Systems
3.4.2.1. Criteria for Differentiating Reading Difficulties from Other Disorders
3.4.2.2. International Classification Systems (DSM, ICD)
3.4.3. The Assessment of Skills Related to Reading
3.4.3.1. Assessment of Phonological Awareness
3.4.3.2. Reading Fluency Assessment
3.4.3.3. Reading Comprehension Assessment
3.4.4. Reading Assessment
3.4.4.1. Qualitative and Quantitative Methods
3.4.4.2. Observation in Natural Contexts
3.4.5. Standardized Reading Assessment Tests and Batteries
3.4.5.1. Screening Tests
3.4.5.2. Specific Reading Tests
3.4.5.3. Interpretation of Results
3.5. Intervention in Reading Disorders
3.5.1. Basis for Effective Intervention
3.5.1.1. Specific Objectives in the Intervention of Dyslexia
3.5.2. Intervention Methods
3.5.2.1. Phonological Methods
3.5.2.2. Multisensory Methods
3.5.2.3. Technology-Assisted Methods
3.5.3. Areas of Intervention in Dyslexia
3.5.3.1. Intervention in the Classroom
3.5.3.2. Intervention At Home
3.5.3.3. Intervention in Clinical Contexts
3.5.4. Intervention Programs
3.5.4.1. Design of Specific Programs
3.5.4.2. Examples of Recognized Programs
3.5.5. Materials for Working with Dyslexia
3.5.5.1. Printed Resources: Guides and Books
3.5.5.2. Digital Tools and Applications
3.6. Dysgraphia
3.6.1. Relevance of the Study of Dysgraphia
3.6.1.1. Intervention and Diagnostic Objectives
3.6.2. Concept of Dysgraphia
3.6.2.1. Clinical and Psychopedagogical Definitions
3.6.2.2. Differentiation from Other Related Disorders
3.6.3. Etiology of Dysgraphia
3.6.3.1. Biological and Neurological Factors
3.6.3.2. Psychological and Educational Factors
3.6.4. Characterization and Types of Dysgraphia
3.6.4.1. Motor Dysgraphia
3.6.4.2. Specific Dysgraphia
3.6.4.3. Dysgraphia Associated with Other Disorders
3.6.4.4. Mixed Dysgraphia

3.7. Assessment of Learning Difficulties in Writing
- 3.7.1. Introduction and Objectives
  - 3.7.1.1. Basis for Writing Assessment
  - 3.7.1.2. Specific Objectives of Writing Assessment
- 3.7.2. Diagnostic Criteria and Classification Systems (DSM, CIE)
  - 3.7.2.1. Classification of Writing Difficulties
  - 3.7.2.2. Differential Diagnosis with Other Learning Problems
- 3.7.3. Writing Assessment
  - 3.7.3.1. Quantitative and Qualitative Methods of Writing Analysis
  - 3.7.3.2. Standardized Writing Tests
- 3.7.4. Standardized Writing Assessment Tests and Batteries
  - 3.7.4.1. Initial Assessment Tools
  - 3.7.4.2. Specific Tests for Diagnosing Dysgraphia

3.8. Intervention in Writing Difficulties
- 3.8.1. General Approaches to Dysgraphia Intervention
  - 3.8.1.1. Specific Treatment Objectives
- 3.8.2. Planning Process Intervention
  - 3.8.2.1. Techniques for Organizing Ideas
  - 3.8.2.2. Strategies for Structuring Texts: Macro and Microstructure
- 3.8.3. Intervention of Syntactic Processes
  - 3.8.3.1. Syntactic Awareness
  - 3.8.3.2. Textual Coherence
- 3.8.4. Intervention of Lexical Processes
  - 3.8.4.1. Development of Active Vocabulary
  - 3.8.4.2. Development of Visual Word Memory
- 3.8.5. Speech Therapy Intervention of Motor Processes
  - 3.8.5.1. Exercises to Improve Fine Motor Skills
  - 3.8.5.2. Strategies for Adapting Writing Tools
- 3.8.6. Dysgraphia Intervention Programs
  - 3.8.6.1. Program Design and Development
  - 3.8.6.2. Examples of Recognized interventions



3.9. Repercussions of Reading and Writing Disorders in the School Environment
- 3.9.1. Impact of Difficulties in the Classroom
  - 3.9.1.1. Objectives of Psychoeducational Intervention
- 3.9.2. Identification of Specific Learning Difficulties
  - 3.9.2.1. Early Detection Methods
  - 3.9.2.2. Tools for Evaluating the School Environment
- 3.9.3. Interdisciplinary Intervention for Children with Dyslexia and/or Other Specific Learning Difficulties
  - 3.9.3.1. Collaborative Strategies of the Psycho-pedagogical Support Team
  - 3.9.3.2. Collaboration between Teachers and Families

3.10. Technological Innovations in the Intervention of Reading and Writing Disorders
- 3.10.1. Importance of Technology in Intervention
  - 3.10.1.1. Objectives of Technological Integration in Speech Therapy Intervention
- 3.10.2. Use of Assistive Technologies in Assessment and Intervention
  - 3.10.2.1. Support Devices for Reading
  - 3.10.2.2. Digital Tools for Writing
- 3.10.3. Digital Applications and Platforms for the Development of Literacy
  - 3.10.3.1. Apps to Improve Reading Fluency
  - 3.10.3.2. Platforms for Interactive Writing
- 3.10.4. Gamification and Virtual Reality as Learning Tools
  - 3.10.4.1. Educational Games Focused on Literacy
  - 3.10.4.2. Virtual Reality to Simulate Learning Environments
- 3.10.5. Assessment of the Effectiveness of Technology Tools in Learning
  - 3.10.5.1. Analysis of Results Obtained with Technology
  - 3.10.5.2. Comparison with Traditional Methods
- 3.10.6. Ethical Challenges and Considerations in the Use of Technologies in Speech Therapy Intervention
  - 3.10.6.1. Privacy of Student Data
  - 3.10.6.2. Equity in Access to Technology Resources

04

Teaching Objectives

This TECH university program offers doctors comprehensive knowledge to diagnose, treat and rehabilitate written language disorders (such as dyslexia and dysgraphia). Through advanced approaches in neuropsychology and rehabilitation, graduates will be highly trained to implement personalized interventions, lead research in the area and improve the quality of life of patients with these conditions.

You will apply neuropsychological principles in the management of Written Language Disorders, using methods that address both cognitive and linguistic difficulties"

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

Module 1. Neuropsychology of Language

- Analyze the neuropsychological processes involved in the production and comprehension of language.
- Understand the effects of brain injuries on linguistic abilities

Module 2. Learning Disorders Literacy

- Identify different literacy disorders and their impact on learning
- Apply intervention strategies to improve literacy skills in children with learning disabilities

Module 3. Intervention in Written Language Disorders

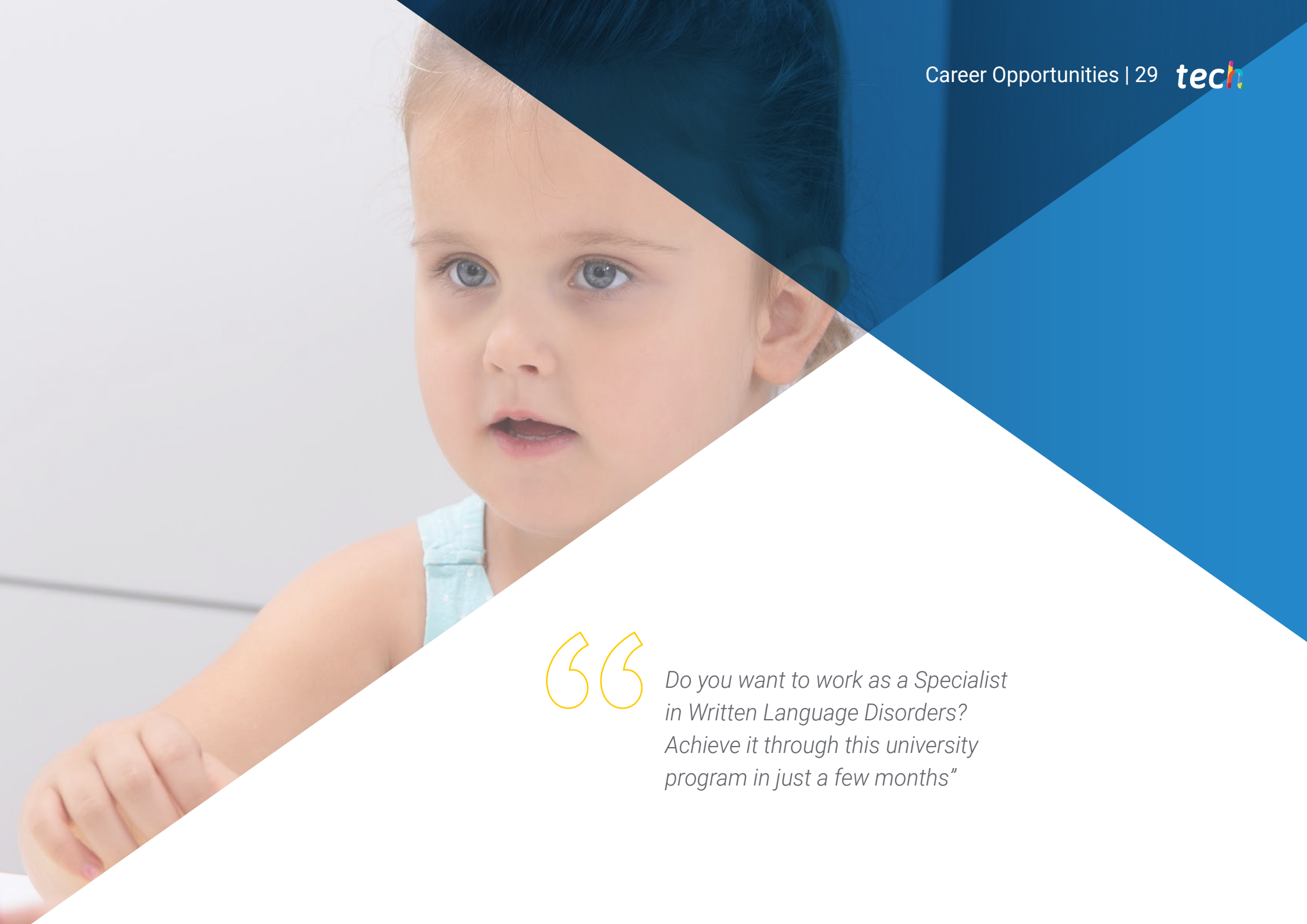
- Develop skills in speech therapy intervention for writing-related disorders
- Apply innovative therapeutic approaches to improve writing skills in children and adults

You will be able to access the Virtual Campus at any time and download the contents to consult them whenever you wish"

05

Career Opportunities

This TECH university program offers doctors a unique opportunity to specialize in the treatment of Written Language Disorders. Through a practical and evidence-based approach, graduates will acquire advanced skills to diagnose, treat and rehabilitate conditions such as dyslexia and dysgraphia, improving patients' quality of life and broadening their professional prospects in this field.



Do you want to work as a Specialist in Written Language Disorders? Achieve it through this university program in just a few months"

Graduate Profile

Graduates of this complete Postgraduate Diploma will be physicians highly qualified to diagnose and treat written language disorders, particularly Dyslexia and Dysgraphia. Through a comprehensive approach, the professional will use the best practices in neuropsychology and cognitive rehabilitation, leading research projects and contributing to the continuous improvement in the treatment of these conditions.

You will lead scientific research on the neurological basis of Written Language Disorders.

- **Assessment and Diagnosis of Language Disorders:** Ability to conduct thorough evaluations and accurate diagnoses of speech and language disorders using specialized tools and methods to identify patients' needs.
- **Effective Therapeutic Intervention:** Capacity to design and implement appropriate therapeutic intervention plans for treating speech and language disorders, improving communication and quality of life.
- **Use of Psychometric Tools:** Proficiency in the application and interpretation of psychometric tools in speech therapy, supporting the assessment and monitoring of progress in the treatment of language disorders.
- **Research in Speech Therapy:** Ability to design and carry out research in the field of speech therapy, using scientific methodologies to contribute to the advancement of knowledge and the improvement of therapeutic interventions.

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

1. **Physician Specialized in Language and Communication Disorders:** Responsible for diagnosing and treating conditions related to speech and language, collaborating with speech therapists and other professionals to develop effective treatment plans.
2. **Specialist in Neurological Assessment of Language Disorders:** Expert in evaluating language disorders related to neurological conditions, using clinical and imaging tests to make accurate diagnoses and guide treatments.
3. **Language Rehabilitation Consultant for Primary Care Centers:** Advisor on the implementation of language rehabilitation programs in primary care centers, collaborating with multidisciplinary teams to improve patient care for speech disorders.
4. **Coordinator of Diagnostic and Treatment Programs for Speech Disorders:** In charge of coordinating medical and therapeutic teams for the evaluation, diagnosis, and treatment of speech disorders, ensuring continuity and integrity of patient care.
5. **Physician Specialized in Language Neuropsychiatry:** Responsible for treating patients with language disorders stemming from neurological or psychiatric conditions, applying advanced knowledge in neuroscience and linguistics to develop personalized therapeutic strategies.
6. **Expert in Research and Development of Treatments for Language Disorders:** Leader of clinical research projects focused on developing new therapies for language disorders, contributing to the creation of innovative, evidence-based treatments.
7. **Physician in Education and Awareness of Language Disorders:** In charge of designing and leading educational programs aimed at both healthcare professionals and the general public, with the goal of raising awareness about language disorders and promoting early detection.
8. **Physician Specialized in Language Disorders in Children and Adolescents:** Responsible for the evaluation and treatment of language disorders in children and adolescents, working in collaboration with parents and speech therapy teams to ensure proper language development.
9. **Specialist in Rehabilitation of Language Disorders in Older Adults:** Specialist in the intervention and rehabilitation of language disorders in older adults, focused on improving their communication and quality of life through therapies adapted to their specific needs.

You will offer comprehensive advice to healthcare organizations on the implementation of rehabilitation therapies for people with reading and writing difficulties due to Neurological Disorders"

06

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.

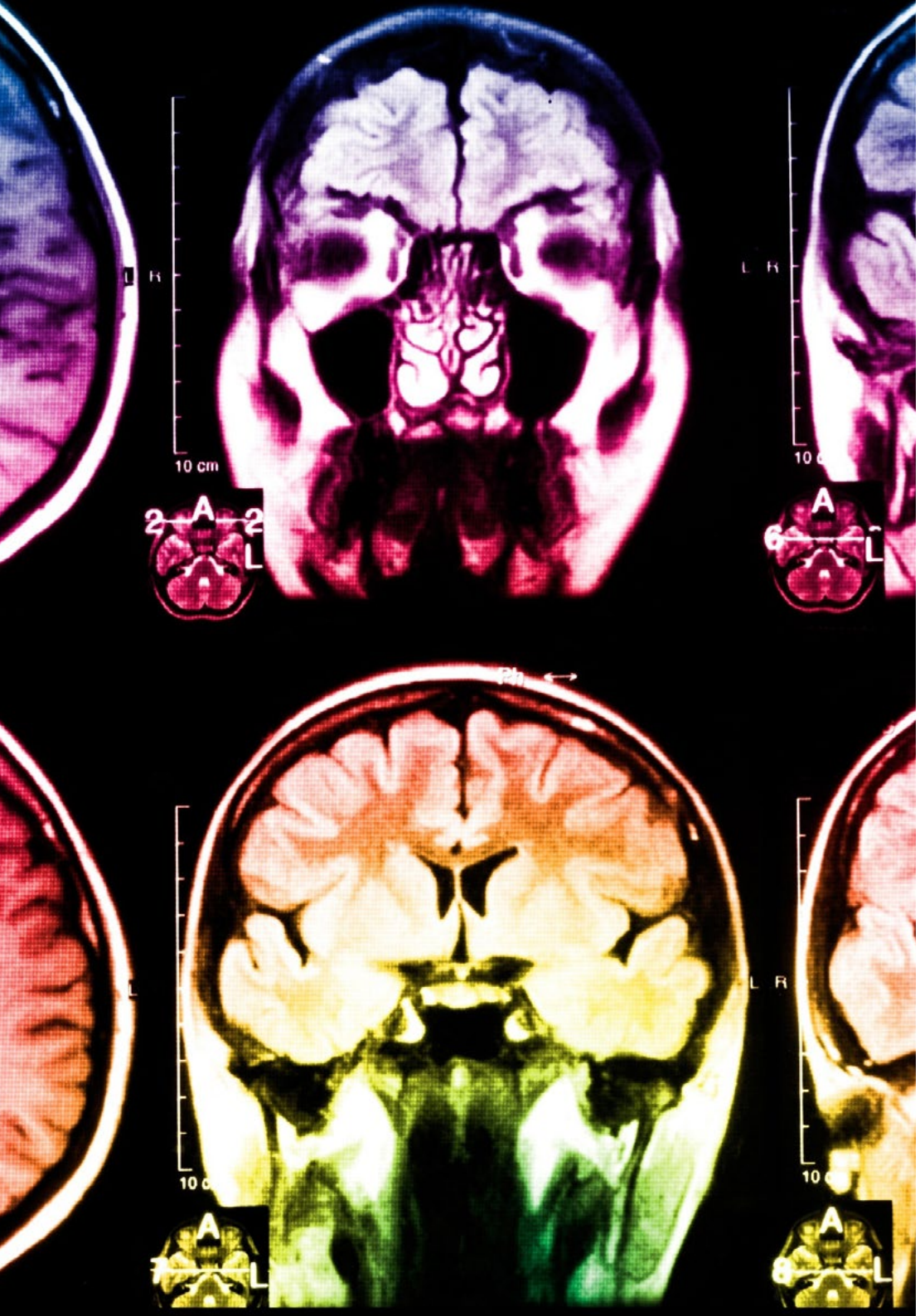
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

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.

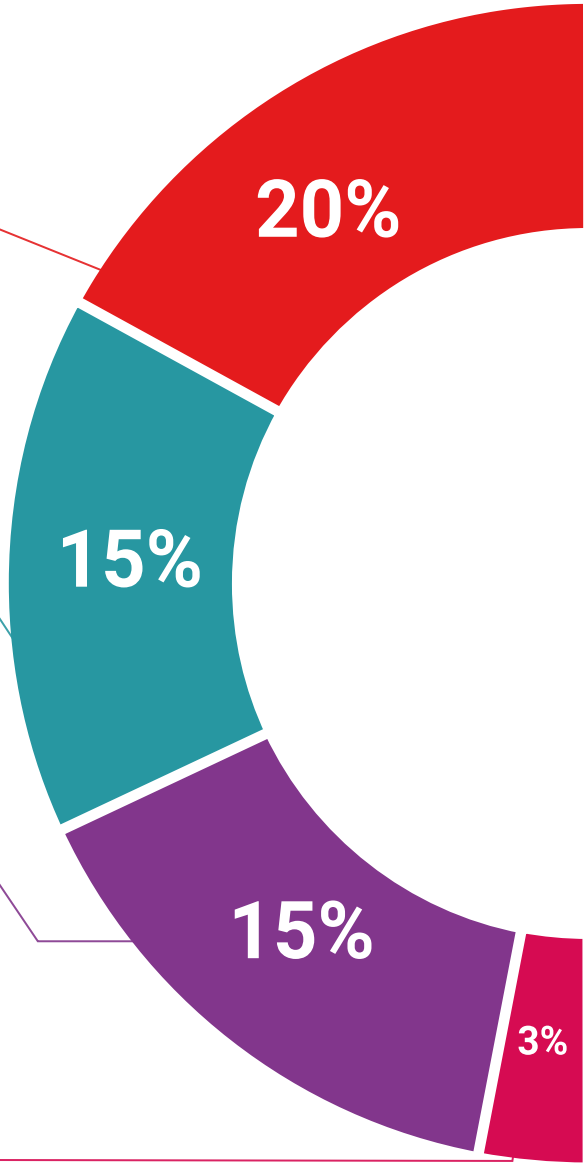
Interactive Summaries

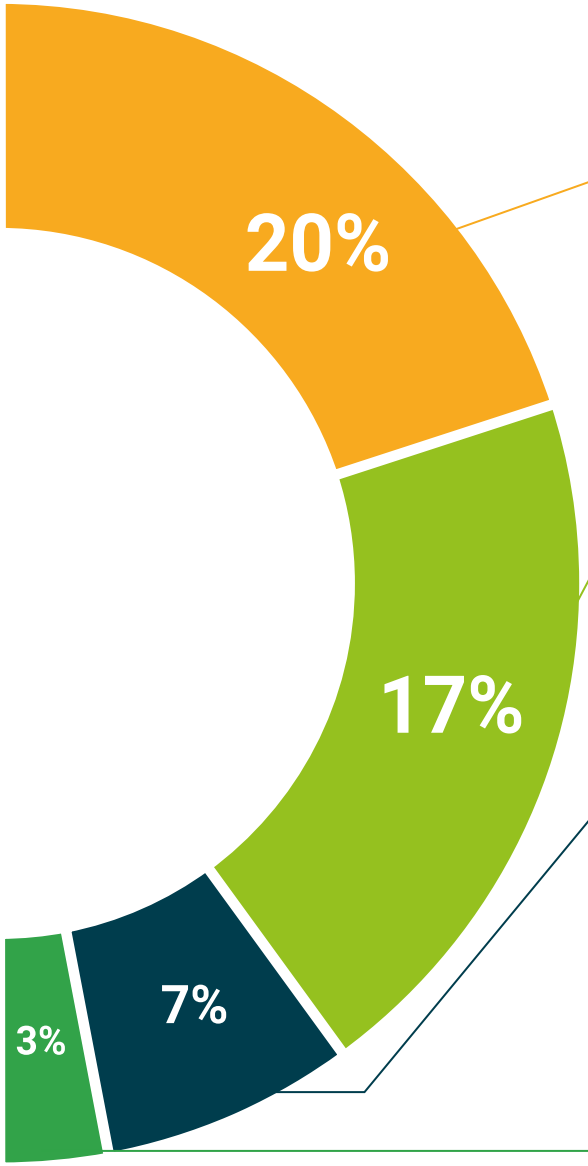
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

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.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

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 for 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

This Postgraduate Diploma in Written Language Disorders guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Postgraduate Diploma 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 Diploma in Written Language 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 Diploma in Written Language Disorders**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**


tech global university

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

Postgraduate Diploma in Written Language Disorders

This is a private qualification of 540 hours of duration equivalent to 18 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
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. 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 Global University will make the necessary arrangements to obtain it, at an additional cost.

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Postgraduate Diploma

Written Language Disorders

- Modality: **online**
- Duration: **6 months**
- Certificate: **TECH Global University**
- Accreditation: **18 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Postgraduate Diploma

Written Language Disorders

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