

# Postgraduate Certificate

## Orofacial Therapy and Early Care





## Postgraduate Certificate Orofacial Therapy and Early Care

- » Modality: online
- » Duration: 6 weeks
- » Certificate: TECH Global University
- » Credits: 7 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/medicine/postgraduate-certificate/orofacial-therapy-early-care](http://www.techtute.com/us/medicine/postgraduate-certificate/orofacial-therapy-early-care)

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# 01

# Introduction

Children often suffer from various orofacial problems that cause difficulties in chewing and swallowing food, as well as in articulating speech. To correct these pathologies at an early age, updated techniques have emerged that effectively stimulate this area and promote orofacial muscle balance and modification of the inadequate swallowing pattern. Because of the benefits offered by these methods, it is clear the relevance of knowing them to optimize the specialist's update, so TECH has designed this program. Throughout the program, you will learn about the recent advances in the treatment of oropharyngeal and esophageal dysphagia in children or the different swallowing disorders, 100% online and from home.





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*The Postgraduate Certificate in Orofacial Therapy and Early Care will allow you to learn about the most recent advances in the treatment of infantile oropharyngeal and esophageal dysphagia"*

Dysphagia, tongue protrusion or atypical swallowing are some of the most common orofacial disorders, which cause the child various problems to speak properly and to swallow food. Their early diagnosis and appropriate speech therapy intervention are crucial to ensure the quality of life of the youngster. For this reason, the strategies and methods used in this field have reached a notorious level of perfection, in order to favor a sophisticated and problem-solving approach to these conditions. Consequently, specialists are obliged to know these updated therapeutic mechanisms in order not to lag behind the evolution of their field.

Faced with this situation, TECH has opted to create this degree, through which students will delve in depth into the advances made in the field of Orofacial Therapy and Early Childhood Care. During 6 intensive weeks of teaching, the student will detect the avant-garde techniques of early feeding to avoid the appearance of orofacial problems or will learn the sophisticated procedures of planning and coordination of the treatment of Dysphagia in infants. Likewise, you will identify the best strategies according to the latest scientific evidence to improve feeding processes in the child with Autism or DCAI.

Due to the fact that this degree is taught through a 100% online modality, the students will be able to perfectly combine all their personal and work tasks with an exquisite learning. Likewise, this Postgraduate Certificate is designed, developed and taught by specialists who are actively working in the field of Orofacial Therapy. As a result, all the knowledge that the student will assimilate will be completely updated.

This **Postgraduate Certificate in Orofacial Therapy and Early Care** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ◆ The development of practical cases presented by experts in Speech Rehabilitation and Orofacial Therapy
- ◆ The graphic, schematic, and practical content with which they are created, provides scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



*Throughout this course, you will learn cutting-edge early feeding strategies to prevent the onset of orofacial problems in children"*

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*The Relearning system of this course will enable you to obtain a customized learning experience without having to submit to teaching limitations"*

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

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

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

*Through the study facilities offered by TECH, you will be able to combine your excellent learning with your personal and professional obligations.*

*With this program, you will detect the avant-garde therapeutic mechanisms that help to improve the feeding processes in the child with Autism or DCAI.*



# 02

# Objectives

TECH has designed this Postgraduate Certificate in order to favor the updating of knowledge in Orofacial Therapy and Early Care by the specialist in only 6 weeks. In this way, you will be able to detect the most recent techniques of early feeding or rehabilitative treatment of oropharyngeal dysphagia, ensuring their learning through the achievement of the following general and specific objectives.







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*In only 6 weeks, you will receive a series of updated knowledge that will place you at the forefront of Orofacial Therapy"*



## General Objectives

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- ◆ Develop a broad body of knowledge of the anatomical and functional basis of the central and peripheral nervous system
- ◆ Study the anatomy and function of the organs involved in basic functions such as respiration, phonation and swallowing
- ◆ Acquire knowledge in both assessment and speech therapy intervention
- ◆ Delve into rehabilitation techniques supported by clinical practice
- ◆ Develop intervention skills acquired from complementary disciplines such as neuropsychology, physiotherapy and psychology
- ◆ Become proficient in the assessment, diagnosis and treatment of neurofunctional and logopedic disorders in specific groups with neurodevelopmental or syndromic disorders
- ◆ Know various approaches and intervention programs in neurological and speech therapy neurorehabilitation



*Adopt recent advances in Orofacial Therapy and Early Care in your healthcare routine to enhance your professional growth"*





## Specific Objectives

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- ◆ Understand oral-facial behavior in children, both innate and acquired
- ◆ Recognize correct motor patterns in swallowing, breathing and sucking
- ◆ Detect functional alteration in diet early
- ◆ Understand the importance of orofacial growth and vegetative functions development at the pediatric level
- ◆ Detect the signs of proper posture and apply them in different positions for breastfeeding
- ◆ Learn how to use alternative techniques in infant diets
- ◆ Manage the different intervention strategies at the orofacial level in pediatric age in children with swallowing disorders
- ◆ Know and develop action plans during diet that can be helpful in first instance with a high chance of success
- ◆ Create diet programs adapted and individualized to each case in a preventive, re-educative and rehabilitative way

03

# Course Management

Thanks to TECH's untiring commitment to provide the highest quality to its degrees, this program has a teaching team made up of leading experts in the field of Orofacial Therapy and Speech Therapy Neurorehabilitation. In addition, the teaching resources available to students throughout the course of this Postgraduate Certificate have been developed by these experts. For this reason, the contents that will be transmitted to the specialist will be in tune with the latest advances produced in this sector.





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*With the primary idea of offering you the most useful knowledge in your day to day professional life, this course is taught by experts with extensive experience in the field of Orofacial Therapy"*

## Management



### Dr. Borrás Sanchís, Salvador

- ♦ Psychologist, Teacher and Speech Therapist
- ♦ Educational Counselor at Generalitat Valenciana, Consejería de Educación (Valencian Regional Government)
- ♦ Abile Education Specialist
- ♦ Avance SL Partner
- ♦ Pedagogical Advisor and External Collaborator of Aula Salud (an organization to promote health in the classroom)
- ♦ Pedagogical Director in iteNlearning
- ♦ Author of "Guide for the Reeducation of Atypical Swallowing and Associated Disorders"
- ♦ Pedagogical Director in the Instituto DEIAP (Institute for Comprehensive Development and Psychoeducational Care)
- ♦ Degree in Psychology
- ♦ Hearing and Speech Teacher
- ♦ Diploma in Speech Therapy



### **Ms. Santacruz García, Estefanía**

- ◆ Social integrator and clinical speech therapist at Uner La Clinic.
- ◆ Teacher at CEFIRE
- ◆ Specialist in Orofacial and Myofunctional Therapy

## **Professors**

### **Ms. Álvarez Valdés, Paula del Carmen**

- ◆ Specialist in Diagnosis and Treatment of Early Childhood Care
- ◆ Clinical Speech Therapist Specialist in Myofunctional Therapy
- ◆ Diploma in Psychodiagnosis and Early Care Treatment
- ◆ Direct collaboration in Dental Office
- ◆ Graduate in Speech Therapy
- ◆ Master's Degree in Special Education and in Foreign Languages from the Pontifical University of Salamanca
- ◆ ISEP Master's Degree in Myofunctional Therapy

### **Ms. García Gómez, Andrea MARÍA**

- ◆ Speech therapist specialized in Acquired Brain Injury Neurorehabilitation
- ◆ Speech therapist at UNER Clinic
- ◆ Speech therapist at Integra Brain Injury
- ◆ Speech therapist at Ineuro
- ◆ Graduate in Speech Therapy
- ◆ Master's Degree in Speech Therapy Neurorehabilitation in Acquired Brain Injury

**Dr. Carrasco de Larriva, Concha**

- ◆ Expert in Cognitive Rehabilitation and Clinical Neuropsychology
- ◆ Psychologist at PEROCA
- ◆ Clinical Neuropsychologist accredited by the General Council of Psychology in Spain
- ◆ Assistant Professor of the Department of Psychology at the Catholic University San Antonio of Murcia
- ◆ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ◆ Expert in Child and Cognitive Rehabilitation by the Francisco de Vitoria University
- ◆ Postgraduate degree in Cognitive Rehabilitation from ISEP
- ◆ Degree in Psychology from the University of Granada
- ◆ Qualified for the assessment of Autism with the Autism Diagnostic Observation Scale ADOS

**Ms. Gallego Díaz, Mireia**

- ◆ Hospital Speech Therapist
- ◆ Occupational Therapist
- ◆ Speech Therapist Expert in Swallowing Disorders

**Ms. Martín Bielsa, Laura**

- ◆ Director of Multidisciplinary Center Dime Más
- ◆ CFP Estill Voice Training
- ◆ Degree in Speech Therapy
- ◆ Graduate in Teaching
- ◆ Dean of the Professional Association of Speech Therapists of Aragon

**Ms. Jiménez Jiménez, Ana**

- ◆ Clinical Neuropsychologist and Social Worker
- ◆ Clinical Neuropsychologist at Integra Cerebral Damage
- ◆ Neuropsychologist at UNER Clinic
- ◆ Educator of the Social Action Team Murcia in Cáritas Spain
- ◆ Degree in Social Work at the University of Murcia
- ◆ Degree in Psychology from the National University of Remote Education (UNED)
- ◆ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ◆ Master in General Health Psychology from the National University of Distance Education (UNED)

**Ms. López Samper, Belén**

- ◆ General Health Psychology and Clinical Neuropsychologist
- ◆ Psychologist at the Alcaraz Institute
- ◆ Psychologist at the IDEAT Centre
- ◆ Neuropsychologist at the UNER Clinic-Comprehensive Brain Damage Assessment and Rehabilitation
- ◆ Specialized in Child and Adult Neurorehabilitation at the Integral Center for Brain Injury
- ◆ Master's Degree in Special Educational Needs and Early Care, Developmental and Child Psychology from the International University of Valencia
- ◆ Master's Degree in Clinical Neuropsychology by the Spanish Association of Clinical Cognitive Behavioral Psychology
- ◆ Master's Degree in General Health Psychology from the University of Valencia
- ◆ Degree in Psychology from the Miguel Hernández University of Elche



**Ms. Muñoz Boje, Rocío**

- ◆ Occupational Therapist Specialist in Neurorehabilitation in the Uner Clinic
- ◆ Degree in Occupational Therapy

**Ms. Navarro Marhuenda, Laura**

- ◆ Neuropsychologist at the Kinemas Center
- ◆ Specialist in Child and Adult Neurorehabilitation in Integral Center of Brain Injury
- ◆ Master's Degree in Speech Neurorehabilitation and Vital Function Analysis
- ◆ Neuropsychologist at INEURO
- ◆ Neuropsychologist at Uner La Clinic
- ◆ Degree in Psychology from the Miguel Hernández University of Elche
- ◆ Master's Degree in Health Psychology from the Miguel Hernández University of Elche
- ◆ Master's Degree in Clinical Neuropsychology from the European University Miguel de Cervantes
- ◆ Master's Degree in Pediatric Neurology and Neurodevelopment by CEU Cardena Herrera University

**Ms. Santacruz García, Raquel**

- ◆ Specialist in Pedagogy and Nutrition
- ◆ Dietician of the Hispanic Ballet Company
- ◆ Dancer at the Andalusian Dance Center
- ◆ Graduate in Human Nutrition and Dietetics by the Catholic University San Antonio
- ◆ Specialist in Dance Pedagogy by the Theatre Institute of Barcelona
- ◆ Intermediate Degree in Classical Dance at the Conservatory of Murcia

**Mr. Santacruz García, José Luis**

- ◆ Psychologist specializing in Congenital and Acquired Brain Injury

**Ms. Sanz Pérez, Nekane**

- ◆ Clinical Speech Therapist specialized in Acquired Cerebral Palsy
- ◆ Teacher in Iberocardio for Aspace (Main Confederation and Entity for Cerebral Palsy Care in Spain)

**Ms. Selva Cabañero, Pilar**

- ◆ Nurse Specialist in Obstetric - Gynecological Nursing (Midwife)
- ◆ Obstetric - Gynecological Nursing Teaching Unit, University of Murcia Santa Lucía General University Hospital
- ◆ Publication, Ankyloglossia and the Success of Breastfeeding, ISBN13: 978- 84-695- 5302- 2. 2012



*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

The curriculum of this program has been designed to provide the student, through 1 excellent module, with the most updated knowledge related to Orofacial Therapy and Early Care. Likewise, the didactic materials available throughout this academic itinerary are present in a wide range of textual and multimedia supports that are highly different from each other. Due to this and through a 100% online methodology, the specialist will obtain an effective and achievable teaching with only a device with internet connection from anywhere.





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*Since this degree is developed through a 100% online methodology, you will obtain effective learning at any time and place”*

## Module 1. Orofacial/Myofunctional Therapy (OMT) and Early Care

- 1.1. Neonatal Development
  - 1.1.1. Neonatal Development
  - 1.1.2. NBAS: Neonatal Behavioral Assessment
  - 1.1.3. Early Diagnosis
  - 1.1.4. Neurologic Diagnosis
  - 1.1.5. Habituation
  - 1.1.6. Oral Motor Reflexes
  - 1.1.7. Body Reflexes
  - 1.1.8. Vestibular System
  - 1.1.9. Social and Interactive Media
  - 1.1.10. Use of NBAS in High-Risk Newborns
- 1.2. Eating Disorders in Children
  - 1.2.1. Feeding Processes
  - 1.2.2. Pediatric Swallowing Physiology
  - 1.2.3. Phases in Skill Acquisition
  - 1.2.4. Deficits
  - 1.2.5. Multidisciplinary Work
  - 1.2.6. Warning Symptomatology
  - 1.2.7. Premature Orofacial Development
  - 1.2.8. Feeding Methods: Parenteral, Enteral, Tube, Gastrectomy, Oral (Modified or Unmodified Diet)
  - 1.2.9. Gastroesophageal Reflux
- 1.3. Neurodevelopment and Infant diets
  - 1.3.1. Embryonic Development
  - 1.3.2. Appearance of Main Primary Functions
  - 1.3.3. Risk Factors
  - 1.3.4. Evolutionary Milestones
  - 1.3.5. Synaptic Function
  - 1.3.6. Immaturity
  - 1.3.7. Neurological Maturity
- 1.4. Brain-- Motor Skills
  - 1.4.1. Innate Orofacial Motor Skills
  - 1.4.2. Evolution of Orofacial Motor Patterns
  - 1.4.3. Reflex Swallowing
  - 1.4.4. Reflex Breathing
  - 1.4.5. Reflex Suction
  - 1.4.6. Assessing the Infant Oral Reflexes
- 1.5. Nursing
  - 1.5.1. Early Start
  - 1.5.2. Impact at the Orofacial Level
  - 1.5.3. Exclusivity
  - 1.5.4. Optimal Nutrition
  - 1.5.5. Spontaneous Maturation of Oral Musculature
  - 1.5.6. Muscle Mobility and Synergy
  - 1.5.7. Position
  - 1.5.8. Therapeutic Recommendations
  - 1.5.9. Intellectual Development
  - 1.5.10. Intervention Program
- 1.6. Early Feeding Techniques
  - 1.6.1. Newborn Feeding
  - 1.6.2. Positioning Techniques
  - 1.6.3. Signs of Good Positioning
  - 1.6.4. Key Therapeutic Recommendations
  - 1.6.5. Milk and Non-Milk Formulas
  - 1.6.6. Classification of Formulas
  - 1.6.7. Bottle Feeding Techniques
  - 1.6.8. Spoon Techniques
  - 1.6.9. Techniques for Low-Cut Cup Use
  - 1.6.10. Techniques Tube Use or Alternative Feeding Systems

- 1.7. Speech Therapy Intervention in Neonates
  - 1.7.1. Primary Functions Assessment
  - 1.7.2. Re-Education of Primary Neuromotor Dysfunctions
  - 1.7.3. Primary Intervention
  - 1.7.4. Individual Treatment Planning and Coordination
  - 1.7.5. Oral Motor Exercise Program I
  - 1.7.6. Oral Motor Exercise Program II
  - 1.7.7. Intervention with Families
  - 1.7.8. Early Motor Activation
- 1.8. Child Swallowing Disorders I
  - 1.8.1. Intake Analysis
  - 1.8.2. Undernourishment
  - 1.8.3. Respiratory Infections: Airway Unit
  - 1.8.4. Complementary Explorations
  - 1.8.5. Quantitative Explorations
  - 1.8.6. Nutritional Treatment
  - 1.8.7. Adaptive Treatment: Posture, Texture, Materials
  - 1.8.8. Performance Program
- 1.9. Rehabilitative Treatment of Infant Oropharyngeal and Esophageal Dysphagia
  - 1.9.1. Symptoms
  - 1.9.2. Etiology
  - 1.9.3. Neurological Damage in Children: High Probability of Presenting a Disorder
  - 1.9.4. Infant Dysphagia
  - 1.9.5. Phases of Normalized Swallowing in Pediatrics vs. Pathological Swallowing
  - 1.9.6. Neurological Maturity: Cognitive, Emotional and Motor Coordination Status
  - 1.9.7. Impossibility of Oral Feeding
  - 1.9.8. Early care. High Probability of Recovering
- 1.10. Child Swallowing Disorders II
  - 1.10.1. Types. Neuroanatomical and Behavior-Based Classification
  - 1.10.2. Functional Maturational Dysphagia
  - 1.10.3. Degenerative Diseases
  - 1.10.4. Cardiorespiratory Pathologies
  - 1.10.5. Congenital Brain Damage
  - 1.10.6. Childhood Acquired Brain Injury (CABI)
  - 1.10.7. Craniofacial Syndromes
  - 1.10.8. Autism Spectrum Disorders



*Enroll now in this program and enjoy the most updated didactic contents of the pedagogical panorama in Orofacial Therapy and Early Care"*

# 05 Methodology

This academic program offers students 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.





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*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 we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

*With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.*



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.



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*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. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate 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.



## Relearning Methodology

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

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

*Professionals will learn through real cases and by resolving 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, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

*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 TECH's 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 specialists who teach the course, specifically for the course, so that the teaching content is highly 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.



#### Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



#### Interactive Summaries

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

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



#### Additional Reading

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





#### Expert-Led Case Studies and Case Analysis

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



#### Testing & Retesting

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



#### Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as 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 Orofacial Therapy and Early Care guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Certificate in Orofacial Therapy and Early Care** endorsed by **TECH Global University**, the world's largest online university.

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

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

Title: **Postgraduate Certificate in Orofacial Therapy and Early Care**

Modality: **online**

Duration: **6 weeks**

Accreditation: **7 ECTS**



\*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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