



Universidad Central de Nicaragua
International Programs
DEPARTMENT OF HUMAN COMMUNICATION

Dr./Ph.D. and M.A. in PSYCHOLOGY with NLP & COACHING



University Consortium

Universidad Central de Nicaragua Programas Internacionales

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Independent counselor in questions regarding the studies
(without any decision competence)

International Association of NLP-Institutes: IN
International Association of Coaching Institutes: ICI



Study Guide

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Table of Contents

1. Mission and Vision of the degree courses	3
2. Universidad Central de Nicaragua (UCN)	8
3. Short description of IN & ICI	10
4. Life accompanying and lifelong learning	11
5. ECTS-system & Dublin Descriptors	12
6. Bearing of academic titles of foreign universities	16
7. Bachelor content in the 5 years M.A. in Psychology	17
8. Study M.A. in Psychology	22
9. Study Dr./Ph.D. in Psychology (research doctor)	25
10. Organizational information on the studies	28
11. Fees and costs regarding the studies	30
12. Application for admission for the studies at the UCN	31

You find the Department of Human Communication
with the degree courses in Psychology with NLP and Coaching
on the website of the UCN: <http://ucn.edu.ni>
unter: www.ucn.edu.ni/inter/nielsen

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Short description and FAQs: www.nlp-institutes.net/UCN-E.htm

1. Mission and Vision of the degree courses

“Study practice-oriented and with enthusiasm”

Studying can inspire and be practically relevant.

Studying can be grounded in the enthusiasm for the development of applicable scientific knowledge. The eyes of the students may shine full of interest. Study may bring joy. Feelings of happiness through studying are welcome.

It can, may and should contribute to rich satisfying rewards to be scientifically active, questioning established opinions, to explore things, to construct a new hypothesis, to test and validate it, to conquer basic knowledge, to discuss scientifically with colleges, to develop research questions, to carry out a survey, to conduct a study, and evaluate it, to come to useful reliable results, to influence existing practice, to explore best and next practice, to promote the development of the civilization process and to engage in the improvement of live conditions and communication of human beings.

To study practice-oriented and with enthusiasm is grounded in the development of questions through the student himself, in his fundamental interests and his willingness to engage in a scientific quest. To support students on this quest is our mission and vision. To study with heart and mind on the basis of ones own enthusiasm.

These new studies are build upon 5 pillars

1st pillar: Research interest and research project

These studies are build upon a definite interest in research and a research project, that guides the student through the whole study. The research project is reflected upon on the learning platform and discussed with other students. It will also be the main subject of the coaching that accompanies the study. Students of our studies are invited to work on the development of their research project from the very first day of their study. Of course in various intensity according to their study process.

2^{ed} pillar: Basic knowledge in psychology

Basic knowledge in psychology in study fields like: Scientific theory and ethics, Research methods (incl. empiricism/statistic), General psychology, Social psychology, Developmental psychology, Neuroscience, Work- & Organizational psychology, Clinical psychology, Differential & Personality psychology and Communication and Interaction, that is always being examined on it's definite, practice related value for the chosen research project. The discussion of the practice relevance of standard psychology study contents is welcome.

3rd pillar: Areas of focus in Psychology, Communication, NLP and Coaching

Our studies offer areas of focus in the study fields of Psychology, Communication, NLP and Coaching. In the areas NLP and Coaching the tested basic knowledge of trainings of NLP and Coaching is deepened and reflected in a new quality of intensity.

4th pillar: Practical experience in Communication, NLP and Coaching

Compulsory requirements for the students consist of the participation in approved high quality sealed trainings in communication outside the academic study, that can be accepted as ECTS-Credit points through appropriate written reflection and University

evaluation. Regarding the Bologna Process relevant experiences from outside the University that are in accordance with the scientific study process are welcome.

5th pillar: Coaching regarding the study process

Accompanying the whole study time the students use coaching for the development of their achievements. In this way elements of the content of the studies are applied to the process of the studying. Coachings are possible in groups, in supervised success teams or in special study orientated coach seminars. Through appropriate written reflection these coachings can be accepted as ECTS-Credit points after evaluation through the University.

The application of contents of the studies on the process of studying

Central variables for successful and effective communication, such as Metaposition, diversity of perspectives, resource orientation, self-responsibility, insight, self-esteem, behavioral flexibility, rapport, empathy, respect, ecology question, that are subject in Psychology, NLP and Coaching help to structure the process of studying meaningfully. In this reflexive way the content of the courses can be used for didactic.

The new academic standard of quality in NLP and Coaching

With the offer of academic studies in the areas:

- Psychology with a focus in NLP and Coaching

the possibilities for brand new professional quality standards are opened in NLP and in Coaching. At the same time the frequently demanded academic researches regarding NLP and regarding Coaching are now possible in a new intensity and can support the further recognition of NLP and Coaching.

The courses were developed based on the work scope (the workload) from 3000 hours (M.A.) to 4500 hours (B.A., Doctorate, Ph.D.). Existing non-collegiate trainings in NLP and Coaching comprise considerably less time. Traditionally a NLP training include at least 18 days with at least 130 hours. An acceptable Coach training should include at least 30 days with at least 220 hours. Even this quality standard is often undercut in some countries by some providers.

Even if, in addition to the training days in NLP and Coaching considerably more hours of learning accumulate by the use of NLP and Coaching in everyday life, normally even after years of practice you do not reach the professional quality which is now made possible by the new studies.

Anyone who has passed one of the degree courses offered here, elaborates the content intensively and structured for at least 2-3 years, reflects systematically his learning experience, including past learning experience, takes tests on a regular basis for his immediate feedback and will be coached to promote his accomplishment and researches in this area.

Through this approach the graduates of these courses will reach an entirely new quality standard. Existing learning experience in NLP and coaching will be recognized by ECTS credit points and integrated by appropriate reflection. The contents of the standard trainings are deepened by the academic and practical view and there is a close interaction between practice, research and theory. Thanks to the eLearning-platform Moodle and group coachings cooperation and joint projects among the students are encouraged.

With the new development of a socially supported model of lifelong and life accompanying learning on the background of the Bologna process (see: 6 ECTS system), these courses encour-

age people of all age and professional groups in lifelong, practical learning at a world-wide recognized academic level.

We consider the two areas NLP and Coaching as closely linked. The independent communication model NLP provides the main ways of thinking, methods and interventions to ensure successful coaching. Coaching includes more than NLP. And NLP includes more than Coaching.

These new studies should help to give NLP and Coaching with scientific support the recognition that they deserve.

NLP: The return of NLP at the University

In the early 70s (1972-1978) NLP was developed at the University of California in Santa Cruz, USA. A team of 2 women and 3 men studied the most successful experts of communication, at that time. The initial impulse originated from Dr. Richard Bandler.

The development team of NLP consisted of:

Judith DeLozier
Leslie Cameron-Bandler
Robert Dilts
Dr. Richard Bandler
Prof. Dr. John Grinder

They studied the most successful experts on communication:

Dr. med. Fritz Perls (1893 - 1970)
Dr. Virginia Satir (1916 – 1988)
Professor Dr. med. Milton Erickson (1901 – 1980)

The psychoanalyst Dr. Fritz Perls lived from 1893 to 1970. In 1951 he founded the Gestalt Therapy and had great success with his group therapy.

Dr. Virginia Satir lived from 1916 to 1988 and is considered to be the founder of family therapy. She accentuated the importance of a healthy self-value and was the first who worked on problems of people via constellations.

The psychiatrist and psychologist, Professor Dr. Milton Erickson, lived from 1901 to 1980. He was a professor of psychiatry at the medical faculty of Wayne State University in Detroit, Michigan. He was the founder of the American Society for Clinical Hypnosis and until today he is regarded as the most important practitioner and teacher of modern hypnotherapy.

All NLP interventions owe, in one way or another, their hypnotic effect the elements of internally directed attention within the meaning of hypnotherapy by Milton Erickson.

On the background of this history NLP is fundamentally goal-oriented, systemic, solution-oriented, resource-oriented and effective. NLP can also be described as hypnotherapy.

The basic idea was to find out what most successful people do differently than others and how to do that, as a step-by-step instruction, to teach it other people. This is NLP.

In the first phase from 1972 to 1978 NLP was developed at the University of California at Santa Cruz on the background of the scientific works by:

William James - psychology of perception
Alfred Korzybski - general semantics
Gregory Bateson - systems theory
Albert Bandura - theory of learning
Noam Chomsky - linguistics

With the study courses we present the beginning of a new chapter in NLP in connection with coaching. Now NLP returns to its roots of the first 7 years of development and reaches a new dimension with the integration of Coaching.

Coaching: Paradigm shift in coaching to all areas of life

In the mid-70s the educationist and tennis expert Timothy Gallwey created a new focus in coaching, which he called "the inner game." In his words: "The enemy in your own head is worse than the one on the other side of the net."

Gallwey held the opinion that a coach should not only work on the optimization of the technical skills, but rather help to detect the internal barriers which stand in the way of performance, and to reduce or minimize them. The coach who works in this way will discover an unexpected talent. At the beginning Gallwey met much skepticism about his ideas, but he continued his approach. Finally it was accepted and now it is one of the main roots of the expansion of coaching.

In relation to the fields of application Coaching finds itself in an expansion. Coaching is not only offered for profession, but also for all other areas of life where the expansion of self-organization is essential. This expansion is probably explained by the fact that an increasing number of people seek support for their own growth and the changes that are linked with that desire, without raising suspicion to have mental health problems, which is often a prerequisite for claiming a therapeutic monitoring.

In the last few years a paradigm shift took place in coaching: instead of performance orientation it changed to inner calling support for a life in harmony with the development of the inner potentials in humans. This paradigm shift is appropriately considered in the development of the study courses.

The new task in coaching demands a broad knowledge spectrum in psychological and sociological domains, as well as effective methodology knowledge, from the coach, to be able to work appropriately with the uniqueness of each person.

Outlook

With the presented study courses you can reach the highest professional quality in NLP & Coaching. Both, in NLP as well as in coaching, the quality of interventions, of teaching and development is connected with the depth and extent of the knowledge of its users.

How people structure their personal experience, how they produced their emotional state and how they realize their potential is also a topic of the presented study courses. The aim is the enhancement of self-reliance, self-awareness, action flexibility and freedom of choice in the design of ones life.

With NLP and coaching methods, it is possible, to explore ones own deepest interior, talents and slumbering forces. This includes finding ways to be successful, happy and respectful to others.

In this way, NLP and coaching have a proven repertoire of methods to the development of the most wonderful, creative and inspirational abilities of human beings: The development of talents and awareness on an individual level, with the impact on the quality of peaceful coexistence of people in general.

The integral approach of Ken Wilber and the development levels of Clare Graves provide a useful framework for further evolvment of the potential of NLP and Coaching.

To recognize and respond appropriately to the manifestations of everyday social and personal changes not only to know one's craft in NLP and coaching is required. In addition a profound knowledge about the latest findings from research and scientific interaction and communication processes, ensures the competence to refine NLP and coaching.

The dissemination of knowledge, that NLP and coaching have the tools available for individuals, groups, companies, organizations and for the humanity as a whole through a variety of communication methods, encourages our main concern that these courses contribute in the sense of global integral vision of NLP and coaching for the development of human consciousness.

The world is constantly changing. In this process we can only attempt to make thoughtful ethical decisions. We can control the decisions, but not their consequences. To escape from challenging consequences, we recommend the following courses of study.

May NLP and coaching continue in the future to evolve so wonderful, and increasingly serve the creative peaceful development of human potential.

We invite the graduates of these courses to contribute to this with their research.

Lecturers at the UCN in Psychology with a focus on NLP and Coaching

The new studies in Psychology with a focus on NLP and Coaching at the Department of Human Communication in the division for Internationale Programme at the UCN were developed by Nandana Nielsen and Karl Nielsen, They are head of the Department of Human Communication at the Universidad Central de Nicaragua (UCN).

Lecturer and evaluators in these degree courses are:

- **Professor Dr. Gabriel Kovac, Israel**
- **Professor Dr. Albert Nonnenmacher, Germany**
- **DDr. Eszter Banffy, Austria**
- **Leo Angart, China**
- **Nada Kaiser, Croatia**
- **Richard Bolstad, Ph.D., New Zealand**
- **Dr. Ricardo Roberto Saavedra Hidalgo, Mexico**
- **Dr. Manfred Birk, Germany**
- **Professor Dr. Barbara Schott, Germany**
- **Professor Dr. Gerhard Berchtold, Austria**
- **Profesor Titular / UCN Nandana Nielsen, Germany**
- **Profesor Titular / UCN Karl Nielsen, Germany**



2. Universidad Central de Nicaragua (UCN)

The idea of the University: “Universidad Central de Nicaragua” (UCN) was born by a group of academics with broad knowledge and experience in tertiary education. The old Nicaraguan Central University opened its classrooms for students in the 1940ies. Later they became important personalities in the political, academic and social fabric of the country.

The recent history of the university is marked by a campaign of international development making agreements with universities in different parts of the world, with official representatives, for instance in the United States of America, Central America, Asia and Europe.

The study offers of the Universidad Central de Nicaragua include social, health and economic studies.

The Central University of Nicaragua (UCN) and its Division for International Programs is a multidisciplinary academic institution, humanistic, ethical, efficient and competitive. The University promotes the intercultural exchange between nations and cultures, the environmental protection, science, technology, democracy, freedom and social justice. The quality and competitiveness of the UCN graduate professionals contribute to the economic, social and cultural development.

The Universidad Central de Nicaragua is a non-profit organization.

The university is accredited and recognized by the Ministry for Education of the Republic of Nicaragua. To check the accreditation, please follow the link to the National Council for Universities (National Council for accreditation of the Republic of Nicaragua).

www.cnu.edu.ni

(see position 25 of this web page)

The accreditation of the UCN was decided in the official government session No. 10-98 by the national assembly of the Republic, by-law No.2822 corresponding to the law and accepted by the Republic’s President Council with presidential order.

On international level the university is listed by the UNESCO International Association of Universities and in the Handbook of the official list of Universities, which is registered by the United Nations.

The University is also listed as accredited university in the databank and handbook of the UNESCO:

http://www.iau-aiu.net/onlinedatabases/list_data/np-nw.html#Nicaragua

Cooperations of Universidad Central de Nicaragua

Universidad Central de Nicaragua cooperates in Latin America within a University-Consortium, which also include the two recognized universities by the Ministry of Education of Costa Rica: Universidad Cristiana del Sur and Universidad San Juan de la Cruz.

The location of the University Consortium is in Costa Rica, Latin America.

The advantage of mutual recognition of academic achievements and double degree programs of the universities of the Consortium is to increase the education offered to students as a synergy effect for the universities.

The UCN has been awarded in the United States as exemplary Central American University 2010: <http://blog.ucn.edu.ni/2010/06/07/ucn-galardonada-en-estados-unidos/>
<http://blog.ucn.edu.ni/2010/06/14/rector-recibe-llaves-de-la-ciudad-de-las-vegas-por-el-alcade-oscar-goodman/?lang=en>

“ ... The University Central of Nicaragua was built by a group of businesspeople and Nicaraguan academicians eleven years ago. They were aware of the education at all levels as a source of development in our country and as part of our educative mission in our university. The education at all levels is focused on forming professional human resources through a multidisciplinary educative work to contribute to the social and economic improvement taking into account the human dignity, the social justice and the promotion of science and culture.

Since our long-standing vision our educative institution has promoted the protection of the environment, values such as democracy, liberty and social justice which lean on the quality and competitiveness of our graduates.

As a result of our effort during these 11 years, our university has graduated around 561 new professionals in different areas of knowledge in which the most impressive ones are the business studies, social science, engineering science, medicine and veterinary medicine.

Moreover, we have contributed to develop some masteries and doctorates which are specialized in these same areas of knowledge in order to make students have high enterprising qualities to be capable of setting up new professional projects in Nicaragua, in Central America and in the United State. Having this mentality 2.754 graduates have been graduated by our university and specialized in modern programs of penal code through an agreement with the supreme court of justice in Nicaragua.

In short, we have graduated a total of 3.315 professionals in eleven years of academic activity.

The international dimension of our university began to give us its fruits after many years of planting, so we consider so important to emphasize in it and thank the doctor Eduardo López for his effort to keep united the central America coalition in order to make possible the recognition of the Honoris Causa to enterprising personalities whose impressive actions were in favor of the Hispanic communities, specially the central America. ...”

3. Short description of IN & ICI

The „International Association of NLP-Institutes“ (IN) and the „International Association of Coaching Institutes“ (ICI) are independent counselors in questions regarding the studies without any decision competence. IN & ICI were founded in the year 2001 by Nandana and Karl Nielsen from NLP & Coaching Institut Berlin, Bernd Isert from Forum for Meta-Kommunikation, Wolfgang Lenk from Milton Erickson Institut Berlin and other NLP-Institutes.

At that time eleven experienced and independent NLP-trainers from seven NLP-institutes in Berlin, Germany conjointly offered an integrated NLP trainer and coach training. On the basis of the shared knowledge of these master trainers – every trainer had access to all trainer materials and could also sit in each training of every trainer at all times - the need for international association of experienced NLP-institutes developed in order to ensure world-wide quality, but also to create a basis for communication and knowledge transfer for the usage and further development of NLP on the shared core beliefs of motivation and freedom of choice; a further development in other words, based on the seventh Graves level (creativity, flexibility, responsibility for one's actions, systemic thinking).

Meanwhile, IN & ICI have grown, they have elaborated methods and ethics standards, NLP training guidelines on the basis of at least 18 training days, Standards for Coach Certification on the basis of 30 training days (incl. 18 days NLP-practitioner) and 56 training days to become a mastercoach (incl. Coach and NLP-master), a NLP-mastertrainer qualification including a coach certification (NLP Master Trainer should be able to coach), Master Coach Trainer Certification (incl. master trainer qualification) and for every qualified NLP user and Coach the agreement of the 5 points below as a framework directive for effective cooperation at the seventh Graves level and above.

The application is committed to each member of IN & ICI to actively comply with the following 5 ethics and quality principles:

1. I actively support the good reputation of the IN & ICI and abide by the ethic and quality guidelines.
2. I recommend and take part only in certified NLP training programs, that are compatible with the quality standards of the IN and ICI.
3. My behavior in interaction with seminar participants of a seminar, colleagues and co-workers is fair and cooperative.
4. I stand up for IN & ICI and I am also a contact person for others, who ask for information about IN & ICI and I keep my data on the IN- & ICI-website updated.
5. I commit myself to the high quality promotion of NLP and Coaching according to my own ways and resources and to support networks and quality circles.

Every qualified NLP user and Coach is invited to become a member.

Webaddress of IN & ICI

IN: www.NLP-Institutes.net

ICI: www.Coaching-Institutes.net

NLP & Coaching World Congress: www.nlp-worldcongress.net

4. Life accompanying and life long learning

The Magna Charta Universitatum was signed in 1988 in Bologna by 4 Rectors of European Universities as a vision for the development of the Universities in Europe. These were Luigi Berlinguer from Italy, Claude Allègre from France, Jürgen Rüttgers from Germany and Baroness Tessa Blackstone from Great Britain. For their efforts they received the honorary doctorate of the University Roma Tre in Rome in 2004.

In 1998 this vision was specified under the name of the Sorbonne-Declaration.

About life long learning they said: „We are heading towards a period of major change in education and working conditions, to a diversification of courses of professional careers with education and training throughout life becoming a clear obligation.“

The central content of this "Sorbonne-Declaration" is:

- Ø Constitution of a frame for teaching and learning in Europe, that enables **Mobility** and a better cooperation
- Ø Unified acceptance of study achievements on the background of **life long learning**
- Ø a subordinated study system with two levels: „undergraduate (**Bachelor**) and graduate (**Master und Doctorate**)“
- Ø Implementation of „Credit-Points“ like the **ECTS** (European Credit Transfer System)

1999 Bologna-Declaration and Bologna-Process

On the background of the Sorbonne-Declaration 29 European Ministers of Education declared together in 1999 in Bologna to create a European University area until 2010.

Besides that the Bologna-Declaration contains the vision of the Magna Carta Universitatum and the key points of the Sorbonne-Declaration.

The realization of the Bologna-Declaration is called Bologna-Process.

This Bologna-Declaration was in the meantime signed by 46 states.

Of special significance is the opening of the Universities for life experiences. It is now possible to collect ECTS Credit points for experiences and learning processes outside the Universities, e.g. through life long learning.

Since 1988 many things have changed positively. Life long learning is now emphasized from brain researches as very important. The Ivory Tower of Universities is moving towards every day life. Learning is understood as medicine for the brain. In 2002 the European Ministers of Education decided on a program to support life long and life accompanying learning. In 2003 they decided on a program for eLearning. In 2006 they decided on a financial program for life long learning to adjust the steps taken so far to the changing requirements of the time between 2007 and 2013 to enhance the participation of people from all age groups.

The new study courses in Psychology, in NLP and in Coaching introduced here see themselves in that light. They are designed to support people of all age groups and all professions in life long, life accompanying and practical learning on a worldwide recognized level.

Especially NLP and Coaching are brilliantly suited for this.

5. ECTS system & Dublin Descriptors

ECTS- Credit point system

ECTS stands for European Credits Transfer System

Thus in Europe credit points are transferable for acquired competences in business and daily life. In this context we have ECTS credit points in the here introduced new study courses e.g. credit points for non-university trainings in NLP and in Coaching.

Meanwhile the ECTS system has stand the test internationally.

One credit point of the ECTS system corresponds to 25 hours workload.

The workload in the presented studies comprise e.g.: lecture and seminars in the internet, self study, preparation and participation of tests, internship, non-university trainings in NLP und Co-aching, study groups, success teams, advanced education, congresses, reflections of applications of NLP and Coaching, etc.

The academic training in the here presented studies of **Bachelor** of Arts (BA) includes 4500 hours. This sums up into 180 ECTS. The regular duration of study for this workload is 6 semesters (3 years).

The academic training in the studies of **Master** of Arts (MA) includes 3000 hours. This sums up into 180 ECTS. The regular duration of study for this workload is 4 semesters (2 years).

A **Doctorate** takes 3 years. It consists of seminars and tests of about 60 ECTS, the subject of research methodology and the dissertation.

The recognition of credit points (ECTS) for fulfilled workload is in the different studies segmented in sectors. In each sector you have a minimum of credit points that are needed and a maximum of accountable possible credit points.

Dublin Descriptors

The Dublin Descriptors are interdisciplinary descriptions of requirements regarding academic degrees like Bachelor, Master and Doctoral degrees.

The «Dublin Descriptors» were developed by an informal group of the «Joint Quality Initiative». On March 16th, 2002 they were confirmed by the so called «Amsterdam Consensus» and recommended within the Graz Convention of EUA in May 29-31, 2003. On March 23rd, 2004 they formulated a Promotions-Descriptor too.

We have decided to describe these descriptors here, because we consider it to be important to understand how the academic international requirements developed in the last years due to the close connection of these descriptors to the ECTS credit points system.

We have designed the here introduced new study courses in NLP and in Coaching so that they fulfill the requirements of these descriptors.

1. Bachelor's degrees are awarded to students who:

- ∅ have demonstrated knowledge and understanding in a field of study that builds upon and excels their general secondary education and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- ∅ can apply their knowledge and understanding in a manner that indicates a professional approach to their work or profession and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- ∅ have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- ∅ can communicate information, ideas, problems and solutions to both specialist and non-specialists;
- ∅ have developed those learning skills that are necessary for them to undertake further study with a high degree of autonomy.

2. Master's degrees are awarded to students who:

- ∅ have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; can apply their knowledge and understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- ∅ have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- ∅ can communicate their conclusions and the knowledge and rational underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- ∅ have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

3. Regarding the Doctoral Descriptors

The various types of doctorate in use across Europe include three broad types: the doctorate that is predominantly research based (often awarded with a PhD), the professional doctorate, and the so-called 'higher doctorates'.

The professional or practically orientated doctorate is a relatively new and still evolving practice in European higher education.

The doctorates that we offer here belong to both types of professional or practitioner doctorate and research doctorates (PhD).

Doctoral degrees are awarded to student's who:

- Ø have demonstrated a systematic understanding in a field of study and mastery of the skills and methods of research associated with that field;
- Ø have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- Ø have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international referred publication;
- Ø are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- Ø can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- Ø can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

The chart on the next side gives a good and systematic overview on the different requirements of the academic degrees in Bachelor, Master und Doctorates in the areas:

- Ø **Knowledge and understanding**
- Ø **Applying knowledge and understanding**
- Ø **Making judgments**
- Ø **Communication**
- Ø **Learning skills**

You will find these areas in the necessary achievements of our academic degrees in NLP and Coaching. On this background it is easy to understand why we speak about a totally new professional and quality standard in NLP und Coaching.

Differentiating between cycles

Knowledge and understanding	
Bachelor	[is] supported by advanced text books, [with] some aspects informed by knowledge at the forefront of their field of study ..
Master	provides a basis or opportunity for originality in developing and/or applying ideas often in a research* context ..
Doctorate	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field ..

Applying knowledge and understanding	
Bachelor	[through] devising and sustaining arguments
Master	[through] problem solving abilities [applied] in new or unfamiliar environments within broader (or multidisciplinary) contexts.
Doctorate	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity . [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication .

Making judgments	
Bachelor	[involves] gathering and interpreting relevant data.
Master	[demonstrates] the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete data.
Doctorate	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas.

Communication	
Bachelor	[of] information, ideas, problems and solutions.
Master	[of] their conclusions and the underpinning knowledge and principles (restricted scope) they are based upon to a specialist and non-specialist audiences (monologue).
Doctorate	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope).

Learning skills	
Bachelor	have developed those skills needed to study further with a high level of autonomy.
Master	study in a manner that enables them to do so largely self-directed or autonomous.
Doctorate	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement.

6. Bearing of academic titles of foreign universities

Due to the inconsistent international legal situation about the acceptance of foreign degrees and about the use of foreign titles, the UCN provides no guarantee for the acceptance of the degrees and for the use of the titles by the UCN in the country of origin of the student and for third-countries.

The University is fully recognized by the government of the Republic of Nicaragua and listed in the official directory of international accredited universities published by United Nations.

Please, before your enrolment, inform yourself about the acceptance of titles in your country.

A good place for information about competent authorities (professional organizations, higher education institutions, government bodies, and regulatory agencies governing professions is the enic-naric net

www.enic-naric.net and www.enic-naric.net/index.aspx?s=n&r=g&d=about

There you find links to European Countries, USA, Africa, Arab States, Latin America & the Caribbeans and the Mediterranean Region.

The ENIC Network (European Network of Information Centers)

To implement the Lisbon Recognition Convention and, in general, to develop policy and practice for the recognition of qualifications, the Council of Europe and UNESCO have established the ENIC Network (European Network of National Information Centers on academic recognition and mobility). The Council of Europe and UNESCO/CEPES jointly provide the Secretariat for the ENIC Network. The ENIC Network cooperates closely with the NARIC Network of the European Union.

The Network is made up of the national information centers of the States party to the European Cultural Convention or the UNESCO Europe Region. An ENIC is a body set up by the national authorities. While the size and specific competence of ENIC may vary, they will generally provide information on:

- the recognition of foreign diplomas, degrees and other qualifications;
- education systems in both foreign countries and the ENIC's own country;
- opportunities for studying abroad, including information on loans and scholarships, as well as advice on practical questions related to mobility and equivalence.

The UNESCO Study Abroad page

provides valuable information related to mobility in education, including a guide to understanding the various legal frameworks and conventions, as well as an on-line guide to study opportunities and fellowships offered in countries around the world. It gives answers to the following and other questions: You are interested in studying abroad in an institution of higher learning, but do not know how to go about it? You do not know if your academic qualifications will be accepted as an admission requirement for further studies? You need updated information on higher education systems, quality assurance and accreditation issues, transnational education including open and distance learning (ODL) provisions and virtual universities, admission procedures or access models world-wide?

7. Bachelor content in the 5 year M.A. in Psychology with a focus on NLP & Coaching

Until the official introduction of the Bachelor study
as an independent study it is part of the 5 year Master study.
The 5 year M.A. consists of the 3 years bachelor content here under 7.
plus the content under 8. of the 2 year M.A. in Psychology.

Admission requirements

University entrance diploma.

NLP-Practitioner and Coach training meeting the quality standards of IN and ICI or comparable qualifications.

In certain cases a study can be conducted parallel to a NLP-Practitioner and Coach training.

The study commission can ask for additional entrance test.

Please send requests in written form to the study commission.

Study scope and ECTS

180 ECTS correspond to a workload of 4500 hours in 6 semesters, if conducted in full time or more, if done part time.

ECTS		Field of Study
Min.	Max.	
50	120	P-Courses: Psychology basic knowledge on Bachelor level incl. study groups incl. activities on the Moodle learning platform (min. 1 h/week.) with reflection
20	50	N-courses: Area of specialization in NLP
10	40	C-courses: Area of specialization in Coaching
-	16	S-courses: Area of specialization in special topics
8	25	Study relevant training: in Communication, NLP or Coaching incl. practice groups / success teams and work connected with the training
6	30	Study relevant practical experiences: Internships, congress participation
-	30	Publications: professional articles, congress presentation
6	12	Coaching: At least 6 Coaching sessions with preparation and follow-up
10	30	Final paper: learning by researching on bachelor level

The amount of recognition of credit points regarding activities outside of the University is on an individual basis. The base of the decision is the written reflection of the experience. The experience and the competence can have taken place before enlisting for the study.

Study challenge

The students get the opportunity and are encouraged to demonstrate acquired knowledge and comprehension, to cultivate new knowledge and understanding, practice oriented and academically compiled, to take into account the newest developments in their field of study, to professionally apply their knowledge and comprehension by reflecting through appropriate argumentation and problem solution attempts. Students will have to gather relevant data in their field of study, taking into consideration the relevant social, scientific and ethical concerns. They have to be able to develop solutions and learning strategies suitable for beginners as well as experts to continue their study on the highest level of autonomy.

P-Course = basic knowledge in Psychology

Each course has 2 to 4 ECTS workload.

Introduction to Psychology

eITP001 Introduction to Psychology

Propaedeutics

ePWA001 Propaedeutics: Basic

Researching methods (incl. empiricism/statistic)

ePRM001 Researching methods: Basics

ePRM002 Empiricism & Statistic 1

ePRM003 Empiricism & Statistic 2

ePRM004 Qualitative methods 1

ePRM005 Qualitative Methods 2

ePRM006 Action research and Ethnomethodology

General psychology

ePGP001 General psychology

ePGP002 Perception

ePGP003 Consciousness

ePGP004 Motivation

ePGP005 Emotion

ePGP006 Learning

ePGP007 Knowledge

ePGP008 Language

ePGP009 Thinking

ePGP010 Problem solving

Social psychology

ePSP001 Social psychology: Basics

ePSP002 Attributions theory

ePSP003 Social cognition

ePSP004 social perception, Change in attitude

ePSP005 Group processes

ePSP006 Social psychology and health

Developmental psychology

ePDP001 Developmental psychology: Basics

ePDP002 Psychoanalysis - Behaviorism – humane psychology

ePDP003 Piaget and Erikson

ePDP004 Maslow and Graves

ePDP005 Wilber and Kegan

ePDP006 The natural crises of the self

Neuro science

ePNS001 Neuro sciences: Basics

ePNS002 Neuro biology

ePNS003 Neuro physiology

ePNS004 cognitive neuro sciences

ePNS005 clinical-medical insights

ePNS006 Biology of evolution

Work- & Organizational psychology

- ePWO001 Work- & Organizational psychology: Basics
- ePWO002 Theory and methods
- ePWO003 Motivation and action in an organisation
- ePWO004 Knowledge management and organisation development
- ePWO005 Leadership, Leadership systems and Mentoring
- ePWO006 Job satisfaction, Job design, Job performance
- ePWO007 Time- and decision management
- ePWO008 Conflict management and team development
- ePWO009 Workload, Stress, Burnout
- ePWO010 project management
- ePWO011 Marketing and advertising

Clinical psychology

- ePCP001 Clinical psychology: Basis
- ePCP002 affective disorder
- ePCP003 Fear
- ePCP004 Norms and rolls
- ePCP005 Mind and Body

Communication and interaction

- ePCI001 Communication and interaction
- ePCI002 Communication and the media
- ePCI003 Communication models
- ePCI004 Non-verbal communication
- ePCI005 Rolls & social interaction
- ePCI006 Feedback

Differential & personality psychology

- ePDP001 Differential & personality psychology: Basics
- ePDP002 Personality, Charisma, Diagnostic, Test procedure
- ePDP003 Self and Self-concept
- ePDP004 Intelligence
- ePDP005 Biography research
- ePDP006 Potentials of change
- ePDP007 Near death experiences, Values, Beliefs

Scientific theory and ethics

- ePSE001 Scientific theory and ethics: Basics
- ePSE002 Praticice-orientation
- ePSE003 Epistemology
- ePSE004 Theory construction

N-, C-, S-Courses = Area of specialization in NLP (N), Coaching (C) and special areas (S)

Each course has 1 to 4 ECTS workload.

1. Semester

- E1B1001N Introduction to the bachelor studies
- E1B1003N Development of NLP
- E1B1004N Axioms - the basis

E1B1005N Self management
E1B1006N Body language
E1B1007N 1.2.3. Position
E1B1003C Development of Coaching
E1B1004C Fundamentals of Coaching
E1B1005C Coach profile
E1B1007C Differences and similarities – Coaching, Supervision, Therapy
E1B1008C Spere of activity in Coaching
E1B1001S Attitude, cognitive psychology

2. Semester

E1B2001N Outcome / Motivation work
E1B2002N Anchoring / Change History
E1B2001C Setup and Progression of Coaching
E1B2002C Coaching-Process
E1B2003C Effects in Coaching
E1B2004C Empathy- advantages and risks
E1B2005C The Coachee in mythology
E1B2001S Theory in learning (Bandura)

3. Semester

E1B3001N Reframing
E1B3002N Submodalities
E1B3001C Psychologe
E1B3002C Personality Psychologe
E1B3003C Attributionsprozesse
E1B3004C Transfer of coaching results
E1B3005C Burnout: Structure, Prevention, Intervention
E1B3001S Image of humanity
E1B3002S Result transfer
E1B3003S Burnout

4. Semester

1B4001N Meta-Model
1B4002N Milton-Model
E1B4001C The systematic approach
E1B4002C Systematical Coaching
E1B4003C Relations: Inspiration for Coaching to deal with systems and change
E1B4004C Interventions including the system
E1B4005C Mobbing: a system-phenomena
E1B4001S General semantics (Korzybski)
E1B4002S Linguistics (Chomsky)
E1B4003S Personality disorders

5. Semester

1B5001N Time-Line
1B5002N Strategy
E1B5001C Fundamentals of conflict theory
E1B5002C Fear and emotions in conflict

E1B5003C Model of conflict intervention
E1B5004C Process-oriented psychology in Coaching
E1B5005C Working with conflicts in teams
E1B5001S System theory (Bateson)
E1B5002S Systemic interventions

6. Semester

E1B6001N Metaphors
E1B6001C Integral theory Ken Wilber
E1B6002C Developmental psychology
E1B6003C Personality disorders
E1B6004C Coach reflection
E1B6005C Evaluation of the Coaching process
E1B6001S Master thesis

Study procedure

For students there are text documents, web links and videos, which show and explain the content of each semester on the eLearning internet platform *Moodle*. For the students there are special tasks to fulfill, like: reading, discussion forums, research, glossaries and multiple-choice-tests.

The topics that are well known from standard NLP and Coach trainings are discussed and enlarged on an academic level with the goal to deepen the understanding and to acquire the necessary academic and practical professional knowledge.

The student sends his written reflections and his results of the tasks for evaluation and acceptance of credit points to the branch campus of the UCN.

The student himself decides the time he needs for his semester.

As soon as he has fulfilled his semester workload (750 hours including Coaching), he can apply for his semester completion.

The non-university Coachings and then university semester tests can be conducted in several international cities around the world.

In the last semester the Bachelor thesis has to be written.

The content of the psychology study is always connected to the areas of NLP and Coaching in all semesters.

8. M.A. in Psychology with a focus on NLP & Coaching

Until the official introduction of the Bachelor study we offer for interested students with University entrance diploma and no Bachelor a five year Master study that includes the content of the Bachelor study (see 7.) and the content here under 8. that leads to a M.A. certification in Psychology.

Students with a Bachelor degree in Psychology or a German Diploma can start with the 2 year M.A. in psychology below.

Admission Requirements

Bachelor of Arts in Psychology or equivalent qualification (e.g. completed university degree). NLP-Master and Coaching training according to the quality standards of the IN and ICI or comparable qualifications.

In certain cases a study can be conducted parallel to a NLP-Master and Coach training.

The study commission can ask for additional entrance test.

Please send requests in written form to the study commission.

Study scope and ECTS

120 ECTS correspond to a workload of 3000 hours in 4 semesters, if conducted in full time or more, if done part time.

ECTS		Field of Study
Min.	Max.	
35	70	P-Courses: Psychology basic knowledge on Master level incl. study groups incl. activities on the Moodle learning platform (min. 1 h/week.) with reflection
10	40	N-courses: Area of specialization in NLP
10	40	C-courses: Area of specialization in Coaching
4	10	S-courses: Area of specialization in special topics
7	25	Study relevant training: in Communication, NLP or Coaching incl. practice groups / success teams and work connected with the training
5	25	Study relevant practical experiences: Internships, congress participation
-	30	Publications: professional articles, congress presentation
4	8	Coaching: At least 4 Coaching sessions with preparation and follow-up
10	30	Final Master Thesis

The amount of recognition of credit points regarding activities outside of the University is on an individual basis. The base of the decision is the written reflection of the experience.

The experience and the competence can have taken place before enlisting for the study.

The NLP-Master and the Coaching training may have taken place before the start of the study.

Study challenge

The students get the opportunity and are encouraged to demonstrate acquired knowledge and comprehension, to cultivate new knowledge and understanding, practice oriented and academically compiled, to take into account the newest developments in their field of study, to professionally apply their knowledge and comprehension by reflecting through appropriate argumentation and problem solution attempts. Students will have to gather relevant data in their field of

study, taking into consideration the relevant social, scientific and ethical concerns. They have to be able to develop solutions and learning strategies suitable for beginners as well as experts to continue their study on the highest level of autonomy.

P-Course = basic knowledge in Psychology

Each course has 2 to 4 ECTS workload.

All relevant content of the bachelor study psychology (see 7.) are offered in adapted form in the two year master study. 5 year M.A. students are asked to revise their already done work on Bachelor level on the M.A. level. See the Dublin Descriptors under 5.

N-, C-, S-Courses = Area of specialization in NLP (N), Coaching (C) and special areas (S)

Each course has 1 to 4 ECTS workload.

1. Semester

- E2M1001N Introduction to the Master study
- E2M1003N Contents from the Bachelor studies
- E2M1004N NLP Practitioner training
- E2M1005N Values
- E2M1006N Believes
- E2M1007N Meta-programs
- E2M1008N Modeling
- E2M2003C Contents from the Bachelor studies
- E2M1005C Integral methods of practical relevance work in progress
- E2M1006C Building and keeping alive the trust in coaching
- E2M1007C Recognizing potential of the Coachee and enlarging it
- E2M1008C Reflecting the Coaches control
- E2M1009C Reflecting own values and beliefs
- E2M1001S Reflection of the own function and role in all settings as coach

2. Semester

- E2M2001N Process-work
- E2M2002N Constellation
- E2M2003N Relmprint
- E2M2001C Exercise of influence from the perspective of social psychiatry
- E2M2002C Self-awareness and Coaching
- E2M2003C Coaching process and Meta programs
- E2M2004C Coaching process and constellation
- E2M2005C The Coaches communicative competence: time oriented
- E2M2006C Increasing the Coachees communicative competence
- E2M2001S Elicitation of the scope of influence

3. Semester

- E2M3001N Mastertrance
- E2M3002N Presentation
- E2M3003N Conflicts
- E2M3001C Synergetic effects with the connection of NLP techniques
- E2M3002C Interdependencies between doctrines and perception filters
- E2M3003C Coaching process and mastertrance
- E2M3004C Coaching process and calibrated loops
- E2M3005C Three choices in interventions
- E2M3001S Team interventions regarding the context

4.Semester

E2M4001N Core-Transformation
E2M4002N Sleight of Mouth
E2M4001C Team coaching- responsibility and self-organization
E2M4002C Analysis and change in long-term processes
2M4003C Team coaching and Sleight of Mouth
2M4004C Team coaching and Core-Transformation
2M4005C Relationships of problems
2M4006C Development of supporting system structures
E2M4003N Master Thesis

Study procedure

For students there are text documents, web links and videos, which show and explain the content of each semester on the eLearning internet platform *Moodle*. For the students there are special tasks to fulfill, like: reading, discussion forums, research, glossaries and multiple-choice-tests.

The topics that are well known from standard NLP and Coach trainings are discussed and enlarged on an academic level with the goal to deepen the understanding and to acquire the necessary academic and practical professional knowledge.

The student sends his written reflections and his results of the tasks for evaluation and acceptance of credit points to the branch campus of the UCN.

The student himself decides the time he needs for his semester.

As soon as he has fulfilled his semester workload (750 hours including Coaching), he can apply for his semester completion.

The non-university Coachings and then university semester tests can be conducted in several international cities around the world.

In the last semester the Master thesis has to be written.

The content of the psychology study is always connected to the areas of NLP and Coaching in all semesters.

9. Dr./Ph.D. in Psychology with a special focus on NLP & Coaching

Admission Requirements

Master of Arts in Psychology or in NLP or in Coaching or equivalent university degree.
Completed NLP-Master and Coaching training according to quality standards of the IN and ICI or comparable qualifications.

In certain cases a study can be conducted parallel to a NLP-Master and Coach training.

The study commission can ask for additional entrance test.

Please send requests in written form to the study commission.

Study scope

180 ECTS correspond to a workload of 4500 hours in 6 semesters, if conducted in full time or more, if done part time.

ECTS		Field of Study
Min.	Max.	
30	75	P-, N-, C-, S-Courses: on Doctorates level incl. study groups incl. activities on the Moodle learning platform (min. 1 h/week.) with reflection
15	25	Research design: research methodology
25	35	Research: Carrying out of the research
5	15	Study relevant training: in Communication, NLP or Coaching incl. practice groups / success teams and work connected with the training
-	15	Study relevant practical experiences: i.e. congress participation
4	30	Publications: professional articles, congress presentation
6	12	Coaching: At least 6 Coaching sessions with preparation and follow-up
50	80	Dissertation

The amount of recognition of credit points regarding activities outside of the University is on an individual basis. The base of the decision is the written reflection of the experience.

The experience and the competence can have taken place before enlisting for the study.

The NLP-Master and the Coach training may have taken place before the start of the study.

Study challenge

The students get the possibility and are encouraged to demonstrate a systemic comprehension of their studies and the mastery in abilities and methods, to design, implement and adapt a substantial research process with scientific integrity, to make an inventive contribution which extends the national and international standards corresponding achievements in research via practice oriented and relevant research, to analyze, to evaluate and to synthesize critically new and complex ideas, to communicate with society in general, with the wider scientific society and the subject-specific environment about the special field and to advance social and/ or cultural progress in our knowledge-based society within the academic and professional context.

Key topics of the semesters

In all the semesters several fields of studies are offered: Scientific theory & ethics, communication & interaction, methods of research, the conducting of an empiric research for ones dissertation in the area of Communication (NLP) and Coaching.

Chosen and relevant content of the bachelor and master study psychology are offered in adapted form in the doctorate study.

In addition there are the following practical focuses in topics as areas of specialization in each semester (N-,C- and S-Courses) each with 1-4 ECTS:

1. Doctorates year (semester 1 & 2)

- E3D1001N Introduction to the Doctorate studies
- E3D1003N Contents from the Bachelor studies
- E3D1004N NLP-Practitioner-training
- E3D1005N Contents from the Master studies
- E3D1006N NLP-Master-training
- E3D1007N NLP-Trainer-training
- E3D1008N Presentation
- E3D1009N Marketing
- E3D1010N Dealing with groups
- E3D1011N Testing competence
- E3D1015N Research design 1st year
- E3D1004C Coach training
- E3D1005C Contents from the Master studies
- E3D1006C Master-Coach training
- E3D1007C Trainer training
- E3D1008C Abilities for facilitation of processes
- E3D1009C Analysis and change in long-term processes
- E3D1010C Dealing with teams/organizations
- E3D1011C Process skills
- E3D1012C Experiences with different Coach settings
- E3D1001S Ethics & ecology
- E3D1002S The model of Claire Graves
- E3D1003S Team tools

2. Doctorates year (semester 3 & 4)

- E3D2001N Ethics & Ecology
- E3D2002N Experiences with assistants
- E3D2001C Ethics & Ecology
- E3D2005C Research design 2nd year

3. Doctorates year (semester 5 & 6)

- E3D3005S Finish Dissertation

Study procedure

For students there are text documents, web links and videos, which show and explain the content of each semester on the eLearning internet platform *Moodle*. For the students there are special tasks to fulfill, like: reading, discussion forums, research, glossaries and multiple-choice-tests.

The topics that are well known from standard NLP and Coach trainings are discussed and enlarged on an academic level with the goal to deepen the understanding and to acquire the necessary academic and practical professional knowledge.

The student sends his written reflections and his results of the tasks for evaluation and acceptance of credit points to the branch campus of the UCN.

The student himself decides the time he needs for his semester.

As soon as he has fulfilled his semester workload (750 hours including Coaching), he can apply for his semester completion.

The non-university Coachings and then university semester tests can be conducted in several international cities around the world.

In the second and third year of study a dissertation in connection to the conducted research has to be written.

10. Organizational matters regarding the studies

Right now the bachelor studies (BA), until their introduction as independent certificates, are part of the appropriate master studies (MA). It takes applicants with a university entrance diploma five years to complete a MA. Applicants with a BA need two years to complete a MA.

The studies are developed for members of the worldwide associations of experienced NLP and Coaching Institutes and qualified NLP users and Coaches of the *International Association of NLP-Institutes (IN)* and the *International Association of Coaching-Institutes (ICI)*.

These Associations stand for

- Ø high professionalism, ethics and quality
- Ø a responsible supervision of trainees for their personal growth and development
- Ø the standard of at least 18 days live presence training in NLP
- Ø the standard of at least 30 days live presence training in Coach trainings

By providing information and professional advice IN and ICI helped to construct the content of the study and may help in further development. IN and ICI are independent counselors without any decision competence.

The non-university trainings in NLP have to fulfill the standard requirements of the International Association of NLP-Institutes (IN) (www.nlp-institutes.net) to be acceptable as ECTS credit points. The non-university trainings in Coaching have to fulfill the standard requirements of the International Association of Coaching-Institutes (ICI) (www.Coaching-Institutes.net) to be acceptable as ECTS credit points.

IN and ICI sealed trainings are accepted without entrance tests on the basis of the written reflection of the student after evaluation. Other training certificates require a separate testing to guarantee the professional quality standards of IN and ICI.

Our approach

1. Every student has his own working area on the eLearning platform to present the results of his or her study and to discuss them with the fellow students.
2. Every student works on a research project, which matches the requirements of his study (BA, MA, and Dr./Ph.D.) and which is part of his final thesis.
3. In every semester there are required and optional courses.
4. In every area of study there is a minimum and maximum amount of ECTS Credit points to get.
5. There is a non-university coaching accompanying the study in every semester. It is obligatory and will be awarded with ECTS points after written reflection and evaluation.
6. A non-university professional training to become a Coach (all studies) or an NLP-Master (MA, Dr/Ph.D.) according to proven standards of international associations (ICI, IN) will be accepted with ECTS Credit points after written reflection and evaluation and is a required part of the studies.
7. ECTS Credit points will be granted on appropriate reflection of the content (coach training, trainings in communication, literature summaries, research on the internet, scientific articles, coaching accompanying the study, ...) and after evaluation through lecturer of the UCN.

The Universidad Central de Nicaragua (UCN) has appointed Nandana Nielsen and Karl Nielsen with the organization and realization of the studies in Psychology with NLP and Coaching at the UCN in the division of International Programs (distance learning) in the Department for Human Communication

Please send questions about the studies to Nandana Nielsen & Karl Nielsen

UCN@NLP-Institutes.net

Tel. 0049 – (0)30 - 21 47 81 74

Please send enrolment documents (e.g. application document, copies of existing high school or university degrees, photo of you, passport copies, ...) regarding the studies to

Nandana Nielsen & Karl Nielsen

UCN branch office Berlin

10777 Berlin, Winterfeldtstr. 97

The distance learning can be absolved completely in English.

Further information, FAQs, and press releases can be found on the website of the International Association of NLP-Institutes: <http://www.nlp-institutes.net/UCN-E.htm>

11. Fees and costs regarding the studies

Last updated 20.8.2010

1. Study fees: The entire study fee is paid at the beginning of the studies. You receive an invoice with an account of the UCN in the German branch campus.

Academic degree	Normal study time	Study fees
M.A. in Psychology: 3 years Bachelor content plus 2 years M.A content	5 years	3900 €
M.A. in Psychology: 2 years M.A. content	2 years	3900 €
Dr./Ph.D. in Psychology	3 years	4900 €

2. The costs for accompanying coaching

Accompanying the study is non-university coaching for 250 € conducted by Nandana Nielsen and Karl Nielsen and in many countries by chosen member Institutes of the *International Association of NLP Institute* and the *International Association of Coaching Institutes*, offered as individual coaching session as well as group coaching or as accompanying success team.

It is possible to split the necessary non-university semester coaching in short telephone coachings, for example in 8 times 15 minutes.

There is only the price of 250 € for one semester coaching for each semester, regardless how many month your semester through full time study or part time study has.

The Coachings usually take place during or after half a year of studying as semester completion achievement coachings. They are designed to help the student to reach his semester work goal (workload). Since the duration of the study is flexible in time, these coachings can take place after longer time periods too.

3. For sealing of a certificate by ministries in Nicaragua

Expenses of around 400 € are to be expected for sealing of a certificate by ministries such as: Consejo Nacional de Universidades, Notary, Supreme Court, Ministry of Foreign Affairs, etc. and mailing.

4. The costs of practical experiences are not included in the study fees.

Besides the pure academic studies are practical experiences needed, that are recognized as ECTS credit points for the studies.

For the M.A. in Psychology a NLP Practitioner and a Coach training, regarding the quality standards of IN and ICI is needed.

For the Doctorates Dr./PhD in Psychology with a focus on NLP and Coaching a NLP-Master and a Coach qualification meeting the quality standards of IN and ICI is needed.



Universidad Central de Nicaragua
Division of International Programs

Department of Human Communication

12. International Student Application

Part I – Personal Information

Legal name:
First name:
Degree(s):
Profession and Qualification:
Date/place of birth:
Nationality:
Permanent Street Address:
City & ZIP:
State:
Country:
If address is different from above:
Postal Street Address:
City & ZIP:
State:
Country:

Tel.-Nr.:
e-mail:
Passport-Number.:
Gender:
First language:
Foreign languages:
Study language:
Are you currently enrolled in college?

Do you want to enroll in a distance-learning program?
.....

When do you wish to enroll at UCN?
.....

How did you first learn about us?
.....

Have you ever submitted to UCN?

Part III – Program of Study

I apply for

M.A. in Psychology

Dr./Ph.D. in Psychology

Tuition fees:

If accepted, I do hereby apply for enrolment.

I agree to pay the tuition fees via wire transfer as a single payment.

Due to the inconsistent international legal situation about the acceptance of foreign degrees and about the use of foreign titles, the UCN provides no guarantee for the acceptance of the degrees from UCN and for the use of the titles from UCN in the country of origin of the student and for third-countries.

I am fully aware of the consequences of presenting misleading or false information. All of the information I have provided is absolutely correct and I authorize Universidad Central de Nicaragua Division of International Programs, Department of Human Communication, to conduct any and all information verification reviews as needed. I am fully aware that if my application is accepted, any funds paid will not be refunded due to issues beyond the control of the university.

I have read and fully understand the innovative, alternative concepts of education utilized by the University. I have read carefully the study guide and hereby make application for admission to the University. I hereby certify under oath that the information provided in this application is true, accurate and complete, to the best of my knowledge and I understand that any misrepresentation or omission will void my application, result in dismissal and loss of any funds paid. The University will not refund any tuition or any fees paid in case of false or misleading information. I understand that this application and all other records gathered for my admission files are confidential and will not be disclosed to me or any other person, except at by your written request or judicial order.

Please sign your full name and Passport-number on the line below.

Date

Signature

Passport-no.

Part IV – Enclosures & Application checklist

- Fully complete the application form
- Duly signed form (part III)
- Copies of all diploma, academic degrees, certificates and credentials awarded or issued by accredited or recognized colleges, universities, postsecondary institutions of education. (See list part II)
- Copies of all previous studies (transcripts, diploma supplement).
- All applicants are required to provide a resume or CV.
- 2 Pictures (passport type)
- Copy of passport

Please send everything to

UCN Department of Human Communication
Nandana & Karl Nielsen
Winterfeldtstr. 97
D-10777 Berlin
Germany



Universidad Central de Nicaragua
Division of International Programs

Department of Human Communication

