



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 counsellor in questions regarding the studies
(without any decision competence)

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



Study Guide

Date Mai 5th, 2011

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For the Department of Human Communication
offering the degree courses in Psychology with a focus in NLP and
Coaching please turn to the website of the UCN: <http://ucn.edu.ni>
at: 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 be a source of inspiration.

Studying can be rooted in the enthusiasm for the development of applicable scientific knowledge. The eyes of the students may shine full of interest. Studying should bring joy. Feelings of happiness derived from such a kind of studying are welcome.

Being scientifically active, questioning established opinions, exploring ideas, constructing new hypotheses, to test and validate the latter, to conquer basic knowledge, to discuss scientific issues with colleges, to develop research questions, to carry out surveys, to conduct studies, and evaluate them, 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 life conditions and communication of human beings can be a rich and satisfying reward. Students need to develop their fundamental interests and willingness to engage in a scientific quest. Supporting students on this quest and encouraging them to study with heart and mind, is our mission and vision.

These new studies are building on 5 pillars

1st pillar: Research interest and research project

These studies are building on a deep interest in research and in a research project that guides the student through the whole study. The research project is reflected on the eLearning-platform Moodle and will be discussed with other students. It will also be the main subject of the coaching that accompanies your study. Students of our studies are invited to work on the development of their research project from the very first day of their study; however, the intensity varies as the studies progress.

2nd pillar: Basic knowledge in psychology

Basic knowledge in psychology is mandatory to gain during the 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 examined concerning its 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 various area 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 intensity.

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

Compulsory requirements for the students consist in 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. Coaching's are possible in groups, in supervised success teams or in special study orientated coach seminars. Through appropriate written reflection these coaching's 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 the meta-position, diversity of perspectives, resource orientation, self-responsibility, self-esteem, behavioural flexibility, rapport, empathy, respect, ecology question, are subjects of Psychology. NLP and Coaching helps to structure the process of studying meaningfully the former aspects. The content of the courses can be used for didactics recursively.

The new academic standard of quality in NLP and Coaching

The offer of academic degrees in Psychology with a focus in Communication (NLP) and Coaching stands for the possibilities for a brand new professional quality standards in NLP and 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 degree courses with a focus in NLP and Coaching were developed based on the volume of work (the workload) from 3000 hours (MA) to 4500 hours (Dr./Ph.D.). Existing non-collegiate trainings in NLP and Coaching comprise considerably less time. Traditionally, NLP training contains of 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 these quality standards are often undercut in some countries by some providers, which is why regulating institutions such as the IN (International Association of NLP Institutes) and the ICI (International Association of Coaching Institutes) are needed to set quality standards.

Even if, in addition to the training days in NLP and Coaching, considerably more hours of learning are accumulated during the preparation and rework, 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, elaborated the content intensively and structured for at least 2-3 years, reflects systematically the learning experience, including past learning experience, takes tests on a regular basis for immediate feedback and will be coached to promote their accomplishment and researches in this area.

Through this approach the graduates of these courses will reach an entirely new quality standard of knowledge. Existing learning experience in Communication (NLP) and coaching will be recognized by ECTS credit points and integrated through appropriate reflection. The contents of the standard trainings are deepened by the academic and practical view besides 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 based on the Bologna process (see: 6 ECTS system), these courses encourage people of all age and professional groups in lifelong, adult adequate learning at a world-wide recognized academic level.

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

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

NLP: The return of NLP to 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 was set by 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 thought of as the most important practitioner and teacher of modern hypnotherapy.

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

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

The driving idea behind NLP was to identify the variables which cause the success of people in various tasks and how such variables can be implemented in a teaching method, as a step-by-step instruction in order.

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 focussed on a new subject, 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 was confronted with much scepticism regarding his ideas, but he continued his approach successfully. 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 can be explained by the fact that an increasing number of people seek support for their own growth and the changes linked to that desire, without raising suspicion concerning mental health problems, which is often a reason 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 balanced life with the development of the people's inner potentials. This paradigm shift will be appropriately considered in the development of the study courses.

The new task in coaching requires a broad knowledge in both the psychological and the sociological domain, as well as effective methodology knowledge, which will enable the coach to take into an account the client's uniqueness.

Outlook

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

The way people structure their personal experience, how they produce their emotional state, and how they realize their potential is also a topic of the presented 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 inner, talents and slumbering forces. This includes finding ways to be successful, happy and respectful towards others.

NLP and coaching have a proven repertoire of methods for 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 capability in NLP and coaching is required. In addition a profound knowledge about the latest findings 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 humanity as a whole by way of 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 try to make thoughtful and 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 develop so wonderfully, and increasingly serve the creative peaceful development of human potential.

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



2. Universidad Central de Nicaragua (UCN)

The idea of the University: “Universidad Central de Nicaragua” (UCN) originated in 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 university’s recent is marked by a campaign of international development making agreements with universities in different parts of the world, with official representatives, located for instance in the United States of America, Central America, Asia and Europe.

The studies offered of the Universidad Central de Nicaragua include social, health and economic courses.

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

The UCN is also listed on ANABIN with H+ (highest rank):

<http://anabin.de/scripts/SelectLand.asp?SuchLand=267&MyURL=WWWBltypView.asp>

Cooperation’s 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 University Consortium is located in Costa Rica, Latin America.

The advantage of mutual recognition of academic achievements and double degree programs of the universities of the Consortium is an increase in 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>

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

The new studies in Psychology with a focus on Communication (NLP) and Coaching at the Department of Human Communication in the division for International Programs 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).

Lecturers and evaluators in these degree courses are:

- **Prof. Dr. Gabriel Kovac, Israel**
- **Prof. 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**
- **Prof. Dr. Gerhard Berchtold, Austria**
- **Prof./UCN Nandana Nielsen, Germany**
- **Prof./UCN Karl Nielsen, Germany**

3. Short description of IN & ICI

The „International Association of NLP Institutes“ (IN) and the „International Association of Coaching Institutes“ (ICI) are independent counsellors regarding questions concerning about 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 and elaborated methods and ethical 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 master coach (incl. Coach and NLP Master), a NLP Master Trainer 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 to the 5 points below which constitute a framework for effective cooperation at the seventh Graves level and above.

The agreement is submitted to each member of IN & ICI to actively comply with the following 5 of ethics and quality:

1. I abide by the Ethics Codex and Quality Guidelines of the IN / the ICI.
2. I actively support the good reputation of the IN, the ICI,, of NLP and of Coaching.
3. In dealing with trainees, colleagues and competitors I'm always fair and cooperative.
4. I stand up for the IN / the ICI, I am also a contact person for others, who want information about the IN / the ICI and I keep my data on the IN / ICI website updated.
5. I commit myself to the high quality promotion of NLP / Coaching according to my own ways and resources and support networks and quality circles in the IN / the ICI.

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

Web address of IN & ICI

IN: www.NLP-Institutes.net

ICI: www.Coaching-Institutes.net

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

4. 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 framework for teaching and learning in Europe, which 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.

Furthermore 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.

The Bologna Declaration has in the meantime been signed by 46 states.

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

Since 1988, many things have changed in a positive way in terms of education. Life long learning is now emphasized by brain researches and identified to be 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 and a year later 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 with a focus in NLP and in Coaching should be viewed in such a content as well. They are designed to support people of all age groups and all professions in life long, life accompanying and practical learning on a globally recognized level. Especially NLP and Coaching are brilliantly suited for such matter.

5. ECTS system & Dublin Descriptors

ECTS- Credit point system

ECTS stands for European Credit Transfer System

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

Meanwhile the ECTS system has stood the test internationally.

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

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

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). The UCN offers for prospect students with University entrance a Master of Arts (MA) which includes a workload of 7500 hours. This is equivalent to 300 ECTS. The prospect study time is estimated to be 10 Semesters (5 years).

A Doctorate takes 3 years (full-time). 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 in the different studies is 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 such as 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 international academic requirements have developed in the last years due to the close connection of these descriptors to the ECTS credit points system.

We have designed our degree courses so that they fulfil the requirements of these descriptors.

1. Bachelor's degrees are awarded to students who: (during the MA incl. the BA)

- ∅ 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;
- ∅ are able 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 learning skills they need 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 the capability 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 based on incomplete or limited information, that includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- ∅ can communicate clearly and unambiguously their conclusions and the knowledge and rational underpinning these, to specialist and non-specialist audiences;
- ∅ passes the learning skills which allow them to continue to study in a manner that is largely self-directed or autonomous.

3. Doctoral degrees are awarded to students who:

- ∅ have demonstrated a systematic understanding in a field of study and mastery of the skills and methods of research associated with that field;
- ∅ have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- ∅ have made a contribution thanks to their original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international referred publication;
- ∅ 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. Based on the former statement, 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 based on incomplete data.
Doctorate	[requires being] capable of critical analysis, evaluation and the 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 recognition of foreign degrees and 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 the United Nations and ranked by ANABIN with H+.

So before your enrolment, please find out about the acceptance of titles in your home country.

You can find a lot of useful information about competent authorities (professional organizations, higher education institutions, government bodies, and regulatory agencies governing professions on the enic-naric net

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

The enic-naric net provides links to European Countries, USA, Africa, the Arabian States, Latin America & the Caribbean's as well as the Mediterranean Region.

The ENIC Network (European Network of Information Centers)

To implement the Lisbon Recognition Convention and, in general, to develop a 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 European Council and the UNESCO/CEPES jointly provide the Secretariat for the ENIC Network. The ENIC Network cooperates closely with the NARIC Network of the EU.

The Network is made up of the national information centres of the states parties to the European Cultural Convention and the UNESCO Europe Region. An ENIC is an official entity set up by the national authorities. While the scope, reach and specific competence of ENIC may vary, they will generally provide information on:

- the recognition of foreign diploma, 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

The UNESCO 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 provides 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 MA in Psychology with a focus in NLP (communication) and 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 MA consists of the 3 years Bachelor content here under 7. plus the content under 8. of the 2 year MA in Psychology.

Admission requirements

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

In well-founded cases, a study can be conducted parallel to a NLP Practitioner or 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: research-oriented approach on Bachelor level

The recognition of credit points for activities outside of the University is calculated on an individual basis. The decision is based on the written reflection of the experience. The experience and the competence may 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 latest developments in their field of study, to professionally apply their knowledge and comprehension by reflecting by means of 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 Ethno methodology

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 - Behaviourism – humane psychology

ePDP003 Piaget and Erikson

ePDP004 Maslow and Graves

ePDP005 Wilber and Kegan

ePDP006 The natural crises of the self

Neuro science

ePNS001 Neurosciences: Basics

ePNS002 Neurobiology

ePNS003 Neurophysiology

ePNS004 cognitive neurosciences

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 Practice-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 Sphere 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 Learning theory (Bandura)

3. Semester

E1B3001N Reframing
E1B3002N Submodalities
E1B3001C Psychology
E1B3002C Personality Psychology
E1B3003C Attribution theory
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 Systemic Coaching
E1B4003C Relations: Inspiration for Coaching to deal with systems and change
E1B4004C Interventions including the system
E1B4005C Mobbing: 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

Students find on the eLearning-platform Moodle text documents, web links and videos which show and explain the content of each semester on the eLearning internet platform *Moodle*. Students have special tasks to fulfil, 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 can decide 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 the 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. MA in Psychology with a focus on NLP (Communication) and Coaching

For interested students with University entrance diploma and no Bachelor we offer, until the official introduction of the Bachelor study, a five year Master study that includes the content of the Bachelor study (see 7.) and the content below under 8. that leads to a MA certification in Psychology.

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

Admission Requirements

- Bachelor of Arts in Psychology or an equivalent qualification. The numbers of semesters may vary in regards the content of the equivalent degree and be extended by one year (2 Semesters).
- NLP- Practitioner or 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 Practitioner or Coach training. The study commission can ask for additional entrance tests.

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: research-oriented approach on master level

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

The experience and the competence may 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 latest developments in their field of study, to professionally apply their knowledge and comprehension by reflecting by means of appropriate argumen-

tation 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 for 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 on the M.A. level their work already done on Bachelor 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 Beliefs
- 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 the potential of the Coachee and enlarging it
- E2M1008C Reflecting the Coaches control
- E2M1009C Reflecting one's own values and beliefs
- E2M1001S Reflection of the one's own function and role in all settings as coach

2. Semester

- E2M2001N Process-work
- E2M2002N Constellation
- E2M2003N RelImprint
- 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 Master trance
- E2M3002N Presentation
- E2M3003N Conflicts
- E2M3001C Synergetic effects with the connection of NLP techniques
- E2M3002C Interdependencies between doctrines and perception filters
- E2M3003C Coaching process and master trance
- 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

Students find on the eLearning-platform Moodle text documents, web links and videos, which show and explain the content of each semester on the eLearning internet platform *Moodle*. Students have special tasks to fulfil, 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 can decide 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 the 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 in NLP (communication) and Coaching

Admission Requirements

- Master of Arts in Psychology or equivalent university degree. The numbers of semesters may vary in regards the content of the equivalent degree and be extended by one year (2 Semesters).
- Completed NLP Master or Coaching training according to quality standards of the IN and ICI or comparable qualifications.

In well-founded cases a study can be conducted parallel to a NLP-Master or Coach training. The study commission can ask for additional entrance tests. 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 recognition of credit points for activities outside of University is on an individual basis. The decision is based on the written reflection of the experience.

The experience and the competence may 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 of 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 promote social and/ or cultural progress in our knowledge-based society within the academic and professional context.

Key topics of the semesters

In all 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. Selected 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)

- E3D1002N Propaedeutics on Doctorate level
- E3D1003N Contents taken from the Bachelor studies on doctorates level
- E3D1004N NLP Practitioner training on doctorates level
- E3D1005N Contents taken from the Master studies on doctorates level
- E3D1006N Contents taken from the NLP Master training on doctorates level
- E3D1007N Contents taken from the NLP Trainer training on doctorates level
- E3D1008N Presentation
- E3D1009N Marketing
- E3D1010N Dealing with groups
- E3D1011N Testing competence
- E3D1015N Research design 1st year
- E3D1004C Coaching processes
- 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)

- E3D2005C Research design 2nd year

3. Doctorates year (semester 5 & 6)

- E3D3005S Finish Dissertation

Study procedure

Students find on the eLearning-platform Moodle text documents, web links and videos, which show and explain the content of each semester on the eLearning internet platform *Moodle*. Students have special tasks to fulfil, 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 can decide on 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 the 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 content of Bachelor studies in Psychology are part of the master studies (MA) until their introduction as independent degree course, Applicants with a university entrance diploma need five years to complete a MA. Applicants with a BA in Psychology or comparable degrees need two years to complete a MA. Applicants with degrees in other fields than Psychology need an individual evaluation.

Our approach

1. Every student has his own working area on the eLearning platform where they present the results of his or her study and where they can discuss them with fellow students.
2. Every student works on a research project, which matches the requirements of his study and which will be 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 achievable ECTS Credit points.
5. There is a non-university coaching accompanying the study in every semester. It is obligatory and will be rewarded with ECTS points after a written reflection and evaluation.
6. A non-university professional training leading to a coach certificate or an NLP qualification according to proven standards of international associations (ICI, IN) will be accepted and rewarded with ECTS Credit points after a written reflection evaluation.
7. ECTS Credit points will only 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 by the lecturer of the UCN.

Organisation and Implementation

The Organisation and implementation of the degree in Psychology with a focus in NLP and Coaching at the Universidad Central de Nicaragua (UCN) of the division of international programs (distance study programs) at the Department for Human Communication the UCN has elected Prof./UCN Nandana Nielsen and Prof./UCN Karl Nielsen.

Please send your questions about the studies to

Prof./UCN Nandana Nielsen und Prof./UCN Karl Nielsen:

UCN@NLP-Institutes.net

Tel. 0049- (0)30 - 21 47 81 74

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 of the studies

Date Mai 5th, 2011

1. Study fees: The study fee can be either paid in total or as a deferred payment. You receive an invoice with an account of the UCN in the German branch campus when you matriculate.

Academic degree	Study Fee
MA in Psychology, Depending on the former university qualification 4 to 10 semester	One time payment of 1.500 € + 24 monthly 110 € or one time 3.900 €
Dr./Ph.D. in Psychology, Depending on the former university qualification 6 to 8 semester	One time payment of 1.500 € + 34 monthly 110 € or one time 4.900 €

2. Long-term-study

When the prescribed period of agreed normal study time has been doubled, students pay 30 € monthly. For the calculation of the end of the prescribed study time a semester takes 6 month – that means e.g. that the doubled time for a MA with 4 semester is 4 years and the doubled time for a Dr./Ph.D. in 6 semester is 6 years.

3. Accompanying Coaching

The costs for the accompanying Coaching during the MA are per semester 250 €

The costs for the accompanying Coaching during the Dr./PhD are per semester 400 €

Regarding the accompanying Coaching the time of a semester depends on the time each student needs to fulfil all the course content of a semester.

The semester accompanying Coaching is dividable into various sessions and might as well consist of a session of short phone Coachings. The Coachings are meant to support each student in the fulfilment of the set workload.

4. Graduation, Certificate issuing, sealing through officials

For the MA these costs are 400 €

For the Dr./Ph.D these costs are 900 €

5. Costs for Accompanying Coaching, practical experiences and literature

The costs for accompanying Coaching, practical experiences and literature are not included in the study fees. Besides the purely academic studies practical experiences is needed, which is also recognized as ECTS credit points for the studies.

For the MA in Psychology a NLP Practitioner or a Coach training, regarding the quality standards of IN and ICI is needed or comparable practical training.

For the Dr./PhD in Psychology with a focus in NLP and Coaching a NLP-Master or a Coach qualification meeting the quality standards of IN and ICI, is needed or comparable practical training.

For basic literature in Psychology we recommend to plan about 300 €



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 enrol in a distance-learning program?
.....

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

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

Have you ever submitted to UCN?

Part III – Program of Study

I apply for

MA in Psychology

Dr./Ph.D. in Psychology

Tuition fee and mode of payment:

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 recognition of foreign degrees and of 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 the UCN in the country of origin and in 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 the 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 carefully read 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 photos (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

