



UNIVERSITY OF MACEDONIA
SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
DEPARTMENT OF MUSIC SCIENCE AND ART

COLUMBIA UNIVERSITY, TEACHERS COLLEGE
DEPARTMENT OF ARTS AND HUMANITIES

DUAL P.S.P.

“MENTAL HEALTH, SCHOOLING, AND THE A(I)RTS”

D5.2.6

Regulations of Studies and Thesis Preparation
of the Postgraduate Program

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A. Regulations of Studies

1. General Framework

University of Macedonia (UoM) and Teachers College, Columbia University (T.C., C.U.) collaborate in the organization and operation of a Dual Master's Degree Program (D.M.P.). The program results from the combination of the Master's Program "Mental Health, Schooling, and the A(I)rts" of UoM and the Master's Program "Music and Music Education" of T.C, with the aim of providing cutting-edge interdisciplinary education. The students may choose to receive one of the two or both degrees, according to the provisions of these Regulations. The present Master's Program Regulations supplement the provisions of Chapter IX (Organization and Operation of Second and Third Cycle Study Programs) of Law 4957/2022 (Government Gazette A 141/21.07.2022) "New Horizons in Higher Education Institutions: Enhancing quality, functionality, and the connection of HEIs with society, and other provisions," as well as the regulations within the applicable institutional framework governing T.C., C.U. The D.M.P. titled "Mental Health, Schooling, and the A(I)rts" operates in accordance with the aforementioned current legislation (Law 4957/2022), the regulations within the applicable institutional framework of T.C., C.U., the Regulations described in the present document, and the Special Protocol of Cooperation between the collaborating Departments. Matters concerning the operation of the D.M.P. titled "Mental Health, Schooling, and the A(I)rts" (Dual Master) that are not provided for by the current legislation and the present Regulations, or matters regarding the interpretation of these Regulations, shall be resolved by the Joint Coordinating Committee (J.C.C.) or the Joint Academic Committee (J.A.C.)

2. Objective - Learning Outcomes

The D.M.P. is an innovative interdisciplinary program that connects the fields of mental health, education, participatory arts with an emphasis on music, and artificial intelligence (AI), creating a curriculum that is unique in the international academic landscape. The proposed D.M.P. aims to address the need for theoretical and practical training of current and future educators, music educators, and other professionals working with children and adolescents, regarding how—assisted by AI and the philosophy and methodology of participatory arts—they can recognize and manage behavioral problems and mental health issues, prevent related problems, and promote the mental health of children, within the general classroom environment, but also within the context of music or arts education. The program also focuses on the critical, ethical use of AI to promote the well-being and mental health of students and the empowerment of the school community. The expected learning outcomes will allow graduates to contribute substantially to the promotion of well-being and mental health of children and adolescents in school, combining scientific knowledge with artistic insight and thus contributing to the implementation of an international strategy for the protection and promotion of mental health through targeted educational actions. In particular, graduates of the D.M.P. are expected to:

- Develop reflective skills concerning embodied, participatory, and narrative artistic interventions, as well as AI-enhanced methods, for the purpose of early identification, management, and prevention of mental health issues in the classroom.
- Develop inclusive learning environments for the benefit of well-being, socio-emotional learning, and mental health for diverse groups of children and adolescents.
- Understand the multiple possibilities of AI and technology to assist in promoting the mental health of children and adolescents within the school context.
- Be capable of managing the ethical and social dimensions of mental health issues and the use of AI, maintaining a humanistic approach to modern challenges.

- Demonstrate high-level research competence in the fields of education, mental health, participatory arts, and music practice and instruction, utilizing both conventional research methods and AI-supported methods.
- Serve as educational leaders in international environments, advocating for the role of the arts in the mental health of children and adolescents.

3. Categories of Candidates, Admissions Criteria and Procedures, Mobility and Transfer of Credits

Candidates must meet the admission requirements as defined for each of the collaborating Master's Programs on the official website of each program, in the Special Protocol of Cooperation, and the D.M.P. Regulations. Eligible to apply for admission to the UoM Master's Program are holders of a first-cycle degree from Higher Education Institutions in Greece or other equivalent recognized institutions in other countries, whose degrees are related to the academic fields of the D.M.P. (Education, Music, Music Education, Psychology & Social Sciences, Arts & Humanities, Health & related branches). Candidates from other fields/disciplines may be considered if they demonstrate relevant professional experience and interest in relation to the goals and subject of the D.M.P. Eligible to apply for the T.C. Master's Program are holders of a first-cycle degree, as defined in Article 5, par. 6 of Internal Regulation. For the Department of Music Science & Art (D.M.S.A.) UoM, in the case of candidates who hold a first-cycle degree awarded by an institution outside Greece, it is verified (Article 4, par. 2a of Internal Regulations) whether the institution of origin is included in the National Registry of Recognized Foreign Higher Education Institutions and whether the specific degree type is included in the National Registry of Degree Types of Recognized Institutions, as published on the DOATAP website. For T.C., C.U., candidates with a first-cycle degree from an institution outside the United States must meet the admission requirements for the relevant T.C., C.U. program of study, as defined in the relevant T.C., C.U. forms and the relevant website ([Degree Programs | How to Apply | Admission & Aid | Teachers College, Columbia University](#))

Candidates must submit a separate application to each Institution for evaluation for admission to the corresponding Master's Program. The responsibility for selecting students in each of the two collaborating programs belongs to the competent bodies of each program (Article 3 of these Regulations). The student may apply for admission to either of the two collaborating programs; however, they must explicitly state in their application their intention to attend the D.M.P. The deadline for submitting applications for each collaborating program is set by each Institution and is announced every year on the official website of each program and on the official D.M.P. website. After the application deadline expires at each Institution, an evaluation of the applications and ranking of the candidates is conducted by the competent bodies of each Institution. The maximum number of admissions to each collaborating program of the D.M.P. per academic year is set by each Institution. For the UoM program, the maximum number of admissions is set at fifty (50) graduate students, while the minimum number of admissions is set at ten (10) graduate students. Members of the E.E.P., E.D.I.P., and E.T.E.P. categories of UoM may be admitted as supernumerary students in the UoM D.M.P., limited to one such member per academic year, provided that the D.M.P. is related to the subject of their degree and the work they perform at the Institution. For the T.C., C.U. program, the maximum number of admissions is set by the competent bodies of the Institution. Applications, along with the required supporting documents, are submitted

electronically to each Department, as described in detail on the websites of the collaborating programs and on the D.M.P. website.

In particular, candidates submit the following supporting documents for the M.Ed. Master's Program M.Ed. in Mental Health, Schooling, and the A(I)rts within the deadline, as set by the relevant call for applications:

- Application form (according to the template on the D.M.P. website), which explicitly states the intention to attend the D.M.P.
- Photocopy of identity card or passport or other legal identification document of the candidate, such as, indicatively, a driver's license.
- Certified copy of a Greek H.E.I. degree or a copy of a degree from a recognized foreign higher institution, accompanied by an official translation if it is in a language other than Greek or English.
- Certificate of studies or Diploma Supplement, which states the degree grade and the official undergraduate transcript, accompanied by an official translation if it is in a language other than Greek or English.
- Any additional degrees or Master's/Doctoral diplomas.
- Certificate of very good knowledge of the English language at C1 level or higher. Degrees of tertiary education from a recognized English-speaking University or a degree in English Language and Literature from a recognized foreign institution are also accepted as evidence of very good knowledge of the English language.
- Curriculum Vitae (CV) according to the template on the program's website (referring to the academic background, relevant professional or volunteer experience, artistic, educational, or social action and relevant evidence).
- Up to two letters of recommendation (optional).
- Statement of Purpose (approximately 500–800 words) referring, among other things, to (a) the reasons why the candidate is interested in mental health and the arts in education, (b) any experience with children, adolescents, or arts-based practices, as well as (c) their goals after completing the Master's Program.
- Certificates of professional experience, if any.
- Any other certificate or supporting document that documents another activity or experience related to the goals and/or the subject of the M.Ed. program.
- (Optional) Digital Portfolio, which includes material of 10-20 minutes duration presenting the candidate's artistic and/or research experience. The digital portfolio may contain various files, such as short videos in which the candidate describes their interests and how the M.Ed. program could help in their development, samples of artistic work (e.g., excerpts of videotaped or recorded artistic performances (not older than three years)), videotaped teaching sessions, etc.

In compliance with the General Data Protection Regulation (GDPR) (EU 2016/679), interested parties who submit an application and its accompanying supporting documents explicitly consent to the processing of the personal data they submit with their application, for the purpose of evaluating their candidacy and their acceptance or not to the M.Ed. program. In case of non-selection of the candidate, their data is deleted from the records of the M.Ed. Secretariat within thirty (30) days, starting from the date of acceptance of the admission application. Candidates who have participated in English language certification exams but have not yet received the results may submit an application accompanied by a certificate from the certification body. However, in case of selection, they cannot enroll if they have not submitted the certificate to the Program Secretariat within the set deadline. Students in the final year of a first-cycle program also have the right to submit an application, provided they owe at most two (2) courses and—if required by the respective program of study—the defense of their thesis. These candidates must submit a

certificate of completion of studies by the end of the first examination period of the Master's Program. Otherwise, the candidate is dismissed from the program, without the possibility of claiming a tuition refund.

The Master's Program "Master of Education in Music and Music Education (Non-Certification Track)" (Ed.M. Program) is governed exclusively by the regulations, policies, and procedures of T.C., C.U. Candidates are invited to consult the official T.C., C.U. website and contact the Office of Admission (www.tc.edu/admission) regarding the submission of their application. A relevant link also exists on the official D.M.P. website. The following requirements apply for admission to the Ed.M. Program:

- Possession of a university degree with a major in music or music education, or a degree accompanied by evidence of sufficient musical training and experience, which make the candidate suitable for advanced-level graduate studies in the specific field.
- Possession of a university graduate degree in music. This requirement does not apply to graduates of the UoM M.Ed. program "Mental Health, Schooling, and the A(I)rts," as defined in the Special Protocol of Cooperation between the Institutions.
- If the candidate's native language is not English and they have not obtained, or are not about to immediately obtain, a degree from a university institution in which the English language is the sole official language of instruction, they must submit official results of an English proficiency exam from a recognized body: TOEFL iBT (Internet-based Test of English as a Foreign Language) or IELTS (International English Language Testing System), as defined by the Office of Admission. To be considered official, the results must be sent directly from the testing body and have been received within the last two (2) years. This requirement does not apply to graduates of the UoM M.Ed. program "Mental Health, Schooling, and the A(I)rts," as defined in the Special Protocol of Cooperation between the Institutions.

Candidates submit the following supporting documents to the TC central electronic application service (<https://www.tc.columbia.edu/admission/how-to-apply/degree-programs/>) within the prescribed deadlines (as listed and updated on the Ed.M. Program website):

- Electronic admission application, accompanied by a Curriculum Vitae and a Statement of Purpose, where the intention to attend the D.M.P. is explicitly mentioned.
- Official degrees and Transcripts and/or evaluations (from evaluation institutions approved by T.C., C.U.) of all undergraduate and graduate courses completed at institutions outside the U.S.A.
- Official English proficiency exam results from a recognized body. This requirement does not apply to graduates of the UoM M.Ed. program "Mental Health, Schooling, and the A(I)rts."
- Two (2) letters of recommendation.
- Application Fee.
- Optional digital Portfolio.

For more information regarding the content of the portfolio and the various supporting documents, the candidate can see the relevant Ed.M. Program website (<https://www.tc.columbia.edu/aodmission/how-to-apply/degree-programs/>).

The Master's Program "Master of Arts in Music and Music Education (Non-Certification Track)" (M.A. Program) is governed exclusively by the regulations, policies, and procedures of Teachers College, Columbia University. Candidates are invited to consult the official M.A. Program website ([Music and Music Education MA | Degrees & Requirements | Music & Music Education | Arts &](#)

[Humanities | Teachers College, Columbia University](#)) and contact the Secretariat regarding the submission of their application (Office of Admission: www.tc.edu/admission). A relevant link will also exist on the official D.M.P. website. The following requirements apply for admission to the M.A. Program:

- Possession of a university degree with a major in music or music education, or a degree accompanied by evidence of sufficient musical training and experience, which make the candidate suitable for advanced-level graduate studies in the specific field.
- If the candidate's native language is not English and they have not obtained, or are not about to immediately obtain, a degree from a university in which the English language is the sole official language of instruction, they must submit official results of an English proficiency exam from a recognized body: TOEFL iBT (Test of English as a Foreign Language) or IELTS (International English Language Testing System). To be considered official, the results must be sent directly from the testing body and have been received within the last two (2) years.

Candidates submit the following supporting documents to the TC central electronic application service (<https://www.tc.columbia.edu/admission/how-to-apply/degree-programs/>) within the prescribed deadlines (as listed and updated on the M.A. Program website):

- Electronic admission application, accompanied by a Curriculum Vitae and a Statement of Purpose, where the intention to attend the D.M.P. is explicitly mentioned.
- Official degrees and Transcripts and/or evaluations (from evaluation institutions approved by T.C., C.U.) of all undergraduate and graduate courses completed at institutions outside the U.S.A.
- Official English proficiency exam results from a recognized body.
- Two (2) letters of recommendation.
- Application Fee.
- Optional digital Portfolio with content defined on the official M.A. Program website.

Following the provisions of the Special Protocol of Cooperation between UoM and T.C., C.U.:

- Students who have completed or are completing the Ed.M. Program of T.C., C.U., and meet the necessary admission requirements for the M.Ed. Program of UoM, are entitled to apply for their admission to the M.Ed. Program of UoM with Transfer of Credits.
- Students who have completed or are completing the M.A. Program of T.C., C.U. and meet the necessary admission requirements for the M.Ed. Program of UoM, are entitled to apply for their admission to the M.Ed. Program of UoM with Transfer of Credits.

For the purposes of these Regulations, an equivalence of one (1) Credit Point of the Ed.M. or M.A. Program of T.C., C.U. with two (2) ECTS of the M.Ed. Program of UoM is applied, in agreement with the common practice of international equivalence recognition bodies for courses between programs of study in university institutions of Europe and the U.S.A. From this equivalence, the following courses are excluded on the basis of their special character, due to which the numerical equivalence of Credit Points and ECTS does not reflect the substantive equivalence of the expected learning outcomes and their workload:

- The three (3) Credit Points of the “Integrative Capstone Project” of the Ed.M. Program of T.C., C.U. correspond to the twenty (20) ECTS of the “Thesis/Applied Innovation Project” of the M.Ed. Program of UoM.
- The three (3) Credit Points of the “Fieldwork in Music Education” of the Ed.M. or M.A. Program of T.C., C.U. correspond to the ten (10) ECTS of the “Practicum Experience” of the M.Ed. Program of UoM.

Students may transfer up to twenty-four (24) Credit Points from the Ed.M. Program of T.C., C.U. to cover sixty-six (66) ECTS of the M.Ed. Program of UoM, according to the international course matching practice based on mutual equivalence regarding the expected learning outcomes and the workload of the courses (including the exceptions described in par. b of this Article). Students may transfer up to twenty-one (21) credit points from the T.C., C.U. M.A. Program to cover forty-six (46) ECTS of the UoM M.Ed. Program, according to international course matching practice based on mutual equivalence regarding expected learning outcomes and workload (factoring in the exceptions described in par. b of this Article). In addition to holding the M.A. or Ed.M. graduate degree from T.C., C.U. (or submitting an official written certification of imminent completion of the respective program), all admission requirements for the UoM M.Ed. Program described in Article 5, par. 6.1 apply. Graduates of the T.C., C.U. Ed.M. or M.A. Program submit an application to the UoM M.Ed. Program through the standard application procedure. Indicative equivalencies between courses of the T.C., C.U. Ed.M. or M.A. Program and courses of the UoM M.Ed. Program are listed in the proposed D.M.P. Indicative Course Equivalence Table as compiled indicatively on an annual basis by the J.P.C. Students of the T.C., C.U. Ed.M. or M.A. Program may consult their Academic Advisors for the most appropriate choice of courses based on the Table. The transfer of credit points from the T.C., C.U. M.A. or Ed.M. Program to the UoM M.Ed. Program is carried out through the submission of the **official transcript** and a relevant application by the student. Beyond the course matching based on the D.M.P. Indicative Course Equivalence Table, the student may request the matching of courses not listed in the Table. However, these applications are examined on a case-by-case basis.

Following the provisions of the Special Protocol of Cooperation between UoM and T.C., C.U., students who have completed or are completing the UoM M.Ed. Program and meet the necessary admission requirements for the T.C., C.U. Ed.M. Program, are entitled to apply for admission to the T.C., C.U. Ed.M. Program with Transfer of ECTS. Regarding the equivalence of ECTS from the UoM M.Ed. Program with the credit points of the T.C., C.U. Ed.M. Program, see Article 5.8.1, par. B. in Internal Regulation. Students may transfer ECTS from the UoM M.Ed. Program to cover up to thirty (30) credit points in the T.C., C.U. Ed.M. Program, according to international course matching practice based on mutual equivalence regarding expected learning outcomes and workload (factoring in the exceptions described in Article 5.8.1, par. b in Internal Regulation). In addition to holding the UoM M.Ed. graduate degree (or submitting an official written certification of imminent completion of the respective program), all admission requirements for the T.C. Ed.M. Program described in Article 5.7.1, par. b apply in Internal Regulation. Graduates of the UoM M.Ed. Program submit an application to the T.C., C.U. Ed.M. Program through the standard application procedure. Indicative equivalencies between courses of the UoM M.Ed. Program and courses of the T.C., C.U. Ed.M. Program are listed in the D.M.P. Indicative Course Equivalence Table proposed by the J.S.C. These equivalencies are updated on an annual basis following a decision by the J.S.C. of the two institutions. Students of the UoM M.Ed. Program may be informed by their Academic Advisors regarding the most recent course equivalencies. The transfer of credit points from the UoM M.Ed. Program to the T.C., C.U. Ed.M. Program is carried out through the submission by the applicant student of the relevant equivalence results issued by a service-member of the NACES (National Association of Credential Evaluation Services) network, upon the student's request, accompanying their admission application to the T.C., C.U. Ed.M. Program. While the official

application for course matching via issued by a NACES member agency remains the responsibility of each applicant according to the requirements of the T.C., C.U. institution, the UoM provides central administrative support and guidance to graduates of the M.Ed. Program for this specific procedure. Apart from the courses mentioned in the proposed D.M.P. Indicative Course Equivalence Table, the student may request from the NACES member agency the courses equivalencies not listed in the Table.

The deadline for submitting applications for each collaborating Master's Program is set by each institution and announced annually on the official website of each program and on the official D.M.P. website. After the application deadline expires at each institution, an evaluation of applications and ranking of candidates is conducted according to the regulations of each institution. The student may submit an application to one or both collaborating programs, but may enroll in only one of them. Upon completion of the Program in which they initially enrolled, or toward the end of their studies in it, they may, if they wish, apply for admission to the collaborating Program for the purpose of obtaining the second distinct graduate degree from the collaborating institution. For the UoM M.Ed. Program, the selection procedure is as follows:

- The Program Secretariat receives the applications and supporting documents of the candidates within the deadlines provided in the call for applications, checks the completeness of the dossiers and the validity of each candidate's supporting documents and compiles a list of candidates. Subsequently, it forwards the list and the candidates' dossiers to the **S.C.**, which has the responsibility and oversight of further actions and procedures for the selection of candidates.
- After verifying that the candidacies meet the provisions of the law and the terms of the Program Regulations, the S.C. proposes to the Department Assembly a three-member Examination Committee (E.C.).
- The three-member E.C. invites for an oral interview the candidates whose dossiers meet the provisions of the law and the terms of the Program Regulations. The interview may be conducted either in person or online.
- For the selection of graduate students, the criteria provided in these regulations are taken into account and matched with points as follows:
 - I. The grade of the undergraduate degree (up to 10 points). When there is also a second degree, the grade of the degree that shows greater relevance to the scientific subject under consideration is taken into account.
 - II. Statement of Purpose (up to 10 points)
 - III. Relevant professional experience (up to 20 points)
 - IV. Scientific / artistic activity (up to 20 points)
 - V. Possession of additional undergraduate or graduate degrees relevant to the Program's fields (up to 20 points)
 - VI. Interview (up to 20 points)

The maximum number of points a candidate can collect is one hundred (100). Based on the above criteria, candidates are ranked in order of priority. After the examination process is completed, the S.C. compiles the final list of successful candidates, which is ratified by the Department Assembly. The ratified list of successful candidates is announced by the Program Secretariat to the candidates, who are invited within a specified period to enroll in the Program. After the enrollment period has passed or a written statement of waiver of the right to enroll has been submitted by successful candidates, the Department's Program Secretariat may invite for enrollment the waitlisted candidates in the order of priority of the list of successful candidates. Appeals against the application evaluation results are not accepted. The candidate selection procedure and the

announcement of results are completed before the start of the study cycle. For the T.C., C.U. Ed.M. Program, the selection procedure is as follows:

- The Office of Admission of T.C., C.U. receives the applications and supporting documents of the candidates within the deadlines provided in the call for applications for preliminary examination.
- After the completeness check is completed, the application and the candidate's dossier are forwarded to the E.C. of T.C., C.U. for evaluation. The evaluation is based on the holistic qualitative assessment of each candidate's profile, as reflected in their dossier (see Article 5.7.1, par. c in Internal Regulation).
- Students accepted into the program receive an electronic offer of admission from the Director of Admission and Enrollment of T.C., C.U. d. For more details regarding the selection procedure, interested parties contact the Office of Admission (www.tc.edu/admission).
- For the T.C., C.U. M.A. Program, the selection procedure is the same as described in Article 5.9.3. in Internal Regulation

4. Duration and Terms of Study

To obtain the Master's Degree from the UoM M.Ed. Program, successful completion of ninety (90) ECTS is required. The curriculum of the UoM M.Ed. Program is implemented as a full-time program with a duration of three semesters starting in the fall semester. ECTS distribution and mode of attendance are structured as follows:

- Fall Semester (1st): 30 ECTS at UoM, with in-person attendance. There is the possibility of synchronous distance learning for the in-person courses held at the University of Macedonia (UoM). This is subject to a documented request submitted by the student at least one month prior to the start of the semester, followed by the evaluation and approval of the request by the Coordinating Committee of the program.
- Spring Semester (2nd): 30 ECTS at UoM, with in-person attendance. There is the possibility of synchronous distance learning for the in-person courses held at the University of Macedonia (UoM). This is subject to a documented request submitted by the student at least one month prior to the start of the semester, followed by the evaluation and approval of the request by the Coordinating Committee of the program.
- Fall Semester (3rd): 30 ECTS, with synchronous and asynchronous distance learning mode of teaching / supervision. Out of the 30 ECTS, 20 ECTS apply to the Master's Thesis or the Applied Innovation Project and 10 ECTS to the Practicum Experience. During this 3rd semester, asynchronous distance learning mode cannot exceed 25% of total hours of teaching / supervision of each of the above.

Upon recommendation of the C.C. to the Department Assembly, a redistribution of courses between academic semesters may take place, as well as the regulation of matters related to the qualitative upgrade/modification of the curriculum. Proposed regulations that may affect the operation of the D.M.P. require the agreement of the J.A.C. of D.M.P.

To obtain the Master's Degree from the T.C. M.A. and Ed.M. Programs, students can, to a certain extent, shape the content and duration of their program of study, a fact that may vary the total duration of study in the D.M.P. on a case-by-case basis. According to official T.C., C.U. policies ([Music and Music Education MA | Degrees & Requirements | Music & Music Education | Arts & Humanities | Teachers College, Columbia University](#)):

- The maximum duration for completion of studies for all TC Master's degrees is set at five (5) years from the date of admission, with a minimum grade of "B".
- The student is required to have completed at least 16 points at TC during the last five years prior to the awarding of the degree.
- After the expiration of the five-year period, the student may request an extension from the Registrar, upon recommendation of their Academic Advisor. Approval is not automatic.
- If the student has shown no academic presence during the last five years, the candidacy expires. To continue, they must submit a new admission application, which is examined using the same procedures as any initial application.

The duration of study in the D.M.P. leading to the acquisition of the two distinct degrees from UoM and T.C., C.U. is set at a minimum of four (4) semesters, which includes the time for the preparation and assessment of the Master's Thesis or the Applied Innovation Project. The maximum permitted time for completion of studies is set at ten (10) academic semesters. The minimum and maximum duration of study in the D.M.P., taking into account the possibility of transferring credits/ECTS between collaborating programs, is calculated as follows:

- UoM M.Ed. & T.C., C.U. Ed.M.: minimum duration 3 semesters in M.Ed. and an additional 3 semesters in Ed.M., total 6 semesters. Maximum duration 10 semesters (considering the TC maximum duration).
- T.C., C.U. Ed.M. & UoM M.Ed.: minimum duration 4 semesters in Ed.M. and an additional 1 in M.Ed., total 5 semesters. Maximum duration 10 semesters (considering the TC maximum duration).
- T.C., C.U. M.A. & UoM M.Ed.: minimum duration 2 semesters in M.A. and an additional 2 in M.Ed., total 4 semesters. Maximum duration 10 semesters (considering the TC maximum duration).

For the UoM M.Ed. Program, upon application by the student and by decision of the Program's S.C., the deadline for completion of studies may be extended, including the submission of the Master's Thesis, and therefore and/or the total duration of study for up to three (3) additional semesters. For the T.C., C.U. Ed.M. Program, the possibility of an extension of studies is given provided that the students submitting an extension application have sufficient and acceptable reasons. Furthermore, it is required that they a) have enrolled in and completed a course within the last five (5) years, b) submit a feasible plan for the completion of the degree, and c) secure the approval of their Faculty Advisor, the Program Director, and the Department Chair. Applications not accompanied by the required approvals are considered invalid. Students submitting an extension application may be required to repeat courses or attend additional courses, as defined by the aforementioned authorities. Each student is entitled to submit a maximum of two (2) extension applications, which cannot exceed a total of two (2) years.

For the UoM M.Ed. Program students may receive a temporary deferment of studies or a Leave of Absence for a duration of up to two (2) consecutive semesters for serious reasons, upon submission of the necessary supporting documents per case. More specifically, a copy of the military call-up for the fulfillment of military obligations (enlistment), copies of family or student income tax returns or a solemn declaration for the invocation of financial reasons or a certificate of financial hardship for financial reasons, any document related to family or social reasons or a solemn declaration regarding the invocation of personal reasons for family-social-personal reasons, and a Certificate from a public Hospital or Health Committee for health reasons. Attendance at another Educational Institution domestically or abroad does not constitute acceptable justification for deferment of attendance. The period of deferment is not counted toward the maximum permitted duration of study. During the deferment, the graduate student

loses student status. Upon returning to their studies, the student is required to attend all courses, seminars, practicums, and other academic activities in which they have not been successfully evaluated. For the T.C. Ed.M. or M.A. Program students may apply for a Leave of Absence for up to two (2) semesters (with the possibility of an exceptional extension of up to four (4) semesters), according to Columbia University policies. The period of deferment is not counted toward the maximum duration of study.

5. Rights and Obligations of Students

Graduate students enroll and participate in the D.M.P. under the terms and conditions provided in these Graduate Program Regulations. For UoM, graduate students have all the rights, benefits, and facilities provided for undergraduate students, except for the right to free textbooks. The Department must provide facilities to graduate students with disabilities and/or special educational needs (see Article 6.6, par. a in Internal Regulation). Specifically for UoM, and in supplement to the terms of the Internal Regulation defined in Article 6, students are required:

- To attend D.M.P. courses without fail. Attendance of courses and exercises is mandatory. Deviations are allowed only for serious justified reasons.
- To participate in all educational and research activities.
- To submit course registration forms on time each semester.
- To submit within the provided deadlines the assignments required for each course.
- To attend examinations.
- To submit to the Secretariat, along with the thesis to be evaluated, a solemn declaration that the thesis contains no elements of plagiarism.
- To pay tuition fees within the set dates.
- To have settled all their financial obligations, as well as any other obligation toward the Institution, before the graduation ceremony. Otherwise, they will not have the right to graduate and/or receive the Master's Diploma.
- Provided they have received a scholarship, to offer reciprocal work, if provided (tutorial courses, contribution to the library and research, and where there is a need in the University services).
- To respect and adhere to the decisions of the governing bodies of the graduate program as well as academic ethics. Inability to adhere to the above, without documented justification, may lead to failure in a course or exclusion from the program.
- Failure to adhere to all the above without a serious and documented justification constitutes a reason for the student's dismissal from the program.

6. Program of Study

The official language of the Dual Master's Program is English. For the UoM M.Ed. Program, the curriculum is structured as follows: The courses attended by each student per semester at UoM are determined by the Program of Study. At UoM, the duration of course instruction during both the fall and spring semesters is thirteen (13) weeks respectively. The Program of Study of the UoM M.Ed. Program is structured into three academic semesters beginning with the fall semester (Fall - Spring - Fall), as follows:

M.Ed. "Mental Health, Schooling, and the Arts"			
SEMESTER	COURSE TITLE	COURSE TYPE	ECTS

FALL	<i>The Art of Growth: Creativity, Agency, and Resilience in the Age of AI</i>	MANDATORY	6
	<i>Contemporary Perspectives on Child and Adolescent Development</i>	MANDATORY	6
	<i>Advances in Child and Adolescent Mental Health</i>	MANDATORY	6
	<i>AI in the Relational Classroom: Pedagogy, Ethics, and Human Agency</i>	MANDATORY	6
	<i>Orchestrating Well-being I: Expressive Pedagogies through Music</i>	MANDATORY	6
TOTAL SEMESTER ECTS			30
SPRING	<i>Orchestrating Well-being II: Expressive Pedagogies through Dance, Drama, and Visual Arts</i>	MANDATORY	6
	<i>Participatory Performance Project</i>	MANDATORY	6
	<i>Promoting Mental Health in Schools: Creating Cultures of Trust and Belonging</i>	MANDATORY	6
	<i>Research Methods across the Arts, Humanities, and Social Sciences: Conventional and AI-Enhanced Approaches</i>	MANDATORY	6
	<i>The Healing Narrative in the Classroom: When stories matter</i>	MANDATORY	6
TOTAL SEMESTER ECTS			30
FALL	<i>Practicum Experience</i>	MANDATORY	10
	Choice of 1 of the following: 1. Thesis 2. Applied Innovation Project	MANDATORY ELECTIVE	20
TOTAL SEMESTER ECTS			30
GRAND TOTAL ECTS			90

For the T.C. Ed.M. and M.A. Programs, The T.C. programs operate on the basis of areas of study and minimum requirements per area. Each student designs an individualized program of study in consultation with an Academic Advisor with the aim of achieving a balanced selection of courses across the four scientific fields of study: Pedagogy, Research, Music Literacies/Musicianship, and Music Performance. For this reason, the tables are organized "by area" rather than "by semester." The D.M.P. Program of Study may be revised upon recommendation of the S.C. and approval of the J.P.C. in order to respond to updating needs and developments in international scholarship. Revisions and proposals for new courses at TC are subject to an approval process that includes successively: (a) the Music and Music Education Program (under the authority of the Program

Director), (b) the Department of Arts and Humanities (A&H) (under the authority of the Department Chair), (c) the Subcommittee on the Academic Program of the Faculty Executive Committee (FEC) in collaboration with the Office of the Vice Provost, and (d) final ratification by the Provost, Dean and Vice President for Academic Affairs of Teachers College. According to the official Academic Calendar of T.C.-C.U., instruction in each course during the Fall and Spring semesters extends over fifteen to sixteen (15-16) weeks per semester. The Full Summer Semester consists of a total duration of twelve (12) weeks. The Summer term is divided into the First Period (Session A: May-July) and the Second Period (Session B: July-August), with a duration of six (6) weeks of courses per session. The Programs of Study of the T.C. Master's Programs are structured as follows:

- In the T.C. Ed.M. Program:

Ed.M. "Music and Music Education"			
AREA OF STUDY	REQUIREMENT	COURSE TITLE	POINTS
(1) Pedagogy	At least 2 courses from:	<i>A&HM 4021 Designing Musical Experiences for Young Children</i>	3
		<i>A&HM 5020 Foundations of Music Education</i>	3
		<i>A&HM 5025 Creativity and Problem Solving in Music Education</i>	3
		<i>A&HM 5027 Philosophical Perspectives of Music Education</i>	3
		<i>A&HM 6023 Teaching of Applied Studio Music</i>	3
(2) Research	At least 2 courses (A&H 4001 is mandatory)	<i>A&H 4001 Qualitative Research Methods</i>	3
		<i>A&HM 5022 Children's Musical Development</i>	3
		<i>A&HM 5023 Voice Pedagogy</i>	3
		<i>A&HM 5034 Policy as Cultural Work and Educational Practice</i>	3
		<i>A&H 5002 Assessment Strategies for the Arts</i>	3
(3) Music Literacies / Musicianship	At least 1 course	<i>A&HM 5032 Comprehensive Musicianship I</i>	3

		<i>A&HM 5026 Composing Collaboratively Across Diverse Styles</i>	3
(4) Music Performance	4–8 points	<i>Instrumental/Applied Lessons</i>	2
		<i>A&HM 5058 Music Performance</i>	1
		<i>A&HM 4357 Ensembles</i>	Variable
Capstone	Mandatory (Prereq: A&H 4001)	<i>A&HM 4501 Capstone Project (full-year, online)</i>	3
Elective Music Courses	Remaining points	<i>Choice from the 4 areas in consultation with advisor</i>	Variable
Out of Program (Breadth)	At least 3 courses / minimum 8 points (from the suggested)	<i>HUDK 5029 Personality Development and Socialisation across the Life Span</i>	8+
		<i>HUDK 5121 - Children's Social and Emotional Development in Context</i>	
		<i>CCPX 5034 - Child Psychopathology</i>	
		<i>HUDK 5040 - Development and Psychopathology: Atypical Contexts and Populations</i>	
		<i>HBSK 4073 - Childhood Disorders</i>	
		<i>A&HA 5120 - Creative Technologies Seminar</i>	
Portfolio	Mandatory	<i>Portfolio (Graduation Dossier)</i>	—
Musicianship	Mandatory	<i>Demonstration of musicianship in performance, approved by the Program faculty</i>	—
TOTAL			60 POINTS (= 120 ECTS)

- In the T.C. M.A. Program:

M.A. "Music and Music Education"

AREA OF STUDY	REQUIREMENT	COURSE TITLE	POINTS
(1) Pedagogy	At least 2 courses	<i>A&HM 4021 Designing Musical Experiences for Young Children</i>	3
		<i>A&HM 5020 Foundations of Music Education</i>	3
		<i>A&HM 5021 Instrumental Experiences with Children</i>	2
		<i>A&HM 5025 Creativity and Problem Solving in Music Education</i>	3
		<i>A&HM 5027 Philosophical Perspectives of Music Education</i>	3
		<i>A&HM 6023 Teaching of Applied Studio Music</i>	3
(2) Research	At least 1 course	<i>A&HM 5022 Children's Musical Development</i>	3
		<i>A&HM 5023 Voice Pedagogy</i>	2–3
		<i>A&H 5002 Assessment Strategies for the Arts</i>	3
(3) Music Literacies / Musicianship	At least 1 course	<i>A&HM 5032 Comprehensive Musicianship I</i>	3
		<i>A&HM 5026 Composing Collaboratively Across Diverse Styles</i>	3
(4) Music Performance	4 points total	<i>Instrumental/Applied Lessons</i>	2
		<i>A&HM 5058 Music Performance</i>	1
		<i>A&HM 4357 Ensembles</i>	Variable
Elective Music Courses	Remaining points	<i>Choice from the 4 areas in consultation with advisor</i>	Variable
Out of Program (Breadth)	At least 6 points (from the suggested)	<i>HUDK 5029 Personality Development and Socialisation across the Life Span</i>	6+
		<i>HUDK 5121 - Children's Social and Emotional Development in Context</i>	

		<i>CCPX 5034 - Child Psychopathology</i>	
		<i>HUDK 5040 - Development and Psychopathology: Atypical Contexts and Populations</i>	
		<i>HBSK 4073 - Childhood Disorders</i>	
		<i>A&HA 5120 - Creative Technologies Seminar</i>	
Portfolio	Mandatory	<i>Cumulative Integrative Project — submission by the 10th week of the final semester</i>	—
Musicianship	Mandatory	<i>Demonstration of musicianship in performance, approved by the Program faculty</i>	—
TOTAL			32 POINTS (= 64 ECTS)

For the award of both D.M.P. degrees, students are required to attend and successfully complete the required number of credit units (points / ECTS) of the D.M.P., as described in Article 6 of the present Regulations. Upon successful completion of the program of study at each Institution, students submit an application for graduation and are awarded the corresponding postgraduate degree by each respective Institution.

7. Master's Thesis - Applied Innovation Project - Practicum Experience & Capstone Project - Portfolio

In the UoM M.Ed. Program, the choice between the Master's Thesis and the Applied Innovation Project is made by the student as early as the end of the second semester of study. This choice determines the form of the student's final graduate work and constitutes a strategic decision based on the student's interests, professional orientation, and research or practical direction. The choice of the Master's Thesis provided for the awarding of the UoM M.Ed. is carried out at UoM during the third semester of study under the supervision of a supervisor appointed according to current legislation. Following an application submitted by the candidate at the end of the second semester of study, indicating the proposed thesis title, the proposed supervisor, and a summary of the proposed work, the Department Assembly appoints the supervisor and constitutes the three-member examination committee responsible for the evaluation of the thesis, one of the members of which is the supervisor. To be approved, the student must submit the written thesis and defend it orally before the examination committee. The members of the committee must possess the same or a related scientific specialization to the subject matter of the thesis. Upon completion of the writing of the thesis and following the supervisor's consent, the candidates submit a copy of the thesis to the members of the examination committee. When the committee deems that the thesis is ready for examination, it is publicly defended following a relevant announcement by the Program Secretariat within a specific period provided in the decision establishing the Department's Program. Prior to the official defense before the Three-Member Committee, all theses are checked using plagiarism-detection software to ensure their original content. This process produces a

Similarity Report, which states the percentage of identity/similarity between the submitted thesis and sources contained in the software's database. The evaluation of the "Similarity Report" is conducted by the thesis supervisor and is subsequently submitted along with the main body of the thesis to the Three-Member Committee. The total duration of the Master's Thesis examination cannot be less than thirty (30) minutes or more than forty-five (45) minutes. The time allocated for questions and discussion with the members of the committee cannot be less than ten (10) minutes. The evaluation of the final work includes both the written thesis and the oral examination. During the presentation, the student is invited to document their methodological approach, their theoretical framework employed, as well as the key findings or results of their work. In the evaluation process, consideration is given to the scientific quality of the work, the completeness and structure of the written text, the oral presentation, as well as the candidate's mastery of the subject matter as demonstrated through responses to the examiners' questions. For approval of the Master's Thesis, the consent of at least the majority of the examination committee members is required. The Master's Thesis is graded on a scale from zero (0) to ten (10), with a minimum passing grade of five (5). In case of rejection of the Master's Thesis, a new examination date is set by the S.C., at least three (3) months after the initial evaluation. In case of a second rejection, the candidate is dismissed from the Master's Program. Following approval by the Master's Thesis Examination Committee and the incorporation by the student of any required corrections or revisions, the final version of the Master's Thesis is mandatorily uploaded to the UoM Central Library repository (uom.gr) and entered into the Program's thesis archive. The Secretariat does not complete the procedures for awarding the corresponding academic title unless it previously receives from the candidates a certificate of submission of the Master's Thesis from the institution's Library. The language of writing and examination of the Master's Thesis is English. The title and abstract must also be translated into Greek. The Master's Thesis should not, as a rule, exceed 20,000 words while the Applied Innovation Project should not exceed 12,000 words. The thesis normally usually includes: cover page with work details, abstract, title and abstract, table of contents, chapters constituting the main part of the work, bibliographic references, and appendices, as specified in the Thesis Writing Guide. Eligible supervisors for Master's Theses are members of the teaching categories of instructors referred to in points a) to f) of par. 1 of Article 83 of Law 4957/2022, provided they hold a doctoral degree. More specifically:

- Faculty members (DEPs), EEPs, EDIPs, and ETEPs of the Department or other UoM Departments or another H.E.I., with additional employment beyond their legal obligations, if the Master's Program charges tuition fees,
- Professors Emeriti or retired faculty members of the Department or other UoM Departments or another H.E.I.,
- Collaborating professors,
- Adjunct instructors,
- Visiting professors or visiting researchers,
- Researchers and special functional scientists of research and technological bodies under Article 13A of Law 4310/2014 (Government Gazette A' 258) or other research centers and institutes in Greece or abroad.

By reasoned decision of the competent D.M.P. Committee, thesis supervision may also be assigned to DEP, EEP, ETEP, and EDIP members of the Department who have not undertaken teaching duties within the Program. The maximum number of theses that each faculty member can supervise is twenty (20). Exceeding the limit per supervisor must be approved by the General Assembly of the Department following a reasoned recommendation by the Coordinating committee.

In the UoM M.Ed. program, a Practicum Experience of two hundred fifty (250) hours is required during the third semester of study. Within the framework of the Practicum Experience, the student is invited to incorporate and apply, in school or related non-formal educational contexts addressed

to children and adolescents, the theoretical, pedagogical, and artistic knowledge acquired during the previous semesters of the Master's Program. The Practicum Experience constitutes a structured field of professional learning, in which the student actively participates in processes of observation, design, implementation, and critical reflection of pedagogical interventions with emphasis on mental health, emotional development, and the artistic expression of children and adolescents. The Practicum Experience is evaluated by the instructor/supervisor through intermediate formative assessments and the final submission of a portfolio, which captures the entirety of the student's learning, pedagogical, and professional experience, as detailed in the relevant Course Syllabus.

To obtain the Ed.M. in Music and Music Education from TC-CU, students are required to complete a Capstone Project (A&HM 4501), a year-long online course of three (3) credits (points). The Capstone Project constitutes a graduation requirement of the Ed.M. degree, with A&H 4001 Qualitative Research Methods serving as a prerequisite course. It has a hybrid character functioning simultaneously as a credit-bearing course and as a research-based milestone project, carried out under the guidance of a TC instructor-supervisor in accordance with the course-based model of the Music and Music Education Program. Typically, it is carried out during the final year of Ed.M. studies. Additionally, and without the award of academic credits, students must submit a Portfolio (see below) and demonstrate adequate musical competence in performance, as evaluated and approved by the Program's instructional staff. To obtain the M.A. in Music and Music Education from TC, students must submit a Portfolio serving as a Cumulative Integrative Project, which carries neither academic credit nor a formal grade. The portfolio is submitted to the Music Education Office by the tenth (10th) week of the semester in which the student intends to graduate. The portfolio is based on the connection between the academic training acquired at TC and the student's current teaching experience. The student is invited to select at least four (4) projects completed within their studies that best represent their intellectual development and professional work. One of these projects must mandatorily consist of either: a videotaped solo or chamber music performance, or a videotaped ensemble under the candidate's direction (director/conductor), accompanied by the printed concert program. The remaining projects may include research papers, creative instructional strategies, assessment tools, lesson plans accompanied by self-evaluation, case studies, curricula, compositions, and analyses, and should overall reflect the breadth and depth of the student's understanding regarding music, learning, and teaching. Additionally, the student prepares a personal statement of three to five pages, reflecting on their path of learning and development in terms of musicianship, scholarship, and pedagogy, including a philosophy of music education statement. An updated résumé is used as the cover page of the portfolio. The entirety of the material—including the CV, personal statement, projects, videotaped material, and any supporting archival evidence, such as photographs—is collected on a TC GoogleSite or TC Google Folder with open access, and the link (URL) is sent to the supervisor and to the address musiced@tc.columbia.edu for evaluation.

Additionally, a portfolio must be submitted to the Music Education office by week 10 of the semester in which students plan to graduate. Students seeking an M.A. degree in Music Education will compile a portfolio based on the application of their coursework at Teachers College to their current teaching experience. This will serve as the Cumulative Integrative Project and will be due in the final semester preceding graduation. Choose at least four projects you have completed in your coursework at Teachers College that you feel represent your best efforts and thinking. One project must be a video recording of classroom or studio teaching excerpts with written reflections. (Ensure you have written consent of students to record). One must be a video recording of a solo or chamber music performance. A video recording of a performance of an ensemble, where the candidate is the director/conductor, is also acceptable. The video recording must be accompanied by the printed concert program. Other projects may include research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences,

compositions, and analyses. Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education with the materials in your portfolio. Update your résumé for use as the front page for your portfolio. Compile résumé, statement, projects, and video recordings, along with any archival evidence you would like to include such as photographs etc. into a TC GoogleSite, or TC Google Folder with open access. Email the url link to your advisor and to musiced@tc.columbia.edu for review.

8. Course Examinations and Program Completion

At UoM, course examinations are conducted at the end of each semester over a period of three to four (3-4) weeks. Student assessment may also take place during the semester through the production of scientific or artistic works/ products and performances, the completion of assignments, mid-term progress assessments, or a combination of the above together with a final examination conducted at the end of the semester. Students who fail three courses during the examination period are dismissed from the D.M.P. Students who fail one or two courses are entitled to participate in a re-examination within fifteen (15) days from the date of the original examination. If the student also fails the re-examination, they are dismissed from the D.M.P. The student dismissal procedure is governed by the provisions of Article 6.7, par. a of the Internal Regulation. For UoM, the grading scale for evaluating the performance of postgraduate students ranges from zero (0) to ten (10), as follows:

- Excellent (8.5 to 10.0)
- Very Good (6.5 to 8.49)
- Good (6.0 to 6.49)

The minimum passing grade is six (6.0) and above for UoM. In the event of successful completion of a re-examination at UoM, and regardless of the student's actual performance, the grade awarded is the minimum passing grade, i.e., six (6.0).

At TC - CU, the assessment methods for each course are determined by the instructor and explicitly described in the course syllabus, which is distributed to students during the first class meeting. The weighting of each individual assessment component in the final course grade is announced in advance in the syllabus. Specifically for the M.A. and Ed.M. Programs in Music and Music Education, a separate final examination period is not provided, nor do the official course descriptions in the TC Course Catalog include final written examinations. The principal methods of assessment include:

- For Pedagogy and Research courses: research papers, projects, portfolios, presentations, lesson plans, and syntheses of research;
- For Musicianship and Composition courses: compositions, music analysis, and collaborative compositions;
- For Performance and Applied courses: juries, public concerts, and recitals conducted within the regular instructional period;
- For Fieldwork and Student Teaching courses: teaching observations, reflective portfolios, and Teacher Performance Assessments (TPA).

At TC - CU, the following grading scale applies:

- A = 100-90%
- B = 89-80%

- C = 79-70%
- D = 69-60%
- F = 59-0%

The minimum passing grade is C and above for TC. Furthermore, for the award of the degree from TC, a cumulative Grade Point Average (GPA) above 3.0 is required. Specifically for postgraduate students, TC defines B as the required grade, with the exception of Pass/Fail courses. Additionally, students are required to maintain continuous registration. Otherwise, they are placed on academic probation for one semester and their academic performance is monitored.

In certain courses either at UoM or TC - CU, where deemed necessary by the instructors and dictated by the nature of the course, student evaluation may take place during the semester through the production of scientific reports, the completion of assignments, mid-term progress assessments, or a combination of the above together with the final examination. In such cases, the weighting of each individual assessment component in the final course grade is announced in advance by the instructors.

The final grade of the UoM M.Ed. is calculated as the weighted average of the grades received by the student in the courses of the Program, the Practicum Experience, and the Master's Thesis/Applied Innovation Project, weighted according to the corresponding ECTS credit units of each course and the Master's Thesis. The final grade is calculated with a precision of two (2) decimal places, according to the following formula: each course grade (CG_i), including the grade of the Practicum Experience and the Master's Thesis / Applied Innovation Project, is multiplied by the corresponding number of ECTS credit units ($ECTS_i$). The sum of these products is then divided by the minimum total number of ECTS credit units required for the award of the title, namely ninety (90) ECTS:

$$Final\ Grade = \frac{\sum CG_i \times ECTS_i}{ECTS_i}$$

The final grade of the TC M.A. and Ed.M. degrees is recorded as a Grade Point Average (GPA) on a 4.0 scale (with a maximum actual value of 4.33, due to the A+ grade). TC applies the following scale of evaluative grading scale, approved by the TC Senate on April 27, 1984:

- A+ = 4.33 (rare performance)
- A = 4.00 (excellent)
- A- = 3.67
- B+ = 3.33
- B = 3.00 (good — acceptable graduate performance)
- B- = 2.67
- C+ = 2.33
- C = 2.00
- C- = 1.67 (very low performance — subject to review)
- F = 0.00 (failure)

In addition to evaluative grades, TC uses non-evaluative grades:

- P (Pass),
- DP (Doctoral Pass),
- WD (Withdrawn),
- YC (Year Course),
- R (Attendance Credit),

- IN (Incomplete), and
- ***** (Missing grade).

Courses graded with P, R, DP, YC, WD, IN are not included in the GPA calculation. The GPA is calculated as the quotient of the sum of the products of the grade points and credit hours for (grade × credits) each course divided by the total number of credit hours taken at TC with an evaluative grade:

$$GPA = \frac{\sum (CG_i \times CH_i)}{\sum CH_i}$$

where:

- CG_i = Course Grade Points (numerical value of course grade i)
- CH_i = Credit Hours / Points (credit units of course i)
- n = number of courses with an evaluative grade

The final GPA is calculated with a precision of two (2) decimal places. Specifically for students of the Music and Music Education Program at TC, the following requirements apply (Fall Term 2021 and later):

- Minimum grade B (3.00) in each course (except for Pass/Fail courses)
- Minimum total GPA 3.00
- Registration for at least six (6) credits per academic year

TC applies strict rules concerning for low grades:

- A maximum of three (3) points with a grade of C– can be credited toward a degree.
- Accumulation of eight (8) credits points or more with a grade of C– or lower results in automatic discontinuation of studies and non-award of the degree.

A student who fails to maintain good academic standing is placed on academic probation for one (1) semester, with a restriction to part-time registration. Graduate students may be placed on academic probation up to two (2) times during their studies. The student may request an alternative grading option (Pass-Fail for a letter-grade course or vice versa) within the first three class meetings of the course, subject to written approval by the instructor and submission of the relevant application to the TC- CU Office of the Registrar.

In the UoM M.Ed. program, for the award of the M.Ed. in Mental Health, Schooling, and the A(I)rts from UoM, the following conditions must be met: Successful completion of twelve (12) courses of six (6) ECTS each (or equivalent), the Practicum Experience, and the Master's Thesis / Applied Innovation Project is required, so that the total workload corresponds to ninety (90) ECTS credits. If the above requirements are not met within the provided period of three (+3) semesters and the corresponding re-examination period, the postgraduate student may request a certificate of successful completion for the courses successfully completed and is subsequently dismissed from the Program. For the award of the Ed.M. in Music and Music Education from TC - CU, the following conditions must be met: Successful completion of courses with a total of sixty (60) credit points (TC credit units)—typically equivalent to eighteen to twenty-two courses, including the Capstone Project (A&HM 4501)—with a minimum grade of B (3.0) in each course is required, according to the policy of the Music and Music Education Program. At TC, a GPA equal to or higher than 3.0 is

also required. For the award of the MA in Music and Music Education from TC - CU, the following conditions must be met: successful completion of courses with a total value of thirty-two (32) credit points (TC credit units) — typically equivalent to ten to twelve courses — with a minimum grade of B (3.0) in each course, according to the policy of the Music and Music Education Program. At TC, a cumulative GPA equal to or higher than 3.0 is also required. The Secretariat of each Department compiles a list of graduates, which includes those who have successfully fulfilled all the requirements of the graduate program during the most recent academic year and to whom the corresponding degree is awarded.

9. Distance learning

The hybrid nature of the DMP — catering to students located both near the institution and at a distance — and the strong digital dimension of the courses (VR scenarios, AI tools, interactive activities) is supported by comprehensive digital support along three main axes: (a) continuous and uninterrupted student access to educational material regardless of location and device, (b) synchronous videoconferencing tools enabling effective distance teaching, and (c) integration of innovative technologies (AI, VR/XR, EEG, biofeedback) into the educational environment in a manner that serves the programme's pedagogical objectives.

To support synchronous hybrid and distance teaching, a videoconferencing platform (MS Teams / Zoom) is integrated into the teaching workflow of the D.M.P., where each course has a permanent videoconferencing link accessible directly from the course page on Moodle without a separate login.

All courses and semesters of the DMP are organised in Moodle with a unified, recognisable structure. Each course follows a standard "course folder template" with predefined sections:

- Introduction & Course Guide: Purpose, learning objectives, structure, expectations, communication with the instructor.
- Theoretical Material: Course textbook (chapters), scientific articles, bibliography.
- Presentations: Slides per teaching unit (AI-generated + edited by the instructor).
- Educational Videos: Teaching videos, avatar summaries (Synthesia), podcast episodes.
- Q&A / Self-Assessment Quizzes: Comprehension questions per unit (Gemini-generated + edited).
- Assignments & Assessment: Assignments with rubric, deadlines, peer assessment where applicable.
- Discussion Forum: Open discussion space between students and the instructor.
- VR Scenarios: Link to VR application (Meta Quest) + usage instructions + accompanying activities.
- Glossary & Resources: Key terminology vocabulary, useful links, databases.

The platform also features a Student Chatbot, providing each student with a 24/7 available digital assistant. The chatbot:

- Has access exclusively to the educational material of the current course (per-course knowledge base).
- Responds in both Greek and English, adapting the difficulty level to the student.
- Does not provide ready-made answers to exam exercises — it guides students with hints and references to the material.
- Allows instructors to view aggregated logs of questions to identify common difficulties.

The design of the distance learning dimension of the DMP is based on four strategic objectives:

- Universal Access: Ensuring that every student — regardless of location, device or disability — has full access to the educational material and activities of the JMP.
- Pedagogical Effectiveness: Technology serves the educational objectives — hybrid interaction, experiential learning (VR), personalised support (AI), neuroscientific observation (EEG/biofeedback) — without being an end in itself.
- Sustainability and Scalability: The digital infrastructure was designed to be easily expandable with new tools, new courses or new students without the need for reorganisation.
- Compliance and Security: Full compliance with GDPR, the University of Macedonia's security policies, and the principles of ethical AI use (EU AI Act).

Distance Learning - Student Assessment

Assessment processes are supported by the university's approved Learning Management System (LMS) and other approved digital tools. Instructors may utilize online tests, quizzes, digital assignments, e-portfolios, case studies, collaborative activities, and other forms of authentic assessment aligned with the course learning objectives. Digital assessment tools are selected based on pedagogical suitability, accessibility, security, and personal data protection. The University implements academic student identification procedures during participation in assessment activities, in accordance with the applicable institutional framework, data protection principles, and the decisions of the competent governing bodies. Students are informed in a timely manner regarding the technical requirements for participating in assessment processes and the use of the required digital tools. The University provides, through its competent services, technical and administrative support to facilitate student participation in distance assessment processes. Instructors may offer trial activities or preparatory exercises to familiarize students with the digital assessment environments.

In the event of a technical issue affecting a student's participation in an assessment process, the student must immediately notify the instructor and the competent support services. The instructor, in cooperation with the competent bodies of the Program, evaluates the incident and may take appropriate measures to ensure equal treatment and the academic integrity of the process. Technical issues shall be addressed in a manner that ensures the reliability of the assessment and protects students' rights.

10. Program Revenue – Financial Management Procedure & Infrastructure - Technical Facilities

Each Institution / Program of Study independently manages its resources for the implementation of the Program participating in the D.M.P., in accordance with the regulations of each respective Institution. Within the Programs participating in the D.M.P., remuneration may be provided to instructional staff participating in the Program, in accordance with the policies of the respective institutions. Specifically, for the UoM M.Ed. Program, resources may derive from the following sources: (a) Tuition fees, (b) Donations, grants, bequests, sponsorships of any kind, and funding from public or private sector entities, (c) Sponsorships from private companies and external partners, governed by a Cooperation Agreement, (d) Resources originated from research programs, (e) Resources deriving from programs of the Greek Government, the European Union, the U.S. Government, or other international organizations, (f) Any other legal source, (g) The institution's own resources. For UoM, in accordance with Article 37, par. 4 of Law 4485/2017, the financial management of the Program's revenue related to activities implemented at UoM is conducted through the Special Account for Research Funds (ELKE) of UoM and is allocated as follows: seventy percent (70%) for the Program's operational expenses and thirty percent (30%)

for the Institution's overhead/operational expenses. The financial management of activities implemented at T.C., C.U. is conducted in accordance with the financial regulations and administrative procedures of T.C., C.U.

For the operation of the D.M.P., the existing facilities and technical infrastructure of both Institutions are utilized. The costs associated with the use of such facilities and related equipment shall be borne by the respective Program of Study, in accordance with the applicable regulations of the corresponding Institution. At UoM, for the teaching and research needs of the M.Ed. In Mental Health, Schooling, and the A(I)rts, all facilities of the Department of Music Science and Art and of the University of Macedonia may be used. The facilities, laboratories, and research infrastructure of T.C., C.U. shall be utilized in accordance with the Institution's regulations and procedures.

11. Tuition Fees and Scholarships

For the full M.Ed. program at UoM, tuition fees per student amount to 5,000 Euros for students originating from European Union member-states, and 9,000 Euros for students from third countries. In the case of full-time attendance of the program, tuition fees are paid in three (3) equal installments, payable at the beginning of each semester/period. Each semester installment corresponds to and is divided equally by the total ECTS of each semester. In case of attending part of the program, due to recognition of courses and transfer of credit points from the collaborating Program, the student is required to pay, before the beginning of each semester/period, the amount corresponding to the courses/ECTS they will attend for the semester. Refund of tuition fees is permitted if there is a serious reason for interruption of studies upon application by the student, and provided the student sufficiently justifies the reasons for their interruption to the Department Assembly, at the latest within 20 days from the start of the semester's courses. A discount of 10% at total fees may be offered to students who meet the requirements for residence in the country and decide to attend in person the first two semesters/periods of the program of study at UoM.

Students of the Master's Program who meet the financial or social criteria and the requirements of excellence during the first cycle of studies, according to current legislation, are exempt from tuition fees where provided. This waiver is provided for participation in only one Master's Program. In any case, exempted students do not exceed the percentage set by legislation of the total number of students admitted to the program per academic year. The application for a tuition fee waiver is submitted after the completion of the student selection process. The financial status of a candidate in no case constitutes a reason for non-selection to the Master's Program. Those receiving a scholarship from another source, as well as citizens of countries outside the E.U., are not entitled to a waiver. The examination of criteria regarding tuition fee waivers is performed by the Department Assembly, and a reasoned decision is issued regarding the acceptance or rejection of the application. If current legislation sets an age criterion, it is recommended, for reasons of good administration and equal treatment, that December 31st of the birth year be considered the birth date.

The department may provide scholarships to graduate students. The graduate scholarship is a scholarship in the form of a tuition waiver at a rate of 25%, 50%, or 100%, given upon application by the interested party and a relevant recommendation by the Program Director. The scholarship concerns the work employment of the student in duties such as assistance in undergraduate teaching, participation in music ensembles, assistance in student laboratory exercises, grading of assignments and written exams, participation in research, assistance in the organization and promotion of artistic and scientific events, etc. A student may apply for a graduate scholarship only if they are attending or are about to attend the full program of graduate courses (full-time) in which they are enrolled for the semester for which they apply for the scholarship. Graduate scholarships

are given on a semester basis, which means that a graduate scholar who wishes to continue receiving a scholarship must re-apply for it in each subsequent semester. A student may receive a graduate scholarship for a maximum of four (4) semesters during their graduate studies. The Director has the right to apply for the granting of one scholarship per semester and to recommend with sufficient documentation to the Department Assembly, which decides on the granting and terms of granting the scholarships.

For TC, tuition and other fees are determined annually by the Board of Trustees. Tuition is calculated based on an annually set amount per credit point (point). There is no differentiation between residents (in-state) and non-residents (out-of-state) of New York, nor between on-campus and distance students. All students pay the same amount per credit point regardless of residence or nationality. In any case, the total of tuition and fees is due and payable in full by the official published deadline. Enrollments after the deadline are paid immediately upon registration. A late payment fee of \$50 (one-time) and 1½% monthly (16% annually) is imposed on the outstanding balance. A deferred payment plan is possible through the Office of the Bursar. More information regarding tuition and other study fees can be found by interested students at the link: <https://www.tc.columbia.edu/admission/financial-aid/cost-of-attendance--tuition/>. Full waiver of TC tuition and fees is not granted. However, all newly admitted graduate students are automatically considered for TC scholarship programs. Scholarships for graduate students are granted for one or two years and are deducted directly from the cost of tuition. Students may also be selected for a variety of other scholarships, assistantships, grants, and special funds, which may be awarded to new or current students and vary in amount and renewal possibility. More information regarding tuition waiver possibilities, scholarships, financial aid, etc., can be found by interested students at the link: <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/scholarships/>.

12. Rights and Obligations of Students

Graduate students enroll and participate in the D.M.P. under the terms and conditions provided in these Graduate Program Regulations. For UoM, graduate students have all the rights, benefits, and facilities provided for undergraduate students, except for the right to free textbooks. The Department must provide facilities to graduate students with disabilities and/or special educational needs (see Article 6.6, par. a). Specifically for UoM, and in supplement to the terms of the Regulations defined in Article 6 in Internal Regulation, students are required:

- To attend D.M.P. courses without fail. Attendance of courses and exercises is mandatory. Deviations are allowed only for serious justified reasons.
- To participate in all educational and research activities.
- To submit course registration forms on time each semester.
- To submit within the provided deadlines the assignments required for each course.
- To attend examinations.
- To submit to the Secretariat, along with the thesis to be evaluated, a solemn declaration that the thesis contains no elements of plagiarism.
- To pay tuition fees within the set dates.
- To have settled all their financial obligations, as well as any other obligation toward the Institution, before the graduation ceremony. Otherwise, they will not have the right to graduate and/or receive the Master's Diploma.
- Provided they have received a scholarship, to offer reciprocal work, if provided (tutorial courses, contribution to the library and research, and where there is a need in the University services).

- To respect and adhere to the decisions of the governing bodies of the graduate program as well as academic ethics. Inability to adhere to the above, without documented justification, may lead to failure in a course or exclusion from the program.

Failure to adhere to all the above without a serious and documented justification constitutes a reason for the student's dismissal from the program.

13. Graduation Ceremony & Types of Awarded Master's Degrees

The graduation ceremony for each of the two awarded degrees is organized by the respective Institution. The details regarding the organization, schedule, and format of the graduation ceremony are determined by the competent bodies of each Institution. At UoM, the oath-taking ceremony is not a constitutive requirement for the successful completion of studies; however, it is a necessary prerequisite for the issuance of the official degree certificate. Postgraduate students who have successfully completed the D.M.P. may, in exceptional cases (studies, residence, or work abroad, health reasons, etc.), request an exemption from the Department Secretariat regarding the obligation of physical presence at the ceremony. At T.C., C.U., degrees (M.A. and Ed.M.) are conferred three times per year (conferral dates: October, February, and May) following the successful completion of academic requirements and the submission of an Application for Degree to the Office of the Registrar. T.C., C.U. organizes an annual Commencement/Convocation ceremony (May), at which the physical presence of graduates is optional; diplomas are awarded and mailed to graduates regardless of their attendance at the ceremony.

Regarding the UoM Program of Study, the Master of Education (M.Ed.) degree awarded by UoM constitutes an official public document and is issued by the Secretariat of the Department of Music Science and Art. The diploma specifies the Department (D.M.S.A.), the emblem of UoM, the date of completion of studies, the date of issuance of the degree, the graduation registration number, the Program title, the student's personal details, the final grade, as well as the qualitative classification of the degree (Good, Very Good, Excellent). For UoM, in addition to the Master of Education (M.Ed.) degree, a Diploma Supplement is also issued [in accordance with Article 15 of Law 3374/2005 and Ministerial Decision Φ5/89656/B3/13-8-2007 (Government Gazette 1466/B')]. The Diploma Supplement is an explanatory document providing information regarding the nature, level, context, content, and status of the successfully completed studies. It does not substitute either the official degree certificate or the official transcript issued by the Institution. Prior to the official conferral of the M.Ed. degree, a certificate of successful completion of the Program may be issued to the graduate. The Master's degree awarded by T.C., C.U. (Ed.M. / M.A.) is conferred in accordance with the academic regulations and procedures of T.C., C.U. The diploma shall include the name of the graduate, the degree awarded, the date of conferral, the name and seal of the University, and the required signatures. The diploma includes the following information:

- Name of the graduate
- Title of the degree awarded
- Seal of Columbia University
- Name of the institution: "The Trustees of Columbia University" (followed by "Columbia University")

- School name: Teachers College
- Degree title: e.g., Master of Arts (M.A.) or Master of Education (Ed.M.)
- Major/Specialization: e.g., Music and Music Education
- Conferral date
- Signatures of the President of Columbia University and the Dean of the School (in this case, Teachers College).

14. Evaluation

Evaluation of the UoM M.Ed. Program Certification of the Joint Master's Program (D.M.P.) by the Hellenic Authority for Higher Education (HAHE) is required, in accordance with case (c) of paragraph 1 of Article 8 of Law 4653/2020 (A' 12). Following their establishment, dual Master's programs are periodically accredited, pursuant to sub-case (bb) of case (b) of paragraph 1 of Article 8 of Law 4653/2020, within the framework of the evaluation of the academic unit to which they belong. In the event that the founding decision is amended, re-accreditation of the D.M.P. by HAHE shall be required, provided that the modification concerns elements such as the subject matter, the objectives of the program, the learning outcomes, and the qualifications acquired upon its successful completion, as well as any specializations that award a different diploma. The D.M.P. is evaluated within the context of the periodic evaluation/accreditation of the academic unit by HAHE. Within this framework, the overall assessment of the work carried out by each Master's Program is examined, including the degree to which of the objectives established as its foundation have been achieved, its sustainability, the employability of its graduates i, its contribution to research, its internal evaluation by postgraduate students, the feasibility of extending its operation, as well as other elements regarding the quality of the work produced and its contribution to the national strategy for higher education. If, during the evaluation process, the D.M.P. is deemed not to meet the requirements for the continuation of its operation, the Program shall conclude its operation following the graduation of already enrolled students, in accordance with the founding decision and the Postgraduate and Doctoral Studies Regulations. MODIP Internal Evaluation For the purpose of ensuring and improving the quality of the Master's Program, the Quality Assurance Unit (MODIP) of UoM conducts periodic internal evaluations of the Program within the framework of the Institution's Internal Quality Assurance System (IQAS) and in accordance with the guidelines and directions of HAHE. The responsibilities of the governing bodies and teaching staff of the Master's Program include all procedures provided for, under the respective instructions and directions of MODIP-UoM, concerning the internal and external evaluation and accreditation of the study programs and academic Units. Student Evaluation of Instruction and Courses With the sole purpose of improving the academic standards of the Master's Program and with full assurance of anonymity, students are invited to conduct course and instructor evaluations and of each semester. In order to maintain uniform statistical data and to extract meaningful conclusions for the educational work of the Departments and the Institution as a whole, the evaluation questionnaires are developed by MODIP and may be partially vary according to the particular characteristics and needs of each academic unit and/or course. Completion of the questionnaires is carried out electronically. The evaluation process is carried out under the responsibility of the Department's Internal Evaluation Group (OMEA), in collaboration with MODIP, and is implemented through the latter's Quality Management Information System (QMS). The Administration and the OMEA are responsible for undertaking systematic actions aimed at encouraging student participation in the evaluation process, in accordance with MODIP

guidelines and the relevant Senate decisions. The Department's OMEA monitors student participation rates through the MODIP Quality Management Information System, analyzes the relevant results, and informs the Governing Bodies of the Master's Program and the Department accordingly. The evaluation questionnaires are issued for each course taught and for each instructor separately. The Governing Bodies of the Master's Program and the Department, in collaboration with the respective OMEA, are required to study the evaluation results, announce their findings, and decide on the publication of summary evaluation results when deemed necessary—and in any case, only after the release of course grades for the semester—in compliance with applicable Data Protection Legislation (GDPR), and undertake actions to address any identified issues.

Evaluation of the T.C., C.U. M.A. & Ed.M. Programs The institutional evaluation of T.C., C.U. programs of study are conducted within a triple accreditation framework: (a) By the Middle States Commission on Higher Education (MSCHE) based on an eight-year review cycle. This cycle includes the preparation of a Self-Study Evaluation report and an On-Site Evaluation Visit, a Mid-Point Peer Review (MPPR) during the fourth year, and Annual Institutional Updates (AIU). (b) By the Office of College and University Evaluation (OCUE) of the New York State Education Department (NYSED), which exercises state supervision regarding program registration and institutional compliance with regulations. (c) By the Association for Advancing Quality in Educator Preparation (AAQEP), which provides specialized accreditation for teacher education programs. The evaluation is conducted by a committee of appropriately qualified external evaluators drawn from peer or comparable institutions, who possess expertise in academic programs, teaching, and research in fields relevant to the Master's Program. The Provost of T.C., C.U. selects the evaluators from a list of nominees submitted by the Department of Arts and Humanities. Following the self-study document prepared by the Department and the on-site visit, the evaluation committee drafts a final report, which is submitted to the Department Chair, the leadership of the Department of Arts and Humanities, and the Academic Program Review administrative team within the Office of the Provost and Dean. This report is utilized, as applicable, for the continuous improvement of the program. Course evaluations for the T.C., C.U. Master's Program is conducted through myCoursEval system, an online course evaluation platform managed by the institution's Office of Institutional Research (OIR) at the end of each semester. The results are shared with the instructional staff to enhance teaching effectiveness and are used in tenure and faculty appointment/renewal procedures. More general evaluation data are discussed by the competent governing bodies of the Program upon the completion of each study cycle, with the aim of program enhancement.

B. Regulations for Practicum Experience

CHAPTER 1 – General Principles and Purpose of the Practicum Experience

1.1 Purpose of the Practicum Experience

The Practicum Experience constitutes a compulsory course of the P.S.P. “Mental Health, Schooling, and the A(l)rts” and aims to systematically connect theoretical scientific training with its application in educational and school-related settings involving children and adolescents.

The Practicum Experience forms an integral part of the Program’s pedagogical and professional training and seeks to:

1. familiarize students with authentic educational environments ;
2. facilitate the application of theoretical knowledge acquired throughout their studies;
3. enhance pedagogical, instructional, and professional competencies;
4. develop skills in the design, implementation, and evaluation of pedagogical and arts-based interventions;
5. cultivate a reflective and ethical professional stance
6. foster collaboration with schools, educational institutions, and learning communities .

The Practicum Experience is organized in accordance with the principles of supervised pedagogical practice and includes activities such as microteaching, systematic observation, the design of interventions, supervised implementation of educational actions, and reflective evaluation.

Its primary purpose is to support the development of students’ pedagogical and instructional competence through organized and supervised participation in educational processes involving school-aged children and adolescents.

1.2 What is the Practicum Experience?

The Practicum Experience is a compulsory course of the third semester of the P.S.P. *Mental Health, Schooling and the A(l)rts* and carries ten (10) ECTS credits, corresponding to a total student workload of two hundred and fifty (250) hours, in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS).

Pursuant to Article 69(1) of Law 4957/2022, the Practicum Experience may be undertaken in schools or other approved educational settings serving school-aged children and adolescents, including primary and secondary schools, creative and/or after-school programs, community and cultural centers, and organizations or structures providing non-formal education. The Practicum Experience may also be conducted in institutions abroad, provided that appropriate supervision of the educational process can be ensured, in accordance with the provisions of the Program’s internal regulations referred to in paragraph 2 [of Article 69].

The Practicum Experience has a supervised pedagogical character and includes:

- participation in seminars on teaching methodology and instructional planning;
- microteaching and pedagogical simulation activities;
- systematic observation of educational practices;
- the design of pedagogical interventions;
- the supervised implementation of interventions in educational settings;
- reflective supervision and the development of a practicum portfolio.

The Practicum Experience constitutes an integral part of the educational process of the P.S.P and aims at the practical application of the theoretical and scientific knowledge acquired through successful participation in the Program's courses, as well as the development of professional, pedagogical, and reflective competence in areas related to:

1. education;
2. the mental health of children and adolescents;
3. arts-based, mental health-oriented, and/or artificial intelligence-informed pedagogical approaches;
4. school wellbeing and inclusion.

CHAPTER 2 – Organization, Administration, and Academic Supervision of the Practicum Experience

2.1 Academic Supervision of the Practicum Experience

The Practicum Experience is conducted under the academic supervision of the P.S.P. "Mental Health, Schooling, and the A(I)rts".

Pursuant to Article 69 of Law 4957/2022 (par. 4a, 5, and 4b respectively), the following are appointed for the organization, monitoring, and effective operation of the Practicum Experience:

- the **Academic Coordinator of the Practicum Experience**, who is a member of the Department's Academic Staff (DEP), Laboratory Teaching Staff (EDIP), Special Educational Staff (EEP), or Special Technical Laboratory Staff (ETEP);
- the **supervisors/supervising instructors**, who are members of the teaching staff of the Master's Program;
- and, where deemed necessary, a **Practicum Experience Committee** of the P.S.P composed of members of the Department's Academic Staff (DEP), Laboratory Teaching Staff (EDIP), Special Educational Staff (EEP), or Special Technical Laboratory Staff (ETEP), chaired by the Academic Coordinator of the Practicum Experience.

Academic supervision aims to:

- ensure the pedagogical quality of the Practicum Experience;

- support students throughout their placement;
- facilitate the integration of theory and applied educational practice;
- monitor students' progress and professional development.

2.2 Responsibilities of the Academic Coordinator

The Academic Coordinator of the Practicum Experience shall have, indicatively, the following responsibilities:

- overseeing the overall coordination of the Practicum Experience;
- approving host institutions;
- allocating and monitoring student placements;
- providing academic and pedagogical guidance;
- monitoring compliance with the present Regulations;
- overseeing the assessment process;
- liaising with host institutions and supervisors;
- addressing issues arising during the implementation of the Practicum Experience.

The Academic Coordinator may convene supervisory or reflective meetings with students throughout the duration of the Practicum Experience.

2.3 Role of Supervisors / Supervising Instructors

Supervisors or supervising instructors provide pedagogical and academic support to students throughout the duration of the Practicum Experience.

In particular, they:

- provide feedback on the design and implementation of interventions;
- support students' reflective processes and professional development;
- monitor the progress of intervention implementation;
- assess course deliverables and the practicum portfolio;
- collaborate with host institutions where required.

Supervision may be conducted either in person or remotely, depending on the needs of the Practicum Experience and the operational capacities of the host institution.

2.4 Host Institutions

Host institutions participating in the Practicum Experience must have an educational, pedagogical, cultural, or social orientation and provide an appropriate setting for the implementation of pedagogical interventions involving school-aged children and adolescents.

Host institutions are approved by the P.S.P. and are required to:

- provide a safe and appropriate educational environment;
- facilitate the implementation of Practicum Experience activities;
- cooperate with the P.S.P. and the supervisors;
- verify students' attendance and activities through the prescribed documentation and forms.

2.5 Supervisory and Reflective Meetings

Throughout the Practicum Experience (as specified in detail in the Course Syllabus), the P.S.P. organizes group and/or individual supervisory meetings for the purposes of:

- monitoring the progress of student placements;
- discussing challenges and emerging issues;
- supporting pedagogical planning;
- providing feedback on interventions;
- fostering students' reflective practice and professional development.

Participation in supervisory meetings, when scheduled, constitutes an integral component of the Practicum Experience and forms part of students' practicum obligations.

CHAPTER 3 – Practicum Experience Implementation Framework

3.1 Eligibility Requirements for Participation

The commencement of the Practicum Experience is subject to the submission of a valid Criminal Record Certificate for General Use or an equivalent document, in accordance with applicable legislation and the requirements of the host institution, for the protection of minors and the verification of participants' suitability to engage in educational activities.

Students of the P.S.P. "Mental Health, Schooling, and the A(I)rts" who maintain active student status are eligible to participate in the Practicum Experience.

Participation in the Practicum Experience is contingent upon acceptance of and compliance with all provisions of the present Regulations.

3.2 Selection and Approval of Host Institutions

The Practicum Experience shall be conducted exclusively in approved host institutions with an educational, pedagogical, cultural, or social orientation, operating in fields involving school-aged children and adolescents.

In the case of non-formal educational settings or social organizations, their pedagogical, educational, or developmental orientation must be evident through their statutory objectives, activities, services, or overall operation.

The following may serve as host institutions:

- primary and secondary education schools;
- non-formal educational settings;
- creative enrichment and after-school programmes;
- cultural and community organizations.

Students may propose a host institution; however, final approval rests exclusively with the Master's Program following an evaluation of the institution's suitability with regard to:

- its relevance to the objectives of the Practicum Experience;
- its pedagogical and educational appropriateness;
- its capacity to support supervised practicum activities;
- its ability to ensure appropriate conditions for both students and participating pupils.

The P.S.P. reserves the right to reject or revoke the approval of a host institution if it is determined that the necessary pedagogical, professional, or ethical requirements are not met.

3.3 Student Placement

Student placements are arranged in consultation with the Academic Coordinator of the Practicum Experience and the designated supervisors.

The following factors are taken into consideration during the placement process:

- students' academic interests;
- the relevance of the host institution to the subject area of the P.S.P
- the availability of appropriate educational settings;
- the capacity for supervision and support of the Practicum Experience. .

The final allocation of students to host institutions is determined by the P.S.P.

3.4 Structure and Content of the Practicum Experience

The Practicum Experience has a supervised pedagogical character and combines university-based preparation with applied educational practice in authentic educational settings.

The Practicum Experience shall include, as compulsory components:

- participation in seminars on teaching methodology and instructional planning;
- microteaching activities;

- systematic observation of school classrooms and educational practices;
- the design of arts-based pedagogical interventions;
- the supervised implementation of interventions in educational settings;
- reflective supervision and feedback;
- the development and submission of a Practicum Portfolio.

Interventions implemented within the framework of the Practicum Experience shall:

- have a clearly defined pedagogical and educational purpose;
- be appropriate to the age and developmental level of participants;
- be conducted under the approval and supervision of the P.S.P. and the host institution;
- Interventions implemented within the framework of the Practicum Experience shall be conducted in accordance with the principles of the University of Macedonia Code of Ethics and Research Conduct and the Program's Safeguarding Framework, ensuring the protection, safety, and psychosocial wellbeing of all participants, while respecting the boundaries of students' pedagogical and non-therapeutic role.

3.5 Interruption of the Practicum Experience – Change of Host Institution

The Practicum Experience may be interrupted or modified:

- upon a justified request by the student;
- following a recommendation from the supervisor or the host institution;
- for reasons relating to safety, ethical concerns, or the unsuitability of the placement setting;
- in cases of serious violation of the obligations established by the present Regulations.

A change of host institution may take place only with the approval of the P.S.P.

In the event of interruption of the Practicum Experience, the P.S.P. shall determine:

- VII. whether continuation or repetition of the Practicum Experience is required;
- VIII. whether previously completed activities and hours will be recognized;
- IX. any additional requirements that may be imposed.

3.6 Student Responsibilities

Students are required to:

- comply with the schedule and requirements of the Practicum Experience;
- cooperate with supervisors and host institutions;
- demonstrate professional, pedagogical, and ethical conduct;

- comply with the principles of confidentiality and personal data protection;
- respect the operational framework and regulations of the host institution;
- maintain all required records, attendance logs, and supporting documentation accurately and consistently;
- submit all required deliverables and the Practicum Portfolio within the prescribed deadlines.

Students shall not act independently as professionals or undertake activities beyond the approved scope of the Practicum Experience.

Students are required to undertake the Practicum Experience within the approved host institution in accordance with the institution's schedule and operating hours. The Practicum Experience shall include a minimum of thirty (30) hours of systematic observation of educational practices, which must precede the implementation of interventions and may be distributed, indicatively, over a period of up to four (4) weeks, without exceeding nineteen (19) hours per week. Upon completion of the observation phase, students shall implement a minimum of twenty (20) hours of supervised pedagogical interventions, which may be distributed, indicatively, over a period of up to two (2) weeks, without exceeding nineteen (19) hours per week.

In the event of an unavoidable absence, students are required to inform both the supervisors or supervising instructors of the Practicum Experience and the host institution in a timely and appropriate manner. Any missed hours must be made up and completed promptly following consultation with the host institution.

3.7 Responsibilities of Host Institutions

Host institutions are required to:

- provide a suitable and safe educational environment;
- facilitate the implementation of Practicum Experience activities;
- cooperate with the P.S.P. and the supervisors;
- verify students' attendance and participation through the prescribed documentation and forms;
- inform the P.S.P. of any serious issues arising during the Practicum Experience.

Host institutions are not required to provide financial compensation to students, unless otherwise stipulated by specific agreements or funding schemes.

Where the Practicum Experience is implemented in Primary and Secondary Education Schools or in structures operating under the Ministry of Education, Religious Affairs and Sports, the provisions set out in the Ministry's interpretative circulars GGAE:767/30.10.2024 and GGAE:779/14.11.2024 concerning Article 69 of Law 4957/2022 shall apply.

More specifically, according to the Ministry's interpretative circulars GGAE:767/30.10.2024, "Clarifications regarding the student practicum provided for under Article 69 of Law 4957/2022 (Government Gazette A' 141) in relation to Departments of Education (para. 2)," and GGAE:779/14.11.2024, "Clarifications regarding the student practicum framework provided for under Article 69 of Law 4957/2022 (Government Gazette A' 141)," where the practicum experience "constitutes an educational process embedded within courses of the relevant study programme, in the context of which students engage in combined training at the university and at the school, observing teaching and applying theoretical knowledge under the guidance of instructors and supervisors. Furthermore, it is carried out on one or more days per week throughout the semester or, more generally, until the completion of undergraduate studies," it is clarified that "the provisions of Article 69 of Law 4957/2022 do not apply to practicum experiences conducted by Higher Education Institution departments within postgraduate study programmes for the purpose of obtaining pedagogical and teaching competence, which present similar distinctive characteristics, provided that their weekly duration does not exceed nineteen (19) hours" (Section A).

In cases where the Practicum Experience is implemented in institutions or organizations requiring the conclusion of a formal agreement, such agreement shall be executed in accordance with Article 69 of Law 4957/2022, which provides that: "Student practicum experiences are conducted in public services, legal entities governed by public law, local government authorities of the first and second degree, legal entities governed by private law, and enterprises, hereinafter referred to as 'host institutions', under the supervision of an instructor of the study programme (...)."

3.8 Supervision and Monitoring of the Practicum Experience

The Practicum Experience is monitored by the P.S.P. through the weekly course meetings, which may take the form of supervisory meetings, reflective seminars, or feedback sessions on interventions and course deliverables. In addition, monitoring is supported through in-person or remote communication with students and host institutions.

Supervision aims to:

- support students' learning and professional development;
- ensure the quality of the Practicum Experience;
- facilitate the timely resolution of any difficulties or issues that may arise.

3.9 Commencement and Completion of the Practicum Experience

Prior to commencing the Practicum Experience, students are required to complete all necessary academic procedures, as well as the procedures relating to placement and approval of the host institution, in collaboration with the Practicum Experience Coordinator and in accordance with the Study Guide of the P.S.P. Students must also be informed of the academic, pedagogical, ethical, and organizational requirements of the Practicum Experience, as well as the documentation and supervision procedures established by the present Regulations.

Successful completion of the Practicum Experience requires:

- completion of the prescribed workload and field engagement requirements;
- successful participation in the required practicum activities;
- submission of all required documentation and deliverables;
- submission and successful assessment of the Practicum Portfolio.

The Practicum Experience shall be deemed completed only upon final academic assessment and formal validation by the competent bodies of the P.S.P., in accordance with the provisions of the Course Syllabus and Chapters 5 and 6 of the present Regulations.

CHAPTER 4 – PEDAGOGICAL STRUCTURE AND EDUCATIONAL ACTIVITIES OF THE PRACTICUM EXPERIENCE

4.1 Pedagogical and Educational Character of the Practicum Experience

The Practicum Experience is organized as a supervised pedagogical and educational process aimed at the progressive development of instructional, pedagogical, reflective, and professional competencies within school and school-related educational settings.

The Practicum Experience constitutes an integral component of the educational process of the Master's Program *Mental Health, Schooling and the A(I)RTS* and is founded upon:

- the integration of theory and applied educational practice;
- the principles of experiential and participatory learning;
- supervised pedagogical practice;
- reflective professional development;
- the use of arts-based pedagogical approaches;
- the principles of inclusive and wellbeing-oriented education.

The Practicum Experience aims to prepare students for responsible and evidence-informed pedagogical practice in educational settings involving school-aged children and adolescents.

4.2 Structure of the Practicum Experience

The Practicum Experience is progressively developed and organized into distinct pedagogical phases that are interconnected and guide students from theoretical preparation to applied pedagogical practice.

a) Phase of Theoretical and Pedagogical Preparation

During the initial phase, students participate in seminars and workshop-based activities focusing on:

- teaching methodology;
- pedagogical and instructional planning;
- the design of learning activities;
- the development of arts-based pedagogical interventions;
- principles of participatory, experiential, and inclusive education;
- pedagogical and ethical principles governing the implementation of interventions in school settings.

This phase aims to establish a shared theoretical and pedagogical foundation prior to students' entry into educational settings.

b) Phase of Microteaching and Pedagogical Simulation

The second phase comprises microteaching and pedagogical simulation activities conducted within the university setting.

Students:

- design brief educational interventions;
- implement teaching and facilitation activities;
- participate in feedback processes;
- critically reflect on their pedagogical choices;
- revise and improve their interventions.

Microteaching functions as a protected pedagogical environment for preparation prior to the implementation of interventions in authentic educational settings.

c) Phase of Systematic Observation of Educational Practices

During this phase, students undertake organized and systematic observation in school classrooms or other approved educational settings.

Observation focuses on:

1. classroom dynamics;
2. pedagogical and instructional practices;
3. student participation and engagement;
4. socio-emotional interactions;
5. practices of inclusion and support for school wellbeing;
6. the management of learning and group processes.

Students are required to maintain structured observation records and to engage in reflective analysis of the data collected.

d) Phase of Pedagogical Intervention Design

Drawing upon observation data and the theoretical preparation acquired through the Program, students proceed to the design of arts-based pedagogical interventions.

Intervention planning includes:

- the identification of pedagogical and wellbeing-oriented objectives;
- analysis of the needs of the target group;
- selection of appropriate pedagogical and artistic methods;
- development of structured activities;
- planning of reflection and evaluation processes.

Interventions must be developmentally appropriate, pedagogically grounded, and consistent with the principles of safety, inclusion, and professional ethics.

e) Phase of Supervised Implementation of Interventions

During the implementation phase, students carry out their interventions in school or other approved educational settings under the supervision of the P.S.P. and in collaboration with the host institution.

Interventions:

- i. are implemented exclusively within the framework of approved Practicum Experience activities;
- ii. must respect the pedagogical and institutional framework governing the host institution;
- iii. are documented through the prescribed forms, lesson plans, and practicum records.

The P.S.P. reserves the right to suspend or terminate the implementation of an intervention if it is determined that the principles of the present Regulations are not being observed or if pedagogical, ethical, or institutional concerns arise.

f) Phase of Reflection and Portfolio Synthesis

The final phase of the Practicum Experience includes:

- reflective processing of the practicum experience;
- integration of theory and applied practice;
- evaluation of interventions;

- compilation and organization of the Practicum Portfolio.

The Practicum Portfolio constitutes the primary record of the student's learning, pedagogical, and professional development throughout the Practicum Experience.

4.3 Pedagogical Progression and Professional Development

The Practicum Experience is structured around a progressive pedagogical trajectory that moves from:

- observation;
- microteaching;
- and guided pedagogical planning;

towards:

- the supervised implementation of pedagogical interventions;
- reflective evaluation;
- and the development of a professional pedagogical identity.

This structure is designed to strengthen students' pedagogical and instructional competence through structured participation in authentic educational processes, under academic supervision and within a clearly defined pedagogical and professional framework.

CHAPTER 5 – Workload Distribution and Credit Allocation

5.1 ECTS Credits and Total Workload

The Practicum Experience is a compulsory course of the third semester of the P.S.P. "Mental Health, Schooling, and the A(I)rts" and corresponds to ten (10) ECTS credits.

The total student workload of the Practicum Experience amounts to two hundred and fifty (250) hours, in accordance with the principles of the European Credit Transfer and Accumulation System (ECTS, 1 ECTS = 25 hours).

The workload includes:

1. organized instruction and participation in seminars;
2. microteaching and pedagogical simulation activities;
3. systematic observation of educational practices;
4. the design and preparation of pedagogical interventions;
5. the supervised implementation of interventions in educational settings;
6. supervision, feedback, and reflective processes;

7. the development and organization of the Practicum Portfolio;
8. independent study and literature review.

The distribution of the workload is designed to support the progressive development of pedagogical, instructional, reflective, and professional competencies through students' structured and supervised participation in educational processes.

5.2 Indicative Workload Distribution

The indicative distribution of the total workload of the Practicum Experience is as follows:

Educational Activity	Hours
Participation in seminars on teaching methodology, pedagogical planning, and supervision	39
Participation in microteaching activities and related preparation	25
Systematic observation of school classrooms and educational practices	30
Design and preparation of arts-based pedagogical interventions	35
Supervised implementation of interventions in school or other approved educational settings	20
Supervision, reflection, and feedback processes	16
Preparation, organization, and compilation of the Practicum Portfolio and related documentation	45
Independent study and literature review	40

Total Workload: 250 hours (1 ECTS= 25 hours)

5.3 Participation in Educational and School-Related Settings

The Practicum Experience includes structured and supervised participation in school and school-related settings, with the objectives of:

- ⇒ observing educational and pedagogical practices;
- ⇒ participating in pedagogical planning processes;
- ⇒ developing and implementing interventions;
- ⇒ cultivating professional and instructional competencies;
- ⇒ integrating theory and applied educational practice.

Field-based activities are conducted exclusively within the framework of approved placements and under the supervision of the Master's Program and the relevant host institutions.

5.4 Documentation of Workload and Field Hours

Students are required to systematically document their participation in Practicum Experience activities through:

- a. practicum logs and attendance records;

- b. observation notes;
- c. lesson plans and intervention plans;
- d. activity recording forms;
- e. a consolidated field-hours record;
- f. reflective reports and other required deliverables.

Hours completed through field-based activities and intervention implementation shall be recognized only if they:

- ⇒ have been completed within an approved host institution;
- ⇒ form part of the approved Practicum Experience framework;
- ⇒ are adequately documented through the prescribed forms and records;
- ⇒ bear the required signatures and institutional stamps of the host institution, where applicable.

The P.S.P. reserves the right to review, verify, and decline recognition of hours or activities that do not comply with the requirements of the present Regulations.

5.5 Educational Character of the Workload

The workload of the Practicum Experience comprises both activities involving direct participation in educational settings and activities related to pedagogical preparation, reflection, documentation, and scholarly analysis.

The distribution of activities is designed to:

- develop pedagogical and instructional competence;
- cultivate skills in observation, planning, and implementation;
- strengthen reflective practice and professional development;
- promote the systematic integration of theoretical training and applied pedagogical practice.

The Practicum Experience does not constitute an employment relationship and shall not be considered a substitute for professional employment. All activities are undertaken exclusively within the educational framework of the P.S.P. and under academic supervision.

CHAPTER 6 – Documentation, Forms, and Required Deliverables

6.1 General Principles of Practicum Documentation

The Practicum Experience shall be systematically documented throughout its implementation through required deliverables, records, and supporting documents that provide evidence of:

1. collaboration with instructors, supervisors, or group coordinators for the approval and pedagogical appropriateness of planned interventions;
2. students' participation in the prescribed practicum activities;
3. the process of planning and implementing interventions;
4. the pedagogical and reflective processing of the practicum experience;
5. the completion of the required workload and field engagement.

Documentation of the Practicum Experience constitutes a compulsory component of the educational process and a prerequisite for its successful completion and assessment.

All deliverables and supporting documents shall be submitted in accordance with the guidelines and deadlines announced by the P.S.P.

6.2 Required Deliverables and Practicum Records

Students are required to maintain and submit documentation relating to:

- observation activities;
- pedagogical planning;
- microteaching;
- intervention implementation;
- and reflection on the practicum experience.

Documentation shall include:

- observation notes and reflective notes;
- lesson plans and intervention plans;
- practicum logs and activity records;
- materials used during the implementation of interventions;
- evidence of implementation and participation;
- reflective reports;
- and any other documentation required by the course and the Practicum Portfolio.

The P.S.P. may provide standard forms, templates, or guidelines to facilitate the documentation process.

6.3 Recording of Activities and Field Hours

Students are required to maintain accurate records of their Practicum Experience activities and the corresponding hours of participation.

Such records shall include, indicatively:

- the date of the activity;
- the educational setting or host institution;
- the type of activity;
- a brief description of the activity;
- the duration of participation.

Field-based activities and intervention implementation hours shall be documented through the prescribed forms and verified by the authorized representative of the host institution through signature and institutional stamp.

Documentation of field hours constitutes a mandatory requirement for the recognition and assessment of the Practicum Experience.

6.4 Practicum Portfolio

The Practicum Experience is completed through the submission of an individual Practicum Portfolio, which constitutes the primary record of the student's educational, pedagogical, and reflective development throughout the practicum.

The Practicum Portfolio shall include documentation relating to:

- the observation of educational practices;
- the design of pedagogical interventions;
- the implementation of interventions;
- theoretical grounding and justification;
- reflective analysis and professional development.

The Practicum Portfolio shall be submitted during the official examination period of the P.S.P., in accordance with the procedures and deadlines announced by the P.S.P.

The Portfolio shall be accompanied by the required practicum documentation and forms, which may include activity logs, observation notes, lesson or intervention plans, evidence of implementation, a consolidated field-hours record, and any other documentation required by the Master's Program. Where applicable, the relevant documents shall bear the required signatures and confirmations of the host institution.

A Practicum Portfolio that:

15. does not meet the minimum academic or technical requirements;
16. does not contain the required documentation;
17. or presents significant omissions, deficiencies, or irregularities,

may not be assessed or may be returned for revision, at the discretion of the responsible instructors and the competent bodies of the P.S.P.

6.5 Validation and Verification of Documentation

The P.S.P. reserves the right to review and verify the accuracy and validity of all documents and evidence submitted within the framework of the Practicum Experience.

Together with the Practicum Portfolio, students are required to submit a solemn declaration stating that:

- the information submitted is accurate and truthful;
- the recorded hours of participation correspond to actual attendance and engagement in practicum activities;
- all documents bear the required confirmations, where applicable.

The P.S.P. may decline to recognize hours, activities, or supporting documentation that:

- cannot be verified;
- do not comply with the requirements of the present Regulations;
- or contain inaccuracies, omissions, or irregularities.

6.6 Personal Data Protection and Documentation Ethics

Throughout the documentation process of the Practicum Experience, students are required to adhere to the principles of:

- confidentiality;
- professional ethics;
- and personal data protection.

The recording, storage, reproduction, or disclosure of personal data relating to pupils or other participants is prohibited unless authorized by law and supported by all required permissions and approvals.

Any photographic, audiovisual, or other material included in the Practicum Portfolio or accompanying deliverables must:

- be used exclusively for educational and academic purposes;
- comply with the applicable personal data protection framework;
- and not expose or identify minor participants without the required consent and approval procedures.

Students bear responsibility for the appropriate and ethical use of any material they collect or submit within the framework of the Practicum Experience, in accordance with the University of Macedonia Code of Ethics and Research Conduct and the Program's Safeguarding Framework, with

due regard for the safety, psychosocial wellbeing, and the boundaries of students' pedagogical role.

CHAPTER 7 – Students’ Rights, Responsibilities, and Professional Conduct

7.1 General Principles of Participation

Participation in the Practicum Experience requires students to demonstrate responsibility, consistency, and professionalism throughout the educational process. Students are expected to comply with the academic, pedagogical, and administrative requirements of the Practicum Experience and to conduct themselves in accordance with the principles of professional ethics, respect, and responsible participation in educational settings.

As the Practicum Experience involves engagement with minor pupils, educators, and educational institutions, students are required to demonstrate conduct consistent with the responsibilities associated with educational and professional practice.

7.2 Student Responsibilities

Students are required to participate systematically in Practicum Experience activities, adhere to the approved schedule of activities, and cooperate with supervisors, instructors, and host institutions.

In particular, students are expected to comply with the procedures relating to:

- attendance at seminars and supervisory meetings;
- participation in microteaching activities;
- systematic observation of educational practices;
- the design and implementation of pedagogical interventions;
- and the timely submission of required deliverables and supporting documentation.

Students are also required to maintain all prescribed forms, records, and documentation procedures associated with the Practicum Experience and to ensure the accuracy and validity of all information submitted.

7.3 Professional and Ethical Conduct

Throughout the Practicum Experience, students are required to respect the institutional framework of host institutions, the pedagogical principles of the P.S.P., and the principles governing the protection of minors and personal data.

The maintenance of confidentiality constitutes a fundamental obligation of all students. Any information relating to pupils, schools, or host institutions shall be treated as confidential and used exclusively for educational and academic purposes within the framework of the Practicum Experience.

Students must refrain from any conduct that may disrupt the proper functioning of the host institution, compromise the educational process, or adversely affect the reputation of the University, the P.S.P., or the host institution.

7.4 Student Rights

Students are entitled to receive academic and pedagogical supervision throughout the Practicum Experience, as well as clear guidance regarding its requirements, procedures, and assessment criteria.

Students are further entitled to participate in an appropriate and safe educational environment, to receive feedback on their progress, and to be supported in matters relating to their educational and professional development.

7.5 Breach of Obligations and Consequences

Failure to comply with the requirements of the Practicum Experience, repeated absence, insufficient participation, submission of inaccurate information, or violations of professional ethics and confidentiality may, depending on the seriousness of the case, result in:

- a formal warning;
- non-recognition of activities or hours;
- termination of the placement;
- rejection of part or all of the submitted documentation and Practicum Portfolio;
- unsuccessful completion of the Practicum Experience;
- or referral to the competent academic and disciplinary bodies of the University.

Each case shall be assessed by the competent bodies of the Master's Program, in consultation with the supervisors and, where appropriate, the host institution.

CHAPTER 8 – Assessment of the Practicum Experience

8.1 General Principles of Assessment

Assessment of the Practicum Experience is comprehensive and is based on the systematic evaluation of students' participation, pedagogical competence, professional responsibility, and academic engagement throughout the semester.

Assessment is conducted by the designated instructors and supervisors of the P.S.P. and encompasses both students' participation in the Practicum Experience and the final submission of the Practicum Portfolio.

Assessment has a summative character and takes into account the student's overall performance across all course-related activities.

8.2 Areas of Assessment

Within the framework of both formative and summative assessment, consideration is given to:

- systematic participation in seminars, supervision processes, and microteaching activities;
- the quality and completeness of observation notes and reflective records;
- the ability to connect theoretical frameworks with educational practice;
- the pedagogical design of interventions;
- the appropriateness of activities in relation to the age group and educational context;
- the ability to implement and adapt interventions in authentic settings;
- professional conduct and collaboration with the host institution;
- the completeness of documentation and field hours;
- as well as the quality, coherence, and academic grounding of the Practicum Portfolio.

The individual activities, assignments, and deliverables assigned throughout the semester constitute part of the overall assessment of the Practicum Experience. The final grade is determined by **30% formative assessment**, based on students' participation in course activities, microteaching sessions, interim deliverables, and supervision and reflection processes, and by **70% summative assessment**, based on the evaluation of the final Practicum Portfolio.

8.3 Requirements for Successful Completion of the Practicum Experience

Successful completion of the Practicum Experience requires:

- completion of the prescribed workload and required field hours;
- completion of the school observation and microteaching components;
- implementation of the approved pedagogical intervention;
- participation in supervision and reflective processes;
- submission of all required deliverables and documentation;
- and successful assessment of the Practicum Portfolio.

The Practicum Experience shall not be considered successfully completed in cases of:

- insufficient attendance or participation;
- incomplete or non-verifiable documentation;
- failure to complete the required activities;
- failure to submit the Practicum Portfolio;
- or serious violations of the academic, professional, and ethical obligations associated with the course.

8.4 Reassessment and Resubmission

In cases where the Practicum Portfolio is not successfully assessed, or where the requirements of the Practicum Experience have not been satisfactorily completed, the responsible instructors may request the submission of supplementary documentation or the resubmission of part of the material, in accordance with the academic procedures and timelines established by the P.S.P.

The possibility of resubmission does not imply automatic successful assessment and shall be considered on a case-by-case basis by the responsible instructors and the competent bodies of the P.S.P.

CHAPTER 9 – Completion, Interruption, and Unsuccessful Completion of the Practicum Experience

9.1 Completion of the Practicum Experience

The Practicum Experience shall be considered completed only upon the student's successful participation in all required educational activities, completion of the prescribed workload and required field hours, and submission and successful assessment of all required deliverables and the Practicum Portfolio.

Completion of the Practicum Experience shall be validated by the designated instructors and supervisors of the P.S.P., in accordance with the Program's assessment procedures and academic requirements.

9.2 Interruption of the Practicum Experience

The Practicum Experience may be interrupted upon a justified request by the student, following a recommendation from the supervisor or the host institution, or by decision of the competent bodies of the P.S.P., in cases where the academic, pedagogical, or ethical conditions required for the continuation of the practicum are no longer satisfied.

Grounds for interruption may include serious or repeated breaches of student obligations, persistent absence or non-participation in required activities, inappropriate or unprofessional conduct, violations of confidentiality or personal data protection requirements, or any other serious issue affecting the proper functioning of the host institution or the safety and wellbeing of participants.

In the event of interruption, the competent bodies of the P.S.P. shall determine whether the Practicum Experience may continue in an alternative host institution, whether any previously completed activities may be recognized, and whether additional academic requirements must be fulfilled for successful completion of the course.

9.3 Unsuccessful Completion of the Practicum Experience

The Practicum Experience shall be deemed unsuccessfully completed where the academic and pedagogical requirements of the course have not been met, where the prescribed workload has not been completed, or where the required documentation and Practicum Portfolio have not been submitted.

Unsuccessful completion may also result from serious breaches of the student's professional and ethical obligations or from the submission of inaccurate, misleading, or non-verifiable information relating to the Practicum Experience.

In cases of unsuccessful completion, students shall be required to repeat the Practicum Experience, in whole or in part, in accordance with the decisions of the competent bodies of the P.S.P. and the Program's Regulations of Studies.

Where the interruption or non-completion of the Practicum Experience is not attributable to the student, but results from circumstances relating to the host institution, organizational or operational conditions, or other serious reasons beyond the student's control, the competent bodies of the P.S.P. shall examine, on a case-by-case basis, the possibility of replacement, transfer, continuation, or completion of the Practicum Experience in another appropriate host institution, in accordance with the academic and pedagogical requirements of the Program.

9.4 Exceptional Cases

Matters not expressly regulated by the present Regulations, as well as exceptional cases requiring special consideration, shall be examined by the competent bodies of the Master's Program in accordance with applicable legislation, the University's Regulations of Studies, and the principles of academic integrity, professional ethics, and pedagogical responsibility.

CHAPTER 10 – Final Provisions

The present Regulations govern the organization, implementation, supervision, and assessment of the Practicum Experience of the P.S.P. "Mental Health, Schooling, and the A(l)rts" and apply to all participating students, supervisors, and host institutions.

The Practicum Experience shall be implemented in accordance with:

- the Regulations of Studies of the P.S.P.;
- the Internal Regulations of the University;
- the applicable legislation governing higher education;
- as well as the principles of academic integrity, professional responsibility, and personal data protection.

The P.S.P. reserves the right to amend or update the present Regulations whenever deemed necessary for academic, pedagogical, institutional, or operational reasons, in accordance with the procedures established by the University.

Matters not expressly regulated by the present Regulations shall be addressed through decisions of the competent bodies of the Master's Program and the University, in accordance with the applicable legislation and the institutional framework governing postgraduate study programs.

The present Regulations shall enter into force following their approval by the competent bodies of the University and shall apply from the academic year specified in the relevant approval decision.

C. Regulation for Dissertation (Thesis or Applied Innovation Project)

University of Macedonia

Dissertation (Thesis or Applied Innovation Project)

7. Introduction

The Master's Thesis (MT) or Applied Innovation Project (APJ) is offered as a mandatory elective course in the third semester and constitutes an individual research or creative project that serves as the culmination of postgraduate studies, corresponding to 20 ECTS credits. As a high-level academic requirement, it offers students the flexibility to use quantitative, qualitative or mixed-method orientations and choose between two formats: a) a written thesis based on basic or applied research, or b) an applied innovation project focused on an artistic research project. The development of the thesis is conducted under the supervision or co-supervision of a faculty member of the UoM and culminates in a mandatory oral defense. This presentation, which may utilize visual aids such as PowerPoint upon consultation with the supervisor, takes place before a three-member examination committee appointed by the program's Steering Committee. The entire process is governed by a formal regulatory framework that defines the procedural standards for students; any specialized issues not explicitly covered by these regulations are addressed and resolved by the Program's Steering Committee.

8. Purpose and Significance of the Master's Thesis / Applied innovation Project

The scope and significance of the MT and APJ lie in its roles as an autonomous educational process designed to certify a student's ability to synthesize and apply specialized knowledge acquired throughout their postgraduate studies. Their primary purpose is to cultivate independent critical and creative thinking, moving beyond the mechanical reproduction of existing information toward the production of original contributions to a specific field. Whether through a systematic literature review that fills a research gap, the development of innovative methodological approaches, or the resolution of complex applied problems, the dissertation serves as a foundation for advancing scientific research and fostering academic initiatives. Ultimately, by requiring the formulation of rigorous research designs and the critical interpretation of results, the MT - APJ aims to evolve a student's investigative skills and professional expertise, often serving as a definitive stepping stone toward further doctoral research. Central to the MT - apj is the element of "originality", which can be demonstrated through the creation of new knowledge, the modification of theoretical frameworks, the extraction of novel conclusions, or the innovative resolution of complex practical problems. The significance of this process lies in its multifaceted objectives:

- **Scientific Specialization:** It allows students to gain mastery over a specific area of expertise, fostering academic initiatives and high-level research skills.
- **Methodological Rigor:** Students are required to design and implement a structured research plan, selecting appropriate tools for data processing and interpreting results through a critical lens.
- **Contribution to the Field:** Whether through filling a bibliographic gap or developing innovative teaching and creative practices, the dissertation aims to advance the "cutting edge" of the respective discipline.
- **Bridge to Advanced Research:** By encouraging primary research and a creative approach to theoretical or artistic subjects, the M.D. prepares the student for the transition to doctoral-level studies and professional excellence.

Ultimately, the MT is an integrated educational experience that showcases the student's personal contribution to their field, ensuring they can not only understand but also actively shape the future of their scientific or creative domain.

9. Types of Dissertation

iv. Thesis

The Thesis is a formal research project developed in collaboration with a faculty supervisor, characterized by strict adherence to academic standards regarding both its technical specifications and evaluative criteria. Typically ranging from 15,000 to 20,000 words or a minimum of 65 pages, the work must be formatted using professional typography, such as 12-point font (e.g., Times New Roman or Arial) with 1.5 or double spacing, and must strictly follow international documentation styles like APA7. Evaluation is based on a comprehensive set of criteria, including the clarity of objectives, the originality and scientific relevance of the topic, methodological rigor, and the adequacy of the theoretical framework. Furthermore, the Thesis is judged on the quality of its argumentation, the correct use of terminology and scientific language, and its full compliance with formatting and documentation standards, ensuring a cohesive and persuasive academic contribution.

v. Applied Innovation Project

The Applied Innovation Project focuses on the design, implementation, and critical evaluation of an original real-world innovation, emphasizing the practical application of knowledge, creative problem-solving, and the development of innovative solutions to contemporary challenges. Students identify a meaningful need or gap, develop a theoretically grounded Theory of Change, and translate this into a feasible and ethically responsible intervention. Emphasis is given on interdisciplinary thinking, applied research, and reflective practice, guiding students through concept development, implementation, and analytical synthesis. The Applied Innovation Project developed in collaboration with a faculty supervisor, characterized by strict adherence to academic and artistic standards regarding both its technical specifications and evaluative criteria. Typically ranging from 8,000–12,000 words or a minimum of 35 pages, the work must be formatted using professional typography, such as 12-point font (e.g., Times New Roman or Arial) with 1.5 or double spacing, and must strictly follow international documentation styles like APA7. Evaluation is based on a comprehensive set of criteria, including the clarity of objectives, the originality and scientific relevance of the topic, methodological and artistic rigor, and the adequacy of the theoretical framework. Furthermore, the Applied Innovation Project is judged on the quality of its argumentation, the correct use of terminology and scientific language, and its full compliance with formatting and documentation standards, ensuring a cohesive and persuasive academic contribution.

10. Procedure for Undertaking a Dissertation

The process for undertaking a MT -APJ is governed by specific academic regulations designed to ensure scholarly rigor and alignment with the objectives of the Master Program. Students become eligible to undertake a MT only after successfully completing all required courses of the first two semesters of study. The formal thesis proposal must usually be submitted by the end of the second semester, within the deadlines announced by the Program Secretariat and determined by the

Program Director. The procedure begins with an invitation to faculty members to submit at least three proposed thesis topics each academic year. These topics, accompanied by short descriptions prepared according to a standard template, are published on the official website of the Program. Students then enter a consultation phase with faculty members in order to discuss and clarify potential topics. During this process, proposed topics may be modified or entirely new topics may emerge through collaboration between the student and the prospective supervisor. In all cases, the subject of the thesis must be thematically consistent with the mission and objectives of the Postgraduate Program. Once a student and a faculty member agree on a thesis topic, the student is required to submit a formal Thesis Proposal. The proposal must include the proposed title in Greek and/or English, the name of the proposed Supervisor together with their formal consent, and a concise presentation of the research design. This presentation should outline the theoretical framework based on Greek and international literature, the research objectives and/or hypotheses, the methodology to be followed, the expected scientific or artistic contribution of the study, and a preliminary bibliography. The application, signed by both the student and the proposed Supervisor, is submitted to the Secretariat, which forwards it to the Steering Committee. The Steering Committee examines the proposal and recommends the appointment of the Supervisor and the three-member Examination Committee. Final approval is granted by the Department Assembly, which officially appoints the Examination Committee, ensuring that its members possess expertise relevant to the thesis subject. Throughout the preparation of the thesis, the Supervisor is responsible for guiding and supporting the student in both the research and writing stages. Students are expected to maintain regular communication and meetings with their supervisor in order to discuss methodological issues, establish timelines, and address any difficulties that may arise. The collaboration between student and Supervisor must be conducted in accordance with the principles of academic integrity and ethics. In cases where a student repeatedly fails to fulfill their obligations or remains unresponsive, the Supervisor may request the cancellation of the thesis assignment. Following submission to the Secretariat, the approved thesis topic is considered final. Any modification to the topic or replacement of the Supervisor is permitted only under exceptional circumstances, requires substantial justification, and is subject to approval by the Steering Committee. As a rule, such changes may be approved only once and must take place within six months of the initial approval by the Department Assembly. Upon completion of the thesis, the student is required to defend the work orally before the three-member Examination Committee. Students and Supervisors are also strongly encouraged to disseminate the results of their research through presentations at scientific conferences and publications in reputable academic journals.

11. Supervision and Examination Committee of the Master's Thesis / Applied Innovation Project

Each MT - APJ is conducted under the guidance of a primary Supervisor. To ensure academic quality and balanced workload, each faculty member may supervise up to ten (20) dissertations in total. The Supervisor is responsible for guiding the student in both the thematic content and the research methodology of their work. Eligible supervisors must hold a Doctoral Degree (Ph.D.) and may belong to the following categories:

- Faculty members (DEP, EEP, EDIP, ETEP) of the Department of Music Science and Art or other Departments within the University or other Higher Education Institutions (including Military Academies).
- Professors Emeriti or retired faculty members.
- Collaborating professors, adjunct lecturers, visiting professors, or visiting researchers.
- Researchers and specialist functional scientists from recognized research centers and institutes (as defined by relevant legislation).

The evaluation of the MT is performed by a Three-Member Examination Committee, which is proposed by the Steering Committee and approved by the Department Assembly. The committee consists of:

- The primary supervisor,
- Two additional examiners with the same or a related scientific specialization to the subject of the dissertation.

The committee is officially appointed following the student's application for examination and prior to the presentation date. The Steering Committee aims for an equitable distribution of dissertation supervisions among the faculty members. The Steering Committee is responsible for appointing supervisors, following applications by interested students and with the supervisors' consent and for constituting the examination committees. Changes to the Supervisor or the composition of the Three-Member Committee are only permitted in cases of force majeure or objective inability to perform duties over a long period. In such cases, the student must submit a fully justified request to the Secretariat, which must be co-signed by the Supervisor and subsequently approved by the Steering Committee. For any specific issues regarding supervision not covered by the current regulations, the Steering Committee holds the authority to decide.

12. Language

The official language for the preparation of the MT - APJ is English, and the inclusion of an extended abstract in English (400–500 words) is mandatory. If another official language of the European Union is selected as the language of composition, this choice must be thoroughly justified and approved by the Steering Committee, while an extended abstract in English (400–500 words) must also be provided.

13. Defense and Evaluation of the Master's Thesis / Applied Innovation Project

Upon completion, the MT - APJ is submitted to the Supervisor for review and feedback. Based on these comments, the student prepares the final version of the work, which requires the Supervisor's formal approval before it can proceed to the final evaluation. Once written consent is obtained, the student applies for the public defense of their dissertation. Simultaneously, the Supervisor may propose members for the three-person Examination Committee, although the final decision rests with the Steering Committee, which must finalize the list of candidates and examiners at least two weeks before the scheduled examination period. To ensure academic integrity, the Supervisor must also submit a signed "Plagiarism Check Certification," confirming that the text has been thoroughly vetted and that any textual similarity remains within acceptable

limits. The MT - APJ cannot be officially approved or graded until this certification is filed. The public defense is held before the Three-Member Examination Committee at a designated time and place, typically lasting approximately 30 minutes. However, for the Applied Innovation Project, the examination process evaluates both the written report and the innovation process itself. In addition to reviewing the final written submission, the Examination Committee assesses the project's conceptual rationale, Theory of Change, implementation strategy, evidence of enactment, evaluation procedures, and critical reflection on outcomes and limitations. During the public defense, students are expected to present the evolution of the project from initial need identification and design through implementation and evaluation, demonstrating how theoretical frameworks informed practical decisions and how implementation evidence supports their conclusions. To enable the Committee to evaluate the innovation adequately, students must submit, together with the written report, a portfolio of supporting materials where applicable. Such materials may include implementation plans, Theory of Change diagrams, participant materials, creative outputs, evaluation instruments, visual documentation, implementation logs, reflective journals, AI-use documentation, and other artefacts generated during the project. These materials function as evidence of the project's development and implementation and are considered alongside the written report during the assessment process. Particular attention is given to the coherence between identified need, theoretical grounding, project design, implementation, evaluation, and conclusions; the ethical and professional conduct of the innovation process; the quality of critical reflection; and the project's contribution to professional practice, educational contexts, mental health settings, artistic environments, and/or AI-informed applications. The Committee evaluates not only whether the intended outcomes were achieved, but also the student's capacity to analyse successes, challenges, adaptations, unintended consequences, and future development possibilities in a rigorous and reflective manner.

The final text must be delivered to the examiners in electronic form at least 15 days before the presentation to allow sufficient time for review; failure to meet this deadline may result in the defense being postponed. During the defense, the student presents their research and answers questions from both the committee and the audience. Following a private deliberation, the committee evaluates the work on a scale of 0 to 10 based on criteria such as originality, contribution to the field, achievement of research goals, quality of writing, oral presentation, and overall diligence. A minimum grade of six (6) is required for success, calculated as the average of the scores provided by the three examiners. The committee has the authority to grant approval contingent upon specific improvements. In this case, the student is given 15 days to incorporate the suggested changes, and the Supervisor is responsible for certifying their completion. If these corrections are not made, the dissertation is considered rejected. In the event of an initial failure, the student may request a change of topic or an extension of the study period to improve and re-examine the work. If the dissertation is rejected a second time, or if plagiarism is detected—which leads to immediate rejection and disciplinary action—the student is dismissed from the program.

14. After completion of the Master's Thesis / Applied Innovation Project

After addressing any corrections or revisions indicated by the members of the Examination Committee within a period of two months, the student submits the final version of the thesis to the Secretariat. The Secretariat subsequently forwards the thesis to four recipients: the library, each member of the three-member Examination Committee, while one copy is retained for the

archives of the Department Secretariat. In the case of Applied Innovation Project, the artistic component of the thesis must also be submitted in video format as a digital file. Through its Institutional Repository the University of Macedonia Library provides to both undergraduate and graduate students a tool to deposit their PhD Dissertations, Master's Theses, Final Papers in order to support the Institution's goals for the promotion of the produced scientific outcomes under the co-signed "Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities" (Senate Dec. no 10/30.5.2006). The material of the Institutional Repository is indexed by search engines (e.g. Google Scholar) and aggregators using OAI-PMH protocol (e.g. CORE, OpenDOAR).

15. Ethics and plagiarism

The preparation of a MT - APJ is a collaborative academic endeavor between the student and the supervising faculty, where intellectual property rights regarding the publication of results are shared among all contributors in accordance with scientific ethics and national legislation. A fundamental requirement for the validity of the MT is the strict adherence to academic integrity and transparency. Students are obligated to include a formal signed declaration confirming that the work is a product of their original research and that every source utilized—whether books, journals, or digital media—has been properly cited. This applies to direct quotes, translated text, and paraphrased ideas alike. To ensure compliance, all dissertations must undergo a textual similarity check via "Turnitin" software before submission, with the results verified by the supervisor. Plagiarism is defined as the appropriation of the ideas, phrases, or findings of others without proper attribution, and it is treated as a severe legal and ethical offense, regardless of whether it was intentional or the result of negligence. The consequences for such misconduct are significant: if extensive plagiarism is detected, the student may be required to restart their dissertation on a new topic with a different supervisor, face a reduction in their final grade, or be subject to expulsion from the program. Notably, the university reserves the right to revoke a degree even after graduation if plagiarism is discovered post-factum, with the possibility of further legal and disciplinary action. Beyond textual integrity, the research process must respect broader ethical principles, including academic freedom, the protection of personal data (GDPR), and the dignity of all participants. In studies involving human subjects—particularly vulnerable groups or minors—the principle of informed consent is paramount. Researchers must ensure that participants are fully aware of the study's procedures and their right to withdraw at any time, while maintaining strict standards of anonymity and confidentiality. For artistic or educational applications involving photography or videography, specific organizational and technical measures must be implemented to safeguard the privacy and rights of the individuals involved.

16. Suggested Structure of the Master's Thesis

For a detailed example, students are encouraged to consult the Appendix of this document.

The dissertation consists of the following sections, which may be adapted slightly in the case of an Applied Innovation Project:

5. Covers (Primary and Secondary)
6. Table of Contents
7. Abstract (in both Greek and English)
8. Preface (Optional)

9. Introduction
10. Theoretical Framework & Literature Review
11. Research Purpose – Research Questions, Objectives, and/or Hypotheses
12. Research Methodology
13. Research Results / Findings
14. Discussion – Conclusions – Recommendations
15. References / Bibliography
16. Appendices

⇒ Cover Page Specifications

g. Main (Outer) Cover

Content should be center-aligned in the following order:

- UoM Logo
- University Name (University of Macedonia)
- School and Department Name
- Master's Program Title
- MASTER'S THESIS (in block capitals)
- Dissertation Title
- Student's Full Name
- City and Year of Completion

h. Secondary (Inner) Cover

Content should be center-aligned in the following order:

- Department and Master's Program Name
- MASTER'S DISSERTATION
- Dissertation Title
- Student's Full Name
- "Examination Committee" (The heading)
- Names and Academic Ranks of the three-member committee:
 - i. Lead Supervisor's Name, followed by the word "Supervisor".
 - ii. Names of the other two members (ordered in consultation with the supervisor).

⇒ Mandatory Declaration

The following text must be included verbatim at the bottom of the secondary cover page, followed by a signature line (4 cm in length):

"I solemnly declare that every element of this dissertation has been acquired, processed, and presented in accordance with the rules and principles of academic ethics, as well as the laws governing research and intellectual property. I also solemnly declare that, as required by the aforementioned rules, for any element that does not constitute my original work, the source is explicitly cited in a reference."

⇒ Table of Contents & Visual Balance

- Visuals: Covers should be balanced and harmonious. The title must be centered, clear, and accurately reflect the subject matter to facilitate indexing.
- Contents: Must include all sections and subsections with their corresponding starting page numbers.
- Lists: The Table of Contents must be followed by a List of Tables and a List of Figures/Graphs with their respective page numbers.

Teachers College, Columbia University

Capstone Project

To obtain the Ed.M. in Music and Music Education from TC-CU, students are required to complete a Capstone Project (A&HM 4501), a one semester—online course of three (3) credits (points). The Capstone Project constitutes a graduation requirement of the Ed.M. degree, with A&H 4001 Qualitative Research Methods serving as a prerequisite course. It has a hybrid character functioning simultaneously as a credit-bearing course and as a research-based milestone project, carried out under the guidance of a TC instructor-supervisor in accordance with the course-based model of the Music and Music Education Program. Typically, it is carried out during the final year of Ed.M. studies.

The Capstone Project builds and extends the work that was completed in A&HM 4001: Qualitative Research Methods. The main goal is to support students in identifying a sound topic of interest, refining their research approach, and successfully completing an integrative master's project. This includes developing skills and enacting data collection and analysis, as well as data synthesis and communication to contribute meaningfully to scholarship in curriculum and music education. By the end of the Capstone Project, students are expected to:

1. Refine their research focus by exploring pressing issues in curriculum and music teaching that align with their individual interests and professional goals.
2. Engage deeply with literature to build a foundation for their research, synthesizing key ideas across readings and coursework.
3. Develop a coherent plan by selecting appropriate conceptual/theoretical frameworks, and data collection techniques to investigate their questions effectively.
4. Practice ethical research design by considering feasibility, positionality, and ethical implications in their inquiry.
5. Collect, organize, and analyze data systematically to develop meaningful interpretations and findings.
6. Connect their research to broader conversations in education by integrating their findings with existing literature and discussing implications for teaching and curriculum.
7. Develop strong academic writing and presentation skills to effectively communicate their research in various formats (e.g., research paper, multimedia, interactive presentation, performances).

Additionally, students in the Ed.M. in Music and Music Education from TC-CU, are expected to complete and submit a Portfolio (see below) where adequate musical competence in performance

is evidenced, as evaluated and approved by the Program's instructional staff. The Portfolio is a prerequisite for graduation but does not award academic credits.

Portfolio Requirements

To obtain the M.A. in Music and Music Education from TC, students must submit a Portfolio serving as a Cumulative Integrative Project, which carries neither academic credit nor a formal grade. The portfolio is submitted to the Music Education Office by the tenth (10th) week of the semester in which the student intends to graduate. The portfolio is based on the connection between the academic training acquired at TC and the student's current teaching experience. The student is invited to select at least four (4) projects completed within their studies that best represent their intellectual development and professional work. One of these projects must mandatorily consist of either: a videotaped solo or chamber music performance, or a videotaped ensemble under the candidate's direction (director/conductor), accompanied by the printed concert program. The remaining projects may include research papers, creative instructional strategies, assessment tools, lesson plans accompanied by self-evaluation, case studies, curricula, compositions, and analyses, and should overall reflect the breadth and depth of the student's understanding regarding music, learning, and teaching. Additionally, the student prepares a personal statement of three to five pages, reflecting on their path of learning and development in terms of musicianship, scholarship, and pedagogy, including a philosophy of music education statement. An updated résumé is used as the cover page of the portfolio. The entirety of the material—including the CV, personal statement, projects, videotaped material, and any supporting archival evidence, such as photographs—is collected on a TC GoogleSite or TC Google Folder with open access, and the link (URL) is sent to the Music and Music Education Academic Program Secretary, supervisor and to the address musiced@tc.columbia.edu for evaluation.

Appendix I: Master's Thesis Format



UNIVERSITY OF MACEDONIA
SCHOOL OF SOCIAL, HUMAN SCIENCES AND ARTS
DEPARTMENT OF MUSIC SCIENCE AND ART

Master of Education
Mental Health, Schooling, & the A(I)Rts

THESIS TITLE

(IN CAPITAL LETTERS, CENTERED, IN ENGLISH)

Master's Thesis

by

Your full name in lowercase Student ID:

Supervisor:

(supervisor's full name in lowercase, centered)

Submitted as a requirement for the award of the
Master's degree in the Program " Mental Health, Schooling & the A(I)Rts"

Thessaloniki, mm/yyyy

(where mm: month and yyyy: year of submission)

I hereby declare that all the information in this thesis was obtained, processed, and presented in accordance with the rules and principles of academic integrity, as well as the laws governing research and intellectual property. I also declare that, as required by these rules, I cite and refer to the sources of all material used that does not constitute my original work.

.....

Signature

.....

Full Name

Abstract

The abstract should be a brief, accurate presentation of the research contents and should be self-contained. It should include the purpose and objectives of the research, the theoretical support for the research, the method(s) used, and the main results and conclusions. In general, it should contain sufficient information for prospective readers to decide whether they should obtain and read the full work. The length depends on how complex the original material is, but it is advisable not to exceed one or at most two pages of text with single spacing.

Keywords: (up to five words)

Preface – Acknowledgements (optional)

This is a personal statement of the reasons that led to the research of a specific topic, the problems that arose during the research, and acknowledgements to individuals or organisations that assisted in the completion of the research.

Table of Contents

6.	Introduction.....	1
7.	Theoretical Framework & Literature Review.....	1
8.	Research Purpose – Research Questions, Objectives, and/or Hypotheses.....	1
9.	Research Methodology.....	2
10.	Research Results / Findings.....	5
11.	Discussion – Conclusions – Recommendations.....	7
12.	References / Bibliography.....	10
13.	Appendices.....	12

List of Tables (if applicable)

1. Table 3-1: A meaningless table! 3

List of Symbols (if applicable)

- | | |
|---------------------------|---|
| 7. Symbol 2: A music note | 6 |
|---------------------------|---|

1. Introduction

The introduction functions as the delimitation of the problem by identifying the primary object of the study and the central research question. It places the topic within the broader scientific field and highlights the originality, utility, and overall contribution of the research to the scientific community. Furthermore, this section provides a clear presentation of the structure of the entire dissertation to guide the reader through the subsequent chapters.

1.1 Problem – Significance of the Topic

Here we provide a general description of the topic addressed in the thesis. We state the main characteristics, briefly identify the individual areas and explain why they are of interest. The discussion of the areas should prime the reader for where the literature review of the thesis will focus, without yet specifically mentioning the study topics.

1.2 Purpose – Objectives – Contribution to the field

The purpose and objectives of the research should briefly explain the aim of the study. In a few sentences, the student must record purposes and observations, present the background of their research and define its scope.

Here we list numerically the specific actions taken during the literature review that essentially constitute the contribution of this study to its readers and in the field

1.3 Research Questions – Hypotheses (if applicable)

1.4 Basic Terminology (if applicable)

1.5 Structure of the Study

Here we describe the chapters of the thesis. Typically, this section takes the following form (no more than one large paragraph): Works related to the subject of the thesis are presented in Chapter 2. Chapter 3 discusses... Chapter 4 develops... etc.

2. Literature Review – Theoretical Framework

This section forms the foundation of the MT and may be divided into several chapters and subchapters to provide a cohesive overview of the theoretical and methodological landscape. It involves a systematic review of existing international literature, presenting the most significant publications that serve as the study's infrastructure. This review is used to develop the core argumentation and the rationale behind the research questions and hypotheses, utilizing necessary citations according to established academic standards. Regarding the currency of sources, works from the last five years are characterized as contemporary, those from six to ten years ago as recent, and those exceeding a decade as older. While seminal older works are respected, the use of outdated references for well-researched topics should be avoided to maintain scientific integrity. A critical evaluation of the literature is required. If hypotheses or a priori assumptions are used, these must be supported and justified based on existing theories, previous studies, or research findings. We also describe concepts and topics useful for the thesis that the reader may need to become familiar with before we begin the literature review.

3. Methodology

This section delineates the comprehensive research design by critically evaluating alternative methodological approaches and justifying the specific selection in direct relation to the investigated problem. It integrates an examination of both primary and secondary data sources, detailing the field research protocols through a clear definition of the target population, sampling procedures, and the specific measurements or data collection tools employed, including the development steps for any original instruments. Furthermore, the methodology accounts for the research procedure—detailing participant engagement, demographics, and the setting—while providing a rigorous justification for the chosen quantitative, qualitative, or mixed-methods analysis to effectively highlight the relationships between the variables under study.

Figures (and diagrams) appear in the text as shown below. The List of Figures is updated automatically. Their caption must appear below the figure. If you want the chapter number to appear in the figure caption, make the relevant selection when inserting the Caption (right-click on the figure, Caption... and then Numbering...).



Figure 3. Music notes

Tables appear as shown below. The List of Tables is updated automatically. Their caption must be above the table (make the appropriate selection when inserting the Caption – select the entire table, then right-click, Caption...).

Table 2. A meaningless table

Numbers	Cases			
0	A	B	C	D
1	A1	B1	C1	D1
2	A2	B2	C2	D2
3	A3	B3	C3	D3

4. Results

This chapter is dedicated to the quantitative or qualitative analysis of the collected data and is typically organized into subchapters corresponding to the research questions or hypotheses. Findings are presented through the synthesis and correlation of data, often supported by the use of tables and figures such as histograms or pie charts, each properly numbered and titled. The focus should be on informative and clear presentation rather than decorative graphics. It is crucial that no interpretation or commentary occurs in this section, as the objective is strictly to report the findings which will later be analyzed in the discussion.

5. Discussion – Conclusions – Recommendations - Limitations of the Research - Future Extensions

In this final major section, the student demonstrates their ability to critically engage with scientific issues by systematically interpreting the results in the order in which they were originally presented. The discussion should compare the findings with existing literature, provide plausible explanations, and clearly link the results to the theoretical framework of the study. This is followed by the conclusions, which synthesize the main findings and their implications in relation to the research questions. Conclusions must be formulated in a clear and structured manner, avoiding unsupported generalizations or absolute claims. Where applicable, they should be presented systematically in accordance with each research objective or hypothesis, highlighting the study's contribution to the issues introduced in the opening chapter. The section also includes a critical reflection on the limitations of the research. These may concern methodological constraints, data-related issues, or other factors that may influence the validity or generalizability of the findings. Finally, the student provides specific recommendations for both practical application and future research. These should be expressed as concrete, actionable proposals rather than general suggestions or abstract intentions. In addition, unresolved issues identified through the applied methods should be explicitly discussed, as they represent meaningful challenges for further investigation. Where possible, the student is encouraged to outline potential directions or general strategies for addressing these open problems in future work. Depending on its length and scope, this section may be subdivided into smaller subsections for greater clarity and coherence.

6. Bibliography / References

In general,

- Citations are formatted according to the guidelines established by the American Psychological Association (APA Style) in its most recent edition.
- Citations are mandatory whenever information from a source is used, and failure to cite constitutes plagiarism. The proper use of citations is a necessary and essential requirement of any scholarly work.
- The source used in a citation must be included in the final bibliography of the paper. There must be a complete correspondence between the citations within the text and the bibliographic references in the BIBLIOGRAPHY section of the paper.

Paradigms:

Allsup, R. E. (2008). Creating an educational framework for popular music in public schools:

Anticipating the second-wave. *Visions of Research in Music Education*, 12, Article 2.

Available at: <https://digitalcommons.lib.uconn.edu/vrme/vol12/iss1/2>

Apostolis, A. & Ververis A. (2020). Folk musicians in the position of teacher: The case of a santouri player and teacher in Greece. *Visions of Research in Music Education*, 36. Article 9. Retrieved from <https://digitalcommons.lib.uconn.edu/vrme/vol36/iss1/9>

Barrett, M. S., Flynn, L. M., Brown, J. E., & Welch, G. F. (2019). Beliefs and values about music in early childhood education and care: Perspectives from practitioners. *Frontiers in Psychology*, 10, Article 724. <https://doi.org/10.3389/fpsyg.2019.00724>

- Battersby, S. L., & Cave, A. (2014). Toward integrating music in the elementary curriculum preservice classroom teachers' preconceived attitudes, confidence, beliefs, and self-efficacy. *Update: Applications of Research in Music Education*, 32(2), 52–59.
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Cain, T. (2013). 'Passing it on': Beyond formal or informal pedagogies. *Music Education Research*, 15(1), 74-91. <https://doi.org/10.1080/14613808.2012.752803>
- Campbell, P. S. (2010). *Songs in their heads: Music and its meanings in children's lives*. Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* [8th Ed.]. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* [4th Ed.]. SAGE Publications.
- Litos, Y., & Agalianou, O. (2026). Preschool teachers' perspectives on music corners in kindergarten: Supporting children's informal music learning. *Teaching Education*, 1–16. <https://doi.org/10.1080/10476210.2026.2620754>

7. Appendix

The appendices typically include: (a) research permits and authorizations, (b) informed consent forms for participation in the study, (c) data collection instruments (except in cases where copyright restrictions or other documented conditions of exclusive use apply), (d) samples of teaching or instructional materials in the case of intervention-based studies, and (e) any additional material that supports and enhances the presentation of the research process and its results.

Appendix II: MASTER THESIS FORMS

9. Declaration of Master's Thesis Undertaking



Master of Education

«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»

MASTER'S THESIS REGISTRATION FORM

Surname:		First Name:	
Student ID Number:			

I hereby declare that I will conduct my Master's Thesis **under the supervision of:**

_____ (Full Name & Position).

Master's Thesis Title: _____

"I solemnly declare that all data and information contained in this thesis have been obtained, processed, and presented in accordance with the rules and principles of academic ethics, as well as the laws governing research and intellectual property. I also solemnly declare that, as required by these rules, I cite and provide references to the sources of all information used which does not constitute my own original creation."

Thessaloniki, ___ / ___ / ___

The Applicant

(Full Name & Signature)

Student's Signature

Attached Documents:

- The detailed research proposal developed as the core deliverable of the course "Research Methods across the Arts, Humanities, and Social Sciences: Conventional and AI-Enhanced Approaches"
- Preliminary bibliography

Supervisor's Full Name		Supervisor's Signature	
-------------------------------	--	-------------------------------	--

Date of form submission to the Secretariat by: MM/DD/YYYY

10. Application for Submission and Evaluation of a Master's Thesis

Master of Education
«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»

MASTER'S THESIS APPLICATION FOR SUBMISSION AND EVALUATION

Surname:		First Name:	
Student ID Number:			

Thesis Title: _____

***Co-examiners' Full Names :**

1. _____

2. _____

(*the co-examiners' names are to be filled in by the Supervising Professor)

Supervisor Approval: _____

Signature: _____

Date of submission to the Secretariat: MM/DD/YYYY

11. Plagiarism Check Certification**Master of Education****«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»****MASTER'S THESIS PLAGIARISM CHECK CERTIFICATION**

Surname:		First Name:	
Student ID Number:			

Supervisor Details:

Full Name	
Current Position	

Verification Details:

It is hereby certified that the thesis was checked for plagiarism via the Turnitin system or an equivalent system, in accordance with the decisions of the Senate, the institution's anti-plagiarism regulations, and the M.Ed. regulations as follows:

Date of check:	
Similarity percentage:	
The similarity percentage is within the acceptable limits, as provided by current regulations.	YES / NO
For the points where similarity is observed, it has been verified that appropriate citations are provided.	YES / NO
The thesis includes sufficient original material and no attempt to misappropriate foreign achievements has been identified.	YES / NO

Supervisor Signature: _____

Date of submission to the Secretariat: MM/DD/YYYY

12. Grading Form

**Master of Education****«MENTAL HEALTH, SCHOOLING & THE A(I)RTS»****MASTER'S THESIS GRADUATION GRADE FORM**

Following the presentation and defense of the Master's thesis on _____, the examining committee submits the following grade:

Surname:		First Name:	
Student ID Number:			

Thesis Title: _____

Supervisor: _____

Signature: _____

	Full Name	Signature
Examiner 1		
Examiner 2		
Examiner 3		

FINAL GRADE: _____ (numerically and in writing)

Date of submission to the Secretariat: MM/DD/YYYY

Appendix III: APPLIED INNOVATION PROJECT FORMS

13. Declaration of Master's Applied Innovation Project Undertaking



Master of Education
«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»

MASTER'S APPLIED INNOVATION PROJECT REGISTRATION FORM

Surname:		First Name:	
Student ID Number:			

I hereby declare that I will conduct my Master's Applied Innovation Project **under the supervision of:** _____ (Full Name & Position).

Applied Innovation Project Title:

"I solemnly declare that all data and information contained in this Applied Innovation Project text have been obtained, processed, and presented in accordance with the rules and principles of academic ethics, as well as the laws governing research and intellectual property. I also solemnly declare that, as required by these rules, I cite and provide references to the sources of all information used which does not constitute my own original creation."

Thessaloniki, ____ / ____ / ____

The Applicant

(Full Name & Signature)

Student's Signature

Attached Documents:

- Any material that may act as background
- Preliminary bibliography

Supervisor's Full Name		Supervisor's Signature	
-------------------------------	--	-------------------------------	--

Date of form submission to the Secretariat by: MM/DD/YYYY

14. Application for Submission and Evaluation of an Applied Innovation Project

**Master of Education****«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»****MASTER'S APPLIED INNOVATION PROJECT: APPLICATION FOR SUBMISSION AND EVALUATION**

Surname:		First Name:	
Student ID Number:			

Thesis Title: _____

*Co-examiners' Full Names :

1. _____

2. _____

(*the co-examiners' names are to be filled in by the Supervising Professor)

Supervisor Approval: _____

Signature: _____

Date of submission to the Secretariat: MM/DD/YYYY

15. Plagiarism Check Certification

**Master of Education****«MENTAL HEALTH, SCHOOLING, & THE A(I)RTS»****MASTER'S APPLIED INNOVATION PROJECT PLAGIARISM CHECK CERTIFICATION**

Surname:		First Name:	
Student ID Number:			

Supervisor Details:

Full Name	
Current Position	

Verification Details:

It is hereby certified that the Applied Innovation Project text was checked for plagiarism via the Turnitin system or an equivalent system, in accordance with the decisions of the Senate, the institution's anti-plagiarism regulations, and the M.Ed. regulations as follows:

Date of check:	
Similarity percentage:	
The similarity percentage is within the acceptable limits, as provided by current regulations.	YES / NO
For the points where similarity is observed, it has been verified that appropriate citations are provided.	YES / NO
The thesis includes sufficient original material and no attempt to misappropriate foreign achievements has been identified.	YES / NO

Supervisor Signature: _____

Date of submission to the Secretariat: MM/DD/YYYY

16. Grading Form



Master of Education
«MENTAL HEALTH, SCHOOLING & THE A(I)RTS»

APPLIED INNOVATION PROJECT GRADUATION GRADE FORM

Following the presentation and defense of the Applied Innovation Project on _____, the examining committee submits the following grade:

Surname:		First Name:	
Student ID Number:			

Thesis Title: _____

Supervisor: _____

Signature: _____

	Full Name	Signature
Examiner 1		
Examiner 2		
Examiner 3		

FINAL GRADE: _____ (numerically and in writing)

Date of submission to the Secretariat: MM/DD/YYYY

Appendix IV: PRACTICUM EXPERIENCE FORMS

A. PRACTICUM ACTIVITY LOG

Student Name	
Student Registration Number	
Academic Year	
Host Institution	

Date	Class / Setting	Type of Activity	Description	Hours	Signature

Student Signature: _____

B. CONSOLIDATED FIELD HOURS RECORD

Code	Activity	Hours	Date	Supervisor	Signature
01	Participation in seminars and supervision sessions				
02	Microteaching				
03	Observation of microteaching sessions				
04	School observation				
05	Intervention planning				
06	Intervention implementation				
07	Reflective supervision				
08	Portfolio and documentation				

Total Practicum Experience Hours: _____

Academic Supervisor's Signature: _____

C. PEDAGOGICAL OBSERVATION FORM

Date	
School / Host Institution	
Class / Age Group	
Observed Teacher / Educator	
Subject / Topic	
Observation Duration	

1. Structure and Organization of Teaching

2. Pedagogical and Instructional Methods

3. Classroom Atmosphere and Interaction

4. Inclusion and Participation

5. Personal Reflection

Student Signature: _____

Supervisor / Teacher Signature: _____