



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”

D3.3

Study Guide

MAY 2026

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CHAPTER 1 — GENERAL INFORMATION & IDENTITY OF THE DUAL MASTER'S DEGREE PROGRAMME

1.1 Programme title, subject, and purpose

1.1.1 Official titles

	University of Macedonia (UoM)	Teachers College, Columbia University (TC, C.U.)
Greek title	<i>Ψυχική Υγεία, σχολείο, και τέχνη/τή νοημοσύνη</i>	<i>Μουσική και Μουσική Εκπαίδευση</i>
English title	<i>Mental health, schooling, and the A(i)rts</i>	<i>Music and Music Education</i>
Type	Dual Master's Degree Programme (D.M.P.) / Κοινό Πρόγραμμα Μεταπτυχιακών Σπουδών (Κ.Π.Μ.Σ.)	
Hosting institution	Department of Music Science and Art (D.M.S.A. / T.M.E.T.), School of Social Sciences, Humanities and Arts	Department of Arts and Humanities
Address	156 Egnatia Street, Thessaloniki, Greece	525 West 120th Street, New York, NY, USA
Commencement	Academic year 2026–2027	Academic year 2026–2027
Url landing page	https://dualm-mh.com/	

The full title of the D.M.P. is: “**Mental health, schooling, and the A(i)rts**” (Dual Master's Degree Program / Κοινό Πρόγραμμα Μεταπτυχιακών Σπουδών).

1.1.2 Subject and purpose

The D.M.P. is an innovative, interdisciplinary programme that connects four fields: **mental health**, **education**, **participatory arts** (with an emphasis on music), and **artificial intelligence (AI)**. Its curriculum is unique in the international academic landscape.

The programme addresses 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:

- recognise and manage behavioural problems and mental health issues in the classroom;
- prevent related problems and promote the mental health of children, both within the general classroom environment and within the context of music or arts education.

The programme also focuses on the **critical and ethical use of AI** to promote student well-being and mental health, and to empower the school community.

1.1.3 Strategic synergy

The D.M.P. combines two complementary areas of excellence:

- **TC, C.U.** contributes the world-leading specialisation in music pedagogy, research, and artistic development (Musician-Educator profile);
- **UoM** complements this foundation with the essential skills for managing mental health in the modern inclusive school, creatively connecting all participatory arts.

This dual expertise responds to pressing contemporary needs in educational and social reality worldwide, and is grounded in extensive research on the transformative impact of participatory arts on mental health.

1.2 Legal basis and cooperation framework

1.2.1 Legal framework — University of Macedonia

The D.M.P. operates in accordance with:

Legislative instrument	Content
Law 4957/2022 (Government Gazette A' 141/21.07.2022), Chapter IX, Articles 79–88	Organisation and operation of postgraduate study programmes; dual degrees
Ministerial Circular 135557/Z1/1-11-2022	Implementation of Law 4957/2022 for postgraduate study programmes
Law 4386/2016 (Government Gazette A' 83)	Provisions for research
Law 3374/2005 (Government Gazette A' 189), Articles 14–15	Quality assurance in higher education; ECTS credit transfer; Diploma Supplement
Ministerial Decision Φ5/89656/B3/13.8.2007 (Government Gazette B' 1466)	Application of the ECTS credit transfer and accumulation system
Presidential Decree 88/2013 (Government Gazette A' 129)	Renaming, merger, and establishment of Schools of the University of Macedonia
Senate Decision 5089/14-6-2023 (Government Gazette B' 4014)	Approval of the UoM Postgraduate and Doctoral Studies Regulations
Government Gazette 1079B/28.02.2023	Distance-learning provisions applicable to the blended programme

The founding Senate Decision [reference number pending publication in the Government Gazette] established the D.M.P. and its commencement from the academic year 2026–2027. A HAHE (ΕΘ.Α.Α.Ε.) accreditation decision is required for the programme's operation [reference pending].

1.2.2 Cooperation instrument

The legal and operational framework for the cooperation between UoM and TC, C.U. is established by the **Special Cooperation Protocol for the Establishment of a Dual Master's Degree Programme**, signed between:

- the **Department of Music Science and Art, University of Macedonia**, and
- the **Department of Arts and Humanities, Teachers College, Columbia University**.

The Protocol is valid for **five (5) years** and may be renewed by mutual written consent. In the event of termination, both institutions commit to ensuring that all currently enrolled students complete their studies and receive their degrees.

1.2.3 Regulatory framework — Teachers College, Columbia University

The TC, C.U. Master's Programmes operate exclusively under the regulations, policies, and procedures of Teachers College, Columbia University, as governed by:

- Teachers College institutional regulations and the TC Academic Calendar;
- The TC Student Conduct Code: Academic Integrity and General Misconduct (available at www.tc.edu/policylibrary);
- TC Institutional Review Board (IRB) protocols (see Chapter 8).

1.3 Why choose this programme — distinctive features

The following are the key advantages of the D.M.P. as described in the programme's founding documents:

Unique interdisciplinary profile. The programme is the only programme internationally that combines mental health in education, AI ethics, and the full spectrum of participatory arts (music, drama, dance, visual arts), producing a new professional profile — the arts-informed, mentally literate educator.

Two internationally recognised degrees. Students can obtain up to two distinct master's degrees from two world-class institutions: the UoM M.Ed. (90 ECTS) and the TC M.A. (32 points) or Ed.M. (60 points). Students may choose to pursue **one or both** degrees (see Section 1.5).

Facilitated dual-degree pathway. Graduates of the first programme benefit from a formally agreed credit-recognition mechanism and a **facilitated admission pathway** to the second programme, including specific exemptions for UoM graduates applying to TC (see Chapter 3 and Chapter 5).

Blended delivery. The UoM M.Ed. is designed for working professionals: it combines in-person teaching with synchronous and asynchronous distance learning (see Chapter 4).

International academic network. Study at TC, C.U. provides access to a worldwide network of acclaimed educator-musicians, and the benefits of location in New York City — one of the world's leading music and education centres.

AI-informed pedagogy. Both programmes integrate the critical, ethical use of AI as a cross-cutting theme — not as a technical add-on, but as a pedagogical, ethical, and political dimension of contemporary education.

1.4 Learning outcomes

1.4.1 UoM M.Ed. — “Mental health, schooling, and the A(i)rts”

Graduates of the UoM M.Ed. are expected to:

- Develop **reflective skills** concerning embodied, participatory and narrative artistic interventions, as well as AI-enhanced methods, for the 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.
- Manage the **ethical and social dimensions** of mental health issues and the use of AI, maintaining a humanistic approach to contemporary challenges.
- Demonstrate **high-level research competence** in the fields of education, mental health, participatory arts, and music practice and instruction, utilising 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.

1.4.2 TC, C.U. — “Music and Music Education” (M.A. / Ed.M.)

The TC programme organises its learning goals around four institutional dimensions, each with specific knowledge, skills, and competence expectations:

1. Foundational and/or interdisciplinary knowledge and skills

Graduates will demonstrate knowledge of diverse musical styles, genres, histories, and student-centred pedagogies; demonstrate specialised performance knowledge; and design music lessons that are culturally rich, place-based, diverse, and equitable.

2. Inquiry and research

Graduates will complete at least one research project; engage in imaginative inquiry and open-ended practice; examine strategies for conducting research in the arts and education; and carry out independent research, including data collection, analysis, and interpretation.

3. Access, opportunities, and outcomes

Graduates will create inclusive music education environments; demonstrate cultural sensitivity; recognise and work to address inequality; and engage and support diverse learners effectively as individuals and within their communities.

4. Communication, collaboration, and leadership

Graduates will sustain well-reasoned arguments about the purposes and values of arts education; expand engagement with increasingly wider audiences; shape music education initiatives in collaboration with diverse communities; and harness the potential of music for richer, more accessible communication.

1.5 Degrees awarded — student choice

A student may choose to pursue **one or both** of the following degrees:

Degree	Awarding institution	Credit load
Master of Education (M.Ed.) in Mental health, schooling, and the A(i)rts	University of Macedonia, Department of Music Science and Art	90 ECTS
Master of Arts (M.A.) in Music and Music Education	Teachers College, Columbia University, Department of Arts and Humanities	32 TC credit points
Master of Education (Ed.M.) in Music and Music Education	Teachers College, Columbia University, Department of Arts and Humanities	60 TC credit points

A note on the two credit systems. UoM measures student workload in **ECTS**, whereas Teachers College measures it in **TC credit points**; the two systems are **not** linked by a fixed conversion factor. Equivalence between the two programmes is established **course by course**, through the official Course Equivalency Tables maintained by the Joint Academic Committee, rather than by a flat per-point ratio. The complete credit-recognition and transfer mechanism, including the documented transfer figures, is set out in **Chapter 5**.

Degree sequencing. The combination of degrees obtained also depends on the sequence of enrolment:

- *When UoM is the first institution:* UoM M.Ed. + TC Ed.M.
- *When TC is the first institution:* TC Ed.M. + UoM M.Ed. **or** TC M.A. + UoM M.Ed.

Students who successfully complete both programmes receive two **distinct** degrees, each awarded independently by its own institution in accordance with its own regulations and the Special Cooperation Protocol. The degrees are not a joint diploma; each institution bears sole responsibility for the title it confers.

The full credit-recognition and facilitated-admission mechanisms that enable the dual pathway are detailed in **Chapter 5**.

1.6 Language of instruction and assessment

The official language of instruction, coursework, all forms of assessment, and examinations for **both components** of the D.M.P. is **English**.

At UoM, the Master's Thesis or Applied Innovation Project must be written in English; the title and abstract must also be provided in Greek (see Chapter 6).

CHAPTER 2 — GOVERNANCE, COOPERATION & QUALITY ASSURANCE

2.1 Institutional governing bodies

Each institution retains full and independent responsibility for the degree it awards. The final responsibility for each awarded degree rests with the respective Department individually.

2.1.1 University of Macedonia — UoM M.Ed. Programme

The organisation and operation of the UoM M.Ed. in *Mental health, schooling and the A(i)rts* are governed by the following bodies, in accordance with Articles 82 and 83 of Law 4957/2022:

Body	Role
Senate of UoM (Σύγκλητος)	Exercises the powers of Article 82, par. 1 of Law 4957/2022 at institutional level
Department Assembly (Συνέλευση Τμήματος ΤΜΕΤ)	Exercises the powers of Article 82, par. 2; approves admissions, supervisors, examination committees, curriculum changes
Steering Committee (S.C.) (Συντονιστική Επιτροπή / Σ.Ε.)	Exercises the powers of Article 82, par. 3; day-to-day academic and administrative oversight of the programme
Programme Director (Διευθυντής ΠΜΣ)	Exercises the powers of Article 82, par. 4; represents the programme and chairs the Steering Committee

2.1.2 Teachers College, Columbia University — TC M.A. and Ed.M. Programmes

The TC programmes are governed exclusively by the institutional regulations and procedures of Teachers College, Columbia University. The equivalent administrative structures include:

Body	Role
TC Board of Trustees	Ultimate governance authority; approves tenured appointments
Provost, Dean and Vice President for Academic Affairs	Final ratification of academic programme decisions
Department of Arts and Humanities — Department Chair	Academic oversight of the Music and Music Education Program
Music and Music Education Program Director	Day-to-day academic and operational management of the Programme; determines instructional assignments in consultation with the Department Chair
Faculty Executive Committee (FEC)	Approves curricular revisions through the Subcommittee on the Academic Program

2.2 Joint DMP-level bodies

Two joint committees operate specifically at the level of the D.M.P., bridging the two institutions. Both are **six-member committees** (three faculty members from each institution), with a **two-year term**, renewable. Their composition may be identical or have overlapping members.

Joint body	Greek equivalent	Responsibilities
Joint Coordinating Committee (J.C.C.)	Κοινή Συντονιστική Επιτροπή (Κ.Σ.Ε.)	Organisation, operation, mobility, credit-transfer monitoring, student handbook updates, annual review of the Indicative Course Equivalence Table; resolution of DMP matters not covered by the Regulations
Joint Academic Committee (J.A.C.)	Κοινή Επιτροπή Προγράμματος Σπουδών (Κ.Ε.Π.Σ.)	Academic content, curriculum review, course equivalency and matching, and related academic matters

The J.C.C. and J.A.C. are the bodies responsible for updating the **Indicative Course Equivalence Table** annually (see Chapter 5). Matters not covered by current legislation or the Regulations are resolved by the J.C.C. or the J.A.C. as appropriate.

2.3 Teaching staff

2.3.1 University of Macedonia — eligible instructor categories

Instructors for UoM M.Ed. courses are selected by UoM according to its own regulations, on the basis of academic specialisation, professional experience, and relevance to the subject matter assigned. Eligible categories include:

- Teaching and Research Staff (ΔΕΠ), Special Teaching Staff (ΕΕΠ), Laboratory Teaching Staff (ΕΔΙΠ), and Special Technical Laboratory Staff (ΕΤΕΠ) of the D.M.S.A. or other UoM Departments or another Higher Education Institution (HEI);
- Professors Emeriti or retired faculty members;
- Collaborating professors and adjunct instructors;
- Visiting professors or visiting researchers;
- Researchers and special functional scientists of recognised research and technological bodies;
- Scientists of recognised professional standing with specialised knowledge relevant to the programme

By decision of the Department Assembly, auxiliary teaching duties may also be assigned to doctoral candidates of the Department or School, under the supervision of a Programme instructor.

The names and academic affiliations of UoM instructors are published on the official programme website and updated each academic year.

2.3.2 Teachers College, Columbia University — eligible instructor categories and current faculty

Instructors for TC courses must hold a doctoral degree or other terminal degree in the field of instruction or a closely related subject, in accordance with MSCHE standards. Additional factors considered include a master's degree with at least 18 graduate-level credit points in a related field, professional licence or certification, and significant professional or research experience.

TC instructor categories:

Category	Description
Regular Academic Staff (Tenure-Track / Tenured Faculty)	Appointments approved by the TC Board of Trustees at the discretion of the President of Columbia University
Professors of Teaching	Permanent or long-term appointments with primary emphasis on teaching; formally recognised within the faculty structure
Visiting Faculty	Individuals temporarily serving at Columbia University (usually on leave from another institution); appointments typically two years
Adjunct Faculty	Part-time appointments for individuals whose primary affiliation is elsewhere; cover subject areas not addressed by permanent staff

Current Music and Music Education Programme faculty:

Name	Rank
Randall Everett Allsup	Professor of Music Education
Lori Custodero	Professor of Music Education
Patrick Schmidt	Professor of Music and Music Education
Jeanne Corinne Goffi-Fynn	Associate Professor of Teaching
Giulia Ripani	Assistant Professor

2.4 Accreditation and quality assurance

2.4.1 University of Macedonia

External accreditation:

The UoM M.Ed. programme requires certification by the **Hellenic Authority for Higher Education (HAHE / ΕΘ.Α.Α.Ε.)** pursuant to Article 8, par. 1(c) of Law 4653/2020, prior to commencement. Following establishment, the programme is subject to **periodic re-accreditation** within the framework of the evaluation of the academic unit to which it belongs. [Accreditation reference number: pending publication]

Internal quality assurance:

Internal quality assurance is coordinated by the **Quality Assurance Unit (MODIP)** of UoM, through the **Internal Quality Assurance System (IQAS)**. At departmental level, the **Internal Evaluation Group (OMEA)** of the D.M.S.A. implements the evaluation cycle in collaboration with MODIP.

The annual evaluation process includes:

- **Anonymous student course and instructor evaluations** conducted electronically at the end of each semester via MODIP questionnaires;
- Assessment of teaching, student satisfaction, learning outcomes, and sustainability of the programme;
- Publication of annual internal evaluation reports and monitoring indicators on the programme website;
- Communication of evaluation results and improvement actions to all stakeholders by email.

Academic integrity is safeguarded through the mandatory use of **Turnitin** for all student assignments and theses, producing a Similarity Report reviewed by the supervisor prior to defence. Approved theses are deposited in the UoM Institutional Repository as open-access documents.

The UoM D.M.S.A. also ensures pedagogical support for its distance-learning component through **KeDiMa** (UoM's digital capacity-building unit), equipping instructors with the digital skills and pedagogical competencies required for high-quality distance teaching.

Digital platform and infrastructure:

The programme operates on the institutional platforms **Open eClass**, **Zoom**, and **Google Meet**, alongside its dedicated **A(I)RTS Learning Platform** (Moodle-based, <https://dualm-mh.com/>). Data security is governed by UoM's Personal Data Protection Policy and General Security Policy, with operational responsibility resting with the **Digital Governance Unit** (and, pending its establishment, the Department of Statistics, Information Systems, and Informatics / Computer and Network Centre).

2.4.2 Teachers College, Columbia University

External accreditation — triple framework:

Accrediting body	Scope	Cycle
Middle States Commission on Higher Education (MSCHE)	Institutional accreditation (held continuously since 1921)	8-year review cycle; most recent Self-Study submitted January 2026 for 2025–2026 evaluation visit
Association for Advancing Quality in Educator Preparation (AAQEP)	Specialised accreditation for educator-preparation programmes (granted 2021)	Periodic review
NYSED — Office of College and University Evaluation (OCUE)	State supervision; programme registration and regulatory compliance	Ongoing

The MSCHE cycle includes: Self-Study Evaluation Report + on-site visit; Mid-Point Peer Review (MPPR) in year 4; Annual Institutional Updates (AIU). Evaluation is conducted against seven MSCHE Standards.

Internal quality assurance:

Internal quality assurance is coordinated by the **Office of Accreditation and Assessment (OAA)**, within the Division of Academic Planning and Global Affairs. The OAA monitors assessment processes, manages self-studies, collects and analyses college-wide data, and maintains records on student learning outcomes and institutional effectiveness.

Student course evaluation:

Course evaluations are conducted at the end of each semester via the **myCourseEval** system, managed by TC's **Office of Institutional Research (OIR)**. Results are shared with instructional staff to enhance teaching effectiveness and are used in tenure and faculty appointment/renewal procedures. Evaluation data are discussed by the competent governing bodies of the Programme upon completion of each study cycle.

Each academic and administrative unit designs and implements regular, systematic assessment activities aligned with TC's **four institutional learning goals** (Foundational knowledge; Inquiry and research; Access, opportunities, and outcomes; Communication, collaboration, and leadership). The Department's assessment activities feed into the college-wide assessment programme coordinated by the OAA.

Academic integrity standards apply equally across all instructional modalities, in accordance with the **TC Student Conduct Code: Academic Integrity and General Misconduct** and MSCHE Standard V.

2.5 Administrative and secretarial support

2.5.1 University of Macedonia

Administrative support for the UoM M.Ed. programme is provided by the **Secretariat of the Department of Music Science and Art (D.M.S.A.)**. The Secretariat is responsible for:

- receiving and processing applications and supporting documents;
- maintaining student records and issuing certificates;
- coordinating examination schedules and results;
- managing thesis submission procedures and library deposit;
- issuing the official M.Ed. degree certificate and Diploma Supplement.

Contact details and operating hours are published on the official D.M.P. website.

2.5.2 Teachers College, Columbia University

Administrative services for TC students are handled by the relevant TC offices:

Office	Function
Office of Admission (www.tc.edu/admission)	Applications, admission offers, enrolment
Office of the Registrar	Transcripts, degree applications, graduation, continuous enrolment
Office of the Bursar	Tuition fees, payment plans, financial obligations

Office	Function
Office of Access and Services for Individuals with Disabilities (OASID)	Disability accommodations (see Chapter 4)
Office of Student Conduct	Academic integrity and general misconduct (see Chapter 8)
Office of Accreditation and Assessment (OAA)	Assessment and accreditation coordination

CHAPTER 3 — ADMISSION & ENROLMENT

How to read this chapter. The D.M.P. requires a **separate application to each institution**. Students enrol initially at one institution; upon — or toward the end of — successful completion of that programme they may apply to the second institution under the facilitated-admission pathway described in Section 3.5. Each institution's admission is governed independently by its own bodies and criteria.

3.1 Categories of eligible candidates

	University of Macedonia — M.Ed.	Teachers College, C.U. — Ed.M. / M.A.
Primary target	Holders of a first-cycle degree (≥ 4 years) from a Greek HEI or equivalent recognised foreign institution, in fields related to the DMP: Education, Music, Music Education, Psychology & Social Sciences, Arts & Humanities, Health & related branches	Holders of a first-cycle degree with a major in music or music education, or a degree accompanied by evidence of sufficient musical training and experience suitable for advanced graduate study
Other fields	Candidates from other disciplines may be considered if they demonstrate relevant professional experience and interest related to the goals and subject of the DMP	—
Graduate degree (Ed.M. only)	Not applicable	Possession of a graduate degree in music is required for the Ed.M. Exception: this requirement is waived for graduates of the UoM M.Ed. programme, as established in the Special Cooperation Protocol
Supernumerary admission (UoM only)	Members of EEP, EDIP, and ETEP categories of UoM: maximum one per academic year, provided the DMP is relevant to their degree and duties	Not applicable

3.2 Number of admitted students

	University of Macedonia	Teachers College, C.U.
Maximum per academic year	50 postgraduate students	Determined by the competent bodies of the Institution
Minimum per academic year	10 postgraduate students	—

Applications must be submitted electronically to each Department within the deadlines published annually on the official programme website(s) and the D.M.P. website. After the deadline, the competent bodies of each institution evaluate applications and rank candidates independently.

3.3 Required application documents

3.3.1 University of Macedonia — M.Ed.

Candidates submit the following documents to the D.M.S.A. Secretariat within the advertised deadline:

- Application form (from the D.M.P. website), explicitly stating the intention to attend the D.M.P.
- Photocopy of national identity card, passport, or other valid identification document.
- Certified copy of first-cycle degree from a Greek HEI, or copy of a degree from a recognised foreign institution with official translation if not in Greek or English.
- Certificate of studies / Diploma Supplement with degree grade and official undergraduate transcript, with official translation if not in Greek or English.
- Any additional undergraduate or postgraduate degrees.
- Certificate of very good knowledge of English at **C1 level or higher** (or degree from a recognised English-speaking university, or a degree in English Language and Literature).
- Curriculum Vitae (following the template on the programme website).
- Up to two letters of recommendation (*optional*).
- Statement of Purpose (~500–800 words), addressing: reasons for interest in mental health and arts in education; any experience with children, adolescents, or arts-based practice; post-degree goals.
- Certificates of professional experience, if any.
- Any other certificate or document supporting experience related to the DMP's goals.
- Digital Portfolio (10–20 minutes of material) (*optional*): may include short videos, artistic work excerpts (not older than three years), or recorded teaching sessions.

GDPR note. Applicants who submit an application explicitly consent to the processing of their personal data for candidacy evaluation. In case of non-selection, data are deleted from the Secretariat's records **within 30 days** of the acceptance of the application.

Final-year students. Holders of a first-cycle degree who owe at most two (2) courses and (if applicable) a thesis defence may apply, provided they submit a certificate of degree completion by the end of the first examination period of the M.Ed. programme. Failure to do so results in dismissal without tuition refund.

3.3.2 Teachers College, Columbia University — Ed.M. and M.A.

Candidates submit the following to the TC central electronic application service (<https://www.tc.columbia.edu/admission/how-to-apply/degree-programs/>) within the advertised deadlines:

- Electronic admission application with CV and Statement of Purpose, explicitly stating the intention to attend the D.M.P.
- Official degrees and transcripts, and/or **evaluations from evaluation institutions approved by TC, C.U.**, for all undergraduate and graduate courses completed at institutions outside the USA.
- Official English proficiency exam results (TOEFL iBT or IELTS, sent directly by the testing body within the last 2 years). **Exception: this requirement is waived for graduates of the UoM M.Ed. programme.**
- Two (2) letters of recommendation.
- Application fee.
- Optional digital Portfolio (as specified on the Ed.M./M.A. programme website).

Candidates whose proficiency results are pending may submit a certificate from the testing body; however, if selected, they cannot enrol without submitting the official certificate by the set deadline.

3.4 English language requirements and exemptions for UoM graduates

Requirement	UoM M.Ed. applicants	TC Ed.M./M.A. applicants — general	TC Ed.M. applicants who are UoM M.Ed. graduates
English proficiency	C1 or higher (TOEFL/IELTS or equivalent academic certificate)	TOEFL iBT or IELTS (if native language is not English)	Waived — UoM M.Ed. studies conducted entirely in English serve as equivalent evidence
Graduate music degree (Ed.M. only)	Not applicable	Required	Waived

These exemptions are formally established in the **Special Cooperation Protocol** between UoM and TC, C.U.

3.5 Facilitated admission and credit-transfer pathway to the second programme

Upon — or toward the end of — successful completion of the first programme, students may apply for admission to the second institution's programme with **credit transfer**. This is the core mechanism of the D.M.P.'s dual-degree pathway; the credit-recognition details are in Chapter 5. The two directions follow different procedures:

3.5.1 Direction A — From TC (Ed.M. or M.A.) to UoM M.Ed.

- The student must hold the TC Ed.M. or M.A. degree (or submit official written certification of imminent completion).
- **All standard UoM M.Ed. admission requirements** (Section 3.3) apply **in addition to** holding the TC degree — including the evidence of relevant experience and interest in education, mental health, and/or the arts. **No UoM admission requirement is waived in this direction** (unlike Direction B). The facilitation lies in the credit-transfer mechanism, not in any exemption.
- Credit transfer is processed through **submission of the official TC transcript** and a relevant application, via UoM's standard application procedure.
- Equivalencies follow the Indicative Course Equivalence Table; courses not listed in the Table may be submitted for case-by-case evaluation.

3.5.2 Direction B — From UoM M.Ed. to TC Ed.M.

- The student must hold the UoM M.Ed. degree (or submit official written certification of imminent completion).
- **All standard TC Ed.M. admission requirements** (Section 3.3) apply, with the following **specific waivers** for UoM M.Ed. graduates:
- English proficiency test (TOEFL/IELTS) is **waived**;
- Graduate music degree requirement is **waived**.
- Credit transfer requires submission of **credential evaluation results issued by a NACES-member service** (e.g. ECE — Educational Credential Evaluators, or equivalent), commissioned by the student and submitted alongside the TC admission application.
- The **University of Macedonia provides central administrative support and guidance** to its M.Ed. graduates for the NACES evaluation process.
- Courses not listed in the Indicative Course Equivalence Table may be submitted to the NACES-member agency for case-by-case evaluation.

Note on application procedure. In both directions, the application is submitted through the **standard admission procedure** of the receiving institution. There is no separate or simplified admission form for D.M.P. students; the facilitated nature of the admission lies in the waivers and credit-transfer mechanism, not in a different application channel.

3.6 Selection procedure and criteria

3.6.1 University of Macedonia

(a) The D.M.S.A. Secretariat receives applications, checks completeness and validity, and forwards dossiers to the **Steering Committee (S.C.)**.

(b) The S.C. verifies that candidacies meet legal and regulatory requirements and proposes to the Department Assembly a **three-member Examination Committee (E.C.)**.

(c) The E.C. invites eligible candidates for an **oral interview** (conducted in person or online).

(d) Candidates are scored on the following criteria (maximum 100 points):

Criterion	Maximum points
Grade of the first-cycle degree	10
Statement of Purpose	10
Relevant professional experience	20
Scientific / artistic activity	20
Additional undergraduate or postgraduate degrees relevant to the DMP	20
Oral interview	20
TOTAL	100

When a candidate holds a second degree, the grade of the degree with greater relevance to the DMP's scientific subject is taken into account.

(e) The S.C. compiles the final ranked list of successful candidates, ratified by the Department Assembly. The list is announced to candidates, who are given a set period to enrol. Waitlisted candidates may be invited to enrol after refusals are received.

(f) **Appeals against the evaluation results are not accepted.**

(g) The selection procedure and announcement of results are completed **before the start of the study cycle**.

3.6.2 Teachers College, Columbia University

(a) The **Office of Admission** of TC, C.U. receives applications and performs a completeness check, then forwards dossiers to the TC Examination Committee for holistic qualitative assessment.

(b) The TC E.C. evaluates each candidate's complete profile based on the documents in their dossier (see Section 3.3).

(c) Accepted candidates receive an **electronic offer of admission** from the TC Director of Admission and Enrollment.

For further details on the TC selection procedure, candidates should contact the **Office of Admission**: www.tc.edu/admission.

3.7 Enrolment and reception of new students

3.7.1 University of Macedonia

After the announcement of the selection results, successful candidates are invited to enrol within the period set by the Secretariat. Students who wish to attend the D.M.P. must explicitly declare this intention in their application. Upon enrolment, new students receive information about the programme's operation through the **Student Handbook** (this Study Guide) published on the official D.M.P. website.

Waitlisted candidates may be invited to enrol, in ranking order, after the enrolment period expires or after successful candidates submit a written waiver of their right to enrol. From the outset, new students have access to the **Student Handbook** (this Study Guide), which is published on the official D.M.P. website and informs them about the programme's operation, the admission and attendance procedures of both collaborating programmes, the credit-recognition/transfer procedures, the administrative bodies, and the full curriculum of each programme.

3.7.2 Teachers College, Columbia University

Candidates accepted to the TC programme receive an **electronic offer of admission from the TC Director of Admission and Enrollment** and complete enrolment through TC's administrative systems. For details of TC student services and support, see Chapter 7.

CHAPTER 4 — ORGANISATION OF STUDIES & BLENDED-LEARNING METHODOLOGY

4.1 Duration and structure — UoM M.Ed.

The UoM M.Ed. curriculum is **fixed** at 90 ECTS, distributed over three academic semesters commencing in the fall:

Semester	ECTS	Delivery
Fall (1st)	30	In-person (synchronous distance on approved request)
Spring (2nd)	30	In-person (synchronous distance on approved request)
Fall (3rd)	30	Synchronous + asynchronous distance (asynchronous ≤ 25%)
TOTAL	90	

Course instruction lasts **13 weeks**.

The Coordinating Committee may propose, and the Department Assembly may approve, a redistribution of courses across semesters to optimally serve the teaching process. Any such proposal that affects DMP operation requires agreement from the J.A.C.

4.2 Duration and structure — TC M.A. and Ed.M.

TC programmes operate on an **individualised** basis: students design their programme of study with an Academic Advisor, balancing courses across the four areas of study. The total duration therefore varies by student.

Degree	Total credit points	Typical duration
M.A.	32 points	Variable; max 5 years from admission
Ed.M.	60 points	Variable; max 5 years from admission

TC duration policies:

- Maximum duration for completion: **5 years** from the date of admission.
- Students must have **completed at least 16 points at TC** within the last five years prior to the award of the degree.
- After expiry of the five-year period, students may petition for an extension from the Registrar (on advisor recommendation; not automatic).
- If no academic activity for five years, the candidacy expires; re-admission requires a new application.

4.3 Combined DMP duration scenarios

The total duration of studies for the complete D.M.P. (both degrees) depends on the sequence of enrolment. The following minimum and maximum durations apply:

Pathway	Minimum duration	Maximum duration
UoM M.Ed. → TC Ed.M.	3 semesters (M.Ed.) + 3 semesters (Ed.M.) = 6 semesters	10 academic semesters
TC Ed.M. → UoM M.Ed.	4 semesters (Ed.M.) + 1 semester (M.Ed.) = 5 semesters	10 academic semesters
TC M.A. → UoM M.Ed.	2 semesters (M.A.) + 2 semesters (M.Ed.) = 4 semesters	10 academic semesters

The minimum durations above reflect the credit-transfer mechanism: students transferring credits from one programme towards the other need only complete the remaining ECTS/points at the receiving institution (see Chapter 5).

4.4 Academic calendars 2026–2027

The two institutions follow different academic calendars and different term structures. The table below shows **how the DMP semesters map onto the institutional calendar dates**.

4.4.1 University of Macedonia — DMP semester mapping 2026–2027

(Senate Decision of special session 11/26.3.2026)

DMP semester	Institutional period	Teaching dates	Examination dates
1st semester (Fall)	UoM Winter Semester 2026–27	Mon 28 Sep 2026 – Fri 8 Jan 2027	Mon 18 Jan – Fri 12 Feb 2027
2nd semester (Spring)	UoM Spring Semester 2026–27	Mon 15 Feb – Fri 28 May 2027	Mon 7 Jun – Fri 2 Jul 2027
3rd semester (Fall)	UoM Winter Semester 2027–28	Dates set by Senate for 2027–28	Dates set by Senate for 2027–28

Breaks and closures (applicable to Fall and Spring semesters):

	Dates
Orientation Week (new students, Sept intake)	Mon 21 – Fri 25 September 2026
Christmas Break	Thu 24 December 2026 – Thu 7 January 2027
Easter Break	Holy Monday 26 April – Sunday of St. Thomas 9 May 2027
Official closures	17 Nov (Polytechnic Uprising); 26 Oct (Feast of St. Demetrius, Patron Saint of Thessaloniki); 30 Jan (Feast of the Three Hierarchs); all national public holidays

Academic calendar: <https://www.uom.gr/akadhmaiko-hmerologio/akadhmaiko-hmerologio-2026-2027>

4.4.2 Teachers College, Columbia University — Term calendar 2026–2027

TC's academic year covers four terms. Students in the DMP select courses across these terms based on their individualised programme of study.

Term	Teaching period	Key dates
Autumn 2026	Wed 2 Sep – Mon 21 Dec 2026	Last day add/drop: Mon 15 Sep; No classes: Wed 25 Nov; Thanksgiving: Thu–Fri 26–27 Nov
Spring 2027	Tue 19 Jan – Mon 10 May 2027	MLK Day (holiday): Mon 18 Jan; Last day add/drop: Mon 1 Feb; Spring holidays: Mon 15–Sun 21 Mar; Degrees conferred: Wed 19 May
Summer A 2027	Thu 20 May – Wed 30 Jun 2027	Memorial Day (holiday): Mon 31 May
Summer B 2027	Tue 6 Jul – Mon 16 Aug 2027	Independence Day (holiday): Mon 5 Jul

Academic calendar: <https://www.tc.columbia.edu/academics/academic-calendar/2026-2027/>

4.5 Mode of delivery, teaching facilities, and digital platforms

4.5.1 University of Macedonia — blended learning

The UoM M.Ed. is delivered under a **blended learning system** combining in-person and distance education (synchronous and asynchronous), in accordance with Article 88 of Law 4957/2022 and Government Gazette 1079B/28.02.2023. In-person teaching is prioritised for courses with inherent experiential, participatory, or artistic components; distance learning is used for requirements that do not strictly necessitate physical presence.

Delivery modes per semester:

Semester	Primary mode	Distance option
Fall (1st)	In-person	Synchronous distance on approved documented request submitted ≥ 1 month before semester start, subject to Coordinating Committee approval
Spring (2nd)	In-person	Synchronous distance on approved documented request (same procedure)
Fall (3rd)	Synchronous + asynchronous distance	Asynchronous component capped at 25% of total teaching/supervision hours

Physical teaching facilities:

In-person instruction takes place at:

- **University of Macedonia** (156 Egnatia Street, Thessaloniki) — main campus facilities;

Digital platforms:

Platform	Purpose
A(I)RTS Learning Platform (Moodle-based, dedicated to the DMP: https://dualm-mh.com/)	Primary course delivery, educational materials, assignments, announcements, student communication
Open eClass (UoM institutional)	Supplementary course management and asynchronous resources
Zoom / Google Meet	Synchronous distance learning sessions

Educational materials posted on the platforms are protected under Law 2121/1993 (intellectual property) and are provided exclusively for the educational use of enrolled students (see Chapter 8). Support for the distance-learning infrastructure and personal data protection responsibilities are borne by the **Digital Governance Unit** of UoM (or, pending its establishment, the Department of Statistics, Information Systems, and Informatics / Computer and Network Centre).

4.5.2 Teachers College, Columbia University — in-person with online exceptions

TC courses are delivered **in-person at the New York City campus** (525 West 120th Street). TC does not apply a single, uniform attendance policy across all courses; attendance and participation are the individual responsibility of the student as determined by each instructor's course syllabus.

Known online/hybrid exceptions (as per course schedules):

Course	Modality
A&H 5002 Assessment Strategies for the Arts	Fully asynchronous online (summer)
A&HM 4501 Capstone Project	Full-year online
A&HM 5023 Voice Pedagogy	Hybrid (in-person + synchronous Zoom option)

For all other courses, attendance is in-person unless the instructor specifies otherwise in the syllabus.

4.6 Attendance, absences, and request for distance attendance

4.6.1 University of Macedonia

Attendance at all courses, lectures, seminars, laboratory exercises, and other academic activities is **mandatory**. Absences of up to **25% of the hours per course** are permitted.

Students who wish to attend an in-person course via synchronous distance learning must:

- Submit a **documented written request** to the Secretariat;
- Do so **at least one month before** the start of the relevant semester;
- Await **evaluation and approval** by the Coordinating Committee.

Approval is not automatic; it is granted on a case-by-case basis and does not exempt the student from full academic participation.

4.6.2 Teachers College, Columbia University

TC does not impose a single numerical attendance threshold across all courses. Attendance and participation expectations are specified in each instructor's syllabus. Students with deficient attendance or who fail to fulfil course obligations adequately may be required to withdraw from the course at any time upon the instructor's recommendation to the TC Registrar. In extreme cases, this may lead to withdrawal from the programme.

4.7 Extension of studies, deferment, and leave of absence

4.7.1 University of Macedonia

Extension of studies:

Upon application by the student and by decision of the Steering Committee, the deadline for completion of studies — including submission of the Master's Thesis or Applied Innovation Project — may be extended for up to **three (3) additional semesters** beyond the standard maximum duration.

Deferment (temporary suspension of studies):

Students may receive a deferment of up to **two (2) consecutive semesters** for serious, documented reasons:

Reason	Required document
Military service	Copy of military call-up notice
Financial hardship	Copies of family/student income tax returns or solemn declaration; certificate of financial hardship
Family, social, or personal reasons	Relevant supporting documentation or solemn declaration
Health reasons	Certificate from a public hospital or Health Committee

Attendance at another educational institution, domestically or abroad, **does not constitute acceptable justification** for deferment.

The deferment period is **not counted** toward the maximum permitted duration of study. During deferment, the student **loses student status**. Upon returning, the student must attend all courses, seminars, practicums, and other activities in which they were not successfully evaluated during the deferment period.

4.7.2 Teachers College, Columbia University

Extension of studies:

Students may petition for a study extension (on advisor recommendation; requires acceptable reasons, proof of a course completed within the last 5 years, a feasible completion plan, and approval by Faculty Advisor, Program Director, and Department Chair). Maximum: **two (2) petitions**, not exceeding **two (2) years** in total.

Leave of Absence:

Students may apply for a Leave of Absence for up to **two (2) semesters** (exceptional extension up to four (4) semesters possible under Columbia University policies). The leave period is not counted toward the maximum duration of study.

4.8 Students with disabilities and special educational needs

4.8.1 University of Macedonia

Graduate students with **certified disabilities and/or special educational needs** are entitled to necessary accommodations to ensure access to teaching spaces and full participation in the programme. Accommodations for evaluation/exams are determined by a decision of the **Steering Committee** and may include:

- Extended time during written examinations;
- The possibility of an oral examination in lieu of a written one;
- Extended deadlines for the submission of assignments.

4.8.2 Teachers College, Columbia University

Requests for academic accommodations are submitted to the **Office of Access and Services for Individuals with Disabilities (OASID)**. OASID reviews the request and collaborates with instructors to provide reasonable academic accommodations.

Contact: 301 Zankel Building · oasid@tc.columbia.edu · +1 212-678-3689 · <https://www.tc.columbia.edu/oasid/>

4.9 Student dismissal

4.9.1 University of Macedonia

Graduate students are dismissed from the D.M.P. for any of the following reasons:

- Their own written request;
- Non-compliance with student obligations (without documented justification);
- Cheating in examinations, assignments, or exercises;
- Improper conduct incompatible with postgraduate student status;
- Plagiarism in the thesis or other assignments;
- Failing **three (3) courses** during the examination period (no re-examination applies in this case — dismissal is immediate);
- Failing **one or two courses** and then **also failing the re-examination**, which is held within **15 days** of the original examination;

- Expiry of the maximum study duration (including any approved extension);
- Failure to pay tuition fees within the prescribed deadlines.

Students dismissed may request a **certificate of attendance** for courses successfully completed.

4.9.2 Teachers College, Columbia University

Cases of academic misconduct are referred to the **Office of Student Conduct** and handled in accordance with the **TC Student Conduct Code: Academic Integrity and General Misconduct**, available at www.tc.edu/policylibrary (see also Chapter 8).

Academic standing is monitored throughout the programme. Requirements for good academic standing are a minimum grade of **B (3.0)** in each course (excluding Pass/Fail courses), a cumulative **GPA of at least 3.0**, and registration for **at least six (6) credit points per academic year** with continuous enrolment. A student who fails to maintain good academic standing is placed on **academic probation** for one semester, with registration restricted to part-time during that period. Master's students may be placed on probation **no more than twice** during their programme.

4.10 Mobility

The D.M.P. actively promotes mobility between the two institutions. This includes:

- **Student mobility:** residence at either or both institutions during different study periods for in-person attendance, as provided under each institution's programme of study;
- **Virtual mobility:** participation in courses and academic activities at either institution via distance-learning tools;
- **Faculty mobility:** collaboration between teaching staff for guest lectures and joint research activities, supporting the internationalisation goals of the programme.

Physical presence at the partner institution is facilitated — and for specific study periods may be expected — as part of the dual-degree pathway. Students planning periods of residence at either institution should consult their Academic Advisor in advance.

The **AIRTS MENTAL HEALTH Hub and Studio** (UoM) are available not only for UoM teaching but also for TC Study Abroad activities and other TC activities within the DMP framework (see Section 4.5).

4.11 Rights and obligations of students

4.11.1 University of Macedonia

Graduate students enrolled in the UoM M.Ed. have all the rights, benefits, and facilities provided for undergraduate students under current legislation, **with the exception of the right to free textbooks**. These include:

- Healthcare coverage;
- Student transport pass;
- Student meals (where available).

Student **obligations** include:

- Attending all courses, lectures, seminars, practicums, and other academic activities without fail; absences only for serious, justified reasons ($\leq 25\%$ per course);
- Submitting course registration forms on time each semester;
- Submitting all required assignments within the prescribed deadlines;
- Attending examinations;
- Submitting a **solemn declaration** confirming the absence of plagiarism when filing the thesis for examination;
- Paying tuition fees on time;
- Settling all financial obligations to the institution before the graduation ceremony (failure to do so precludes award of the diploma);
- Respecting and adhering to the decisions of the programme's governing bodies and to academic ethics.

4.11.2 Teachers College, Columbia University

TC students are expected to:

- Enrol in a minimum of **six (6) credit points per academic year** (or per summer session for summer cohort degrees);
- Maintain a minimum grade of **B (3.0)** in each course (exclusive of Pass/Fail courses);
- Remain in **good academic standing** by maintaining continuous enrolment and satisfactory academic progress;
- Comply with the **TC Student Conduct Code** in all academic and professional activities.

4.12 Tuition fees, waivers, and scholarships

4.12.1 University of Macedonia

Amount of tuition fees:

Student category	Total tuition
EU member-state residents	€5,000
Students from third countries	€9,000

Fees are paid in **three (3) equal instalments**, each due at the beginning of the respective semester. Each instalment is proportional to the ECTS of the corresponding semester. Students attending only part of the programme (due to credit transfer from TC) pay only for the ECTS they actually attend.

In-person attendance discount: A **10% reduction** on total fees may be offered to students who meet the residency requirements in Greece and choose to attend the first two semesters in person at UoM.

Refund: Permitted for serious reasons upon student application to the Department Assembly, provided the request is submitted within **20 days** of the start of the semester's courses.

Tuition fee waivers:

Students meeting the **financial or social criteria** and **academic excellence requirements** set by current legislation are exempt from tuition fees. Key conditions:

- The waiver applies to one Master's Programme only;
- Exempted students do not exceed the percentage set by legislation of the total admitted cohort;
- Applications are submitted after the completion of the student selection process;
- Financial status does not affect candidacy for admission;
- **Not eligible:** holders of scholarships from other sources; citizens of non-EU countries.

Scholarships (partial tuition waivers):

The Department may offer postgraduate scholarships in the form of tuition waivers at **25%, 50%, or 100%** of fees, on the recommendation of the Programme Director and decision of the Department Assembly. Conditions:

- The scholarship involves student work duties (e.g. assistance in undergraduate teaching, music ensembles, laboratory exercises, assignment grading, research, organisation of scientific or artistic events);
- The student must be enrolled full-time;
- Scholarships are awarded on a **semester-by-semester** basis (students must re-apply each semester);
- Maximum duration: **four (4) semesters** per student;
- The Programme Director may recommend one (1) scholarship per semester.

Other student facilities: Healthcare, student pass, student meals, and other benefits provided by current legislation.

4.12.2 Teachers College, Columbia University

Tuition fees:

Tuition at TC is calculated on a **per-credit-point** basis at a rate set annually by the TC Board of Trustees. There is **no differentiation** between New York State residents and non-residents, or

between on-campus and distance students. Full tuition and fees are due and payable by the published deadline.

- **Late payment:** A one-time fee of **\$50** plus **1⅓% monthly** (16% annually) is charged on outstanding balances.
- **Deferred payment plan:** Available through the Office of the Bursar.

Scholarships and financial aid:

All newly admitted TC graduate students are **automatically considered** for TC scholarship programmes. Scholarships for graduate students are typically awarded for one or two years and are deducted directly from tuition costs. Students may also be considered for assistantships, grants, and special funds.

For current tuition rates, scholarship opportunities, and financial aid information:

- Tuition: <https://www.tc.columbia.edu/admission/financial-aid/cost-of-attendance-tuition/>
- Scholarships & aid: <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/scholarships/>

CHAPTER 5 — CURRICULA & CREDIT RECOGNITION

Dual Master's Degree Programme (D.M.P.)

“Master of Mental health, schooling, and the A(i)rts” (University of Macedonia) & “Master of Music and Music Education” (Teachers College, Columbia University)

How to read this chapter. The D.M.P. is a **dual** — not a joint — programme: it leads to **two separate degrees**, each awarded independently by its own institution, each retaining its own curriculum and identity. The two programmes are *not* a single curriculum split between two universities. Instead, a student completes one programme and, on that basis, obtains **recognition/transfer of credits** toward the other and a **facilitated admission** pathway to it. This chapter therefore presents the **two curricula side by side** (Sections 5.2–5.5) and then the **bridge** between them (Sections 5.6–5.7).

Delivery-mode markers: **[In-person]**, **[Synchronous distance]**, **[Asynchronous distance]**. Course outlines are summarised here; **full outlines are provided in Appendix C** and on the programme website.

5.1 The logic of the dual programme

Successful completion of the D.M.P. leads to the award of **two (2) distinct academic degrees**:

- **M.Ed. in “Mental health, schooling, and the A(i)rts”** — awarded by the **University of Macedonia (UoM)** — 90 ECTS.
- **M.A. (32 credit points) or Ed.M. (60 credit points) in “Music and Music Education”** — awarded by **Teachers College, Columbia University (TC, C.U.)**.

The official language of instruction, coursework, and assessment for both components is **English**.

Students are **initially enrolled at the institution from which they will obtain the first degree**. Those who fulfil the requirements of the first programme and meet the admission criteria of the second become eligible to enrol at the latter, **transferring credits** and completing any remaining requirements to obtain the second degree. Each institution independently verifies that applicants meet its own academic and admission standards (see Chapter 3 for full admission procedures and Section 5.7 for credit-transfer procedures).

The recognition of equivalent courses is guided by a **pre-evaluated, institutionally agreed curriculum map** (the Indicative Course Equivalence Table, compiled and updated annually by the **Joint Academic Committee (J.A.C.)** and approved by the **Joint Coordinating Committee (J.C.C.)**). This map helps students select courses that are most likely to be recognised, but it does not replace the formal credit-transfer procedure, which differs substantially between the two directions.

5.1.1 The two directions are procedurally asymmetric

Direction A — From TC to UoM (TC Ed.M. or M.A. → UoM M.Ed.):

Credit transfer is effected through the **submission of the official TC transcript** and a relevant application by the student. UoM's Coordinating Committee evaluates the transfer on the basis of the Indicative Equivalence Table. No external evaluation body is required.

Direction B — From UoM to TC (UoM M.Ed. → TC Ed.M.):

Credit transfer requires the **formal credential evaluation issued by a member service of NACES (National Association of Credential Evaluation Services)** — e.g. ECE (Educational Credential

Evaluators) or equivalent. The student is responsible for commissioning this evaluation and submitting it alongside their TC admission application. **However, the University of Macedonia provides central administrative support and guidance to its M.Ed. graduates for the NACES application process**, in order to streamline this requirement. Courses not listed in the Indicative Equivalence Table may also be submitted to the NACES-member agency for case-by-case evaluation.

5.1.2 Additional benefits for UoM M.Ed. graduates applying to TC

Graduates of the UoM M.Ed. programme who apply to the TC Ed.M. programme benefit from the following **specific exemptions**, as established in the Special Protocol of Cooperation:

- They are **exempt from the English-language proficiency requirement** (TOEFL iBT / IELTS), as their UoM M.Ed. studies conducted entirely in English serve as equivalent evidence.
- They are **exempt from the requirement to hold a university degree with a major in music or music education**, which is otherwise a standard admission requirement for the TC Ed.M.

These exemptions constitute a direct and formally agreed advantage of the D.M.P. pathway for UoM graduates and should be factored into students' academic planning from the outset.

5.2 Programme of study — UoM M.Ed. “Mental health, schooling, and the A(i)rts” (90 ECTS)

The UoM M.Ed. curriculum is **fixed** and delivered under a **blended (in-person + distance)** system in accordance with Article 88 of Law 4957/2022 (Government Gazette 1079B/28.02.2023). It runs full-time over three semesters starting in the fall:

Semester	Courses	ECTS	Delivery mode
Fall (1st)	The Art of Growth; Contemporary Perspectives on Child and Adolescent Development; Advances in Child and Adolescent Mental Health; AI in the Relational Classroom; Orchestrating Well-being I	30	[In-person] — synchronous distance possible on approved request
Spring (2nd)	Orchestrating Well-being II; Participatory Performance Project; Promoting Mental Health in Schools; Research Methods...; The Healing Narrative in the Classroom	30	[In-person] — synchronous distance possible on approved request
Fall (3rd)	Practicum Experience (10 ECTS) + Thesis <i>or</i> Applied Innovation Project (20 ECTS)	30	[Synchronous distance] + [Asynchronous]

Semester	Courses	ECTS	Delivery mode distance] (asynchronous ≤ 25%)
GRAND TOTAL		90	

Notes:

- In-person teaching takes place at the University of Macedonia.
- For mandatory in-person courses, **synchronous distance attendance** may be granted upon a documented request submitted **at least one month before** the semester, subject to Coordinating Committee approval.
- Attendance is mandatory; **absences up to 25%** of hours per course are permitted (see Chapter 4).

5.3 UoM M.Ed. — concise course descriptions & prerequisites

Full course outlines (learning outcomes, syllabus, assessment, bibliography) are provided in Appendix C and on the programme website.

1st semester (Fall)

- **The Art of Growth: Creativity, Agency, and Resilience in the Age of AI** (6 ECTS). This postgraduate experiential course examines personal growth, emotional regulation, and professional resilience through the integration of positive psychology, neuroaesthetics, and AI-supported reflective practice. Emphasizing embodied learning and creative engagement, the course explores self-awareness, interpersonal connection, and professional agency in contemporary contexts. Through experiential activities and guided reflection, participants develop skills that enhance well-being, empathy, adaptability, and resilience. The course culminates in an integrative project that synthesizes learning outcomes and supports their application in personal and professional settings.
- **Contemporary Perspectives on Child and Adolescent Development** (6 ECTS). A comprehensive introduction to child and adolescent development drawing on developmental science, attachment theory, neuroscience and cultural perspectives, positioning the educator as a developmental partner. AI-based tools are used to model developmental trajectories and map risk and protective factors.
- **Advances in Child and Adolescent Mental Health** (6 ECTS). Introduces educators to the major mental-health difficulties of childhood and adolescence through the lens of developmental psychopathology, framed around recognition, understanding and referral rather than clinical intervention. Uses case vignettes, AI-assisted screening and VR-based school scenarios.
- **AI in the Relational Classroom: Pedagogy, Ethics, and Human Agency** (6 ECTS). Examines the integration of contemporary AI in education as a set of pedagogical, ethical, institutional and political choices, asking what must remain irreducibly human in AI-mediated education.
- **Orchestrating Well-being I: Expressive Pedagogies through Music** (6 ECTS). Positions participatory music-making as an evidence-informed vehicle for mental health, emotional

regulation and social cohesion in schools, integrating trauma-informed and culturally responsive frameworks (no prior musical training required).

2nd semester (Spring)

- **Orchestrating Well-being II: Expressive Pedagogies through Dance, Drama, and Visual Arts** (6 ECTS). Treats drama, dance and visual arts as relational, embodied ways of knowing that support well-being, identity and belonging, moving from theoretical foundations to applied intervention design.
- **Participatory Performance Project** (6 ECTS). Students design, develop and publicly present participatory performance projects (music, theatre, dance, digital, poetry) focused on well-being, engaging audiences as active participants; the course culminates in public presentation and critical reflection.
- **Promoting Mental Health in Schools: Creating Cultures of Trust and Belonging** (6 ECTS). Equips educators to build relational, reflective and mentally healthy school environments (attachment, epistemic trust, mentalization, SEL, whole-school approaches, crisis management), using traditional and AI-assisted screening tools.
- **Research Methods across the Arts, Humanities, and Social Sciences: Conventional and AI-Enhanced Approaches** (6 ECTS). Develops the skills to design, conduct and critically evaluate research across the programme's four domains using a pluralist methodological landscape and AI-enhanced tools, culminating in a research proposal that feeds the third-semester Thesis/AIP.
- **The Healing Narrative in the Classroom: When Stories Matter** (6 ECTS). Explores storytelling, expressive arts and embodied practices for emotional regulation, identity and well-being, drawing on narrative psychology, expressive-arts therapy and trauma-informed pedagogy, with ethical integration of AI as a reflective scaffold.

3rd semester (Fall)

- **Practicum Experience** (10 ECTS — **250 hours**). A supervised, academic (non-remunerated) placement integrating developmental psychology, mental health and arts-based pedagogies into applied practice through microteaching, school observation, intervention design and field implementation; it culminates in a practicum portfolio. *Concise summary only — the full Practicum Experience Regulations are provided verbatim in Appendix D.*
- **Thesis** (20 ECTS) **or Applied Innovation Project** (20 ECTS). *Thesis*: design, conduct and formally communicate a substantive research project at the intersection of the programme's four domains, to master's-dissertation standard, with a defence. *Applied Innovation Project*: design, implement and critically analyse an original real-world innovation grounded in a Theory of Change, producing a structured report (8,000–12,000 words) and a viva voce presentation.

UoM M.Ed. — prerequisites table:

Course	Prerequisite(s)
The Art of Growth: Creativity, Agency, and Resilience in the Age of AI	None

Course	Prerequisite(s)
Contemporary Perspectives on Child and Adolescent Development	None
Advances in Child and Adolescent Mental Health	None
Participatory Performance Project	None
Orchestrating Well-being I: Expressive Pedagogies through Music	None
Orchestrating Well-being II: Expressive Pedagogies through Dance, Drama, and Visual Arts	None
AI in the Relational Classroom: Pedagogy, Ethics, and Human Agency	None
Promoting Mental Health in Schools: Creating Cultures of Trust and Belonging	None
Research Methods across the Arts, Humanities, and Social Sciences	None
The Healing Narrative in the Classroom: When Stories Matter	None
Practicum Experience	None
Thesis	None
Applied Innovation Project	None

5.4 Programmes of study — TC, C.U. “Music and Music Education”

TC programmes operate **by area of study with minimum requirements per area** (not by fixed semester). Each student designs an individualised programme with an Academic Advisor, balancing courses across four fields: **(1) Pedagogy, (2) Research, (3) Music Literacies / Musicianship, (4) Music Performance**. Instruction is delivered **[In-person] at the New York City campus**, with specific online exceptions noted below.

Note on credit systems. TC degrees are measured in **TC credit points** (Ed.M. = 60; M.A. = 32), not in ECTS. The figure of **1 TC point ≈ 2 ECTS** in the source documents is a **course-by-course transfer-equivalence baseline**, not a conversion of the whole degree; the sources do **not** state a total-ECTS value for the TC degrees, and the transfer caps (§5.6.3) deliberately do not follow a flat ratio. Totals are therefore given in points only (see Chapter 1).

5.4.1 Ed.M. “Music and Music Education” — 60 points

Area	Requirement	Courses (points)
(1) Pedagogy	At least 2 courses	A&HM 4021 Designing Musical Experiences for Young Children (3); A&HM 5020 Foundations of Music Education (3); A&HM 5025 Creativity and Problem Solving in Music Education (3); A&HM 5027 Philosophical Perspectives of Music Education (3); A&HM 6023

Area	Requirement	Courses (points)
(2) Research	At least 2 (A&H 4001 mandatory)	Teaching of Applied Studio Music (3) A&H 4001 Qualitative Research Methods (3); A&HM 5022 Children's Musical Development (3); A&HM 5023 Voice Pedagogy (2–3); A&HM 5034 Policy as Cultural Work and Educational Practice (3); A&H 5002 Assessment Strategies for the Arts (3, summer asynchronous online)
(3) Music Literacies / Musicianship	At least 1 course	A&HM 5032 Comprehensive Musicianship I (3); A&HM 5026 Composing Collaboratively Across Diverse Styles (3)
(4) Music Performance	4–8 points	Instrumental/Applied Lessons (2); A&HM 5058 Music Performance (1); A&HM 4357 Ensembles (variable)
Capstone	Mandatory (Prereq: A&H 4001)	A&HM 4501 Capstone Project (3, full-year, online)
Elective Music Courses	Remaining points	Choice from the four areas with advisor
Out of Program (Breadth)	≥ 3 courses / ≥ 8 points	HUDK 5029; HUDK 5121; CCPX 5034; HUDK 5040; HBSK 4073; A&HA 5120
Portfolio	Mandatory	Portfolio (Graduation Dossier)
Musicianship	Mandatory	Demonstration of musicianship in performance
Total		60 points

5.4.2 M.A. “Music and Music Education” — 32 points

Area	Requirement	Courses (points)
(1) Pedagogy	At least 2 courses	A&HM 4021 (3); A&HM 5020 (3); A&HM 5021 Instrumental Experiences with Children (2); A&HM 5025 (3); A&HM 5027 (3); A&HM 6023 (3)
(2) Research	At least 1 course	A&HM 5022 Children's Musical Development (3); A&HM 5023 Voice Pedagogy (2–3); A&H 5002 Assessment Strategies for the Arts (3)
(3) Music Literacies / Musicianship	At least 1 course	A&HM 5032 (3); A&HM 5026 (3)

Area	Requirement	Courses (points)
(4) Music Performance	4 points total	Instrumental/Applied Lessons (2); A&HM 5058 Music Performance (1); A&HM 4357 Ensembles (variable)
Elective Music Courses	Remaining points	Choice from the four areas with advisor
Out of Program (Breadth)	≥ 6 points	HUDK 5029; HUDK 5121; CCPX 5034; HUDK 5040; HBSK 4073; A&HA 5120
Portfolio	Mandatory	Cumulative Integrative Project (due by week 10 of the final semester)
Musicianship	Mandatory	Demonstration of musicianship in performance
Total		32 points

5.5 TC, C.U. — concise course descriptions & prerequisites

Concise descriptions of the most relevant TC courses follow; full course descriptions are maintained in the TC Catalog / programme website (see Appendix C for links).

- **A&HM 5020 Foundations of Music Education (3).** Historical, philosophical, psychological and sociological bases of music education, with implications for curriculum, policy and leadership.
- **A&HM 5025 Creativity and Problem Solving in Music Education (3).** Student-centred learning with emphasis on composition and improvisation; portfolio-based design of open-ended, personally meaningful projects.
- **A&HM 5027 Philosophical Perspectives of Music Education (3).** Examination of influential philosophical and aesthetic texts informing music teaching, from critical and multicultural perspectives.
- **A&HM 4021 Designing Musical Experiences for Young Children (3).** Interactive practices, environmental design and curriculum planning for children from birth to age 7, with observation and practicum.
- **A&HM 6023 Teaching of Applied Studio Music (3).** Studio (applied-music) teaching: research, learning goals, curriculum/repertoire and communication in a student-centred environment.
- **A&H 4001 Qualitative Research Methods (3, required for Ed.M.).** Principles and practice of qualitative research: design, recruitment, interviews, group discussion and observation.
- **A&HM 5022 Children’s Musical Development (3).** Development of musical skills and understanding through early adolescence, with observation of children’s spontaneous music-making.

- **A&HM 5023 Voice Pedagogy** (2–3). Study of the singing voice: voice production and pedagogy research, with practical applications (registers from 2 to 3 points).
- **A&H 5002 Assessment Strategies for the Arts** (3, summer asynchronous online). Traditional and alternative strategies for assessing artworks, performance and knowledge of the arts.
- **A&HM 5032 Comprehensive Musicianship I** (3). Exploration of musical diversity through cross-cultural readings, analysis, listening, composition, improvisation and performance.
- **A&HM 5026 Composing Collaboratively Across Diverse Styles** (3). Investigation of diverse musical styles with collaborative composition culminating in one-act operas.
- **A&HM 4501 Capstone Project** (3, full-year online; Prereq: A&H 4001). Frames, develops and supports completion of the integrative master's capstone (Ed.M.).
- **Out-of-Program (Breadth) options:** HUDK 5029 Personality Development and Socialisation across the Life Span; HUDK 5121 Children's Social and Emotional Development in Context; CCPX 5034 Child Psychopathology; HUDK 5040 Development and Psychopathology: Atypical Contexts and Populations; HBSK 4073 Childhood Disorders; A&HA 5120 Creative Technologies Seminar.

Selected TC prerequisites: A&HM 4021 → prerequisite **A&HM 5022**; A&HM 5021 Instrumental Experiences with Children → prerequisite **A&HM 5022**; A&HM 4501 Capstone Project → prerequisite **A&H 4001**.

5.6 Course equivalency & credit recognition

Recognition follows a baseline rule of **1 TC credit point = 2 ECTS (UoM)**, with two **exceptions** whose special character means the numerical ratio does not reflect the substantive equivalence of learning outcomes and workload:

- **TC Integrative Capstone Project** (3 points) ↔ **UoM Thesis / Applied Innovation Project** (20 ECTS).
- **TC Fieldwork in Music Education** (3 points) ↔ **UoM Practicum Experience** (10 ECTS).

5.6.1 Indicative equivalencies — TC Ed.M. ↔ UoM M.Ed. (Table 1)

TC Ed.M. (area → course, points)	UoM M.Ed. (course, ECTS)
Music Literacies/Musicianship → A&HM 5032 or A&HM 5026 (3)	—
Music Performance → Instrumental/Applied Lessons (2)	Participatory Performance Project (6)
Pedagogy → A&HM 5025 Creativity and Problem Solving (3)	Orchestrating Well-being I: Expressive Pedagogies through Music (6)
Research → A&H 4001 Qualitative Research Methods (3)	Research Methods across the Arts, Humanities, and Social Sciences (6)
Elective → A&HM 4201 Fieldwork in Music Education (≈4)	Practicum Experience (10)

TC Ed.M. (area → course, points)	UoM M.Ed. (course, ECTS)
Breadth → HUDK 5029 <i>or</i> HUDK 5121	Contemporary Perspectives on Child and Adolescent Development (6)
Breadth → CCPX 5034 <i>or</i> HBSK 4073 <i>or</i> HUDK 5040	Advances in Child and Adolescent Mental Health (6)
Breadth → A&HA 5120 Creative Technologies Seminar	AI in the Relational Classroom (6)
Capstone → A&HM 4501 Integrative Capstone Project (3)	Thesis <i>or</i> Applied Innovation Project (20)
No equivalence (UoM core, must be taken at UoM)	The Art of Growth; The Healing Narrative in the Classroom; Promoting Mental Health in Schools; Orchestrating Well-being II

A full descriptive table is provided in Appendix E.

5.6.2 Indicative equivalencies — TC M.A. ↔ UoM M.Ed. (Table 2)

Table 2 mirrors Table 1 for the **M.A.** programme. Because the TC M.A. has **no course equivalent to the UoM Thesis / Applied Innovation Project (20 ECTS)**, a larger block of UoM core courses must be completed at UoM. *Full descriptive table in Appendix E.*

5.6.3 Transfer caps (per the Regulations)

The figures below follow the **Internal Regulations (Article 5.4)**, which the programme treats as authoritative.

- **TC Ed.M. → UoM M.Ed.:** transfer of up to **24 credit points** to cover **66 ECTS** of the UoM M.Ed. (the incoming student then completes the remaining ECTS, i.e. the UoM core courses with no equivalence).
- **TC M.A. → UoM M.Ed.:** transfer of up to **21 credit points** to cover **46 ECTS** of the UoM M.Ed.
- **UoM M.Ed. → TC Ed.M.:** transfer of ECTS to cover up to **30 credit points** of the TC Ed.M.

5.7 Credit-transfer procedure

The two transfer directions follow **different formal procedures**:

5.7.1 Direction A — From TC to UoM

- The student submits the **official TC transcript** together with a relevant application to the UoM M.Ed. Secretariat.
- The UoM Coordinating Committee evaluates the transfer on the basis of the Indicative Equivalence Table.
- No external credential evaluation body is required.
- Beyond the courses mapped in the Table, the student may request case-by-case evaluation of additional courses, examined by the competent bodies of UoM.

5.7.2 Direction B — From UoM to TC

- The student commissions a **credential evaluation report from a NACES-member service** (e.g. ECE — Educational Credential Evaluators, or equivalent) and submits it with their TC Ed.M. admission application.
- This is **the student's formal responsibility** in accordance with TC, C.U. institutional requirements; however, **the University of Macedonia provides central administrative support and guidance** to assist graduates in navigating this process.
- Beyond the courses listed in the Indicative Equivalence Table, the student may submit additional courses to the NACES-member agency for equivalency evaluation.

5.7.3 Facilitated-admission pathway

The procedural aspects of the facilitated-admission pathway — and the full list of TC and UoM admission requirements — are detailed in **Chapter 3**.

CHAPTER 6 — ASSESSMENT, THESIS & AWARD OF DEGREES

6.1 Assessment and examinations

6.1.1 University of Macedonia

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 assessments, or a combination of these together with a final examination. The weighting of each assessment component is announced in advance by the instructor.

Consequences of failure:

- A student who fails **one or two courses** is entitled to a **re-examination within 15 days** of the original examination date.
- A student who also fails the re-examination is **dismissed** from the DMP.
- A student who fails **three courses** in a single examination period is **immediately dismissed** from the DMP.

6.1.2 Teachers College, Columbia University

For the M.A. and Ed.M. programmes in Music and Music Education, **no separate final examination period** is provided, nor do official course descriptions include final written examinations. Assessment methods are specified in each instructor's course syllabus and communicated to students at the first class meeting.

Principal assessment methods by course type:

Course type	Typical assessment methods
Pedagogy & Research	Research papers, projects, portfolios, presentations, lesson plans, syntheses of research
Music Literacies / Musicianship & Composition	Compositions, musical analyses, collaborative composition projects
Music Performance & Applied	Juries, public concerts, recitals (within the regular instructional period)
Fieldwork & Student Teaching	Teaching observations, reflective portfolios, Teacher Performance Assessments (TPA)

6.2 Grading scales

6.2.1 University of Macedonia — 0 to 10 scale

Grade range	Qualitative classification
8.50 – 10.00	Excellent
6.50 – 8.49	Very Good
6.00 – 6.49	Good
Below 6.00	Fail

The **minimum passing grade** for each course is **6.0**. In the event of a successful re-examination, the grade awarded is **6.0 regardless of actual performance**. The minimum passing grade for the **Master's Thesis / Applied Innovation Project** is **5.0** (see Section 6.4).

6.2.2 Teachers College, Columbia University — GPA 4.0 scale

Letter grade	GPA points	Descriptor
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 — subject to review
F	0.00	Failure

Non-evaluative grades: **P** (Pass), **DP** (Doctoral Pass), **WD** (Withdrawn), **YC** (Year Course), **R** (Attendance Credit), **IN** (Incomplete).

The **minimum passing grade** per course is **B (3.00)** (exclusive of Pass/Fail courses). A **cumulative GPA ≥ 3.0** is required for degree award.

6.2.3 Grading scale conversion (for credit-transfer purposes)

A formal grade conversion table between the UoM 0–10 scale and the TC GPA 4.0 scale will be **established by decision of the Joint Coordinating Committee (J.C.C.)** and published on the official D.M.P. website. Students are advised to consult their Academic Advisor or the programme website for the current conversion table.

The general equivalence principle of **1 TC credit point = 2 ECTS** applies to credits and workload (see Chapter 5) but does not automatically extend to grade conversion.

6.3 Practicum Experience (UoM M.Ed.)

10 ECTS — 250 hours — Spring / 3rd semester

The Practicum Experience is a **mandatory, academic, non-remunerated** supervised placement offered in the third semester of the UoM M.Ed. Students integrate the theoretical knowledge acquired in developmental psychology, mental health, and arts-based pedagogies into applied educational practice through:

- microteaching;
- observation of educational environments;
- design and field implementation of arts-based interventions;

- systematic documentation and critical reflection.

Placements are carried out in **school or school-related settings** serving children and adolescents. Students work within the professional boundaries of observation, documentation, and referral — the Practicum does not involve clinical intervention (see also Chapter 8, Safeguarding Framework).

Assessment is conducted by the supervisor/instructor through **intermediate formative assessments** and the final submission of a **Practicum Portfolio**, which captures the full learning, pedagogical, and professional experience.

Full Practicum Experience Regulations — including host institution selection, supervisory structures, student and host responsibilities, workload distribution, documentation requirements, rights, and professional conduct — are provided in **Appendix D**.

TC equivalent: **A&HM 4201 Fieldwork in Music Education** (≈ 4 points). See Chapter 5 for the credit-equivalence mapping.

6.4 Master's Thesis and Applied Innovation Project (UoM M.Ed.)

20 ECTS — Spring / 3rd semester — mandatory elective: one of the two options

The student chooses between the **Thesis** and the **Applied Innovation Project (AIP)** by the **end of the second semester**. This is a strategic academic decision based on the student's research interests, professional orientation, and direction.

Format and length requirements:

	Master's Thesis	Applied Innovation Project
Minimum length	15,000–20,000 words (min. 65 pages)	8,000–12,000 words (min. 35 pages)
Format	12-point font (Times New Roman or Arial), 1.5 or double spacing, APA7	Same
Language	English; title and abstract also provided in Greek	English; title and abstract also in Greek
Focus	Original research (basic or applied): quantitative, qualitative, or mixed methods	Design, implementation, and critical evaluation of a real-world innovation; Theory of Change; feasibility; ethical responsibility
Final output	Written thesis + oral defence	Written report (8,000–12,000 words) + viva voce presentation
Minimum passing grade	5.0 (out of 10)	5.0 (out of 10)

Procedure:

- **Faculty propose topics** each academic year; topic summaries are published on the programme website.

- **Student consults** with potential supervisors and submits a formal **Thesis/AIP Proposal** by the end of the second semester, including: proposed title, supervisor name and consent, and a concise research design (theoretical framework, objectives, methodology, expected contribution, preliminary bibliography).
- The **Steering Committee (S.C.)** recommends a supervisor and constitutes a **three-member Examination Committee**; the **Department Assembly** ratifies both appointments. Committee members must hold a doctoral degree and have expertise in the relevant subject area.
- The student works under the supervision of the appointed supervisor with regular meetings. Each faculty member may supervise a maximum of **20** theses/AIPs.
- Upon completion, the supervisor confirms readiness for defence.
- The **Defence** is held publicly following a Secretariat announcement. Prior to the official defence, all theses/AIPs are checked with **plagiarism detection software (Turnitin)**, producing a Similarity Report reviewed by the supervisor.
- **Duration of defence:** minimum 30 minutes, maximum 45 minutes; questions and discussion: minimum 10 minutes.
- **Approval** requires the consent of at least a majority of the Examination Committee.
- In case of rejection, a new examination is set at least **3 months** after the initial evaluation. A second rejection results in **dismissal** from the programme.
- After approval and incorporation of any required corrections, the final version is **mandatorily uploaded** to the UoM Central Library repository (uom.gr). The Secretariat does not finalise degree procedures until it receives the library submission certificate from the student.

Any candidate modifications to the thesis topic or supervisor are permitted only in exceptional circumstances, require substantial justification, may be approved only once, and must occur within **six months** of the initial Assembly approval.

TC equivalent: **A&HM 4501 Integrative Capstone Project** (3 points) $\equiv$ Thesis/AIP (20 ECTS) — see Chapter 5 for the credit-equivalence mapping.

6.5 TC Capstone Project and Portfolio

6.5.1 Ed.M. — Integrative Capstone Project (A&HM 4501)

3 credit points — full-year, online course — Prerequisite: A&H 4001 Qualitative Research Methods

The Capstone Project is a **graduation requirement** for the Ed.M. It is a year-long course structured as follows:

Semester	Credits	Format
Fall	2	Active development of research project under instructor and peer guidance

Semester	Credits	Format
Spring	1	Completion, finalisation, and public presentation
Total	3	Full-year online

Nature and types of the Capstone (the TC counterpart to a thesis). As the culminating academic requirement of the Ed.M., the Integrative Capstone Project is the Teachers College counterpart to the UoM Master's Thesis / Applied Innovation Project (and is formally recognised as equivalent — see Chapter 5). It is a **year-long project demonstrating the student's ability both to synthesise research and to carry out a pilot study or a creative project based on an inquiry into the literature.** It is **assessed holistically** through a single **tangible outcome**, which may take one of the following forms:

- a research article, or
- a book, or
- a performance video.

The capstone is explicitly **multimodal** and **may take a variety of forms**, with the student's chosen **area of focus** drawn (indicatively) from:

- curriculum development;
- music production and technology;
- community-based (research/practice);
- traditional research.

Purpose. The course supports students in identifying a sound research topic, refining their research approach, and completing an integrative master's project. It builds directly on **A&H 4001 Qualitative Research Methods** (prerequisite), extending that foundation into data collection, analysis, synthesis, and scholarly communication.

Final project format — two segments:

- A **research document** presenting the details of the research endeavour and analysis;
- A **digital presentation** providing an *experience* of the project (multimodal; formats may include a research article, book, or performance video).

Areas of focus (multimodal; student's choice): curriculum development; music production and technology; community-based research; traditional empirical research; or other areas aligned with professional goals.

Course activities and assessment:

Component	Weight
Final Project (research document + digital presentation)	60%
Class Presentations	20%
Small Group Work (peer support groups of 3–5 students)	10%
Peer Review	10%

Grade scale (Capstone): A+ = 98–100; A = 90–97; B+ = 88–90; B = 80–87; C+ = 78–80; C = 74–77.

Celebration of Inquiry Academic Showcase: Attendance and participation in this public showcase event is required as part of the course. Details are communicated by the instructor during the course.

Formatting: APA style (reference: Purdue Online Writing Lab, https://owl.purdue.edu/owl/research_and_citation/apa_style/).

6.5.2 M.A. and Ed.M. — Portfolio (Graduation Dossier)

The Portfolio is **mandatory** for both degrees. It carries **no academic credit** and has **no formal grade**; it is assessed by the student's advisor.

Submission deadline: by the **10th week of the final semester**, to the Music Education Office (musiced@tc.columbia.edu).

Required contents:

- At least **four (4) projects** completed during coursework that best represent the student's efforts and thinking, including:
- One **video recording of classroom or studio teaching** with written reflections (written consent of recorded students required);
- One **video recording of a solo or chamber music performance** (or ensemble under the candidate's direction/conducting), accompanied by the printed concert programme;
- Additional projects: research papers, creative strategies, assessment tools, lesson plans with self-evaluations, case studies, curriculum sequences, compositions, analyses.
- A **personal statement** (3–5 pages) reflecting on learning process and growth in musicianship, scholarship, and pedagogy, including a statement of philosophy of music education.
- An **updated résumé** (serves as the portfolio cover sheet).

Format: compiled on a **TC GoogleSite or Google Folder** (open access); the URL link is emailed to the advisor and to musiced@tc.columbia.edu for review.

Portfolio example: <https://sites.google.com/tc.columbia.edu/yonathanpeledgradportfoliotc/home>

6.5.3 Musicianship requirement (M.A. and Ed.M.)

Both degrees require a **demonstration of musicianship in performance**, approved by the Programme faculty. This is typically fulfilled through **A&HM 5058 / 6058 Music Performance** (1 credit), in which the student:

- creates and performs a **recital** (suggested duration: **30–60 minutes**);
- selects repertoire in consultation with the advisor;
- secures a date, designs programmes and promotional materials, and arranges personnel and rehearsals;
- may present solo, chamber, ensemble (as director/conductor), or children's programmes.

A&HM 5058 assessment breakdown:

Component	Weight
Submit programme plan + rehearsal schedule	20%
Mid-term performance (portion of programme for feedback)	20%
Dress rehearsal plan + draft programme	20%
Final performance + final programme	30%
Final reflections on process	10%

6.5.4 Parallel overview: UoM and TC culminating projects

The table below shows the **corresponding culminating academic requirements** across the two programmes, which are formally recognised as equivalent for credit-transfer purposes (see Chapter 5, Section 5.6):

	UoM M.Ed.	TC Ed.M.	TC M.A.
Culminating research project	Thesis (20 ECTS): 15,000–20,000 words, original research, oral defence before 3-member committee	Integrative Capstone A&HM 4501 (3 pts): research document + digital presentation, Celebration of Inquiry Showcase	— (no direct equivalent; closest = Portfolio projects)
Applied/creative project pathway	Applied Innovation Project (20 ECTS): 8,000–12,000 words, real-world innovation, Theory of Change, viva voce	<i>Capstone may also take a creative/applied form</i>	—
Portfolio	— (not required)	Graduation Dossier (mandatory, 0 pts): teaching + performance videos, personal statement	Cumulative Integrative Project (mandatory, 0 pts): same format as Ed.M. Portfolio

	UoM M.Ed.	TC Ed.M.	TC M.A.
Performance/musicianship	— (not required)	✓A&HM 5058 (1 pt) + faculty approval	✓A&HM 5058 (1 pt) + faculty approval
Practicum/fieldwork	Practicum Experience (10 ECTS / 250 hours)	A&HM 4201 Fieldwork in Music Education (~4 pts)	A&HM 4201 Fieldwork in Music Education (~4 pts)
Credit-transfer equivalence	Thesis/AIP (20 ECTS) ≡ TC Capstone (3 pts)	TC Capstone (3 pts) ≡ UoM Thesis/AIP (20 ECTS)	—

6.6 Graduation requirements per degree

Requirement	UoM M.Ed.	TC Ed.M.	TC M.A.
Total credit units	90 ECTS	60 credit points	32 credit points
Minimum grade per course	6.0 (out of 10)	B (3.0 GPA)	B (3.0 GPA)
Minimum thesis/capstone grade	5.0 (out of 10)	Pass (holistic)	—
Cumulative GPA	Weighted average (see 6.7)	≥ 3.0	≥ 3.0
Capstone Project	—	✓A&HM 4501 (3 pts, Prereq: A&H 4001)	—
Portfolio	—	✓Graduation Dossier	✓Cumulative Integrative Project
Musicianship demonstration	—	✓	✓
Thesis / AIP	✓20 ECTS	—	—
Practicum	✓10 ECTS	—	—
Plagiarism solemn declaration	✓Submitted with thesis	—	—
Library deposit	✓UoM repository upload required	—	—
Financial obligations settled	✓Required before ceremony	✓	✓

Upon successful completion, students submit an **application for graduation** to each institution's Secretariat/Registrar independently, and the corresponding postgraduate degree is awarded by each respective institution.

6.7 Final grade calculation — UoM M.Ed.

The final grade of the UoM M.Ed. is calculated as the **weighted average** of all course grades, the Practicum Experience grade, and the Thesis/AIP grade, weighted by the ECTS of each component:

$$\text{Final Grade} = (\sum_i (CG_i \times ECTS_i)) \div 90$$

where CG_i is the grade of each course (including Practicum and Thesis/AIP) and $ECTS_i$ is the corresponding credit units. The result is calculated to **two (2) decimal places**.

The qualitative classification on the degree certificate corresponds to:

Final grade	Classification
8.50 – 10.00	Excellent
6.50 – 8.49	Very Good
6.00 – 6.49	Good

TC note: TC records a cumulative GPA on a 4.0 scale; there is no single weighted-average formula equivalent to the UoM calculation. The GPA is calculated by TC's Office of the Registrar according to TC policies.

6.8 Degree certificates and Diploma Supplement

6.8.1 University of Macedonia

The **M.Ed. degree certificate** is an official public document issued by the Secretariat of the D.M.S.A. It specifies:

- Department name (D.M.S.A.) and UoM emblem;
- Dates of completion of studies and of issuance;
- Graduation registration number;
- Programme title;
- Student's personal details;
- Final grade and qualitative classification (Good / Very Good / Excellent).

A **Diploma Supplement** is also issued in accordance with Article 15 of Law 3374/2005 and Ministerial Decision Φ5/89656/B3/13.8.2007. The Diploma Supplement provides information on the nature, level, context, content, and status of the studies completed. It **does not substitute** either the official degree certificate or the official transcript.

Before the official degree is conferred, a **certificate of successful completion** of the programme may be issued to the graduate upon request.

6.8.2 Teachers College, Columbia University

The **M.A. / Ed.M. diploma** is conferred in accordance with TC academic regulations and procedures. It includes:

- Name of the graduate;
- Degree title (Master of Arts / Master of Education);
- Major/Specialisation: Music and Music Education;
- School name: Teachers College;

- Institution name: “The Trustees of Columbia University” (followed by “Columbia University”);
- Columbia University seal;
- Conferral date;
- Signatures of the President of Columbia University and the Dean of Teachers College.

6.9 Graduation ceremony

6.9.1 University of Macedonia

The **oath-taking ceremony (ορκωμοσία)** is organised by UoM. It is **not a constitutive requirement** for the successful completion of studies; however, it is a **necessary prerequisite for the issuance of the official M.Ed. degree certificate**.

Graduates who have completed all requirements may request an **exemption from physical presence** at the ceremony from the Department Secretariat in exceptional cases (studies, residence, or work abroad; health reasons; etc.).

6.9.2 Teachers College, Columbia University

TC degrees are **conferred three times per year**: October, February, and May, following the successful completion of all academic requirements and submission of an **Application for Degree** to the Office of the Registrar.

An annual **Commencement/Convocation ceremony** is held in May; physical presence is **optional**. Diplomas are awarded and **mailed to graduates** regardless of their attendance at the ceremony.

CHAPTER 7 — INFRASTRUCTURE, SERVICES & STUDENT SUPPORT

Principle of dual access. During their period of enrolment at either institution, students have access to the **digital resources, libraries, and student services of the respective institution** and are subject to its Code of Conduct, in accordance with the Special Cooperation Protocol, Article 9. The sections below describe the resources available at each institution. Students enrolled at one institution who are preparing to transfer to the other are advised to consult the second institution's website in advance.

7.1 E-learning infrastructure and digital platforms

7.1.1 University of Macedonia

The UoM M.Ed. programme operates on a **dedicated digital ecosystem** combining the programme-specific platform with UoM's institutional tools:

Platform	Role
A(I)RTS Learning Platform (Moodle-based, dedicated to the DMP)	Primary hub for course delivery and educational material for all the courses of the <i>MEd in Mental health, schooling and the A(i)rts</i> , following a structured methodology that combines instructional design principles with modern generative AI tools, ensuring both pedagogical effectiveness and technical excellence in every educational module. For each one of the 12 courses, students can find the book written especially for the course, slide presentations, educational videos, podcast episodes, avatar introductory videos, Q&A / self-assessment quizzes, and VR scenarios. All course content, submission of assignments, and reflective portfolios are managed here.
Open eClass (UoM institutional asynchronous platform)	Supplementary course management; asynchronous educational resources
Zoom / Google Meet	Synchronous distance learning sessions, supervisory meetings, and student communication

The **A(I)RTS Learning Platform** includes educational material for all the courses of the MEd in Mental health, schooling, and the A(I)rts, following a structured methodology that combines instructional design principles with modern generative AI tools, ensuring both pedagogical effectiveness and technical excellence in every educational module. The design of the educational material was based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), adapted to the specific needs of the D.M.P.. Particular emphasis was placed on:

- The principle of microlearning: Each teaching module is structured into cohesive, self-contained segments with a maximum video duration of 15–20 minutes.
- Catering to multiple learning styles (Felder-Silverman Learning Style Model - FSLSM): Each thematic unit is provided in multiple formats (text, slides, video, podcast, avatar, Q&A) for visual, auditory, active, and reflective learners.

- Personalization of the learning experience: Based on each student's FSLSM profile (initial questionnaire + dynamic log data), the system recommends a personalized sequence for accessing the material.
- Universal Design for Learning (UDL): Video subtitles, accessible PDFs, and multilingual support.

The A(I)RTS Learning Platform includes what is shown in the table below for the total of 12 courses of the UoM MEd in Mental health, schooling, and the A(I)rts :

Type	Content
Standard Course Folder	11 types of educational content per module
Books / Chapters	~156 chapters (~2,000+ pages)
Slide Presentations	~156 presentations
Educational Videos	~120 videos (~30 hours total)
Podcast Episodes	~120 episodes (~30 hours total)
Avatar Introductory Videos (Synthesia)	~120 videos (~5 hours total)
Q&A / Self-Assessment Quizzes	~120 question sets (Gemini AI)
FSLSM Questionnaire + Spider Chart	Dynamic learning style profile per student
VR Scenarios	3 full scenarios (Unity3D + Meta Quest 3s)

Technical support and data security are provided by the **Digital Governance Unit** of UoM (or, pending its establishment, the Department of Statistics, Information Systems, and Informatics / Computer and Network Centre). The same unit is responsible for personal data protection in relation to the digital platforms (see also Chapter 8).

Educational materials posted on the platforms are protected under **Law 2121/1993** (intellectual property) and are made available exclusively for the educational use of enrolled students.

Faculty digital capacity-building and pedagogical support for distance teaching are provided through **KeDiMa** (UoM's digital capacity-building unit), ensuring instructors are equipped with the competencies required for high-quality blended and distance instruction.

7.1.2 Teachers College, Columbia University

TC supports faculty and students in online, hybrid, and distance education through several institutional initiatives:

Resource	Description
Canvas (TC Learning Management System)	Primary platform for course materials, discussion boards, assignment submission, and grades
Zoom	Synchronous virtual classes and meetings; TC hosts its own Zoom environment (teacherscollege.zoom.us)
Digital Futures Institute (DFI)	Coordinates institutional initiatives for digital pedagogy and instructional technology; provides guidance and resources for faculty on online course development, digital tools, and educational technology integration
“Come Together, Right Now...Virtually” initiative	TC’s centralised resource hub for remote teaching, learning, and community support: online and remote teaching platforms, instructional continuity, student engagement, and community wellness resources. Available at: https://www.tc.columbia.edu/coming-together/resources/
Google for Education tools	Google Classroom, Google Meet, and related tools supported for distance learning contexts

7.2 Teaching facilities and physical spaces

7.2.1 University of Macedonia

In-person teaching takes place at the available educational and research infrastructures of the Department of Music Science and Art and of the University of Macedonia.

7.2.2 Teachers College, Columbia University

All TC courses are delivered at the **Teachers College campus** (525 West 120th Street, New York, NY 10027), located in the **Morningside Heights** neighbourhood of Manhattan, adjacent to Columbia University. TC students have access to:

- Teaching rooms, seminar spaces, and performance facilities within the TC buildings (principally Horace Mann Hall and adjoining facilities);
- Columbia University campus and affiliated spaces;
- New York City as a global hub for education, music, and the arts.

7.3 Libraries

7.3.1 University of Macedonia

UoM students have access to the **University of Macedonia Central Library**, which provides:

- Physical and remote access to the UoM print and digital collections;
- Access to major international academic databases and e-journals subscribed by UoM;
- **Turnitin** plagiarism-detection software, available to all instructors and through the Open eClass platform for assignment submissions;
- Institutional Repository for the deposit and open-access publication of approved Master's Theses and Doctoral Dissertations (required before degree completion — see Chapter 6).

Contact and hours: <https://www.uom.gr/en/maclib> (UoM Library and Information Center)

7.3.2 Teachers College, Columbia University

TC students have access to the **Gottesman Libraries at Teachers College**, which include:

- Housed in **Russell Hall**, the **Gottesman Libraries** are TC's sole library and one of the largest and most comprehensive education research libraries in the world;
- Full access to the **Columbia University Library System** — one of the largest academic library networks in the world — comprising over 20 libraries across the Columbia campus;
- Extensive electronic databases, e-journals, and digital resources in education, psychology, health, and the arts;
- Research support services, including individual consultations with subject librarians.

Library resources and access: <https://library.tc.columbia.edu/>

7.4 Databases and electronic resources

7.4.1 University of Macedonia

UoM provides access to a range of international academic databases and electronic resources through the **UoM Library and Information Centre**. Specific subscriptions are updated annually and available through the library portal. Students are encouraged to use these resources systematically throughout their studies, particularly for thesis and AIP research.

7.4.2 Teachers College, Columbia University

TC students have access to an extensive portfolio of databases and electronic resources through the **Gottesman Libraries** and the **Columbia University Library System**, including major databases in education research, psychology, social sciences, health sciences, and the arts. Remote access is available to all registered TC students through the library portal.

Information on current subscriptions: <https://library.tc.columbia.edu/>

7.5 Student support services and welfare

7.5.1 University of Macedonia

Graduate students enrolled in the UoM M.Ed. are entitled to the **same rights, benefits, and services** as undergraduate students under current legislation, with the exception of the right to free textbooks. These include:

Service	Description
Healthcare	Access to the UoM medical and pharmaceutical care services
Student transport pass	Subsidised public transport card
Student meals	Access to the UoM student canteen/refectory
Academic Advisor	Each student is assigned an Academic Advisor responsible for monitoring overall progress and supporting their academic development
Thesis/AIP Supervisor	Assigned from the end of the second semester; responsible for guiding the research/creative process and supervisory meetings
Disability accommodations	Provided through a Steering Committee decision for students with certified disabilities (see Chapter 4, Section 4.8)

7.5.2 Teachers College, Columbia University

TC provides a comprehensive range of student services to support graduate study:

Office / Service	Description
Office of Student Affairs	General student support, community, and welfare
Office of Access and Services for Individuals with Disabilities (OASID) — 301 Zankel Building (oasid@tc.columbia.edu; +1 212-678-3689; tc.columbia.edu/oasid)	Academic accommodations for students with documented disabilities (see Chapter 4, Section 4.8)
Office of the Registrar	Transcripts, degree applications, enrolment verification, graduation
Office of the Bursar	Tuition fees, payment plans, financial obligations
Office of Admission (www.tc.edu/admission)	Admission and enrolment guidance
Academic Advisor	Students design their programme of study with a TC Academic Advisor, who guides course selection and monitors academic progress
Writing Centre and Academic Resources	Writing support, academic skills development
Health and Wellness services	TC and Columbia University health services available to enrolled students

7.6 Complaints mechanism

7.6.1 University of Macedonia

The programme participates in UoM's **internal quality assurance cycle** coordinated by MODIP, which includes structured channels for student feedback and the management of concerns. Specifically:

- **Anonymous student course and instructor evaluations** are conducted electronically at the end of each semester (see Chapter 2, Section 2.4);
- Evaluation results and improvement actions are communicated to all stakeholders;
- Annual evaluation reports are published on the programme website.

For matters not resolved through the standard evaluation cycle, students may address concerns to the **Programme Director** or the **Steering Committee**.

7.6.2 Teachers College, Columbia University

For matters relating to **academic integrity and misconduct**, students are directed to the **Office of Student Conduct**, which applies the **TC Student Conduct Code: Academic Integrity and General Misconduct** (www.tc.edu/policylibrary).

For matters relating to **programme quality and academic concerns**, students may engage with:

- Their course instructor or **Academic Advisor** in the first instance;
- The **Music and Music Education Program Director**;
- The **Department Chair (Arts and Humanities)**;
- The institutional oversight structures of the **OAA** for formal program-level concerns.

Course evaluation feedback submitted through the **myCourseEval** system (see Chapter 2) is systematically reviewed by the Programme's governing bodies and used for continuous improvement.

7.7 Internships, mobility, and funded placements

7.7.1 University of Macedonia

Institutional framework for practical training

All UoM practical training activities — including those of postgraduate programmes — are governed by the **UoM General Practicum Regulation**, approved by the Senate (Decision 4/6.11.2024, published in Government Gazette B' 442/7.2.2025). The DMP M.Ed. Practicum Experience (10 ECTS, 250 hours) operates within this institutional framework; its programme-specific rules are set out in the **Practicum Experience Regulations** (see Chapter 6 and **Appendix D**).

Key provisions relevant to DMP students:

Aspect	Provisions (UoM General Practicum Regulation)
Host institutions	Public services, legal entities (public or private), local authorities, companies; foreign host institutions permitted where supervision is feasible
Prohibited placements	Students may not carry out their placement with a relative up to the third degree of kinship
Leave during placement	1 day per month for personal, health, or academic reasons; up to 3 additional days for academic reasons (with Secretariat note)
Insurance	Compulsory insurance under e-EFKA for accident risk; cost borne by the entity paying remuneration (host institution or ELKE)
Contract	A three-party Practicum Contract (UoM — Host Institution — Student) is signed before the placement begins; standard templates are included in the Regulation
Remuneration	Since the DMP charges tuition fees, any remuneration during placement must be borne entirely by the host institution or the DMP programme budget (not ELKE co-financed funds)
Support	The Practicum and Liaison Office (Γραφείο Πρακτικής Άσκησης και Διασύνδεσης) supports students in finding host institutions; students may also propose their own placements

Erasmus+ and international mobility

UoM participates in **Erasmus+**, supporting academic exchange and international mobility for students and staff. DMP students may be eligible for Erasmus+ study mobility (SMS) or traineeship mobility (SMP) at European partner institutions, in accordance with UoM's bilateral agreements and Erasmus+ programme rules.

Erasmus+ traineeships may provide a monthly stipend in addition to the educational experience; eligibility, amounts, and available partner institutions are announced annually by the **UoM International Relations Office**. DMP students interested in combining their Practicum Experience with an Erasmus+ traineeship abroad should consult the Practicum Coordinator and the International Relations Office in advance.

For current Erasmus+ opportunities: UoM International Relations Office website and the programme website.

Co-funded and paid placements (NSRF/ΕΣΠΑ-type)

Opportunities for paid traineeships funded through co-financed programmes (e.g. NSRF/ΕΣΠΑ projects managed through UoM's Research Committee — ELKE) may be available to DMP students subject to the availability of relevant funded projects. Such opportunities are announced on the programme website and through the Practicum and Liaison Office. Note: since the DMP charges tuition fees, remuneration under co-financed schemes follows the provisions of the UoM General Practicum Regulation (Section 3.5).

7.7.2 Teachers College, Columbia University

TC, C.U. supports student international engagement through Columbia University's extensive global network, including exchange and research partnerships with institutions worldwide. TC students may also explore **Fieldwork in Music Education (A&HM 4201)** opportunities in diverse educational settings as part of their programme of study. For study-abroad and international opportunities, students should contact TC's **Office of Global Engagement** (<https://www.tc.columbia.edu/office-of-global-engagement/>); international (F-1/J-1) students are supported by the **Office of International Students and Scholars (OISS)** (<https://www.tc.columbia.edu/international>).

CHAPTER 8 — ACADEMIC INTEGRITY, PROFESSIONAL ETHICS, SAFEGUARDING & DATA PROTECTION

Four distinct topics. This chapter covers four separate normative domains that are related but must not be conflated:

- **Section 8.1:** Academic integrity and plagiarism — honesty in scholarly work;
- **Section 8.2:** Professional ethics and safeguarding — conduct in educational and research practice, especially where children and adolescents are involved;
- **Section 8.3:** Research ethics — ethical standards for research involving human participants;
- **Section 8.4:** Personal data protection (GDPR) — legal obligations regarding the processing of personal data;
- **Section 8.5:** Intellectual property of educational materials — copyright of course content.

Each section presents the provisions of both institutions.

8.1 Academic integrity and plagiarism

8.1.1 University of Macedonia

Academic integrity is a fundamental obligation of all UoM postgraduate students. Upon the submission of any postgraduate assignment or master's thesis, the student is required to **explicitly acknowledge** any use of the work or opinions of third parties.

Plagiarism is a serious academic offence. It includes:

- Submitting another person's work — whether published or unpublished — as one's own;
- Using another person's work without proper attribution;
- **Self-plagiarism:** citing material from the candidate's own previously published or submitted work without appropriate attribution.

Any act of plagiarism may result in the student's **dismissal from the programme**.

When filing the master's thesis or Applied Innovation Project for examination, the student is required to submit a **solemn declaration** (υπεύθυνη δήλωση) explicitly confirming the absence of plagiarism. All theses/AIPs are checked using **Turnitin** plagiarism-detection software prior to the official defence, producing a Similarity Report reviewed by the supervisor. Approved theses are deposited in open-access format in the UoM Central Library repository.

Any misconduct or violation of academic ethics — including cheating in examinations, plagiarism, and infringement of intellectual property provisions in course assignments or the thesis — is referred to the **competent bodies** of the institution for review and appropriate action.

8.1.2 Teachers College, Columbia University

Academic integrity standards apply equally across all instructional modalities at TC, in accordance with the **TC Student Conduct Code: Academic Integrity and General Misconduct**, available at www.tc.edu/policylibrary. Cases of academic misconduct are referred to the **Office of Student Conduct**.

All postgraduate students are expected to maintain a minimum grade of **B (3.0)** per course and continuous enrolment; failure to maintain good academic standing results in academic probation (see Chapter 4, Section 4.9).

8.2 Professional ethics and the Safeguarding Framework

This section is of particular importance given the DMP's subject matter — **mental health, attachment, trauma, and developmental psychopathology in children and adolescents**, addressed through experiential, participatory, and arts-based learning methods. The programme has a specific Safeguarding Framework that operates at two distinct levels.

8.2.1 University of Macedonia

The UoM M.Ed. programme complies with the **UoM Code of Ethics and Deontology for Scientific Research**, which applies to all research activities, practicum placements, specialised services, training programmes, and other scientific applications conducted within or outside UoM premises under the responsibility of its academic staff, whether funded or unfunded.

Safeguarding Framework — two levels:

Level 1: Students as learners within the programme

Due to the experiential and participatory nature of the DMP's teaching methods, instructors responsible for experiential components frame each activity with clear guidance on:

- the **limits of confidentiality** during experiential work; and
- the **absence of any obligation** on the part of students to disclose personal material.

Access to support is ensured through the **Programme Director** or **Academic Advisor** at any time.

Important: The programme **does not provide psychotherapeutic services**. Experiential activities are educational in nature; students who require personal therapeutic support are encouraged to seek it outside the programme.

Level 2: Students' professional practice in school and other settings

In the context of the **Practicum Experience** and any other field activities, students' professional role is strictly limited to:

- **observation;**
- **documentation;** and
- **referral,**

in accordance with the **child protection procedures of the host institution**. Students do not act as clinicians or therapists and do not deliver therapeutic interventions. Detailed instructions governing this professional role are included in the **Programme's Safeguarding Guide**.

The **Programme's Safeguarding Guide** (*A Note on Safeguarding*, UoM M.Ed. Programme) is provided in full as **Appendix F**. All enrolled students are required to read it before the first experiential session. Its key provisions are summarised below.

Part I — You as a learner in this programme

Many courses cover topics — attachment, trauma, neglect, loss, and developmental psychopathology — that may connect with students' own personal experiences. Experiential activities (participatory arts, embodied arts interventions, group reflective work, the Performance Project) involve the body, voice, creativity, and group engagement, and may unexpectedly bring up strong emotions.

Key provisions for students:

- **You will not be penalised or judged** for sharing concerns about your well-being with a course instructor, personal tutor, or the Programme Director.
- **The programme does not provide therapy. Instructors are not therapists.** If personal support is needed, the team will help you find professional resources outside the university.
- **You are not required to share personal experiences** in any assessed activity. Reflective journals and group discussions focus on professional and intellectual growth; you control what you share and with whom.
- **Confidentiality in group activities has limits:** if a student shares something that raises safety concerns, the instructor must follow the programme's safeguarding procedures, which may involve notifying the Programme Director or student support services.
- Before each experiential module, instructors will explicitly state that: (a) the activity may bring up strong feelings; (b) support is available; (c) you are not expected to share anything personal.

Part II — You as a teacher in your school

When students return to their professional context and apply programme methods (narrative-based activities, arts interventions, RPG-based learning, trauma-sensitive practices, work with attachment themes), pupils may unexpectedly share personal material. Students' role in this context is strictly: **notice — record — refer**. They must not investigate, interpret, or provide therapeutic support.

The Guide sets out a **five-step process** for when a concern arises:

- Make a clear, **factual record** (date, time, what was said/observed, who was present, actions taken) — no interpretations.
- **Do not discuss** the concern with other staff or the pupil, except to reassure the pupil that they are safe and will receive support.

- **Notify the designated safeguarding lead (DSL)** of the school as soon as possible, following the school's reporting procedure.
- **Give the written record** to the DSL securely and promptly; follow subsequent DSL instructions.
- **Take no further action** independently unless directed by the safeguarding team.

The Guide also provides example **classroom framing statements** that teachers can use before any activity with emotional or relational content, in order to set clear expectations and safety boundaries for pupils.

Full text: see **Appendix F — Programme Safeguarding Guide** (*A Note on Safeguarding*, UoM M.Ed. Programme).

8.2.2 Teachers College, Columbia University

The TC M.A. and Ed.M. programmes comply with the protocols of the **Teachers College Institutional Review Board (IRB)**. The IRB ensures that research involving human participants is conducted ethically and in compliance with:

- the **Belmont Report** (the foundational ethical framework for research with human subjects in the United States);
- all applicable **federal, state, local, and institutional requirements**.

The IRB's review covers:

- the **research protocol** (design, methodology, participant population);
- the **informed consent process**;
- the **methods used for participant recruitment**.

Both **prior review** (before research begins) and **ongoing review** (during the conduct of research) are provided. All DMP students undertaking research involving human participants — including within the Capstone Project — must comply with TC IRB requirements.

IRB information and submission procedures: <https://www.tc.columbia.edu/institutional-review-board/>

8.3 Student conduct and professional behaviour

8.3.1 University of Macedonia

Students are expected to respect and adhere to:

- the decisions of the programme's governing bodies;
- **academic ethics** in all aspects of their studies;
- the code of conduct of any host institution during the Practicum Experience;

- the safety, health, and working regulations of any host institution;
- confidentiality obligations regarding personal data encountered during field activities.

Failure to comply — without serious, documented justification — constitutes grounds for **dismissal from the programme** (see Chapter 4, Section 4.9).

8.3.2 Teachers College, Columbia University

TC students are expected to comply with the **TC Student Conduct Code: Academic Integrity and General Misconduct** (www.tc.edu/policylibrary) in all academic and professional activities. This code covers both on-campus and distance learning contexts, and applies to all aspects of student conduct at TC, including interactions with faculty, peers, and community partners.

8.4 Personal data protection (GDPR)

8.4.1 University of Macedonia

The UoM M.Ed. programme fully complies with the **General Data Protection Regulation (GDPR) (EU 2016/679)** and the relevant Greek implementing legislation (**Law 4624/2019**). Key provisions:

Aspect	Provision
Responsibility	The Digital Governance Unit of UoM (or, pending its establishment, the Department of Statistics, Information Systems, and Informatics / Computer and Network Centre) is responsible for data protection in relation to the programme's digital platforms
Application data	Personal data submitted with admission applications is processed solely for the purpose of candidacy evaluation; in case of non-selection, data is deleted within 30 days of application acceptance
Applicant consent	By submitting their application, candidates explicitly consent to the processing of their personal data for candidacy evaluation
Student evaluation data	Summary evaluation results may be published only after the release of course grades, in compliance with GDPR
Educational platform materials	Educational materials posted on the platforms are provided exclusively for the educational use of enrolled students and must not be reproduced, distributed, or used for other purposes
Research involving personal data	Any research activity involving the personal data of third parties (e.g., in the Practicum or thesis research) must comply with GDPR and the UoM Data Protection Policy

8.4.2 Teachers College, Columbia University

For research involving human participants, privacy and confidentiality protections are governed by the **TC Institutional Review Board (IRB) protocols** (see Section 8.2) and the informed-consent procedures required for each study.

Students conducting research that involves the collection, storage, or processing of personal data must comply with TC IRB requirements and with any data-protection legislation applicable in the jurisdiction in which the research is conducted. UoM M.Ed. graduates continuing to TC should be aware that the US privacy-law framework differs from the EU GDPR framework. [The programme's source documents do not name specific US privacy statutes (e.g. FERPA / HIPAA); the applicable US framework should be confirmed with TC before publication.]

8.5 Intellectual property of educational materials

8.5.1 University of Macedonia

All educational materials posted on the **A(I)RTS Learning Platform, Open eClass**, or any other digital platform used by the programme are protected under **Law 2121/1993** (Government Gazette A' 25) on intellectual property and related rights, provided the relevant conditions are met.

These materials are made available **exclusively for the educational use of enrolled students** and must not be:

- reproduced or distributed outside the programme;
- used for commercial purposes;
- shared with non-enrolled persons.

The intellectual property of materials produced by students (theses, AIPs, course projects) remains with the student-author, subject to the open-access deposit requirements for theses in the UoM Institutional Repository (see Chapter 6, Section 6.4).

8.5.2 Teachers College, Columbia University

Course materials provided by TC instructors via Canvas or other platforms are subject to **TC's intellectual property policies** and applicable US copyright law. Students may use course materials for their own educational purposes but may not reproduce, share, or publish them without authorisation from the instructor.

Research outputs produced by students as part of the Capstone Project or other coursework are subject to TC's policies on ownership of student work, available at www.tc.edu/policylibrary.

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CHAPTER 1 – General Principles and Purpose of the Practicum Experience

1.1 Purpose of the Practicum Experience

The Practicum Experience constitutes a compulsory component of the Master's Program *Mental health, schooling and the A(i)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:

- enable students to actively engage with educational environments;
- facilitate the application of theoretical knowledge acquired throughout their studies;
- enhance pedagogical, instructional, and educational competencies;
- develop skills in the design, implementation, and evaluation of pedagogical and arts-based interventions;
- cultivate professional responsibility and ethical conduct;
- foster collaboration and communication with schools, educational institutions, and community organizations.

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 Master's Program *Mental health, schooling and the A(i)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 programmes, community and cultural centres, and organisations 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 Programme's internal regulations.

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 Master's Program and aims at the practical application of the theoretical and scientific knowledge acquired through successful participation in the Programme's courses, as well as the development of professional, pedagogical, and reflective competence in areas related to:

- education;
- the mental health of children and adolescents;
- arts-based, mental health-oriented, and/or artificial intelligence-informed pedagogical approaches;
- 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 Master's Program *Mental health, schooling and the A(i)rts*.

Pursuant to Article 69 of Law 4957/2022 (paragraphs 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 Master's Program, 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 Master's Program and are required to:

- provide a safe and appropriate educational environment;
- facilitate the implementation of Practicum Experience activities;
- cooperate with the Master's Program 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 Master's Program 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 Master's Program *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 Master's Program 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 Master's Program;
- 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 Master's Program.

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 Master's Program and the host institution;
- be implemented 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, as well as adherence to 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 Master's Program.

In the event of interruption of the Practicum Experience, the Master's Program shall determine:

- whether continuation or repetition of the Practicum Experience is required;
- whether previously completed activities and hours will be recognized;
- 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 Master's Program and the supervisors;
- verify students' attendance and participation through the prescribed documentation and forms;
- inform the Master's Program 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 Master's Program 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 Master's Program. 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 Master's Program, 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:

- classroom dynamics;
- pedagogical and instructional practices;
- student participation and engagement;
- socio-emotional interactions;
- practices of inclusion and support for school wellbeing;
- 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 Master's Program and in collaboration with the host institution.

Interventions:

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

The Master's Program 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 Master's Program *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).

The workload includes:

- organized instruction and participation in seminars;
- microteaching and pedagogical simulation activities;
- systematic observation of educational practices;
- the design and preparation of pedagogical interventions;
- the supervised implementation of interventions in educational settings;
- supervision, feedback, and reflective processes;
- the development and organization of the Practicum Portfolio;
- 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

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:

- practicum logs and attendance records;
- observation notes;
- lesson plans and intervention plans;
- activity recording forms;
- a consolidated field-hours record;
- 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 Master's Program 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 Master's Program 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:

- collaboration with instructors, supervisors, or group coordinators for the approval and pedagogical appropriateness of planned interventions;
- students' participation in the prescribed practicum activities;
- the process of planning and implementing interventions;
- the pedagogical and reflective processing of the practicum experience;
- 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 Master's Program.

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 Master's Program 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 Master's Program, in accordance with the procedures and deadlines announced by the Program.

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:

- does not meet the minimum academic or technical requirements;
- does not contain the required documentation;
- 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 Master's Program.

6.5 Validation and Verification of Documentation

The Master's Program 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 formal 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 Master's Program 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 Master's Program, 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 Master's Program, 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 Master's Program 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 Master's Program.

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 Program.

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 Master's Program, 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 Master's Program, 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 Master's Program 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 Master's Program 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 Master's Program 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 Master's Program *Mental health, schooling and the A(i)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 Master's Program;
- 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 Master's Program 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.

APPENDICES

The present Regulations are accompanied by indicative templates, forms, and documentation tools used for the recording, monitoring, and verification of students' educational activities within the framework of the Practicum Experience.

Such templates and forms may be updated or adapted by the Master's Program for operational, pedagogical, or administrative purposes without requiring amendment of the present Regulations.

The appendices serve a supportive and documentary function and are used exclusively for the purposes of the educational process of the Practicum Experience.

APPENDIX A – PRACTICUM ACTIVITY LOG

Student Name _____

Student Registration Number _____

Academic Year _____

Host Institution _____

Date	Class / Setting	Type of Activity	Description	Hours	Signature
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Student Signature: _____

APPENDIX 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: _____

APPENDIX C – PEDAGOGICAL OBSERVATION FORM

Date _____

School / Host Institution _____

Class / Age Group _____

Observed Teacher / Educator _____

Subject / Topic _____

Observation Duration _____

- Structure and Organization of Teaching

- Pedagogical and Instructional Methods

- Classroom Atmosphere and Interaction

- Inclusion and Participation

- Personal Reflection

Student Signature: _____

Supervisor / Teacher signature: _____

APPENDIX II — PROGRAMME SAFEGUARDING GUIDE

MEd Program “Mental health, schooling, and the A(i)RTS”

A Note on Safeguarding

Part 1: You as a Learner in This Program

This program covers topics that are both intellectually demanding and sometimes emotionally challenging. Lectures on attachment, trauma, neglect, loss, and developmental psychopathology may connect with your own experiences, whether as a child, parent, or professional working with vulnerable young people. Experiential parts of the program, like Personal Growth and Wellbeing, Participatory Music, Embodied Arts Interventions, and the Performance Project, involve learning that is more than just thinking. These activities use the body, voice, creativity, and group work, which can sometimes bring up difficult feelings unexpectedly.

And this isn’t something you need to worry about. A program that helps you comprehend and react to children’s emotions also needs to address your own emotional experiences as a learner. Be aware of what to expect and where you can find support if you need it.

Some course material may bring up strong emotions or memories. This is part of the deep engagement the program aims for.

If you ever feel distressed, overwhelmed, or worried regarding your well-being during or after a session, please talk to the course instructor, your personal tutor, or the program director. You will not be penalized or judged for sharing your concerns.

This program does not provide therapy, and instructors are not therapists. If you feel you need personal support, the team can help you find professional resources outside the university. Asking for support is not a weakness; it shows you understand that working with these topics can sometimes bring up issues best handled by professionals.

During group activities like participatory arts sessions, drama, or reflective group work, you might share personal experiences with others. The group is expected to show mutual respect and keep things confidential, but there are limits to confidentiality. If a student shares something that raises safety concerns, the course instructor must follow the program’s safeguarding procedures, which may include telling the program director or student support services.

You do not have to share personal experiences in any assessed activity. Reflective work, journals, and group discussions should focus on your professional and intellectual growth. If personal topics come up naturally, you can choose how much to share and with whom.

Instructors will start each experiential module by explaining that the activity may bring up strong feelings, that support is available, and that you are not expected to share anything personal. This clear approach helps create a safe environment for real learning.

Part II: You as a Teacher In Your School

When you return to your workplace and use what you have learned, you will face new safeguarding issues. Many methods in this program, like narrative-based activities, arts interventions, RPG-based learning, trauma-sensitive practices, and work with attachment themes, encourage children and adolescents to engage with emotional topics. Sometimes, this leads pupils to share personal issues they did not mean to reveal. They might feel better after sharing, or they might not realize the topics relate to their own lives. For example, a child might tell a story about separation during a narrative activity. Strong emotions might come up in a drama exercise about loss. A drawing could show

repeated themes of danger without rescue. If a child withdraws during group work on trust and relationships, it may also point to something important about their well-being.

Do not try to interpret these signs yourself. Instead, notice them, think about what they might mean, and share your concerns with the right staff at your school. If a pupil shows worrying behavior, like signs of self-harm, abuse, neglect, or distress, follow your school's safeguarding procedures. Do not discuss the issue further during the activity, agree to keep it secret, or ask questions that might lead the pupil. You can pause or change the session if needed. Write down your concerns clearly and share them quickly with the designated safeguarding lead, who will decide what to do next. Your job is to notice, record, and refer - not to investigate or provide therapy.

To help you act correctly, here is a step-by-step process:

1. Make a clear, factual record of what you observed or heard. This should include the date, time, what happened or what was said, who was present, and your own actions. Avoid making guesses or interpretations.
2. Do not discuss your concerns with other staff or with the pupil, except to reassure them that they are safe at school and that you will get support for them.
3. **Notify the designated** safeguarding lead (DSL) as soon as possible. Follow your school's policy on how to do this, such as using the safeguarding concern form, email, or direct conversation if it is urgent.
4. Give your written record to the DSL securely and promptly. Follow any subsequent instructions from the DSL.
5. Do not take further action yourself unless guided by the safeguarding team.

Before any activity with emotional, relational, or imaginative material, set a clear framework. Let pupils know the activity may elicit strong feelings, that you are there to support them, and that there are confidentiality-related limits for safety. Use a clear, calm approach to foster safety. Activities are for learning and creative exploration, not for personal disclosure; stay alert for blurred boundaries and handle them appropriately.

You can use example statements like:

"The stories and activities we do together are about learning and using our imagination, but sometimes they might remind us of real-life feelings. If you ever feel uncomfortable, you can notify me know or take a break."

"What you share in our activities stays within our group, unless I am worried about your safety or someone else's. If that happens, I may need to talk to someone who can help."

"This is a space for creative exploration and working together. If you ever feel upset or need to pause, do let me know. If something comes up that is serious or personal, I will support you and follow the school's rules for keeping everyone safe."

Clear wording sets boundaries and builds a safer, supportive space for the relationship-based, arts-informed work this program enables.