



UNIVERSITY OF CRETE  
DEPARTMENT  
OF PRESCHOOL EDUCATION

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STUDY GUIDE

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RETHYMNO  
2025





**UNIVERSITY OF CRETE**

**STUDY GUIDE**

**DEPARTMENT OF PRESCHOOL  
EDUCATION**

**ACADEMIC YEAR 2025-2026**

**Rethymno**

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## *Information about the Program of Study*

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### ***Awarded qualification***

The Pedagogical Department of Preschool Education of the University of Crete (P.T.P.E.) grants a single degree, which provides its<sup>1</sup> holder with the opportunity to be appointed as an educational officer for preschool children. The graduate of the P.T.P.E. has the opportunity to be professionally employed in a wide variety of educational and social structures, such as: public and private kindergartens, special education kindergartens and integration centers for people with special needs, kindergartens, children's hospitals, children's camps, museums, educational sciences research centers, municipalities and prefectures (training or popular education programs), hotels (childcare and employment departments), publishing houses for the writing of educational books, radio and television stations for the production of children's programs, Creative Employment Centres, Child Welfare Institutions, Music and Art Workshops, Educational Services, Organisations and Institutions, Early Childhood Education Institutions, Vocational Training Institutes, Centres for the Administration and Supervision of Education. Also, the P.T.P.E. enables graduates to carry out postgraduate studies in many subjects.

### ***Level of qualification***

The P.T.P.E. awards a level 6 university undergraduate degree, in accordance with the National Qualifications Framework.

### ***Specific admission requirements***

There are no special conditions for admission to the P.T.P.E. for Secondary Education graduates, the admission methods provided for access to higher education apply (Panhellenic examinations, high school graduates with serious illnesses, category of athletes, etc.). Higher education graduates have the possibility of admission to the P.T.P.E. through qualifying exams

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<sup>1</sup> In the text, for reasons of economy in linguistic wording only, the reference to persons of both genders is indicated by the masculine gender.

with the quota that applies to each category of degree (e.g. graduates of Universities, Technological Educational Institutes, Police Academies, etc.).

### ***Specific arrangements for the recognition of prior learning (formal, non-formal and informal)***

Students entering the P.T.P.E. through qualifying examinations as holders of another higher education degree, they have the opportunity to recognize through the Committee for the Assimilation and Recognition of Studies up to 10 courses from the Study Guide of the P.T.P.E., if there is a relevance to the courses in which they were successfully examined when obtaining their previous degree. In addition, the subjects in which they were successfully examined during the qualifying exams in the P.T.P.E. are recognized., achieving at least five (5).

### ***Qualification requirements and regulations***

For the award of the degree, the student is required to accumulate 240 ECTS divided into 47 courses. The categories and types of courses that the student must successfully attend are described in detail in the characteristics of the Study Program. The minimum number of semesters required to obtain the degree is eight (8).

### ***Description/Characteristics of the Program of Study***

In the undergraduate Curriculum of the P.T.P.E. The taught courses are included in two (2) categories and four (4) types.

The two **categories of courses** are the following:

- i. *Mandatory (MC)*
- ii. *Elective (EC)*, which are subdivided into *Compulsory Elective (CE)* and *Free Elective (FE)*

The **Mandatory** lessons: They are courses that the student is required to attend and in which he must be successfully examined in order to receive his degree.

The **Elective** lessons are courses that belong to specific *Thematic Sections* Courses. The student must choose a specific number of courses from each module (these are defined as HR courses), and in addition, a certain number of courses freely (these are defined as EU courses) from any module of courses he/she wishes, which he/she is required to attend and in which he/she must be successfully examined.

The courses identified as **of free choice** are courses that either belong to the thematic units of courses offered by the P.T.P.E. and have not been selected by the student as HR courses, or they can be institutional courses or come from other Departments of the

University of Crete. The student may, if he wishes, choose up to 2 from the institutional courses or those coming from other Departments of the University of Crete, as long as these courses are not related to courses offered by the Department and receive approval from his academic advisor. The purpose of the EU courses is to enable the student to freely choose courses from all the course units, so that, if he wishes, he can turn his interest towards a specific area of Education Sciences.

The four **types of courses** are as follows:

- a) Lectures,
- b) Seminars,
- c) Teaching Exercises, and
- d) Dissertation.

Each course belonging to the first 3 types corresponds to 5 ECTS, while the thesis corresponds to 10 ECTS.

Lectures that are Compulsory core courses (PSO), a number of lectures that are elective courses (E), a number of Seminars (SEMs), Teaching Exercises (DAS) and Degree Thesis (Dissertation) are compulsory for obtaining the degree.

Lectures and Seminars are taught for three (3) hours each week. The Teaching Exercises can cover more teaching hours, at the discretion of the teacher. For the thesis, each student must choose a lecturer (from any scientific area he is interested in or can offer the P.T.P.E.) who will undertake his supervision and guidance.

## A) Lectures

The lectures are included in both (2) categories of courses and are divided into seven (7) different course units, based on the scientific area from which they come. The student must attend 39 course deliveries and pass the exam in them to receive their degree. The different modules of the lectures are distinguished by the course codes, where each hundred corresponds to one module of courses, and are shown in the following table I:

Table 1. Classification of the thematic units of the courses by category and type

Course Type	Course Module	Codes
Traditions	1) <i>Pedagogy</i>	(EPA 101-199)
	2) <i>Teaching of Learning Subjects &amp; Curriculum</i>	(EPA 201-299)

	<b>3) Social Sciences &amp; Education</b> 1. Psychology & Special Education 2. Sociology & Politics	(EPA 301-399)
	<b>4) Science &amp; Education</b> 1. Computing 2. Physics 3. Mathematics	(EPA 401-499)
	<b>5) Humanities &amp; Education</b> 1. Philology, Language & Literature 2. Philosophy 3. History 4. Theology	(EPA 501-599)
	<b>6) Psychopedagogical Research</b>	(EPA 601-699)
	<b>7) Applied Arts &amp; Physical Education</b> 1. Music 2. Visual 3. Physical education	(EPA 701-799)

The lectures that belong to each module are the following:

#### **A1. Mandatory Courses (MC)**

The **Mandatory Courses** of the Program originate from the first six (6) modules of courses and are offered mainly in the first two (2) years of study, because they are considered necessary for the scientific training of students. The student must be taught the courses and successfully examined in them, during his/her studies at the Department of Education. The number of Compulsory Core courses and their position within the semester programs do not change. unless the P.T.P.E. decides otherwise, after an assessment of the teaching needs. Table 2 (p. 19) presents in detail the **19 Mandatory Core Courses/Lectures**.

In Figure 1, the number of courses (MC) that the student must achieve from each thematic unit of courses is briefly shown in the first (external) stack.



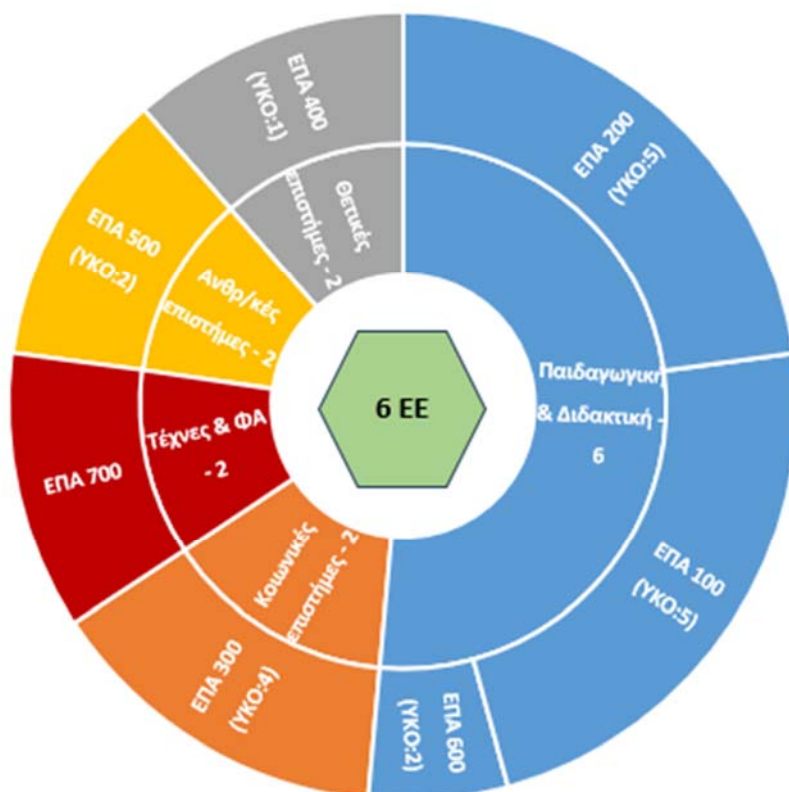


Figure 1: Summary diagram of the distribution of required courses (MC) and (EC) of delivery type according to the course units

\* In addition to the 19 MC, **the student's compulsory choices** also include **a Seminar (SEM)** from the thematic units EPA 100 or EPA 200, as well as **4 levels of Teaching Exercises (DAS)**.

## **A2. Elective Courses (EC)**

The lectures that belong to the **Elective (EC)** courses of the Program come from the 7 course units.

**A.2.1. Compulsory Elective (CE).** The student must choose a certain number **of lectures from** each unit, because it is considered necessary for the scientific composition of the graduates of the Department of Education to come from all areas of Education Sciences and a number of courses free from any section he/she wishes.

In total, the student must choose **14 courses** of the type CE courses/deliveries, but from which he/she will choose a specific number of courses from each unit of this category. In particular, the student must choose:

- six (6) CE courses** that can belong to one of the modules of *Pedagogy, Teaching of Learning Subjects and Curriculum*, and *Psychopedagogical Research*
- two (2) CE courses** from the *Humanities and Education section*,

- c) **two (2) CE courses** from the *Social Sciences and Education* section,
- d) **two (2) CE courses** from the *Applied Arts and Physical Education* section,
- e) **two (2) CE courses** from the *Sciences and Education* section.

\* In the student's choices in addition to **the 14 courses/lectures**, the student must choose an additional **two (2) seminars (SEMs)** as well as one **(1) thesis (Dissertation)** from any module of courses he/she wishes and is offered by the Department.

Table 3 (p. 21) presents in detail the deliverables belonging to the elective courses, distributed according to the module of courses to which they belong, as well as the minimum number of **compulsory elective (CE)** courses that the student must attend from each of the seven course units. Those courses that are not selected as **CE** from the list of courses of each module, can be selected by the student to complete the required number of **free elective (FE)** courses regardless of the module to which they belong. In Figure 1, the second (internal) stack shows the number of **compulsory elective (CE)** courses that the student must choose from each subject unit. In the centre of Figure 1 is the number of **free elective (FE)** courses that the student can freely choose.

**A.2.2. Free Choice (FC).** The lectures that the student will attend as **free elective (FE)** courses can come from all course units. These are **six (6) courses**, which the student chooses from any module of courses he/she wishes (see elective courses in Table 3, p. 20).

In the category of EU courses, the student cannot choose more than two courses of the course module EPA 700 (Applied Arts and Physical Education). From the other course units (EPA 100 - EPA 600) he can choose as many courses as he wishes from the 6 without restriction.

Also, from the total number of EU courses, the student can choose **up to 2** courses without restriction, which are either characterized as **"institutional courses"** or come from **any Department of the University of Crete**, provided that there is the consent of the Academic Advisor. The institutional courses are announced every semester by the Secretariat of the Department.

## **B) Seminars (SEM)**

These are courses whose purpose is to introduce the student to the **process of preparing a scientific paper**. In the context of each Seminar, the student, with the instructions of the instructor: (a) studies (bibliographically or empirically) a specific scientific topic, (b) presents his/her individual seminar paper (according to the standards of presenting a scientific paper) to the group of his/her fellow students at

the Seminar, (c) writes his/her seminar thesis (following the rules for writing a scientific study), (d) submits his/her completed seminar thesis in writing and (e) supports it before the instructor of the Seminar, answering questions related to his/her thesis and orally documenting what he/she mentions in it.

The Seminars are included in the category of MC and EC courses and are divided into 6 different course units, based on the scientific area from which they come. Every student must attend and be successfully examined in **three (3) Seminars (SEM)**, as follows: One (1) Seminar, which belongs to the YKO courses, must come from the modules of Pedagogy or Teaching of Learning Subjects and Curriculum (SEM 100 or 200). Two (2) Seminars belonging to E courses come from any of the six course units (SEM 100, 200, 300, 400, 500, 600). A student can attend and be successfully examined in two seminars from the same course module. However, none of the 3 seminars (SEM) that a student will attend should come from the same instructor.

The six different sections of the Seminars are distinguished by the course codes and are the following:

1. Pedagogy Seminar (SEM 101-199)
2. Seminar on Teaching Learning Subjects & Curriculum (SEM 201-299)
3. Social Sciences & Education Seminar (SEM 301-399)
  - i. Psychology & Special Education Seminar (SEM 301-350)
  - ii. Seminar on Sociology & Politics (SEM 351-399)
4. Science & Education Seminar (EPA 401-499)
  - i. Seminar on Informatics in Education (SEM 401-450)
  - ii. Physics & Mathematics Seminar (CMS 451-499)
5. Humanities & Education Seminar (EPA 501-599)
  - i. Seminar on Philology, Language and Literature (SEM 501-560)
  - ii. Philosophy Seminar (SEM 561 - 570)
  - iii. History Seminar (SEM 571-590)
  - iv. Theology Seminary (SEM 591-599)
6. Psychopedagogical Research Seminar (SEM 600-699)

\* The seminars per module are presented in detail in Tables 4 to 9.

## C) Teaching Exercises

In the context of the Teaching Exercises (DAS), students attend the educational process in experimental and other kindergartens of the city and the settlements of the Municipality of Rethymno and teach in them, depending on the Level of Teaching Exercise in which they are. The DAS are compulsory for every student, belong to the YKO courses and are supervised by teachers of the P.T.P.E. The DAS extend over the last two years of study, are organized into four Levels (DAS I, DAS II, DAS III, DAS IV) and each Level corresponds to one semester. Each Level of the DA has a prerequisite for the successful completion of its previous level(s). In particular, the implementation of the DAS Levels is as follows:

### DAS I

During the winter semester of the 3rd year, all students are divided into quadruplets in the kindergartens of the city and the settlements of the Municipality of Rethymno. Based on the needs and capabilities of the department, students are divided equally into courses with corresponding codes (e.g. DAS 102, DAS 107, DAS 108, DAS 117, DAS 118, DAS 126, DAS 127, DAS 128 etc.) and with corresponding teachers. The participation of students in kindergartens is **eight (8) weeks** (1 day each week, on Fridays). All students in the first six (6) weeks carry out systematic observation in kindergartens and in the last two (2) weeks they implement a teaching program that corresponds to half of the basic compulsory program of kindergarten. This means that in the last two (2) weeks each student from the quartet undertakes, in turn, to implement a teaching program that corresponds to half of the basic compulsory program of kindergarten and the rest participate in various ways that each teacher will define (either by attending or helping the implementation of the activities). Attendance in kindergartens is combined with meetings at the University, which are in the form of workshops that are organized and carried out in ways that will be defined by each teacher. All students participate in these Laboratory meetings and discuss the observations, recordings and teachings of the students regarding the educational process in kindergartens.

*In summary, at the level of **DAS I**, each student participates in kindergartens for 8 days, 6 days with systematic observation and 2 days either implements a teaching program that corresponds to half of the basic compulsory program or attends or helps in the implementation of the activities.*

### DAS II

During the spring semester of the 3rd year, students continue in the kindergartens that have already been placed from the winter semester and the presence of students in kindergartens



is **six (6) weeks** (1 day each week, on Friday). Based on the needs and capabilities of the department, students are divided equally into courses with corresponding codes (e.g. DAS 103, DAS 109, DAS 110, DAS 119, DAS 120, DAS 132, DAS 133, DAS 134, etc.) and with corresponding instructors. All students participate on all six (6) days either by teaching or helping in the implementation of the teachings or by attending. On two (2) days, each student from the quartet undertakes, in turn, to implement a teaching program that corresponds to half of the basic compulsory program of kindergarten. On the other four (4) days, each student from the quartet implements a teaching program corresponding to one (1) day of the basic compulsory kindergarten program. The rest of the students who do not teach participate in various ways that each teacher will define (either by helping in the implementation of the teachings or by attending). Also, all students participate in the Laboratory meetings at the University designated by the instructor of each course.

*In summary, at the level of **DAS II**, each student participates in kindergartens for 6 days and implements a total teaching program corresponding to one and a half days of the basic compulsory program and at the same time attends or helps in the implementation of the activities on the remaining days.*

### **DAS III**

During the winter semester of the 4th year, all students are divided into four classes in the kindergartens of the city and the settlements of the Municipality of Rethymno. The presence of students in kindergartens is **four (4) weeks** and takes place for four (4) days each week (Monday – Thursday). Students, based on the needs and capabilities of the department, are equally divided into courses with corresponding codes (e.g. DAS 104, DAS 111, DAS 113, DAS 121, DAS 122, DAS 123, DAS 129, DAS 130, DAS 131 etc.) and with corresponding teachers. Each teacher has the freedom to distribute the participation and teaching of students during this period as he sees fit, as long as each student implements a total teaching program corresponding to four (4) days of the basic compulsory kindergarten program. At the same time, during these four weeks, each student who does not teach must participate in kindergartens for more days (at least one day a week) either attending or helping to implement the activities according to the teacher's discretion. Also, all students participate in the Laboratory meetings at the University designated by the instructor of each course.

*In summary, **DAS III** takes place for 4 weeks (Monday-Thursday) in kindergartens, and each student implements a total teaching program corresponding to four (4) days of basic compulsory program and at the same time participates in kindergartens for additional days by attending or helping in the implementation of the activities.*

#### **DAS IV**

During the spring semester of the 4th year, all students continue in the kindergartens that have been assigned from the winter semester. The presence of students in kindergartens is **four (4) weeks** and takes place for four (4) days each week (Monday – Thursday). Students, based on the needs and capabilities of the department, are divided equally into courses with corresponding codes (e.g. DAS 105, DAS 112, DAS 114, DAS 124, DAS 125, DAS 135, DAS 136 etc.) and with corresponding teachers. Each student implements a teaching program corresponding to four (4) days of the basic compulsory program of kindergarten. Also, all students during the three (3) weeks that they do not teach participate in kindergarten for one (1) day each week either by attending or helping in the implementation of the activities. All students participate in the Laboratory meetings at the University designated by the instructor of each course.

*In summary, **DAS IV** takes place for 4 weeks (Monday-Thursday) in kindergartens and each student implements a teaching program corresponding to four (4) days of basic compulsory program and participates in kindergartens for additional days by attending or helping in the implementation of the activities.*

#### **ERASMUS-DAS**

A student who has passed one of the Levels I, II, III, IV of the DAS during his/her studies at another university (e.g. transfer student, Erasmus student), before the start of his/her teaching at the next DAS Level of the P.T.P.E., will teach a minimum number of days according to the Study Guide and in consultation with the DAS instructor. These teachings aim to better familiarize the student with the kindergarten and the way of working in the DAS and are not graded.

#### **Extended Traineeship (DPA 100)**

The Pedagogical Department of Early Childhood Education (P.T.P.E.) of the University of Crete offers the course entitled "Extended Practical Training" (DPA 100) from the academic year 2010-2011.

#### **Content of DPA 100**

In the context of the course "Extended Internship", students who attend it are trained in kindergartens, kindergartens and other places of informal education (e.g. museums with educational programs) for preschool and school-age children mainly in the prefectures of Crete, but also in the rest of Greece, undertaking duties related to the support of the pedagogical work of the Internship organization in which they are employed. A special effort is made to ensure that students are engaged with preschool children and people belonging to vulnerable social groups (e.g. children with special needs/learning problems or behavioral problems and foreign or repatriated students who face problems of language learning and integration into the school environment) and in innovative educational activities (e.g. educational programs of museums, creation and expression, etc.) as well as in informal structures education (childcare centers, centers for the provision of assistance to children with special needs, etc.). In this way, students become familiar with the handling of problems faced by disadvantaged groups of the preschool student population (something that is not sufficiently done in the context of the Department's compulsory Teaching Exercise, which trains our students in the teaching of all the subjects of the curriculum) and practice the design and organization of teaching interventions in accordance with modern psycho-pedagogical currents that emphasize self-motivation and the flexibility of the teacher. They can also be employed in the optional all-day program of Kindergartens, gaining the relevant experience, since during the compulsory Teaching Exercise of the Department they are practiced only during the morning hours.

### **Objective of DPA 100**

The aim of this course is to give the opportunity to the students of the Department of Early Childhood Education of the University of Crete to practice dealing with special problems of education and training both in school and extracurricular environments and educational structures. In this way, in addition to their contribution to the local community and the educational community, they increase their qualifications, begin their professional socialization, get to know better the institutions that offer education and training, learn to cooperate with other professionals in the field and are able to respond more effectively to the challenges they will face in the search for a profession. In this sense, the Extended Internship improves the competitiveness of our graduates in the labor market.

### **Inclusion of DPA 100 in the NSRF**

The Extended Internship (DPA 100) is part of the National Strategic Reference Framework (NSRF) and is co-funded by Greece and the European Union. The scientific responsibility of the program/course is held by a faculty member of the Department.

### Course characteristics, integration into the Curriculum

The Extended Internship (DPA 100) is offered to students of the Department of Early Childhood Education of the University of Crete who are in the 3rd semester of studies and above, in the time frame of each academic year (September 1 - August 31) (with places offered determined by the respective funding of the program) as elective, characterized as a graded free elective course with course code DPA 100, with the Supervisor as the teacher-supervisor and is credited with 5 ECTS. The Extended Internship has a duration of two (2) months of full-time employment in the organization. The trainee's full-time employment is defined as twenty-one (21) to forty (40) hours/week, depending on the supervisor's schedule at the institution

### Student Selection

Following the publication of a Call for Expression of Interest for participation in DPA 100, students who wish to participate in it send, within the time period specified by the Invitation, to the Supervisor-Teacher through the Secretariat of the Department of Primary Education and Technology, the relevant application with the required fields completed. At the same time, these students must declare DPA 100 as a free elective course of the specific semester through the eduportal system, which will remain "open" for DPA 100 until the validation of the selection results and distribution of the students who will participate in it. Students who will not be selected to participate in the DTA 100 will have the opportunity within a certain period of time to choose another course in its place.

In order to fill the places offered, students are selected by ranking them based on the following algorithm:

$$0.4 \mathbf{N} + 0.4 \mathbf{DAS} + 0.2 \mathbf{E}$$

where:

a) **N**, the candidate's year of study coefficient receives the following values: e.g. for the 2nd year of study  $v=3$ , for the 3rd year  $n=5$ , for the 4th year  $n=8$ , for the 5th year  $n=9$ , and for the 6th year  $n=10$ .

b) **DAS** is the average grade in the Teaching Exercises

c) **E** is the average grade of the courses declared by the student in his/her application form.

For the allocation of the selected students to the institutions of the Extended Internship, additional criteria are used: a) the attendance of courses related to the subject of the Internship in the institution of their choice (e.g. the attendance and successful examination of Special Education courses is considered a necessary condition in order to select a student for the Special Primary School, for the Special Kindergarten, for Integration Classes, for Parallel Support



of children with learning difficulties, etc., b) the grade in the Teaching Exercises (for allocation to kindergartens), c) the grade in Mathematics and Language Teaching courses (for allocation to primary schools), d) the student's choice of a DPA institution that has special characteristics (e.g., difficult to access, not selected by other students), f) the proposal and finding by the student a new institution that will join the DPA of the P.T.P.E.

In case of a tie between students, students of the older year of study are selected. And in the event of a second tie, a draw is held.

Taking into account Article 21 of the Constitution on the protection of vulnerable social groups, as well as F.1. Law 4074/2012 Government Gazette 88 A' "Ratification of the Convention on the Rights of Persons with Disabilities and the Optional Protocol to the Convention on the Rights of Persons with Disabilities", stipulates that Students suffering from serious diseases, as reflected in Law 23-09-2019/3557, participate in the Extended Internship Program, occupying 5% of the provided positions of the Department, in proportion to the prescribed rate of 5% for the Admission to Higher Education of people suffering from serious diseases (Article 35 - Law 3794/2009), provided that they show a corresponding Certificate of the Health Committee when submitting their application to the Internship Office, in accordance with the applicable disability certification system, which is in force in the year of submission of the application. In case the number of applications is greater than the number of positions corresponding to the percentage of 5%, the evaluation among the candidates of the special category is carried out on the basis of the criteria set by the existing Regulation of the Department.

Finally, in the event that the number of applications in a special category is less than the provided positions, these can be filled by candidates in the general category and vice versa.

The selection of students is made by the Internship Committee with a three-year term for the DPA 100. For the classification of students, the above criteria are taken into account. The names of the selected students will be posted on the website of the DPA of the Department of Primary Education and on the bulletin board of the Secretariat of the Department. After the announcement of the students' selection, a period of five (5) calendar days is given for the submission of objections by students. Objections are submitted to the respective Appeals Committee for DPA 100 through the Secretariat of the P.T.P.E. and are finally judged by it. The Appeals Committee has a three-year term and consists of members other than those of the Internship Committee.

After the end of the procedures, the students are distributed by the Head of the Extended Internship institutions, taking into account their special educational characteristics (relevant

courses) and the needs that are expected to be met. An effort will be made to meet the needs of as many institutions as possible at least in the Municipality of Rethymno, as well as the preferences of students based on the additional criteria mentioned in the Study Regulation of the Extended Internship.

The respective Undergraduate Studies Committee of the P.T.P.E. validates the results of the selection and distribution of the students who will participate in the DPA 100.

The number of Extended Internship positions offered each academic year is determined by the funding of the program. Depending on the number of places available in the P.T.P.E., the implementation of the Extended Internship course is announced each academic semester and students are invited to submit a relevant application for participation.

### **Obligations of trainee students in DPA 100**

Interns submit all the necessary administrative documents, as defined each time by the Head of the University of Crete and by the ELKE of the University of Crete and sign an agreement with the Implementing Body, the ELKE of the University of Crete and the Project Manager. Students will come to the training area equipped with an individual Internship card-calendar which will be signed each time by the person in charge (e.g. director) of the institution where the Extended Internship will be conducted (kindergarten, kindergarten, museum, etc.). The Supervisor undertakes the supervision of the trainees, whom he closely monitors during their internship. In particular, it has the ability to invite trainees to individual or group meetings, in order for trainees to discuss problems they face and to organize their pedagogical intervention more effectively.

Before starting the Extended Internship, trainees visit the institution where the Extended Internship will be conducted and are informed by the principal, teachers and other stakeholders about the program, the activities and the children they will be involved with. During the exercise, an effort is made to cooperate as much as possible between the trainees and the teachers of the respective training bodies.

Students who do not complete all the specified hours of the Extended Internship or do not deliver all the deliverables described below are considered not to have completed the DPA 100 and are not graded or remunerated.

### **Deliverables, Trainee Assessment**

At the end of each "Extended Internship" course, the evaluation of students will be done as follows: 1. Each trainee is obliged to prepare and deliver to his/her supervisor a detailed evaluation report (report text) for his/her internship. 2. The person in charge of the traineeship will draw up a relevant summary evaluation report of the trainee in the body. 3. The teacher-

supervisor, after meeting with the principals, teachers, and other stakeholders, but also based on his/her personal experience with the interns, prepares a summary evaluation report for each intern in his/her team. 4. The individual Internship Card-Diary of the trainee student will be submitted. Based on the above, the teacher-supervisor submits the grades of the trainee students. 5. The Internship Organization may submit, if it wishes, a summary evaluation report of the Internship Program. Students' deliverables may be modified following a relevant decision of the General Assembly of the Department, following a recommendation by the program's EY.

### **Responsibilities of the Supervisor-Teacher**

The Head of the DPA 100 of the P.T.P.E. has the sole responsibility for the financial management and for the organizational structure of the DPA (invitation of students, finding and communicating with institutions, communicating with students, conducting information meetings, submitting all the required data and documents by the students, keeping student files, drafting minutes, reports, certificates and all documents related to the DTA 100) and undertakes the supervision of the students, as long as the number of students is manageable. For any omission of the above obligations, the Responsible Person is accountable to the competent bodies of the Univ. Crete (Institutional Coordinator of the Internship, Special Account).

The Head of DPA 100 of the P.T.P.E. informs the Assembly of the Department each academic semester about the duration, the time period of the start and end of the DPA 100, on any issue of academic interest concerning the DPA 100, to issue certificates of participation in the DPA 100, to submit to the Secretariat of the Department a list of the students who have completed the DPA 100. For any omission of the above obligations, the Responsible Person is accountable to the Assembly of the Department.

The Assembly of the P.T.P.E. is responsible only for issues of an academic nature of the DPA 100.

Vassilios Oikonomidis, Professor of the Department of Early Childhood Education with a three-year term, is appointed as the Head of the Extended Internship (DPA 100). In case of need, the Responsible Person will be replaced by the respective President or the Deputy President of the P.T.P.E.

[see: ΔΠΑ 100-Extended Traineeship Regulation].

### ***D) Dissertation***

The thesis belongs to the category of Compulsory Elective courses, because each student must choose one of the theses offered by the lecturers in the Department from any scientific area he/she wishes. Each student prepares and supports a thesis in one of the first six course units of the Program, within a time limit of no more than two (2) academic years. The ranks) and each EDIP member undertakes as supervisor a small number of students, during the 7th (G) or later semester of their studies, to guide them in the preparation of their thesis. The choice of the scientific area, in which the thesis will be prepared, depends on the interests of the student, on the capabilities of the P.T.P.E. and on the instructor who will undertake the supervision of the thesis. Table 10 (p. 27) presents the theses offered in the Department of Early Childhood Education, which cover the scientific fields supported by the Department of Early Childhood Education. **(see: Preparation of a Thesis, Article 8 of the Study Regulation).**

### **Course schedule with credits (approximately 60 per academic year)**

In order for students to organize their studies in a rational and effective way, the Department of Early Childhood Education proposes an indicative four-year study program, as shown in Table 11 (p. 29).

### ***Key learning outcomes***

The Curriculum of the P.T.P.E. aims at the following learning outcomes:

- the building of a solid background in the Sciences of Education,
- the knowledge and understanding of the teaching subjects contained in the modern curricula of education, especially the pre-school curriculum, with the rationale stated in the text of the P.T.P.E.,
- the knowledge and understanding of the child and the socio-ecological context in which he/she is developed and educated,
- the cultivation of abilities and skills through experiential learning, in order for the student to come into contact with both the educational practice in early childhood education and the wider field of educational research,
- the formation by the student of a teacher-researcher identity who is constantly informed about the developments of the Education Sciences and reflects on his educational work and its improvement.

### ***Educational and professional identity of graduates***



The orientation of the Curriculum of the Department of Early Childhood Education is twofold, as it aims at the students of the Department of Early Childhood Education to acquire: i) the **scientific (academic and research) identity** of the educator and ii) the **professional identity** of the teacher of preschool education.

In particular, the Curriculum places special emphasis on the **subjects of Education Sciences**, as the Department of Education, Sciences, They are given the opportunity to attend courses in the scientific fields of Psychology, Sociology, Politics, Philology, History, Theology, Mathematics, Statistics, Informatics.

The particular emphasis placed on the **Teaching Exercise**, in which students participate for 4 semesters from the 3rd to the 4th year of their studies, reveals the importance of providing teaching experiences in the living environment of the preschool classroom, in order to form a solid professional identity.

The compulsory **thesis** research-oriented underlines the research and academic orientation of the Programme. The provision of research experience contributes to the formation of the identity of the professional scientist early childhood educator.

### ***Access to further studies***

Graduates of the Department of Early Childhood Education, if they wish, can continue their studies at postgraduate level both in the Department of Primary Education and in any program related to their subject of study in an academic department in Greece or abroad. The fact that the graduates of the Department of Early Childhood Education have prepared a thesis prepares them appropriately for the requirements of postgraduate or doctoral programs.

### ***Exam Regulations, Assessment and Grading***

The regulations governing the conduct of the examinations are in force, as defined by article 23 of the Internal Regulation of the Operation of the University of Crete (Government Gazette B'1525 14.12.2000 NO. Φ1/375/B1/696). The lecturers evaluate the students who participated in the examination and post their grades within 30 days from the date of the examination.

### ***Graduation Requirements***

A prerequisite for graduation is the achievement of a successful grade (over 5) in the required courses of all categories, as described in the characteristics of the Curriculum. When the student completes his/her studies, he/she submits an application to the Secretariat of the P.T.P.E., in order to be granted the degree.

### ***Mode of study (full-time, part-time, e-learning...)***

The P.T.P.E. does not offer differentiated study programs for full-time or part-time students. Each student is free to organize the way of study, in accordance with what is defined by the current legislation. Upon

request, the student can interrupt his/her studies for up to 8 semesters in total. Through the e-class or other electronic platform of the UCY, the student has the opportunity to communicate with the instructor and follow the material related to the course that is posted.

### ***Program Director or equivalent***

Responsible for the organization and monitoring of the curriculum is the ***Undergraduate Studies Committee***, which consists of seven faculty members of the P.T.P.E. and one student representative. Every year, at the end of the spring semester, the P.T.P.E. formulates the curriculum of the next academic year.

### ***Credit Coordinator (ECTS)***

The Assembly of the Department appoints 2 faculty members (one regular and one alternate) as academic coordinators of the Department on issues related to the European Erasmus program and the European Credit Transfer System (ECTS).

### ***Teaching Exercise Coordinator***

The Teaching Exercises of the students are organized and monitored by the Internship Committee consisting of 4 faculty members and one member of the Teaching Staff whose subject is related to the Teaching Exercise of the students.

### ***Study Advisor(s)***

Each faculty member of the P.T.P.E. is assigned a number of new students. Lecturers have an advisory role to their students throughout their studies on issues related to the course of their studies.

### ***Teaching Competence***

The degree of P.T.P.E. ensures the required pedagogical and teaching competence for its graduates.

### ***Description of the individual courses***

The following Tables present the units, codes and title of each course depending on the category and type to which it belongs (MC, EE, SEM, DAS or Dissertation). The detailed outlines of each course are presented in the field: "[Course outlines](#)".

Table 2. List of *Mandatory Core Courses* (MC)

COURSE UNITS	CODES	COMPULSORY TRUNK (MKO)
EPA 100	EPA 101	Introduction to Pedagogy
	EPA 102	General Teaching Methodology
	EPA 103	Early Childhood Education
	EPA 104	Introduction to Intercultural Pedagogy
	EPA 105	Teaching Methodology of Early Childhood Education
EPA 200	EPA 201	Oral and written speech of preschoolers
	EPA 202	Mathematical Concepts in Early Childhood Education
	EPA 203	Teaching approaches to aesthetic education
	EPA 204	Teaching approaches to psychomotor education
	EPA 206	Teaching methodology of social studies
EPA 300	EPA 301	Developmental Psychology I
	EPA 302	Pedagogical Psychology
	EPA 303	Special Psychopedagogy of Preschool Age
	EPA 304	Sociology of Education
EPA 400	EPA 401	Informatics in Education I
EPA 500	EPA 501	Modern Greek Language I: Historical Development – Literature
	EPA 503	Children's Literature
EPA 600	EPA 601	Methodology of psychopedagogical research I
	EPA 602	Statistics in Education I
DAS 100	DAS 102	Teaching Exercise Level I
	DAS 107	
	DAS 108	
	DAS 117	
	DAS 118	
	DAS 126	
	DAS 127	
	DAS 128	
	DAS 103	Teaching Exercise Level II – PRE-DAS Level I
	DAS 109	
	DAS 110	
	DAS 119	
	DAS 120	
	DAS 132	
	DAS 133	
	DAS 134	
	DAS 104	Teaching Exercise Level III – PRE DAS Level II
	DAS 111	
	DAS 113	
	DAS 121	
	DAS 122	
	DAS 123	

	DAS 129	
	DAS 130	
	DAS 131	
	DAS 105	Teaching Exercise Level IV – PRE-DAS Level III
	DAS 112	
	DAS 114	
	DAS 124	
	DAS 125	
	DAS 135	
	DAS 136	

**NOTE:**

**EPA 100** = PEDAGOGY, **EPA 200** = SUBJECT TEACHING & CURRICULUM, **EPA 300** = SOCIAL SCIENCES & EDUCATION (PSYCHOLOGY – SPECIAL EDUCATION – SOCIOLOGY – POLITICS), **EPA 400** = SCIENCE & EDUCATION (PHYSICS – INFORMATICS – MATHEMATICS), **EPA 500** = HUMANITIES & EDUCATION (PHILOLOGY – LANGUAGE – LITERATURE – PHILOSOPHY – HISTORY – THEOLOGY), **EPA 600** = PSYCHOPEDAGOGICAL RESEARCH, **EPA 700** = APPLIED ARTS & PHYSICAL EDUCATION



Table 3. List of *Elective* (EC) courses that belong to the lectures

Number required Courses (HR)	COURSE UNITS	CODES	Electives
Six (6)	EPA 100	EPA 106	Aesthetic Education I: General principles
		EPA 107	Psychopedagogy of preschool age
		EPA 109	Comparative Early Childhood Pedagogy
		EPA 110	Educational Evaluation
		EPA 111	Organization and administration of education
		EPA 112	Physical and psychomotor education
		EPA 113	Transition from Kindergarten to Primary School: Educational Plans and Teaching Practices
		EPA 114	Language development and education of the preschool child
		EPA 115	Environmental education
		EPA 119	History of Early Childhood Education
		EPA 135	Museum Education
		EPA 108	History of education
		EPA 116	Comparative Pedagogy
		EPA 117	Psychopedagogy of the emerging written word
		EPA 119	History of early childhood education
		EPA 120	Economics and planning in education
		EPA 121	Current Trends and Pedagogical Systems of Early Childhood Education
		EPA 122	Education and training of teachers
		EPA 123	Learning theories
		EPA 124	Early Childhood Pedagogy Programs
		EPA 126	Bilingualism and second-foreign language learning
		EPA 128	Inclusive education of children with and without special needs
		EPA 129	School Pedagogy
		EPA 130	Aesthetic Theory and Education
		EPA 131	Milestones in the formation of pedagogical ideas and educational institutions
		EPA 134	Principles of Leadership in Education
		EPA 136	Comparative Pedagogy and the Rights of the Child
		EPA 137	Modern Greek dialects in education: the case of the Cretan dialect
		EPA 138	Child, public space and monuments

Two (2)		EPA 139	Museum education in the age of artificial intelligence
		EPA 140	Psychopedagogy of language and literacy
		EPA 141	The integration of play into the educational process of kindergarten
	EPA 200	EPA 207	History in preschool education
		EPA 208	Religious education
		EPA 205	Science Teaching in Early Childhood Education
	EPA 600	EPA 603	Qualitative Research Methodology
		EPA 604	Assessment and measurements in early childhood education
		EPA 607	Organization and conduct of sample surveys
	EPA 300	EPA 305	Introduction to Psychology
		EPA 306	Psychology of Preschool Age
		EPA 307	Developmental Psychology of infants and toddlers
		EPA 308	Psychopedagogy of early childhood autism
		EPA 309	School Psychology
		EPA 310	Preventive - intervention programs in education - Mental resilience
		EPA 311	Ecological Psychology
		EPA 312	Social Psychology I: Introduction
		EPA 334	Linguistic Code and Social Stratification
		EPA 313	Introduction to Sociology
		EPA 315	Developmental Psychology II
		EPA 317	Special Psychopedagogy of children with attention deficit disorders and hyperactivity
		EPA 318	Special Education for Infants and Children – Early Supportive Intervention
		EPA 319	Special Psychopedagogy for preschool children with sensory problems
		EPA 320	Psychology and education of people with intellectual disability
		EPA 321	Psychopathology of the developing man
		EPA 322	Psychology of learning - Learning difficulties
		EPA 323	Counselling
		EPA 327	Intersex relationships and processes of moral development and education
		EPA 329	Social Psychology II: Topics in Social Psychology

		EPA 331	Political socialization at school: Theory and practice
		EPA 332	Psycholinguistics
		EPA 333	Language disorders
		EPA 336	Sociology of the Family
		EPA 337	Education policy
		EPA 338	Positive Psychology and Education
Two (2)	EPA 400	EPA 402	Informatics in Education II-PRO EPA 401
		EPA 403	Multimedia Applications in Education
		EPA 404	Natural Sciences in Early Childhood Education
		EPA 405	Informatics in Education III
		EPA 406	Informatics in Education IV
		EPA 407	Teaching of Natural Sciences
		EPA 408	Mathematics in kindergarten
		EPA 409	Educational Software Applications on Smart Mobile Devices
		EPA 410	Teaching Programming and Algorithmic Thinking in Early Childhood Education
		EPA 411	Teaching Educational Robotics in Early Childhood Education
		EPA 412	Statistical analysis with computers
		EPA 413	Digital Applications for Mathematics in Early Childhood Education
Two (2)	EPA 500	EPA 502	Introduction to Philosophy
		EPA 504	Modern Greek Literature: Prose and a Young Child
		EPA 505	Greek History: The Classical Era
		EPA 506	Orthodox Patristic Theology I: Introduction to Patristic Thought
		EPA 507	Philosophy of education
		EPA 508	Greek Literature and Theatre Education
		EPA 509	Genesis and evolution of language
		EPA 510	Greek History: History of Crete
		EPA 511	Greek History: The Archaic Period
		EPA 513	Modern Greek Literature
		EPA 515	Greek Mythology
		EPA 516	Topics in Theoretical and Applied Linguistics
		EPA 517	Neurolinguistics - Biolinguistics
		EPA 521	Religion
		EPA 523	Christian Bioethics
Two (2)	EPA 700	EPA 701	Music and rhythmic education of infants I

		EPA 702	Music and rhythmic education for infants II – PRO EPA 701
		EPA 703	Art Education I
		EPA 704	Infant Physical Education I
		EPA 705	Music and rhythmic education for infants III - PRO EPA 702
		EPA 706	Music and rhythmic education for infants IV - PRO EPA 702
		EPA 707	Art Education II - - PRO EPA 703
		EPA 708	Art History and Applications
		EPA 710	Physical Education for Infants II - PRO EPA 704
	<b>DPA 100</b>	DPA 100	<b>Extended Traineeship (DPA 100)</b>

NOTE: EPA 100 = PEDAGOGY, EPA 200 = SUBJECT TEACHING & CURRICULUM, EPA 300 = SOCIAL SCIENCES & EDUCATION (PSYCHOLOGY – SPECIAL EDUCATION – SOCIOLOGY – POLITICS), EPA 400 = SCIENCE & EDUCATION (PHYSICS – INFORMATICS – MATHEMATICS), EPA 500 = HUMANITIES & EDUCATION (PHILOLOGY – LANGUAGE – LITERATURE – PHILOSOPHY – HISTORY – THEOLOGY), EPA 600 = PSYCHOPEDAGOGICAL RESEARCH, EPA 700 = APPLIED ARTS & PHYSICAL EDUCATION

**Table 4. List of Pedagogical Seminars (SEM 101-199)**

<b>SEM120</b>	Emerging Literacy Seminar
<b>SEM 121</b>	Digital Literacy Seminar
<b>SEM 122</b>	Psychomotor Education Seminar
<b>SEM 123</b>	Seminar on Organization and Management in Education
<b>SEM 124</b>	Seminar on Psychopedagogical Measurement and Evaluation in Early Childhood Education
<b>SEM125</b>	Seminar on Comparative Early Childhood Pedagogy
<b>SEM126</b>	Seminar on Comparative Pedagogy
<b>SEM 128</b>	Intercultural Education Seminar
<b>SEM 129</b>	Seminar on Psychopedagogy of Preschool Age
<b>SEM 131</b>	Seminar on Physical Activity and Motor Creativity
<b>SEM 133</b>	Educational Assessment Seminar
<b>SEM 134</b>	Seminar on Language Development and Education of Preschool Children
<b>SEM 135</b>	Seminar on School and Early Childhood Education: The role of language in teaching and learning
<b>SEM 136</b>	School and Early Childhood Education Seminar
<b>SEM 137</b>	Early Childhood Education Seminar: Action Research in Early Childhood Education
<b>SEM 138</b>	Seminar on Early Childhood Education: The pedagogy of multiliteracies and multimodality in preschool education in the 21st century
<b>SEM 142</b>	Seminar on Information and Communication Technologies in Education
<b>SEM 143</b>	Seminar on the History of Early Childhood Education
<b>SEM 144</b>	Seminar on the History of Educational Institutions and Pedagogical Ideas
<b>SEM 145</b>	Museum Education Seminar
<b>SEM 146</b>	Seminar: Designing museum pedagogical programs for kindergarten.

**Table 5. List of Teaching Subjects & Curriculum Seminars (SEM 201-299)**

<b>SEM 210</b>	Seminar on Aesthetic Education: Arts in Education
<b>SEM 212</b>	Aesthetic Education Seminar: Singing Teaching

<b>SEM 213</b>	Seminar on Teaching Educational Activities with Information and Communication Technologies
<b>SEM 214</b>	Seminar on Science Teaching in Early Childhood Education: Basic Concepts and Phenomena
<b>SEM 215</b>	Seminar on Science Teaching in Early Childhood Education using ICT
<b>SEM 216</b>	History Teaching Seminar
<b>SEM 218</b>	Teaching Methodology Seminar: Observation, intervention and reflection of prospective teachers during their internship
<b>SEM 219</b>	Teaching Methodology Seminar: Curricula – Design and evaluation of the educational process
<b>SEM 220</b>	Seminar on Religious Education
<b>SEM 221</b>	Teaching Methodology Seminar: Teaching Approaches for the Development of Learning Strategies
<b>SEM 222</b>	Seminar Methodological approaches to reading children's books
<b>SEM 223</b>	Seminar Teaching Methods in Early Childhood Education
<b>SEM 224</b>	Seminar Mathematics in Kindergarten: Designing Developmentally Appropriate Activities to Promote Mathematical Thinking

**Table 6. Catalogue of Social Sciences and Education Seminars (SEM 301-399)**

	<b>Seminars in Psychology &amp; Special Education (SEM 301-350)</b>
<b>SEM 320</b>	Pedagogical Psychology Seminar: Self, Family and Processes of Education, Learning and Development in a Rapidly Changing World: Experiential-Multimodal and Play, Body and Art-Based Psychopedagogical Approaches
<b>SEM 321</b>	Pedagogical Psychology Seminar: Multimodal qualitative methodologies/research methods and alternative-experiential approaches to learning and development processes
<b>SEM 322</b>	Pedagogical Psychology Seminar: Self, perception, creativity and their development processes through the use of experiential-multimodal and play, body and art-based psychopedagogical approaches
<b>SEM 323</b>	Developmental Psychology Seminar: Social and Social Issues emotional development
<b>SEM 324</b>	Developmental Psychology Seminar: The Psychology of Preschool and Childhood
<b>SEM 325</b>	Developmental Psychology Seminar: Infant and Toddler Development Issues
<b>SEM 326</b>	Developmental Psychology Seminar: Contemporary Research and Theoretical Approaches
<b>SEM 327</b>	Social Psychology Seminar: Applications in Education
<b>SEM 329</b>	School Psychology Seminar
<b>SEM 330</b>	School Psychology Seminar: Mental Resilience
<b>SEM 331</b>	Seminar on Special Psychopedagogy of Preschool Age
<b>SEM 332</b>	Seminar on Special Education for Infants and Children
<b>SEM 334</b>	Pedagogical Psychology Seminar: Applications in Education
	<b>Seminars in Sociology &amp; Politics (SEM 351-359)</b>
<b>SEM 351</b>	School Sociology Seminar
<b>SEM 353</b>	Sociology of Education Seminar
<b>SEM 354</b>	Sociology Seminar
<b>SEM 355</b>	Seminar Sociology of the Family

<b>SEM 356</b>	Educational Policy Seminar
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**Table 7. List of Science and Education Seminars (SEM 401-499)**

	<b>Informatics Seminars in Education (SEM 401-450)</b>
<b>SEM 404</b>	Software Construction Seminar
<b>SEM 405</b>	Internet Application Development Seminar
<b>SEM 406</b>	<b>Seminar on the Introduction of Artificial Intelligence in Early Childhood Education</b>
<b>SEM 407</b>	<b>Seminar on Pedagogical Design with ICT in Early Childhood Education</b>

	<b>Physics &amp; Mathematics Seminars (SEM 451-499)</b>
<b>SEM 451</b>	Seminar on Natural Sciences in Early Childhood Education: basic concepts and phenomena
<b>SEM 452</b>	Seminar on Natural Sciences in Early Childhood Education using ICT and Computational Thinking
<b>SEM 453</b>	Seminar on Environment and Sustainability in Early Childhood Education
<b>SEM 454</b>	Seminar on basic activities from the field of geology for early childhood education
<b>SEM 455</b>	Seminar Designing Digital Educational Activities of Mathematics in Early Childhood Education

**Table 8. Catalogue of Humanities and Education Seminars (SEM 501-599)**

	<b>Seminars in Philology, Language and Literature (SEM 501-560)</b>
<b>SEM 503</b>	Seminar on Greek Literature and Theatre Education
<b>SEM 504</b>	Seminar on Modern Greek Literature
<b>SEM 505</b>	Children's Literature Seminar
<b>SEM 510</b>	Greek Literature Seminar
<b>SEM 511</b>	Theater Education Seminar
<b>SEM 513</b>	Linguistics Seminar: Language Development
<b>SEM 514</b>	Linguistics Seminar: Language Teaching

	<b>Philosophy Seminars (SEM 561-570)</b>
<b>SEM 561</b>	Philosophy Seminar for Children

	<b>History Seminars (SEM 571-590)</b>
<b>SEM 572</b>	Seminar on Ancient Greek History with pedagogical dimensions
<b>SEM 573</b>	Seminar on Ancient Greek History

	<b>Theology Seminaries (SEM 590-599)</b>
<b>SEM 593</b>	Theology Seminary
<b>SEM 596</b>	Patristic Theology Seminar
<b>SEM 595</b>	Seminar on Religious Studies
<b>SEM 598</b>	Christian Bioethics Seminar

**Table 9. List of Psychopedagogical Research Seminars (SEM 601-699)**

	<b>Psychopedagogical Research Seminars (SEM 601-699)</b>
<b>SEM 603</b>	Seminar on Research and Statistical Analysis in Education

**Table 10. List of Dissertation Seminars (DS 101-145)**

<b>DS 101</b>	Thesis: Issues in Early Childhood Education
<b>DS 102</b>	Thesis: Sociology: Society and socialization
<b>DS 103</b>	Thesis: Sociology of Education
<b>DS 105</b>	Thesis: Natural Sciences in Early Childhood Education
<b>DS 106</b>	Thesis: Children's Literature
<b>DS 107</b>	Thesis: Philosophy for children
<b>DS 108</b>	Thesis: Greek Philology and Theater Education
<b>DS 109</b>	Thesis: Language development and education of the preschool child
<b>DS 110</b>	Thesis: Ancient Greek History with pedagogical dimensions
<b>DS 111</b>	Thesis: Theology
<b>DS 112</b>	Thesis: Psychopedagogy
<b>DS 113</b>	Thesis: Quantitative research in education
<b>DS 114</b>	Thesis: Issues in Early Childhood Education
<b>DS 115</b>	Thesis: Pedagogical Psychology
<b>DS 116</b>	Thesis: Developmental Psychology: Development issues from infancy to adolescence
<b>DS 117</b>	Thesis: School Psychology
<b>DS 118</b>	Thesis: Special Psychopedagogy
<b>DS 119</b>	Thesis: Developmental Psychology of infants and toddlers
<b>DS 120</b>	Thesis: Organization and Management of Education
<b>DS 121</b>	Thesis: Comparative Early Childhood Pedagogy
<b>ETF 122</b>	Thesis: Psychomotor Education: Issues of education through movement
<b>DS 124</b>	Thesis: Models of Intercultural and Bilingual Education
<b>DS 125</b>	Thesis: Issues in Early Childhood Education
<b>DS 126</b>	Thesis: Evaluation in the educational environment
<b>DS 127</b>	Thesis: Aesthetic Education
<b>DS 128</b>	Thesis: Teaching Methodology and Research
<b>DS 129</b>	Thesis: Social Psychology
<b>DS 130</b>	Thesis: Issues of Preschool and School Pedagogy
<b>DS 136</b>	Thesis: History of Education and Training
<b>DS 137</b>	Thesis: Information and Communication Technologies in Education
<b>DS 138</b>	Thesis: Pedagogy and Literacy in Early Childhood
<b>DS 139</b>	Thesis: Museum Education
<b>DS 140</b>	Thesis: Preschool Pedagogy
<b>DS 141</b>	Thesis: Pedagogy: Psychological Approaches to Education
<b>DS 142</b>	Thesis: Pedagogy: Sociological Approaches to Education
<b>DS 143</b>	Thesis: Didactic Use of Information and Communication Technologies (ICT) in Early Childhood Education
<b>DS 144</b>	Thesis: Positive Psychology
<b>DS 145</b>	Thesis: Educational Policy





**Table 11. A. Indicative Program of four-year study (in terms of courses)**

Semester	MC	EE	SEM	DAS	DS
A	6				
B	5	1			
C	5	1			
D	2	3	1		
E	1	3	1	1	
F		4	1	1	
G		4		1	0.5
The		4		1	0.5
<b>Total 47</b>	19	20	3	4	1

**B. Indicative Four-year Study Program (in terms of ECTS)**

Semester	MC	EE	SEM	DAS	DS	Total/semester	Total / Year
A	30					30	60
B	25	5				30	
C	25	5				30	60
D	10	15	5			30	
E	5	15	5	5		30	60
F		20	5	5		30	
G		20		5	5	30	60
The		20		5	5	30	
<b>Total</b>	90	100	15	20	10	240	240

MC: Mandatory Core Courses,

EE: Elective Courses,

DS: Dissertation,

SEM: Seminar,

DAS: Teaching Exercise