

Guidelines For Preparing Your Intercultural Open University Doctoral Transcript

You initially draft the Narrative Transcript of your doctoral program in preparation for your Pre-graduation Meeting. The draft is reviewed and approved at the Final Degree Meeting, prior to submission to the Office of the Registrar. When the approved draft is received in the Academic Records Office, it is used to prepare an official Transcript. A copy of the final document is kept in your permanent file.

The draft Transcript is developed in consultation with your Core Faculty Advisor and circulated to your Doctoral Committee before the Pre-graduation Meeting. The Committee reviews the draft Transcript to ensure that it corresponds with the Program Summary as a complete and accurate report of your doctoral program. The Committee approves the draft transcript at the Final Degree Meeting, and you send it to Quality Assurance Committee along with your other graduation documents.

The following may Not be included in your official doctoral Program Transcript.

- Work accomplished prior to matriculation,
- Work accomplished during a period of withdrawal from the Graduate School

The Registrar will review the draft transcript as part of the Administrative Review Committee's audit of all records following your Final Degree Meeting. The draft document will be maintained in the Academic Records files. An "Issued to Student" copy will be sent to you to make sure that the document is accurate and satisfactory. Once you have approved this document, it is officially incorporated into your permanent record and may not be changed in any way thereafter.

The Office of the Registrar will issue Transcripts only for IOU **graduates**. A current learner may request a letter from the Registrar documenting work completed. In this

Transcript Guidelines

case. You and your Core faculty advisor will be asked to supply materials documenting course work completed during a specific period of time, e.g., per semester or per year. The Registrar will then prepare a letter available to third parties upon your request.

Format of the Transcript

The Graduate School Transcript contains five sections: title page, statistical page, course or study, narrative description, and PDE/dissertation abstract page.

Title Page.	The title page is prepared by the Registrar's Office.
Statistical Page	The statistical page lists basic information about you and your program. Please use exact dates and list every member of your Doctoral Committee, including Core, Second Core Reader and Peers. Also list the highest earned degree of each member as of the date of your graduation.
Course of Study Page	The course of study page lists each of your learning activities by title arranged by the academic years in which they took place or by Proficiency Area (for an example, see Pgs 7&8)
Narrative Description	Because the reader of the Transcript will be interested in both the nature and the quality of the learning accomplished, the narrative description of the program should provide a succinct, objective presentation to a professional audience. The Transcript should reflect both the scholarly, academic, and research characteristics of the work, and the style and format should be consistent. The past tense is recommended to

Transcript Guidelines

describe the accomplished learning. Be as concise as possible. The Graduate School Transcript is longer than most traditional transcripts because the narrative portion serves the purpose of the school catalog in traditional institutions.

The Graduate School Transcript should contain a descriptive title of each learning activity and an elaboration of what was learned and how it was accomplished. The Transcript may also include the persons with whom you worked and the setting of the activities. The learning accomplishments detailed in the Transcript should indicate to the reader that you did acquire proficiency in the area of specialization. Throughout, the breadth and depth of your total program should be evident.

You may choose to organize your narrative descriptions chronologically by year or categorically by field of study.

PDE/Dissertation

The Transcript should conclude with a 300 word abstract of your PDE/Dissertation

Intercultural Open University does not award grades or assign credit hours to learning activities. However, if equivalent credit hours are required by an external agency with which you will be dealing, these should be indicated utilizing the following standard formula to convert clock hours to equivalent credit hours: each "course unit" represents a minimum of 45 hours or directed study activity. These activities may include relevant independent study, group sessions, and/or professorial contact that directly relates to each particular area of study contained in the Transcript. Note that this is both "in-class" and outside preparations.

The Doctoral Program Transcript should reflect course work/learning completed after matriculation into the doctoral program. The Doctoral Committee in determining

Transcript Guidelines

proficiency in the field may consider other graduate work. This coursework will not be placed on the transcript unless it is post-master's work, unincorporated into any other degree and considered by the Doctoral Committee to be an integral part of the Learning Agreement. Such coursework may be listed on a separate page of the Transcript under the following heading and will require no narration in the body of the Transcript: *The following course work taken prior to matriculation was considered by the Learner's Committee to demonstrate proficiency in the field toward the doctorate.*"

Individuals seeking licensure from an external agency need to construct their programs in accordance with the applicable requirements and with the close assistance of their Core Faculty Advisor and/or other committee members.

Transcripts are not prepared and issued until completion of the doctoral program. The Office of the Registrar will need 30 days to prepare the official Transcript. Please send the committee approved Transcript to the Office of the Registrar.

Sample Transcript Contents

Title Page

Statistical Page

Course of Study Page

Narrative Description

PDE/ dissertation Abstract

Options for Listing Program

Course Summary Arranged Chronically

Course Summary Arranged by Field of Study

Sample Title Page



Transcript

In accordance with IOU policy, this transcript is provided with the conditions that no other party have access to the information without written consent of the student and that disposal be in a secure and non-compromising manner.

IOU does not issue grades to its learners but our faculty has determined that areas of proficiency listed for our learners on a transcript are equivalent to a minimum of a B grade in a traditional institution

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Sample Statistical Page

Intercultural Open University
Office of the Registrar

Date of Transcript Issue: 1/1/2009

Learner's Name:

Smith	Jane	Mary
Last	Middle	First

April 30, 1964

Birth date

#314102

Learner ID

Degree Awarded

Degree Conferred: Doctor of Philosophy
Area of Specialization: Art Therapy
PDE/ dissertation Title: "A Study of the Use of Art Therapy in Treatment of Chemically Dependent Adolescents."

Record of Attendance

Matriculated: October 2, 2005
Certification: May 2006
Graduation: May 2008

Doctoral Committee

Core Faculty Advisor: Prof. dr. J.R. Hakemulder
Second Core Reader: Harold F. Keen, Ph.D.
Peers: Mary Q. Smith, Ph.D. Gregory Jones, M.A.

Previous degrees

Art Institute Chicago	M.A.
Wilmington University, Wilm., DE	B.A.

**Sample Official Transcript Summary
(Chronological Listing)**

Intercultural Open University

LEARNER:	Mary Smith
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COURSE OF STUDY	
<u>Title</u>	<u>Title</u>
<p>FALL 2005</p> <p>Doctoral Orientation</p> <p>Art Therapy: Theory and Foundations</p> <p>Art Media in the Special Setting</p> <p>Art for the Disabled</p> <p>Art Therapy Clinic</p> <p>Educational Issues</p> <p>Spring 2006</p> <p>Independent Study in Art Therapy</p> <p>Art Therapy Seminar</p> <p>Advanced Enameling</p> <p>Watercolor Techniques</p> <p>Photography Portfolio</p> <p>Drawing</p> <p>Painting</p> <p>Educational Issues</p> <p>Fall 2006</p> <p>Art Criticism</p> <p>Arts and Meaning Seminar</p> <p>Theories of Personality</p> <p>Abnormal Psychology</p> <p>Educational Issues</p> <p>Counseling Theories</p> <p>Introduction to Gestalt Theory</p>	<p>Spring 2007</p> <p>Jungian Psychology</p> <p>Enneagram Personality Theory</p> <p>Educational Issues</p> <p>Psychology Seminar</p> <p>Chemical Dependency Workshop I</p> <p>Chemical Dependency Workshop II</p> <p>Chemical Dependency Seminar III</p> <p>Fall 2007</p> <p>Research Methodology Seminar</p> <p>Feminist Analysis Seminar</p> <p>Educational Issues</p> <p>Internship A</p> <p>Internship B</p> <p>Project Demonstrating Excellence (Dissertation)</p> <p>Spring 2008</p> <p>Project Demonstrating Excellence (Dissertation)</p>

Equivalent credit hours may be calculated according to the following formula. With the exception of Educational Issues, each study area listed is equivalent to approximately 45 hours of directed study or one conventional course unit. Dissertation writing and research equals 60 hours.

**Sample Official Transcript Summary
(Optional Listing by Proficiency Area)**

Intercultural Open University

LEARNER:	Mary Smith
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Course of Study	Course of Study
ART	RESEARCH AND GENERAL
Advance Enameling	Research and Methodology Seminar
Water color Techniques	Feminist analysis Seminar
Photography Portfolio	Doctoral Orientation Seminar
Drawing	Educational Issues
Painting	Internship A
Art Criticism	Internship B
Arts and Meaning	Project Demonstrating Excellence (Dissertation)
ART THERAPY	
Art Therapy: Theory and Foundations	
Art Media in the Special Setting	
Art for the Disabled	
Art Therapy Clinic	
Independent Study in Art Therapy	
Art Therapy Seminar	
PSYCHOLOGY	
Theories of Personality	
Abnormal Psychology	
Counseling Theories	
Introduction to Gestalt Theory	
Jungian Psychology	
Enneagram Personality Theory	
Psychology Seminar	
Chemical Dependency Workshop I	
Chemical Dependency Workshop II	
Chemical Dependency Seminar	

Transcript Guidelines

The activities listed above may include relevant independent study, group sessions, and or professional contact that directly relate to each particular area of study contained in the transcript.

Official Transcript Narrative

(Chronological)

Intercultural Open University

LEARNER:

Mary Smith

Course of Study Narrative Description

Fall 2005

Doctoral Orientation

A seminar for the presentation and clarification of the process of self-directed doctoral study. critical analysis at program proposals. in-depth discussion with Core Faculty and peers, and review. of various research methodologies and criteria for determining proficiency in the field.

Art Therapy: Theory and Foundations

Study of the origin, historical development, and philosophy of the profession of art therapy. Comparative approaches to therapy and the application of the creative art process within the therapeutic framework. (Dr. Greg Burt. ATR. Wright State University)

Art Media in The Special Setting

Experiences with a variety of media and crafts. Determination of appropriate art media to use for remediation of specific problems. Application of media to various problems and settings. Art therapy media file developed. (Dr. Greg Burt. ATR Wright State University)

Art for the Disabled

A multidisciplinary, integrative approach to the various creative, expressive and performing arts, and their applications to the understanding of and working with disabled persons. Teaching/clinical strategies include: graduate project required, Adaptations of art media to accommodate the needs of the disabled. (Dr. Lore Short. ATR. Wright State University.)

Art Therapy Clinic

Practicum_ utilizing art therapy techniques with multiple-sclerosis patient. Ten short term, individual art therapy sessions. Paper formulating personal approach to art therapy meshed with Jungian, Rogerian and Existentialist theories. Observation: 12 art

Transcript Guidelines

therapy demonstrations. (Dr. Vera Right. Ursuline College)

LEARNER:

Mary Smith

Educational Issues

Peer Day which discussed Biofeedback.

Spring 2006

Independent Study in Art Therapy

Study of the use of art therapy in the treatment of an artistically talented chemically dependent adolescent. Project: ten individual art therapy sessions and paper. (Dr. Vera Right, Ursuline College)

Art Therapy Seminar

Lecture, readings, slide presentations, demonstrations, various applications of the profession of art therapy. Participation in four national four-day Art therapy Conferences. and three regional symposia. (American Art Therapy Association/Buckeye Therapy Association)

Advanced Enameling

Studio: Various processes of vitreous enamel on copper, silver, and gold Including, cloisonne', basse-taille. champleve', and plique-a-jour. Final project: class presentation and a cloisonne' mandala design depicting the revitalization of creativity. (Mary Williams. M.A. (Cleveland Institute of Art)

Watercolor Techniques

Studio: Landscape, still life, and portraiture in the water-based medium. Use of spontaneous. water-base medium in a variety of challenging locations, including ten watercolors painted on site in Hawaii. (Robert Trout. Cleveland Institute of Art)

Photography Portfolio

Studio: 35 color studies composed on site in Hawaii, Wyoming, Canada and Ireland. A selection of color photographs chosen for strength of design, criticized by Kim and Dennis Harkens of Photo Harkens.

Transcript Guidelines

LEARNER:

Mary Smith

Drawing

Studio: Independent study. Life drawing portfolio, drawing the figure from live Models, various gesture sketches and figure studies. (Grant Mack. Wright State University).

Painting

Studio: Independent study. Exploration of various water color techniques And experimentation in acrylic painting technique. Self-portrait and large Canvas work. (Grant Mack. Wright State University)

Educational Issues

Two Peer days which discussed Creativity and Community.

Fall 2006

Art Criticism

Reviews, readings, discussions of twelve varied art exhibits reflecting a variety of approaches to the creative process. These included "E1 Greco," Toledo Art Museum; The Vatican Collection," Chicago Art Institute: "Van Gogh at Arles," Metropolitan Museum of Art, New York: "Simply Stunning, 200 Years _ of Costume, " "Masterpieces From Munich. "Proctor and Gamble Collection of Cincinnati Painters," "Art and Archaeology of Ancient Syria," "The Art of Christopher Ries," "Indian Art of Moghal Era, Cincinnati Art Museum. (Van Good, Ph.D.)

Arts and Meaning Seminar

An interdisciplinary approach to the arts. Experiencing the arts through presentation discussions, and group participation in varied art forms. Paper and art project. (Dr. Mary Sheerin, Union Institute)

Theories of Personalities

A study of personality development, assessment, and functioning; critical evaluation of the Major contemporary theories of personality. Readings; paper. (Dr. Janet Stratton)

LEARNER:

Mary Smith

Abnormal Psychology

An investigation of the application of basic psychological theory and research in the problem of maladaptive behavior. Class presentation, readings. (Dr. Daniel Conn Ursuline College) .

Educational Issues

Two peer days which discussed Managerial Creativity.

Counseling Theories

An examination of the basic principles and selected current approaches to counseling: the psycho-philosophical bases of the several theories and their application to human relations in the counseling situation. Class presentation, paper, interview, readings. (Dr. Vera Right. Ursuline College)

Introduction to Gestalt Therapy

A series of group therapy sessions introducing the participants to the components of Gestalt psychology. The workshops are the basic experience of Gestalt methods and can be used to enhance awareness of the participant functioning both as an individual and as a member of a group. (Wayne Right and Janet Robinson. Gestalt Institute of Chicago)

SPRING 2007

Jungian Psychology

An introduction to Jungian theories through the dramatization of Ego-myths. Study of the Mandala as a self-healing exercise, including the painting of five personal Mandalas. (John Burt, Jungian analyst, Ursuline College.

Enneagram Personality Theory I and II

Workshop in defined personality according to nine personality types as set forth in Sufi mysticism. Workshop II focused on spirituality in relation to personality types. (Maya Blank. OP and Peter Ohling. SJ, Jesuit Retreat House)

Educational Issues Peer day which discussed the Gandhi Synthesis

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Mary Smith

Psychology Seminar

A series of lectures dealing with: Adolescent Self-Esteem, Suicide., Ministry to runaways, and Incest, family problems and Child Abuse. (Mullen Psychology Lecture Series. Ursuline College)

Chemical Dependency Workshop I

“Helping adolescents with drug problems through schools.” Adolescent Dependency training course. Lectures (community interventions specialists,) group therapy and role-playing sessions. Evaluation Paper.(Community Intervention Team, Ursuline College)

Chemical Dependency Workshop II

Group Facilitators Training. Intensive training: lectures, group techniques, role of facilitator, and procedures for student groups. Evaluation paper.(Community Intervention Team, Ursuline College)

Chemical Dependency Seminar

A series of workshops dealing with: youth, drugs and educators’ response; How to approach the Black client, how to deal with the defiant client and communication with parents. (Glenbeigh Institute)

FALL 2007

Research Methodology Seminar

A qualitative. interdisciplinary approach to research design, including the phenomenological perspective, In-depth intense sessions clarified: 1) basic and purpose of research, 2) paradigms, 3) qualitative approaches, 4) interviewing and participant observation techniques.(Dr. Michael Quinn Patton, The Union Institute)

Feminist Analysis Seminar

Lectures and discussions regarding feminist theory and issues. Interdisciplinary presentations trace the contributions of Women in literature, the arts and varied fields. (Dr. Fay Hakemulder, Intercultural Open University)

Educational Issues

Three peer days which discussed Oriental Art, and right brain mental process.

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Mary Smith

Internship A

Working as UI art therapist with chemically dependent adolescents in specialty hospital settings - a one-month orientation in the Adolescent Chemical Dependency Unit of Women's General Hospital under the supervision of Dr. Ally Jacobs-Kraus, ATR. This served as an introduction to the treatment process as a whole as well as to the role of art therapy in this setting. This was followed by a five-month internship at Glenbeieh Adolescent Hospital with staff supervision by Nell Taylor and Dr. Kirk Wheeler, psychologist and program director. This included staff in- sessions, observation and participation in all phases of the treatment process, and individual art therapy sessions with twelve clients (ten with each one). From these the Case Studies were selected for the dissertation research (Project Demonstrating Excellence).

Internship B

Developing a Master of Arts in Art Therapy Program for Ursuline College. Formulating the rationale and philosophy for an Art Therapy Master's Program. Content and Course development, cycling, and syllabai writing. Planning in collaboration with area art therapy professionals.

SPRING 2008

PROJECT DEMONSTRATING EXCELLENCE (DISSERTATION)

A study of the use of art therapy in the treatment of chemically dependent adolescents with special focus upon the spiritual dimension. This is a study of the drawings and paintings of sic chemically dependent adolescents from varied backgrounds to explore the effectiveness of art therapy as an intervention mode in their treatment. The research approach had been phenomenological and qualitative, using the maximum, variation sampling strategy.

The artwork created in individual art therapy sessions provides another way to trace the growth of clinets' progress as they move through the treatment continuum. In dome cases, it assists in diagnosis. Using Art as a supportive catalyst in the healing process harmonizes with the principles of Alcoholics Anonymous. This particular study emphasizes the spiritual dimension of the creative process and its relationship to recovery.

LEARNER:

Mary Smith

PROJECT DEMONSTRATING EXCELLENCE (DISSERTATION)

ABSTRACT

When Words Aren't Enough: A Study of the use of Art Therapy in the Treatment of Chemically Dependent Adolescents, with Special Focus Upon the Spiritual Dimensions

Smith's study supports the thesis that art therapy is a significant help in the diagnosis and treatment of chemically dependent adolescents as part-of a team approach in a residential treatment center. This research emphasizes the spiritual dimension of the creative process and its relationship to recovery. This is closely interwoven with the 12 steps of the Alcoholics Anonymous program. The term spiritual as used here refers not to organized religion but rather to positive evolutionary signs of growth that occur in the artwork. It is also related to the Higher Power concept of AA.

Smith's approach in art therapy is eclectic: existential, Jungian, and Rogerian. She employs a maximum variation sampling as the basis for her qualitative, phenomenological research. She includes case studies describing from eight to ten individual art therapy sessions with each of six chemically dependent adolescents from widely varying backgrounds. These are illustrated by the artwork. The one hundred original illustrations created by the teenage clients add much to the value of the study.

Each case study includes a brief sketch of the client's background a discussion of the art works with a comparative analysis of two tree drawings, contrasting the one completed at the beginning of treatment with the one drawn at the end of Phase II, and also a discussion of the value of short-term art therapy for each client. The work with these young people was part of a team approach at Glenbeigh Adolescent Hospital where they were residents for about 38 days during Phases I and II of their treatment.

This research demonstrates that the art therapy component makes a significant contribution to both diagnosis and treatment. It helps non-verbal teenagers express their feelings. It facilitates the adolescents' confrontation of their defenses and breaking through the delusion and denial system characteristic of the disease. The clients' artwork provides another way to trace their progress as they move through the treatment continuum. Art therapy serves as a supportive catalyst in the healing process, one that harmonizes with the principles of AA.