

STUDENT NAME

ENDERLE, MELISSA LYN

TRANSCRIPT

STUDENT'S COPY

DATE OF BIRTH 9/07/70
NAME AT BIRTH
SOCIAL SECURITY # 393-68-9277
STUDENT I.D. 1458997
DATE OF ENTRY 8/30/89
SEM./YR. OF DEGREE REQ. 1/90

Degree: Bachelor Of Arts
Graduation Date: 12/18/93 WITH HONORS

Major Area(s): Art Education/Art Therap
Support Area(s):

An Alverno degree is awarded when a student has completed a program of study which includes accomplishment in required areas of knowledge (including general education and major and supporting areas of study) integrated with her demonstration of required levels of competence in all of the following abilities:

- Communication
- Analysis
- Problem solving
- Valuing
- Social interaction
- Global perspectives
- Effective citizenship
- Aesthetic response

The degree is based upon ability level units achieved through demonstration of ability at general and specialized levels.

For graduation from a baccalaureate program all students are required to achieve a total of 40 units:

32 general units - four in each of the above eight ability areas

8 specialized or advanced units - selected from the above eight and integrated with major areas of study. (Some advanced units may be earned in the performance areas of Art and Music.)

EVALUATION OF STUDENT LEARNING:

As the final report of demonstrated achievement which defines the Alverno College degree, this academic transcript reflects the importance the college attaches to the mastery of content and the ability to use knowledge effectively.

Evaluation or assessment of student ability by faculty, external assessors, and the student herself, is integral to the Alverno program of study. Ongoing assessment takes place under the direction of the instructor in every course based upon established criteria. In addition, culminating external assessments are conducted through the Assessment Center according to college criteria and standards.

RECORD OF ACHIEVEMENT:

The College requires all students to meet the standards established by faculty and departments for mastery of content and demonstration of ability to utilize knowledge. In all courses listed on the official transcript the student met these standards for successful completion of the courses. Successful completion of a course means that the student is ready for the next course in a given area - that is, that in the judgment of her faculty, her work is equivalent to a C or better in a letter grade system. Courses in which the student did not meet these criteria are not recorded.

STATEMENT OF EVALUATION:

At the time of graduation, Alverno College faculty in the student's major and support areas evaluate her overall academic achievement, and record the faculty's judgement in a narrative statement. This evaluation replaces letter grades for individual courses and reflects areas of special strength and areas requiring further development.

HONORS:

The College awards Graduation Honors to students whose work warrants special merit and citation. Graduation Honors is based on scholarly excellence and application of scholarship in service to others.

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Alverno College
STATEMENT OF EVALUATION

STUDENT'S COPY

Student Name: ENDERLE, Melissa

Student ID: 1458997

Melissa Enderle has demonstrated the abilities which characterize an Alverno College graduate with a major in art education/art therapy. These include the ability to understand and communicate the concepts of visual art and the creative process, to have a command of a variety of artistic media, and to analyze and communicate the relationship of human perceptual development to the development of skills in the visual arts as related to art therapy.

Throughout her course work Ms. Enderle demonstrated a very high level of commitment, ability, and seriousness of purpose. Her studio work was characterized by strong historical research into the technical, formal, and conceptual foundations of her chosen media. She habitually documented her research through the use of sketchbooks and logs that recorded her understanding of the cultural and aesthetic development of other artworks that in turn informed her own. She applied strong problem solving, analysis, and artmaking abilities to her studio production, creating a body of work in printmaking and fibers as well as metals and sculpture that reflected a well-defined personal aesthetic. Much of her studio production centered on the experiences of the American farmer -- she produced compelling works that reflected significant problems confronting rural America.

Her work in her 19th and 20th century art history courses reflected a clear understanding of various Western European styles in relationship to their historical context. For example, she wrote an extended essay on a leading Photo-Realist sculptor, Duane Hanson. Her well-researched, clearly written paper reflected her personal aesthetic and set of values while examining Hanson's particular social and artistic context.

To her student teaching in urban public schools, she brought strong disciplinary knowledge, a range of theories that addressed issues of art education and classroom management, and substantial practice developing classroom lessons. She was adept at looking critically at theory to develop her personal convictions about how to teach effectively. Her lessons consistently related to the interests and life experiences of her students, which resulted in their being actively involved in the learning.

In a research report that was part of her student teaching seminar, she observed the

behaviors of a physically and cognitively challenged child who had difficulty learning and handling materials. She sought feedback from appropriate resources, then planned and implemented a prescription for learning in her classroom. She collaborated effectively with teachers, parents, and administrators. She made use of her strong organizational skills, planning supplies for effective time management from lesson introduction through to clean-up. Coordination of the multitude of activities was a strength of Ms. Enderle.

Her love of children was apparent in her careful consideration of their creative development. She made a point of taking time to provide the instruction that the students needed to benefit from their art experience. She sought out volunteer activities, for example, helping teach profoundly, cognitively and physically challenged high school students. She was extraordinarily active, both as an organizer and presenter, in the Very Special Arts Festival. In addition she was an active member and officer in the student art organization.

Ms. Enderle developed a professional disposition from her learning and work as an art therapist. She accepted difficult tasks and responsibilities at her art therapy practicum. She demonstrated a great deal of patience when working with her students, willingly giving extra time and effort to help her students accomplish their goals. Her lesson plans were tailored for the specific needs of individual learners and revealed her understanding of the uniqueness of each of her students.

Ms. Enderle has demonstrated the ability to accomplish the professional responsibilities of a classroom teacher at the baccalaureate level. Because of her outstanding academic achievement and application of learning in service to others, the faculty of Alverno College recommended that her degree be conferred with honors.

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