

Run Date: 1/28/94

Bachelor Of Arts

STUDENT NAME

TRANSCRIPT

STUDENT'S COPY

Tregree:

ENDERLE, MELISSA LYN

DATE OF BIRTH NAME AT BIRTH 9/07/70

SOCIAL SECURITY # 393-68-9277

STUDENT I.D.

DATE OF ENTRY

8/30/89

SEM. YR. OF DEGREE REQ. 1/90

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.

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

Graduation Date: 12/18/93 WITH HONORS

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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STUDENT'S COPY

RECORD OF ACHIEVEMENT

STUDENT'S COPY

Student Name: ENDERLE, MELISSA LYN Student ID: 1458997

De	pt Cours	e	Sem Hrs Earned.	Бер	t Cour		Sem Hrs Earned
1ST SE	EMESTER	1989-1990		ED	326	Literature for Children	2
A	135	Studio Art 1:Art Fundamentals	4	20	320	Social Interaction	-
		Analysis Problem Solving Performance		PCH	208	Language Theory & Critical Thinking Communication Analysis	2
A	137	Drawing 1	1			Problem Solving	
A	139	Introduction to Hedia/Drawing 2	ī			Global Perspectives	
AH	110	Express/Interpretn Human Exper 1 Communication Analysis Valuing Aesthetic Response	4		110	Life Span Development Communication Valuing	4
СН	101-S	Speaking Strategies Communication	1	A	241	1990-1991 Art History 2/Renaissance Valuing	3
CH	101-W	Writing Strategies	1	A	351	Studio Art 4 - Painting	4
		Communication			001	Problem Solving	
NSS	128	New Student Seminar	1			Performance	
		Social Interaction		A	371	Metalwork .	2
SC	117	Integrated Science 1	4			Effective Citizenship	
		Analysis		A	376	Sculpture	2
SC	117-L	Problem Solving		A	399	Formal Intro to Advanced Work	
30	111-6	Integrated Science 1 Lab Assessment Center/External Assmnt		ED	215	Field Experience 2	1
		Communication		ED	220	Interview Assessment	
2ND SE	MESTER :	1989-1990		RC	200	The American Experience Global Perspectives Effective Citizenship	1
A	136	Studio Art 2:2-D Design Analysis Problem Solving	4	SSC	101	Introduction to Social Science Analysis	4
A	138	Performance	_	1ST SEP		1991-1992	
AH	150	Drawing 2	2	A	133	Developing Personal Creativity	1
	100	Express/Interpretn Human Exper 2 Valuing Aesthetic Response	1	A	140-C 309	Art History 3/19th Century	2
CH	101-Q	Quantitative Strategies	1	A	359	Global Perspectives Computer Graphics	2
CM	113-L	Communication Advanced Strategies/Listening Lab		-	337	Communication Analysis	-
CH		Communication				Global Perspectives	
CH	113-R	Advanced Strategies/Reading Lab		A	366	Ceramics	2
CH	113-X	Communication		1000	2000	Analysis	
un	113-X	Adv Rdg Media Instructn/Assessment Communication		AC	300	Integrated Competence Sem/Assessmnt	
ED	116	Human Relations Workshop		AE	332	Art For The Young Child	2
	***	Valuing Workshop	1		707	Problem Solving	
PPS	129-A	Preprofessional Seminar	4	AE	387	Clinical Experience Art Therapy	1
		Social Interaction		ED EN	396-A 210		3
SC	118-B	Integrated Science 2 Analysis	4	Li	210	Perspectives on Literature Aesthetic Response	
SC	118-L	Problem Solving		2ND SEM	ESTER :	1991-1992	
30	110-L	Integrated Science 2 Lab	1 .	A	310	Art History 4/20th Century	2
SUMMER	SCHOOL	1990				Communication	
PCH	215	Small Group Behavior	2			Analysis	
		Social Interaction	2			Valuing	
PSY	101	General Psychology	4		7/7	Aesthetic Response	
		Problem Solving	,	A	363 476	Beginning Fibers	2
				n	410	Advanced Sculpture Analysis	2
		790-1991		AE	285	Art in Therapy	2
Α	230	Studio Art 3	4			Valuing	2
		Analysis				Effective Citizenship	
A	240	Performance		DA ED	115	Fundamentals of Voice & Movement	1
-	240	Art History 1/Ancient	2	ED	315	Field Experience 4	ī
		Analysis				Social Interaction	
CM	113-S	Social Interaction		122		Effective Citizenship	
CH	113-W	Advanced Strategies/Speaking Lab Advanced Strategies/Writing Lab		ED	360	Instructional Media	2
CS	100-A	Introduction to Computer Studies	7	ED	452	Tchg Reading & Lang Arts in Sec Sch	4
		Communication	3	RL	210	Control of Life & Death	2
ED	210	Field Experience 1	•			Aesthetic Response	-
A STATE OF	37555//	Social Interaction	1	CINOTES :	CUOC	1000	
		and an action		SUMMER S	CHUUL	1772	

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ALVERNO COLLEGE

RECORD OF ACHIEVEMENT

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			STODENT S COFF					
Dep	t Course		Sem Hrs Earned .	Dept Course		Sem Hrs Earned		
AE	390	Art In Elementary School Communication Problem Solving	2	This student achieved ability le in these areas:	evel units			
PSY	250	Abnormal Psychology	4	ABILITY	UNITS			
1ST SE	MESTER 19	992-1993		Communication	4			
Α	356	Printmaking Analysis	4	Analysis Problem Solving				
AE ·	391	Art In Secondary School Problem Solving	2	Valuing Social Interaction	6 5 5			
AE	486	Media & Methods in Art Therapy Problem Solving Aesthetic Response	4	Global Perspectives Effective Citizenship Aesthetic Response	4 4 6			
ED ED	320 411	Group Interaction Assessment Career Search	1	Performance	6			
ED	420	Portfolio/Interview Assessment		To	tal 46			
HS PL	308 310	US History 1607-1900 Philosophy of Love and Friendship Analysis Aesthetic Response	4 2	This student's major requires at units in performance.	bility level			
2ND SEM	ESTER 19							
A	456	Advanced Printmaking	2					
Α	492	Expressive Arts Seminar Aesthetic Response	4	STUDENT'S COP	¥			
AE	480-L	Dir Obs & Tchng Art in Elem School Social Interaction	6					
AE	480-S	Dir Obs & Tchng Art in Sec School Social Interaction	6					
ED	475	Student Teaching Seminar						
	ESTER 19	93-1994						
Α	456	Advanced Printmaking Analysis	1					
Α	463	Advanced Fibers Analysis	2					
A	491	Senior Art Seminar Analysis Social Interaction Performance	1					
AE	481	Directed Observ/Tchg in Art Therap: Social Interaction	y 4					
ED	316	Assessment and Evaluation Techniqs	2					
ED	412	Philosophy Of Education Analysis Problem Solving Valuing Social Interaction Global Perspectives	4					
FA	302	Performance						
гн	302	Culture and Society:Spain	3					

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. 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.