Manhattanville College’s Atlas Program

Designing a Road Map to Success in College and Beyond
Manhattanville College

Strengthening the Manhattanville Portfolio Tradition

Other grants awarded to Manhattanville Coll.
Presenters

- Gillian Greenhill Hannum, Professor of Art History, Director of the Atlas Program
- Alison Carson, Professor of Psychology, Assistant Director of the Atlas Program
- Christine Dehne, Professor of Communication and Media, Dean of the School of Arts and Sciences
- Joi Sampson, Academic Advisor
- Kyoko Mona, Associate Professor of Economics, Finance and Management
- Wil Tyrrell, S.A., Director of the Duchesne Center for Religion and Social Justice and Study Abroad Director.
<table>
<thead>
<tr>
<th>About Us</th>
<th>Total Undergraduate Enrollment: 1,800</th>
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<tbody>
<tr>
<td></td>
<td>Total Graduate Enrollment: 1,100</td>
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<td>Areas of Study (Undergraduate + Graduate): 90+</td>
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<td>States Students Come From: 40+</td>
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<td>Countries Students Come From: 45+</td>
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<td>Percent of Students Accepted: 73</td>
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<td>Full-Time Faculty: 109</td>
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<td>Student-Faculty Ratio: 12:1</td>
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<td>Average Class Size: 19</td>
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</table>
About Us

- 45+ Student-run clubs
- 20 NCAA DIII athletic teams
- 100 Study abroad opportunities
- 30,000+ Hours of community service
- 60+ Outlets for service
- 650+ Students participate in community service activities
- 650+ Internship opportunities
- 93 Percent of 2016 graduates are employed or in grad school
- 21 Percent of class of 2015 who went on to graduate school
Whereas the college recognizes and confirms the need for a fuller and more precise qualitative evaluation of the academic achievements of its students, namely, that each student demonstrate a critical faculty, independence of mind, competence in at least one field of humanistic studies, be it resolved that the college require, as a condition of the awarding of the degree, that each of its students present a portfolio containing the following evidence of the student’s achievement…

The Manhattanville Plan, 1973, p.18
The Manhattanville Portfolio System (est. 1973)

The main goals of the Portfolio were:

- to encourage students to think reflectively across their education and make connections;
- to provide a space for students to showcase their best work;
- to encourage students to take ownership of their curricular decisions.
Intentions are often not enough...

- Portfolio became a “catch all” primarily for assessment
- Little support for reflection
- Resource heavy
- Students were unclear about the purpose
- Administration began to see it as an impediment to graduation

Spring 2014: the faculty voted to suspend the Portfolio System, but to come up with an alternative

The charge: Design a credit-bearing, optional, and low-cost alternative
The principles of Design Thinking guided our approach to developing a new program.
Design thinking starts with **empathy** and uses collaborative and participatory methods, repeating all five steps of the process as many times as needed to achieve a complete solution.

- **Define**: Define the problem, based on the evidence of the observations.
- **Ideate**: Generate many ideas for potential solutions to the defined problem (brainstorming).
- **Prototype**: Research and build working examples of ideas.
- **Test**: Apply example prototype to original situation or problem.
- **Empathy**: Observe and listen to the problem or situation without preconceptions.

**Design Thinking Process**
Catalyst for Learning Framework emphasizes similar principles of Inquiry, Reflection and Integration.
EMPATHY was attained through several interviews with different constituencies.

Talking with students, faculty, staff/administration and alums, we aimed to understand:

- How might we provide credit for a portfolio?
- How can we support the *practice* of reflection?
- How can we make reflection and the use of a portfolio useful, meaningful and relevant to students’ experiences?
- How can we support the process of students taking ownership of their academic and career choices?
EMPATHY helped to reveal important information about our constituents:

In addition to the clear support for the original goals of the Manhattanville Portfolio, specifically reflection, student ownership and a focus on best work, we learned:

- Students, alums and staff/administration were concerned about preparedness and support for entering the workforce (faculty not so much!)
- Both faculty and students needed help and support with reflective practice
- Faculty needed both professional development support, technology support, and compensation support for the big lift and...
- Students “Won’t get out of bed for a 1 or 2-credit course!”
These discoveries helped us to **DEFINE** the specific needs:

We need to:

- Help first-year students acclimate to college and reflect on their goals and how they might accomplish them.
- Help students identify a major to fit their individual goals.
- Help students begin to investigate different career paths and network professionally.
- Help students understand their various digital identities and how to consider presentation to different audiences.
- Help students to make connections between what they are doing co/extra-curricularly with what they’re doing academically and their long-term goals.
Through IDEATION, we developed four scaffolded courses that met the needs and goals of our constituents.

- **Passport** - a revamped existing course, intended to acclimate students to college life and begin reflective learning
- **Pathfinder** - for sophomores, largely to explore possible majors
- **Compass** - for juniors, geared towards linking co-curricular activities with academic and professional goals
- **Pursuit** - for seniors, geared towards creating an external-facing ePortfolio and professional networking
Each semester, the courses are assessed and revised; each semester is a prototype, testing new ideas and deepening our understanding of students’ needs and goals and how we can best support them. Each semester is a test, experimenting with new ideas and feedback from our students.

We have also extended the ideas from the Atlas program and PROTOTYPED new ePortfolio-based courses for Study Abroad, Experiential Learning, and Internships. We are also using ePortfolios in Advising.
Passport

Course Learning Objectives include:

● A first-year transitions course providing information about campus resources
● Integrates the value of a liberal arts education and Manhattanville’s history and mission with a discussion of responsible citizenship within and beyond the Manhattanville community.
● Supports the development of academic goals and helps students develop and apply a range of effective learning and study strategies.
● Supports development of self-awareness of personality, skills, interests, abilities and values.
● Promotes intercultural communication and understanding.

https://mville.digication.com/cristinamasi/Career_Family_Genogram
During Thursday, October 6th, 2017 the students from Professor Sampson’s Atlas: Passport A group was part of a marvelous activity. Four different mentors, from very different backgrounds and each one of them with really great ideas dedicated almost two hours of their own time to talk with the previously mentioned group. It was not a negative talk; it was actually the opposite: They came to share their stories at “Manhattanville College”, such as how they made it pass through very difficult and/or busy times at this school, how they succeeded on their goals, how they found good campus jobs and made connections with many different people, and more. They also gave us really good tips. For example, in our freshman year we have a special opportunity to discover which study method works best for each individual, and to find out how many hours should we sleep to work productively the next day. We should also be aware of the negative aspects of procrastinating because it is much more useful to even work ahead and be done working earlier, rather than have to worry about all the “heavy” stuff later. Something also crucial mentioned during the talk is that we should make a lot of friendships, get involved on campus, use all campus resources to our advantage, consider getting a campus job, studying aboard and doing an internship, try out a lot of challenges and different and new activities, etc. We cannot forget about the importance of having a high self-esteem, being the best version of ourselves and being secure and proud of who we are and what we can do. Those and other key things were
Academic Advising

Learning Objectives include:

- Provide a platform for guided, visible and collaborative academic planning
- Consolidate academic tracking, advising information, and assignments
- Facilitate student communication with and between academic advisors
- Eliminate redundancy in paperwork and conversation; provide record-keeping space
- Allows for departmental and programmatic schedule customization
### Study Plan

Check the box in the LA column for each course that fulfills liberal arts.

#### 1st Year

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<th>Course / Section</th>
<th>Course Title</th>
<th>FALL</th>
<th>Cr</th>
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<th>SPRING</th>
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<th>Summer/Winter</th>
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**Total Credits: 17**

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- **Research Methods**: 4 | **Junior Sem.**: 3
- **Modern 3**: 2 | **Costume Design**: 3
- **Drug Use and Abuse**: 3 | **Dance therapy**: 1
### Humanistic Reasoning - Six Credits*

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### Social Scientific Reasoning - Six Credits*

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### Creative and Aesthetic - Six Credits* - Must include minimum of 3 cr. Applied coursework

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<th>Semester</th>
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### Global Systems and Civilizations* - Nine Credits

#### U.S. Diversities - Three Credits

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<th>Credits</th>
<th>Semester</th>
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Pathfinder

The course helps students to:

1. reflect on their personality, interests, goals, strengths, weaknesses, and limitations. They then use these reflections to select a major and begin to think about possible career paths.

2. come up with a short list of possible majors, minors, and concentrations. Then students visit faculty and classes within those areas of study.

3. set academic goals and develop academic planning documents to ensure that the selected major will be completed successfully.
Pathfinder

4. identify ways in which campus resources can be used to maximize students' academic and personal goals.
5. conduct an informal interview of a professor or a role model.
6. reflect on experiences, planning, and goals.
7. use online space to create an academic career portfolio.
8. build community and a support network within the class.
9. improve digital and face-to-face presentation skills.
Hi my name is Melissa, some of my friends call me Mel. I am from Bayside, NY, so I am fairly close to home here at Manhattanville. I am not 100% certain that I want to major in business management, but I do know that I want to do something in the field of business after college. I play softball here and besides keeping me busy, it has put me into contact with some of the greatest people I will know. If I am not busy and I have some free time I like to play video games, listen to music, or hang out with my friends. I have 2 older brothers and an adorable nephew named Leo.
Pathfinder: Students’ comments about the class

Taking this class has opened my eyes to the steps I need to take in order to fulfill my dreams of becoming a teacher. During this class, I have learned a lot about myself in regards to my personality and qualities that I do and don’t have. By taking the personality test at the beginning of the semester, I was able to learn things about myself that I can improve in order to become a good elementary school teacher. The mind mapping and good self-journal activities did helped me to get a better idea of what can improve on in my life to better utilize my time. I was also able to see the patterns in what I do, and it helped me to realize what things I do that are a big source of my happiness.

... Because of this class I have done things that I would have never done had I not been a part of the class. For example, I had the opportunity to attend the Major and Minors Fair. At this event I was able to talk to students currently minoring in Spanish who gave me a lot of advice and talked about their personal experience. This was incredibly helpful.

... Additionally, this class has made plan out things instead of just envisioning them. Exercises like the Mind Map helped me to realize things that are important in life to me and what I also like. Weaknesses and Limitations helped me to understand what I lack in and need to improve on so that I can reach my personal and professional goals. Lastly, the Odyssey Plan helped me to formulate back up plans for my life and to actually articulate on paper my hopes and desires.
Compass

Learning Outcomes for Compass

• Begin to understand a professional and/or organizational culture
• Recognize ethical issues within a professional and/or organizational setting
• Clarify one’s “citizen identity” through reflection on the experience
• Reflect on experiences and goals and build an online space
• Build community and a support network within the class.

Course Learning Activities

• Informational interview with an alumni in field of interest
• Exploration of “soft skills” including civic engagement, leadership, teamwork, creativity, ethical reasoning and decision making, and intercultural communication with experts in each field
• In-depth analysis of a co-curricular or extra-curricular activity with a view towards understanding the organizational culture
• Development of a public ePortfolio showcasing competencies developed in and out of the classroom
“When I originally started this class, I could see the value of it, but I had no idea just how helpful this course would prove to be. Now, at the end of the semester, I have realized that this course has truly helped me to reflect on my college experience. In many ways, the process of creating and presenting a professional e-Portfolio has encouraged me to think cohesively about the last four years. As graduation day approaches, I am thankful for the closure and clarity this portfolio has allowed me as I begin the next chapter of my life.”

- Michaela Muckell ’17

https://mville.digication.com/michaela_muckells_professional_eportfolio/Welcome/published
Compass – some sample portfolios
Learning Outcomes for Pursuit

• Create professional ePortfolios using multiple forms of media
• Identify or affirm a career path; experiences are mined for skills, knowledge, and mindsets

Learning Activities

• Generative knowledge interviewing (Peet et al., 2010)
• “Translation” of their learning stories into the language of employers
• Résumé and cover-letter preparation
• Mock-interviewing
• Informational interviews and networking
As a Peer Mentor to freshman students, a key job is to establish connections with each student in the classroom and maintain these relationships over the course of a semester. It is also my responsibility to speak to my classes based on the needs of the Professor, and to keep a running relationship with the instructor.

The video clip on the right shows me accomplishing both of these things. In response to one Professor’s request, I gave a 45-minute talk to one of my classes on career preparation in college. Check it out!
● “The course helped me to get a clearer direction for what I want to do after college. It helped me understand work-related issues and prepared me for interviews.”

● As far as my knowledge extends, this is the most practical, real-world applicable class that exists at Manhattanville! Every senior should feel the need to take it in order to truly be prepared for life after graduation.”
Study Abroad

Purpose: MVL 2005: Atlas-Study Abroad (Fall 2017)

• to engage students studying abroad to become reflective learners
• observation, awareness, insight
• travelogue of their academic, social and travel experiences abroad
• to create a cohort of learners while dispersed abroad

Snap shot: “Reflections on Host Culture” and “Connecting Study Abroad with majors and Profession”
Study Abroad

Manhattanville College

Reflections on Host Experience in Greece

Food

Food! I am so pleased about how artsy(I’m) the food was. Between the fresh vegetables and the incredible fresh meats and fish, I was amazed. I really ate vegan and vegetarian while abroad for the reasons that my friends and I would eat throughout the day really appreciate plants, which we also eat. Visiting some of the food photo booths, some of the food I ate was local, organic, and were really fresh. The tomatoes were rich in flavor and the eggs were actually local and not sugar. I honestly fell in love with the food, especially with the local’s, who really enjoyed cooking and sharing their meals. I would pick up the traditional dishes like the dolmades, which are also my favorites, that are listed almost everywhere. And then we have the Greek salad. Tomatoes, cucumbers, olives, red onions, and lettuce cooked with a roll of bread. Fresh fruits are found locally throughout the mainland and the islands. I would pick out fresh pomegranates, oranges, and lemons. They also added a pop of color to the island.
# Study Abroad

**My take on Roman life/ Interning at an Embassy**

<table>
<thead>
<tr>
<th>Your Expectations for Study Abroad</th>
<th>Learning Weekly Journals</th>
<th>Reflection Video</th>
<th>France</th>
<th>Final Embassy Presentation</th>
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<tbody>
<tr>
<td>Structure/History of the Organization of my Embassy</td>
<td>More pictures from internship</td>
<td>Connecting Study Abroad with Major and Profession</td>
<td>Customization of Internship due to Interest In Law</td>
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## Connecting Study Abroad with Major and Profession

Internship at The Embassy of The Republic of Malta in Rome, Italy has given me more than I can ever put into words, however, if to be focused on an overall reflection I have gained: enhanced intellect, professionalism, defined career goals, networking opportunities and very positive and unforgettable experience. Nonetheless, after each day at my internship I developed personally and mentally. I have adopted professional maturity and a new bright vision. Correspondingly, I've gotten motivated and determined to achieve more and more due to the work atmosphere, people around my job, both my work and internship supervisors, lawyer I've got to meet and all of my coworkers as well as my program at Richmond. I am still working on advancing myself and will continue to keep continue to strive to greatness, as I have discovered I am the only thing who can limit myself in growth, but if I continue to work on me I can reach the best potential in me. Thanks to this internship I am more confident than ever and can now boldly expand my horizons and career aspiration not to just the United States but as far as Europe and be an individual who recognizes themselves as a global citizen.
Successes of the ePortfolio Atlas: Study Abroad

• Creativity of students and media forms
• Clear attempts in written and visual media to communicate experience and learning abroad
• How the “viewer” of e-portfolio journeys virtually with those abroad
• How the process of personal, academic and traveler self-maturity is documented.
Study Abroad

Reflections on Travels While Abroad

Countries Visited:
- France
- Italy
- Greece
- Spain
- Portugal

Sights and Experiences:

- Notre-Dame Cathedral
- Eiffel Tower
- Colosseum
- Trevi Fountain
- Acropolis
- Parthenon

One of the biggest surprises I experienced while traveling was the attack on Barcelona. I was there for a week when it happened. It was a sunny day and we were walking around the city. Suddenly, there was a loud explosion and people started running. It was a very frightening experience. After the attack, I stayed in Barcelona for a few more days and it was heartbreaking to see the city in such a situation. However, the people were very resilient and continued their daily lives as usual. It was a reminder of how fragile life is and how we should value it. The second biggest surprise was the food in Italy. I had heard about the delicious food, but it was beyond my expectations. I tried so many different dishes and each one was better than the last. The Italian cuisine is truly amazing.

One of the highlights of my trip was visiting the Acropolis in Athens. It was an amazing experience to see the ancient ruins and learn about the history of Greece. The second highlight was the Food in Barcelona. I had heard about the delicious food, but it was beyond my expectations. I tried so many different dishes and each one was better than the last. The Italian cuisine is truly amazing.

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Study Abroad

Challenges of ePortfolio while abroad

• Semester schedules are different
• Keeping students on track with timely entries
• ePortfolio template needs revision: (1) a few more detailed directs for completion; (2) insist that photos and videos are accompanied by text or voice-over
• Can we make this a requirement for incoming international student exchanges, too?!!!!
Service Learning

MVL 4500: Atlas-Duchesne 4th Credit Option:

• Purpose: The 4th credit option provides a unique opportunity for students to integrate theory from their classes and praxis through participation in community organizations or programs for the purpose of social justice engagement and exploration

• Course structure
The 4th Credit Option provides a unique opportunity for student involvement through community service and engagement. Students can choose from the Service Learning Contract to engage with and solve community challenges. The Service Learning Contract offers an opportunity to address areas of need in the community and provides a platform for students to develop their skills and gain valuable experiences.

The 4th Credit Option for Academic Service Learning includes a community service project in addition to a particular academic course. Together, the professor and students are challenged to find the connection between academic content and community service.

The 4th Credit Option awards students additional credit for the work they complete, and it is linked to a course, whether it be in their major or their college career that may be used as electives toward a minor.

The goals of the program are to provide students the opportunity to:
- Integrate coursework and experiential learning through service.
- Link with peers, staff, and faculty, enhance understanding and engagement.
- Develop critical analytical skills while exploring underlying social issues.
- Building and applying solutions for transformative change.

The learning outcomes for service learning are as follows:
- The 4th Credit Option for Academic Service Learning must be a semester, beyond classroom time for the following:
- 30 hours of service-learning.
- Setting and meeting learning goals agreed upon by the student and professor.
- Weekly journal/reflection/reading assignments on topics.
- Attending an orientation and participating in TNR research.
- Participating in TNR discussion sessions with the professor.
- Completion of a final project (based on at least 6 hours of service-learning).

The Service Learning Contract is a unique opportunity to engage with the community, learn new skills, and make a positive impact while earning college credit.
Comparison between stage acting and acting for the camera

Final Paper:
The Comparison Between Stage Acting and Film Acting

December 6, 2017
Student Number: 0150064
Student Name: Mayuko Yama

Through the class “Acting for the camera” in Manhattanville College, I learned acting skills which are specialized for films from movie actors. Meanwhile, I watched Broadway shows in New York City and observed outstanding performance by stage performers. Those experiences made me realize the differences between them; there are mainly categorized into three.

INTENSITY

Both musicals and movies are about 2 hours and 30 minutes long. Many of those have a complicated storyline, therefore the musical and film directors have to put all stories into a drama in such a short time. However, musicals are tenser than movies that I watched in the class.

Miss Saigon, for example, had a lot of storylines; how Kim falls in love with Chris, why a war made them be separated, what happened after the war, and how deep their love was. The production succeeded to tell those stories by fully making use of the stage. For instance, they told the audience in 30 seconds that Kim and Chris had been loving each other even after they have been separated, although Chris already had a wife. They made it by showing two scenes on one stage. On the left side of the stage, Kim sung in Vietnam, thinking
Service Learning

• Modifications:
  ○ more communication with students during the semester needed (journals)
  ○ how do we make it more visually appealing?
  ○ Faculty input: final presentations, co-grading (?), campus-wide implementation.
Communication & Media Capstone

Learning Outcomes:

• Create and edit/revise original digital content using multiple forms of media
• Select their best work for presentation on ePortfolio
• Articulate in class presentations the reflective process that guided their selections
• Organize and present themselves and their work in a digital environment and in manner that is professional and compelling
• Engage in thoughtful class discussions about their work, their peers’ work, and the process of transitioning from student to professional

Learning Activities:

• Overlap those of Pursuit, as this is basically a subject-specific version of that course
• Routine visits from alumni in CAM fields, for informational interviews and networking
• At least one field trip to visit an alum at work.
"And You Are?"

I'm a spunky, black, queer kid from CT who travels the world, writes, and overuses any variation of the word "mean."

Besides traveling and being a Contributing Blogger for BluffPost, I am a senior at Manhattanville College who studies Music Communications and French. Ultimately, I want a career that allows me to travel all over the world and experience all the cultures of others. We're all guilty of focusing on our own lives, and forgetting that there is a bigger world out there. I create compelling writing that promotes cross-cultural learning; we learn from each other while learning about others.

“Freedom is not something that anybody gives. Freedom is something people are as free as they want to be.”  
— James Baldwin

My name is Neah Lorton, and I am a first year graduate student at The New School for Social Research. Here, you will find my academic writings and creative works.

At Manhattanville College from 2015 to 2017, I studied both Sociology and Communication studies. During my undergraduate pursuits, I discovered a love for both human and animal rights, as well as environmental issues. I will continue researching important, relevant topics while pursuing my Master’s degree in Sociology at The New School for Social Research in the Fall of 2017.

Cartoon Network introduced a fourth Powerpuff Girl and it didn’t sit too well with me so I decided to voice my opinion the best way I know how, my school newspaper.

Problems Powerpuff Girls:

As a woman of color, it means a lot to see some type of representation, if at all the correct representation, in an industry filled with, and I hate to say, but Beby’s with the good hair. If you are triggered by this point in the article just imagine how a women of color feels watching. bliss display all the stereotypes that women of color have been trying to run away from but media can’t seem to let go of in a five-part series.

The fourth Powerpuff Girl is problematic as hell and here is why: Bliss cannot seem to control her anger. Whether she is happy or sad, Bliss always seems to let her emotions
“If you're a communications or a digital media production major, this class will be required but it is also extremely helpful. It is designed to help you figure out what your goal is after graduation. It helped me work towards my goal and gather things together.”

“I really enjoyed this class. The Professor created a really open and honest environment where I felt I could freely ask questions and contribute ideas. I wish I could take it again.”

**other areas developing courses using Atlas pedagogy:**

Asian Studies, including ASN 2040: Armed Conflicts course, where the class used a shared ePortfolio to share their research.

Internships in multiple departments including CAM & Psychology, two of the departments accounting for the majority of internships at Manhattanville.

English Literature.
Challenges and Next Steps

Recruiting additional full-time faculty

- Interest has been high among professional staff to teach Passport

- To date, we’ve focused on full-time faculty to teach Pathfinder, Compass and Pursuit

- Recruitment is a challenge as we compete with departmental needs as well as our First-Year Program and our Castle Scholars Honors Program
Manhattanville will offer all students a distinctive curriculum that enables them to take ownership of their education by integrating intellectual development, co-curricular interests, and career preparation that extends from their first year experience through capstone projects during the senior year. While the College has always been known for its distinctive curriculum and use of Portfolio type platforms (see Appendix E), we believe the time has come to formalize this pedagogical approach in a way that is appropriate for today’s students. Manhattanville will reintroduce Portfolio as a basic requirement in the form of a revised curricular-wide version of Atlas1 (see Appendix F), founded on concepts of design thinking,2 individual faculty advising and personal reflection.

B. Provide a First-Year Experience that maximizes student interaction with faculty and ensure student satisfaction.

1. Assign faculty instructors of First-Year Seminar as First-Year Advisors.
2. Support partnerships between First-Year Advisors and professional advising staff in Office of Academic Advising around major and general education advising and planning.
3. Empower students by restructuring the First-Year registration process to allow for more choice regarding course selection.
4. Ensure availability of seats in appropriate classes for incoming students across all departments and programs.
5. Combine the Atlas Passport and First-Year Seminar into regular credit-bearing courses.
6. Infuse focused project-based learning into First-Year Seminar.
7. Model Design Thinking and interdisciplinarity with co-taught courses.
8. Introduce a small set of core readings that are mission-focused.
9. Enhance the connection between first year courses and Writing Seminar.

1 The College was recently awarded a $100,000 grant from the Andrew W. Mellon Foundation to reexamine and enhance Atlas.
2 At its core, design thinking is a cross-disciplinary, collaborative approach that maximizes creativity in order to focus on solutions, rather than problems. It involves skills of empathy, communication, openness and innovation.

STRATEGIC PLAN 2017-2020