DEE BOYLE-CLAPP
Director
Arts Extension Service
University of Massachusetts Amherst

Friday and Saturday, March 4 and 5, 2016

UMASS, AES and SNAAP

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The Arts Extension Service is a national arts service organization based at the University of Massachusetts Amherst since 1973.

FOUR MAIN AREAS OF PROGRAMS

● Online & on-campus classes in arts management and entrepreneurship, certificates and degree programs

● National Training Programs

● Publications

● Research
WHY SNAAP in 2011?

Wanted to obtain:

- Quantitative data for reports
- Quantitative data for accreditation
- Comments to support funding requests
- Information to support programmatic changes
SNAAP RESULTS: ASSUMPTIONS vs INFORMATION

WHAT WOULD THE ARTS ALUMNI SAY?

DID THEIR ECONOMIC REALITIES FIT OUR VISION?

HOW WOULD THE FACULTY & DEAN RESPOND?

AES Public Art and Artist-in-Business workshop attendees
THE COMMENTS SAID...

- “Why didn’t you teach me how to make a living in the arts?”
- “No advisor support, no concern about jobs after graduation.”
- “I am still struggling to make a living following my passion but have stayed consistent with my vision.”
- “Not nearly enough actual training or mentorship to be useful in having a career in the arts.”
- “The lack of direct vocational skills hampered my ability to gain greater financial security.”
- “I am not sure why there was not more departmental overlap with the Arts Extension Service…. This place sure was a great resource to me, but I found it on my own.”
CHANGES MADE AS A RESULT of SNAAP

CAMPUS LEADERSHIP RESPONDED WELL

- ARTS MANAGEMENT COURSES PROMOTED BY ADVISORS
- ARTS EXTENSION SERVICE AND CAREER SERVICES TEAMED UP
  ~ CREATED/ TAUGHT ARTS & CULTURE INTERNSHIP COURSE
- ARTS EXTENSION SERVICE INVITED TO SPEAK TO CLASSES &
  ARTS CAREER PANELS
CHANGES MADE AS A RESULT OF SNAAP

ARTS ENTREPRENEURSHIP INITIATIVE

- New Arts Entrepreneurship courses

FUNDING FOR RESEARCH

- Dollars to determine what our artist wanted and if they would collaborate with the university.

ART STARS

- Created a lecture series bringing artists to campus to talk about their journey from college to professional
CHANGES MADE AS A RESULT OF SNAAP

ARTS ENTERPRENEURSHIP INITIATIVE

• Created Featured Internships on our Website

• Hold trainings for area artists, arts nonprofit organizations on how to best utilize an intern

• Bring artists who have served as an internship provider to workshops to answer questions and share their experiences

Build Internship Instructor cohorts

AES student, and artist Kim Carlino
WHAT IS NEXT?

SPRING ART INTERNSHIP FAIR

• More Nonprofit arts orgs.
• More artists
  - New Internship Instructor Cohort
  - Campus paid background checks for student safety

AES/NEA NAPAAL INTERNSHIP

• Campus grant paid internship.
• One student to DC for summer.
GO UMASS ARTISTS!

Thank You!

UMASS AMHERST
CalArts and SNAAP

Building a case for thinking differently in an Institute uniquely dedicated to the Arts

Jeannene Przyblyski // Provost & Faculty, School of Art
Brian Harlan // Associate Provost for Academic Affairs
Rita Soltanian // Director of Career Services
STUDENT POPULATION: 1,471

946 Undergraduate Students
501 Graduate Students
24 Non-Degree Students

20 Undergraduate Degree Programs
26 Graduate Degree Programs

84% Students who receive financial aid
36% Students who receive Pell Grants
31% Students who live on campus
7:1 Student to Faculty ratio
The Obvious Success Stories

Don Cheadle
Acting, School of Theater
BFA '86

Peter Docter
Character Animation, School of Film/Video
BFA '90

Carrie Mae Weems
Photography and Media, School of Art
BFA '81

Ravi Coltrane
Jazz, Herb Albert School of Music
BFA '98

John Lasseter
Character Animation, School of Film/Video
BFA '79

Mark Bradford
Art, School of Art
MFA '97 BFA '95

Wang Yuanyaun
Sharon Disney Lund School of Dance
MFA '03

Malik Gaines
My Barbarian
Creative Writing, School of Critical Studies
MFA '99

Jorge Gutierrez
Experimental Animation, School of Film/Video
MFA '01, BFA '98
But what about the successes that don’t fit so neatly with traditional métier and career paths?

What about the new creative economy and the transformational power of an undiluted arts education?
Of course, there are always some outliers

Faculty Leadership is Key

- Susan Solt
  The Artist as Entrepreneur:
  “Developing your own opportunities for work in the arts”

- Karen Atkinson
  (funded by Tremaine Foundation)
  Getting Your Sh*t Together:
  “Everything you ever wanted to know about survival after art school”
<table>
<thead>
<tr>
<th>UNDERGRADUATES</th>
<th>CalArts</th>
<th>ALL SNAAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA alumni “very satisfied” with opportunities for degree related internships or work</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>BFA alumni participating in internships</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td>BFA alumni who made use of Career Services after graduating</td>
<td>18%</td>
<td>18%</td>
</tr>
</tbody>
</table>
### SNAAP Result / BFA

BFA alumni reporting that their educational experience “very much” helped to develop the following:

<table>
<thead>
<tr>
<th>Skill</th>
<th>CalArts</th>
<th>ALL SNAAP</th>
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</thead>
<tbody>
<tr>
<td>Artistic Technique</td>
<td>63%</td>
<td>56%</td>
</tr>
<tr>
<td>Technological Skills</td>
<td>33%</td>
<td>25%</td>
</tr>
<tr>
<td>Interpersonal Relations and Working Collaboratively</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>Financial and business management Skills</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Entrepreneurial Skills</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>
SNAAP RESULT

“While I feel that CalArts broadened my knowledge within my art and inspired more creative thinking from me, the knowledge of how to apply what had been gained into the industry of my field is lacking. Whether pursuing a career as an artist or a teacher of the arts, I didn’t feel prepared to “jump into” a job the moment I left. Perhaps more focus should be placed on areas such as career building and networking, otherwise there will be a disconnect of an artist creating in their studio and a working artist presenting what they have and can create.

BFA, 2009
<table>
<thead>
<tr>
<th>Skill</th>
<th>CalArts</th>
<th>ALL SNAAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic Technique</td>
<td>60%</td>
<td>54%</td>
</tr>
<tr>
<td>Technological Skills</td>
<td>31%</td>
<td>23%</td>
</tr>
<tr>
<td>Interpersonal Relations and Working Collaboratively</td>
<td>43%</td>
<td>35%</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>32%</td>
<td>27%</td>
</tr>
<tr>
<td>Financial and business management Skills</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Entrepreneurial Skills</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>
## SNAAP Result - MFA

<table>
<thead>
<tr>
<th>Graduates</th>
<th>CalArts</th>
<th>All SNAAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFA alumni “very satisfied” with opportunities for degree related</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td>internships or work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA alumni participating</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>in internships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFA alumni who made use of</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Career Services after graduating</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The best form of support CalArts should be offering is the development of business and entrepreneurial skills amongst its students, especially within the field of study that students are in. Even if they are monthly seminars on how to start a business in the arts would be immensely useful. The Critical Studies department’s MFA program should also promote publishing, and should offer publishing-related classes as part of the actual MFA program for writers.

BFA, 2009
Career Services at the Patty Disney Center for Life and Work

**MISSION**

Career Services empowers artists to reach their creative potential by providing one on one career counseling, workshops, information sessions, and a robust internship program to help students and alumni chart their path to success. We are committed to collaborating with internal, external, and community partners to deliver a diversity of career knowledge and experiences.

Through *career* training and *education*, CalArtians will learn how to engage in self-reflection; identify and *articulate* their values, interests, and skills; use technology to further their career *exploration*; develop long-term career plans and take action on *meaningful* occupational choices; and *think unconventionally* about managing their own art, *life*, and work.
CAREER SERVICES

KEY ACCOMPLISHMENTS
- Staff Growth
- CommonSpace Job Board
- Counseling Appointments
- Workshops/Programs

GOALS
- Increase Outreach
- Enhance Internal and External Partnerships
- Develop Counseling, Workshops, and Internship Programs
- Enhance Use of Technology
- Create an Effective Assessment Plan
PROGRAMS

- Internship Program
- Counseling
- StrengthsQuest Training
- Tax Talks
- Entertainment Diversity Discussion
- Alternative Career Pathways
- StartUp Talk
- Speed Interviewing
- Job & Internship Fair
- Values Workshop
- On Campus Interviews
- Grantwriting Overview
- Intellectual Property Workshop
- Information Session
- Speaker Series
- Organizing Your Social Media Presence
- Financial Self-Management Workshop
EMPLOYERS

- Apple
- NBCUniversal
- CBS
- Disney
- Cartoon Network
- Stoopid Buddy Stoodios
- Pixar
- JibJab Media Inc.
  - Nickelodeon
  - Center Theatre Group
  - American Film Institute
  - DMG Entertainment
  - Thinkwell Group
  - DreamWorks Animation
  - Sharon Lockhart Studio
  - Machine Project
  - LA Opera
  - Red Hen Press
- 20th Century Fox
- Titmouse, Inc.
- Sundance
- LACMA
- Google
- Velvet Hammer Music
- PIC Agency
- Adobe
  - Alabama Shakespeare Festival
  - Disney ABC TV Group
  - School of Doodle
  - Oddball Films
- Facebook
  - Fullscreen
  - Conaco, LLC.
  - GLAAD
  - The Encyclopedia Project
  - The Blanco Agency
- Saturdays NYC
- Automata Arts
- Jim Henson Company
- Kidz Create Music
- Tiger Beat
- Pinterest
- The Do Lab
- Trailer Park
- Academy of Motion Picture Arts and Sciences
- i Cellisti Publications
- Mouche Gallery
- Act Lighting
- Wayforward Technologies
- Nancy Stella Soto Studio
- Clothesthorne NYC
- Volt Lites
- VT Pro Design
- Nike
Thank you for taking the time to show me different self-help tools: CommonSpace, the Facebook job boards, choice job search engines for my sector, and the Advanced Search on LinkedIn. Knowing that I can reach out on my own to CalArts alumni working in different companies is a game-changer for me, compared to the ways I had been going about searching for work. Thank you also for taking the time to remind me to find work that matches my values.

MFA, 2012
GOING FORWARD

1. Enterprise Initiative: the next stage in growth at Patty Disney Center for Life & Work
2. Building a through-line that fosters and supports entrepreneurial thinking within and beyond the classroom
3. Provides interdisciplinary outlet for creative thinking
4. Provides support for initiatives that do not fit conventional models of support for arts funding
SNAAP &

LIZ LECKIE, ASSOCIATE DEAN UNDERGRADUATE STUDENT AFFAIRS
COLLEGE OF FINE ARTS
UNIVERSITY OF UTAH
SHARING SNAAP FINDINGS

(RE)BUILDING PROGRAMS

INVOLVING UNDERGRADUATE STUDENT LEADERS
SHARING SNAAP FINDINGS
Strategic National Arts Alumni Project (SNAAP)

The University of Utah College of Fine Arts participated in the 2013 Strategic National Arts Alumni Project—a one-of-a-kind survey that explores the lives of arts alumni nationwide. Thank you to those alumni who participated. Here are some of our findings...

For more information, visit the SNAAP website.

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**JOB SATISFACTION**

83% of our alumni reported being satisfied in the current occupation in which they spend the majority of their work time (both in and out of the arts).
SHARING SNAAP FINDINGS – SNAAP WEBPAGE

finearts.utah.edu/alumni/snaap
As many of you know, the College of Fine Arts participated in the Strategic National Arts Alumni Project’s (SNAAP) 2013 collection of data on arts alumni. All of the data is interesting – some is worth celebrating, and some we hope will inspire new ideas.
NETWORKING & RELATIONSHIP BUILDING
The rated importance of the skill and how many learned it at the CFA

95% of our undergraduate alumni said networking and relationship building are important to their primary career.

95%

17%

Only 17% of our undergraduate alumni reported learning networking and relationship building while at the CFA.
Internship Inequalities ≠
Internships are good. Paid internships are better.

Recent alumni who found work within a year of graduation:

- 89% with paid internships
- 77% with unpaid internships

First-generation college students are less likely than non-first-generation students to have been interns while enrolled in school (51% percent compared to 56%).
(RE)BUILDING PROGRAMS
(RE)BUILDING PROGRAMS

84% CFA ALUMNI EXPRESSED INTEREST IN HAVING MORE FINANCIAL & BUSINESS MANAGEMENT SKILLS

65% CFA ALUMNI EXPRESSED INTEREST IN HAVING MORE PROJECT MANAGEMENT SKILLS

80% CFA ALUMNI EXPRESSED INTEREST IN HAVING MORE ENTREPRENEURIAL SKILLS

2013 UOFU SNAAP RESULTS
NEW: Fall 2015

INTRO TO ARTS ADMINISTRATION

FA 3100 Introduction to Arts Administration

Description: An introductory course to the world of arts administration and arts organizations. Students will explore various topics related to the field of arts administration including, but not limited to, organizational concepts, mission, organizational structure, budgets and financial planning, marketing, and development (fundraising, grant writing, board relations). Students will also get an opportunity to connect with local arts professionals and organizations.

Instructor: Brooke Horejsi

available now for undergraduates
INVOLVING UNDERGRADUATE STUDENT LEADERS
LIZ LECKIE, PHD
ASSOCIATE DEAN FOR UNDERGRADUATE STUDENT AFFAIRS
COLLEGE OF FINE ARTS UNIVERSITY OF UTAH
LIZ.LECKIE@UTAH.EDU
academic advising @ risd

Tracie Costantino | Mara Hermano
NSSE: how often have you discussed academic performance with a faculty member?

- Never: RISD 20, AICAD 19, Carnegie Class 15, Private, NP 11
- Sometimes: RISD 46, AICAD 45, Carnegie Class 50, Private, NP 43
- Often: RISD 25, AICAD 23, Carnegie Class 24, Private, NP 26
- Very Often: RISD 9, AICAD 13, Carnegie Class 11, Private, NP 16
NSSE: how many times have you discussed academic interests, course selections or academic performance…?
NSSE: which of the following has been your primary source of advice regarding your academic plans?

- Academic Advisor Assigned
- Academic Advisor Available
- Faculty/Staff Informal
- Other advising system
- Website/Catalog
- Friends/Other Students
- Family

Bar chart showing the distribution of primary sources of advice.
CSS: satisfaction with academic advising

RISD
- Satisfied: 18
- Very Satisfied: 10

Comp Group
- Satisfied: 41
- Very Satisfied: 28
CSS: frequency of advice and guidance about educational program

<table>
<thead>
<tr>
<th></th>
<th>RISD</th>
<th>Comp. Group</th>
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</thead>
<tbody>
<tr>
<td>Occasionally</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Frequently</td>
<td>39</td>
<td>49</td>
</tr>
</tbody>
</table>
SNAAP + NSSE + CSS

Very Satisfied

SNAAP: 21
NSSE: 22
CSS: 10
If there is a paradise, surely it is here!
Improving Academic Advising at RISD

Faculty
- The Guide for Guides
- Training sessions
- Division-Based Advising Coordinators

Students
- Advising wheel
- Advising website
- Walk-in advising centers
- Presentations to student groups

Faculty and Students
- Student Planning online course planning, registration and advising tool
- Guide to the Liberal Arts
"Every time the student needs to make a choice (of majors, of tracks within a major, of individual courses), the advisor has a teachable moment, and the excellent advisor seeks to help the student decide, in the context of his or her emerging understanding, the direction and goals as well as the logic of his or her education as a whole."

—MARC LOWENSTEIN, “IF ADVISING IS TEACHING, WHAT DO ADVISORS TEACH?”

ad·vise [ad - vahyz]
to give counsel; to guide; to teach

ADVISING AT RISD

The National Academic Advising Association (NACADA) strongly connects advising and teaching. It divides academic advising into three components: curriculum, pedagogy, and student learning outcomes.

Advising at RISD requires knowledge of the institution’s curriculum, which includes academic policies and degree requirements. Broader, developmental advising might include guidance about independent studies, off-campus global learning, internships, and career opportunities. Students may also wish to discuss time-management concerns, immigration requirements, mental or physical health issues, or learning difficulties, which may lead you to refer the student to one of RISD’s support services or resources listed later in this guide.
Each student will have several advisors during their four years at RISD.

Advisors guide many students and collaborate with each other.
**EARLY SEPTEMBER**
**INITIAL ADVISEES MEETING**

Academic advising for new transfer students and graduate students

Hold a group meeting for advisees (see suggested topics)

Consider holding a department-wide Advisor-Advisee Meet & Greet*

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**OCTOBER**

Consult with advisees receiving mid-term warnings

Check in with advisees to review Wintersession selections

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**JEANUARY**
**MID-TERM CHECK-INS**

Check in with advisees with incomplete grades from the previous semester

Review course plans for Juniors and Seniors to ensure they are on track with their degree requirements

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**MARCH**

Freshmen Major selection period

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**LATE APRIL–EARLY MAY**

Hold individual or group meetings with advisees about registration for fall semester, proposals for summer internships, and planning for Wintersession travel courses

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**SEPTEMBER | OCTOBER | NOVEMBER | DECEMBER | JANUARY | FEBRUARY | MARCH | APRIL | MAY**

**FALL SEMESTER**

**MID SEPTEMBER**

Check in with Juniors and Seniors during the Add/Drop period to ensure they are on track with their degree requirements

Check in with advisees with incomplete grades from the previous Spring/Summer semester

Encourage students to begin researching off-campus global learning options for the following semester

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**EARLY–MID NOVEMBER**
**MID-TERM CHECK-INS**

Hold individual or group meetings with advisees to discuss registering for spring semester and other suggested topics*

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**FEBRUARY**

Check in with Sophomores, Juniors and Seniors during the Add/Drop period to ensure they are on track with their degree requirements

First-Year Advisors consult with advisees about major selection

Encourage students to begin researching off-campus global learning options for the following semester

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**APRIL**
**MID-TERM CHECK-INS**

Consult with advisees receiving mid-term warnings

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INVITE THE DEPARTMENTAL LIBERAL ARTS ADVISOR(S) TO YOUR GROUP MEETING
BY THE NUMBERS

YEAR 1
33
CREDITS*

YEAR 2
66
CREDITS*

YEAR 3
126
CREDITS*

YEAR 4
96
CREDITS*

YEAR 5
156
CREDITS

*RECOMMENDED—SEE PAGES 20–23 FOR DETAILED GRADUATION REQUIREMENTS.
<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5**</th>
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</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Major Program</strong></td>
<td></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>27</td>
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<tr>
<td><strong>Non-Major Studio Electives</strong></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Liberal Arts</strong></td>
<td>12</td>
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<td>9</td>
<td>9</td>
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<tr>
<td><strong>Havc</strong></td>
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<td><strong>H101</strong> <strong>H102</strong></td>
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<td><strong>Las</strong></td>
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<td><strong>E101</strong></td>
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<td><strong>Hpss</strong></td>
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<tr>
<td><strong>Electives</strong></td>
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</tbody>
</table>

*REQUIRED
**ARCHITECTURE ONLY

**HOW MANY TRANSFER CREDITS ARE ALLOWED, AND WHAT RESTRICTIONS APPLY?**

While pursuing a RISD degree, students may take some courses at other schools. A student may transfer a maximum of 12 credits from other accredited institutions after RISD matriculation. Approval is required **before** taking any courses intended for transfer credit. Eligibility is determined by the student's Department Head (for major courses and non-major studio electives) or the Dean of Liberal Arts (liberal arts courses)—before transfer credit can be considered pre-approved.

Note that there are different forms for seeking pre-approval of Liberal Arts or studio transfer credits. The LA-related forms are available at the Liberal Arts Division Office. The form for transfer of Major/Non-Major studio credit is available on the Registrar's website.

In order for pre-approved transfer credit to count toward the degree, the student must have earned a grade of C or better in the course. Successfully completed transfer credits are indicated by a "T" in the Program Evaluation on WebAdvisor or "Progress" in Student Planning. Also note that waivers are not given for Liberal Arts courses H101*, H102*, S101* or E101* for first-year students.

The following schedule is recommended for Liberal Arts distribution requirements:

**YEARS 1 & 2:**
4 Liberal Arts courses per year
(8 total by Fall of junior year)

**YEARS 3 & 4:**
3 Liberal Arts courses per year
(14 total upon graduation)
HOW SHOULD A STUDENT ADD OR DROP A COURSE?

NOTE: First-Year students must consult with the Dean of Experimental and Foundation Studies. All other students may follow these guidelines.

Has the Add/Drop period ended?

Yes

Is the student ADDING or DROPPING a course?

No

ADD

DROP

Exception to Policy procedure (Visit Registrar’s Office)

CAUTION!
If a student stops attending a course without permission from the instructor, the instructor will either enter an Unofficial Withdrawal (UW) grade or a failing grade (F) on the student’s academic record.

CAUTION!
The student cannot withdraw from a course. An “F” will be recorded on the student’s academic record.

Signatures are NOT required for dropping a course during the Add/Drop period. Students may drop courses on WebAdvisor if they registered themselves, or they can submit an Add/Drop form to the Registrar’s Office. The student’s major department can drop courses that were registered by the department.

Register online through WebAdvisor or if necessary obtain the signed permission of the instructor on the official Add/Drop form. The form must be submitted to the Registrar.

To withdraw from a course, a student must get a Course Withdrawal form from the Registrar’s Office, obtain the signature of the instructor, and return the form to the Registrar’s Office by the deadline for Course Withdrawal date on the Academic Calendar.

The letter “W” (for withdrawn) is recorded on the student’s academic record along with the course title and semester. “W”’s remain on the student’s transcript but do not adversely affect the grade point average (GPA).

CAUTION! DO NOT SKIP THIS STEP
Failing to submit an Add/Drop form or to add or drop a course via WebAdvisor will result in an “F” on the student’s academic record or will result in the student being considered “unregistered” and therefore will not be graded, recorded or credited for the course.
Students take a third of their total courses at RISD in liberal arts.

14 Total Courses Required

- Department of History of Art and Visual Culture
  - 4 courses
  - Including H101* + H102*

- Department of History, Philosophy, and the Social Sciences
  - 3 courses
  - Including S101*

- Department of Literary Arts and Studies
  - 3 courses
  - Including E101*

*REQUIRED

4 Elective Courses
  (Any Liberal Arts Department)

The possibilities are numerous, as long as students make sure that the courses fulfill the distribution requirements for the degree.
THANK YOU