HERE GOES EVERYTHING.

Here’s what you probably won’t hear at college recruiting fairs: When it comes to education, you get what you give. At the risk of sounding dramatic, how you approach this truth means everything.

We’re called Work Forest for a reason. In many ways, you are about to trade comfort for trepidation, familiarity for the unknown. It’s going to be hard. And fun. That’s entirely the point. Our end of the bargain is to put everything we have into an experience and environment designed to challenge you completely. Yours is to give nothing less than your all.

If you find yourself excited by the thought of joining a community of new people and ideas, endless challenge and a chance to see exactly what you’re made of, you just might be a Deac.

And we can’t wait to meet you.
WE WON’T LECTURE YOU TO DEATH.

While Wake Forest teacher-scholars have plenty of knowledge and aren’t opposed to sharing it by continuous speech from time to time, they’d rather partner than pontificate. In our model, the Engaged Liberal Arts, students are active participants in their education rather than passive receptacles of information. This is part of why U.S. News & World Report has ranked us in the Top 12 nationally in quality of undergraduate teaching in eight of the past nine years.

Some examples of why:

• Every summer, more than 100 students conduct faculty-mentored research resulting in a formal presentation at Undergraduate Research Day. From 2013 to 2017 alone, participants went to work in 44 countries and various domestic locales.

• With the exception of health classes and some laboratories, all classes are taught by faculty members, not graduate students.

• A chemistry professor’s students are working on a new form of surgical glue.

• A history professor’s students are researching and helping the formerly incarcerated rejoin society.

If we do our job, you’ll be curious not just when you’re 20, but also when you’re 40, 60, 80 and 100. (We’re optimistic around here.)
In May 2008, Wake Forest University made a big announcement. Starting with the Fall 2009 entering class, we would no longer require standardized test scores in the undergraduate admissions process. Ours was the first Top 30 national university to make the move.

We didn’t take this step to get attention. We did it because we knew it was the right thing to do. And we knew it was the right thing to do because one of our own literally wrote the book on the topic. Dr. Joseph A. Soares, professor of sociology, took on the system, asserting that a student’s performance over four years in high school is the most effective predictor of college success.

Today, a decade into what was once termed a risky experiment in some corners, we know that those who don’t report their scores are every bit as successful as those who do. The groups are virtually identical in the metrics that matter here – Wake Forest grade point average, retention rate and graduation rate.

Slowly but surely, our idea is catching on. Another top research university has joined us in becoming totally test-optional, and the entire Ivy League abandoned the writing portion of the SAT in 2018. Others are free to follow our lead.

Furthermore, the policy has delivered a more diverse – and, we think, a more interesting – student body.
“I feel valued. Not because of a number, but for my character.”

-Natalie Casimir (’18) on CBS Evening News
Nov. 11, 2014
Wake Downtown, a 151,000-square-foot hub of programming dedicated to engineering and biomedical sciences, is the latest addition to a continually growing chronicle of academic innovation at Wake Forest. In those programs, undergraduates learn in the same spaces with students and faculty from the nationally esteemed Wake Forest School of Medicine. This sort of collaboration is rare and distinctive in American higher education.
Wake Downtown is a 13-minute shuttle ride from the Reynolda Campus. (Average walk time from the hub of upperclass housing to most academic buildings: nine minutes.) So it’s close.

It’s also busy – and getting busier. The doors to Wake Downtown opened in January 2017 to students pursuing a Bachelor of Science in biochemistry and molecular biology. In Fall 2017, our undergraduate engineering program launched in the new facility.

Some ask why, after more than 180 years, we would do the startup thing with such a large-scale project. Our answer: because we’re doing it our way.

Backed by our historical liberal arts core, the program marries engineering, aesthetics and our commitment to public service. What do we see? A student developing an artificial limb with the functionality derived from engineering and the form inspired by studio art. It’s an engaged brand of engineering that transcends science and math and enters into a realm of limitless possibility that benefits mankind.

Last thing: Wake Downtown makes room for both sides of the brain. Courses in 2017-18 included offerings in Philosophy (Pseudoscience, Skepticism and the Scientific Method), English (Studies in American Literature), Entrepreneurship (Creativity and Innovation) and several other non-STEM fields.
Kathryn Webster (’17) cannot see objects normally, but she absolutely refuses to visualize failure. And after working in conjunction with several dedicated Wake Forest partners – professors, an administrator and fellow students – she became the first blind person employed by Deloitte, the renowned accounting firm in New York. She hopes to become the world’s first blind actuarial scientist. Her journey has included a device invented by faculty members in computer science and biology and honed by students. The Human Echo Location Partner (H.E.L.P.) senses objects in her path and emits a pulse that prevents collisions. That’s the logistical part of it.
The academic part is perhaps even more compelling. When Webster signed up to take a particular class based on visual statistics such as charts, she insisted that nobody give her any breaks. She’d do the same work as everybody else or she’d thank the professors for their consideration and move on to another course.

Her persistence led her to join forces with Dr. Robert Erhardt of the mathematics department and Michael Shuman, director of the Learning Assistance Center, to overcome obstacles the rest of academia presumed were deal breakers.

Erhardt and Shuman figured out a way to convert numbers from their original form to an intermediate computer language to braille. Webster had learned that language over winter break, an almost comically short time frame.

And they were only halfway home.

Webster’s need to use a keyboard combination to negotiate multiple screens’ worth of information invariably froze at least one screen. But Erhardt didn’t give up, and one day, an inadvertent brush against the Alt key gave rise to a work-around that finished a remarkable process.

“You need to get people to really imagine what it’s going to feel like from others’ perspectives,” Erhardt said. “That’s where solutions come from.”
“To them I was never a blind student.”

- Kathryn Webster ('17)
Blend economics, entrepreneurship, health and exercise science, and a splash of East Asian religions. Ferment.

Repeat. Many times over.

If you ever wondered what would happen if you took an idea and bottled it, the answer may be UpDog Kombucha, a business created, expanded and run by Wake Forest students with the help of the Center for Entrepreneurship.

According to its website, updokombucha.com, the company brews natural tea “rich in probiotics, prebiotics, enzymes and antioxidants that promote digestive, immune and overall health.” In 14 months, Lauren Miller (’17) and Olivia Wolff (’16) went from brewing a few bottles in their dorm room exclusively for their friends to a presence in 40 locations in North Carolina and Virginia. They graduated from bottles and started dealing in kegs. They outgrew the dorm room and a second production space.
Miller came to Wake Forest knowing she’d major in economics, but it took something entirely different to nudge her into the venture that helped define her college experience.

“It was my liberal arts classes, one in East Asian religion in particular my freshman year, that challenged me to think beyond topics that come easily to me,” Miller said. “I remember thoughtfully engaging in those classes because they encouraged me to think creatively and converse with other students about complex ideas.”

Miller has the business background and the social engagement skills refined by the small, liberal arts curriculum, and they explain why she manages the business and marketing side of things. Wolff uses knowledge gained in her major, health and exercise science, to develop inventive recipes with strong health benefits and to drive sales through her knowledge of nutrition.

Working out of their room and the dorm kitchen, they got a jump-start from the Center for Entrepreneurship. And that allowed UpDog’s top dogs to partner with Center Director Dan Cohen, who provided thoughtful feedback and advice and referred Miller and Wolff to resources across campus.

“Dan Cohen believed in us from the start,” Miller said. “More students are excited about pursuing ventures because it has become feasible to start a business at Wake Forest.”

Miller and Wolff spent the Spring 2017 semester in a startup accelerator course, Startup Lab, that helps students turn concepts into operating ventures. Seven other initiatives built their ideas alongside UpDog.

From the dorm, they moved to a commercial kitchen, which provided a conduit to local businesses around Winston-Salem and to a farmers market. Kombucha on tap, available at 16 local health-focused businesses, has been the key to the most recent growth spurt. In June 2017, UpDog expanded its reach with a presence in Charlotte.
Like many other colleges and universities, we place our institutional motto in our official seal. But we don’t leave it there. We let it roam. We let its Deac flag fly.

In emphasizing service to mankind, we prove that a concept can remain relevant even if its language has been out of common use for centuries. The Pro Humanitate Institute, the front door of philanthropy, runs or assists more than 30 programs and more than 25 unique events each year. Of course, a great idea for good can come from anywhere.
1 of every 4 undergraduates participated in the March 2018 Wake 'N Shake, an annual 12-hour dance marathon that benefits cancer research.

$376,730
Total money raised (a record)

1,000
Children from local agencies who participate in safe trick-or-treating, carnival games and other entertainment at Project Pumpkin on campus each October

459,774
Miles that 402 students and staff have traveled for service missions coordinated through Wake Alternative Break over the past five years

821
Alumni who volunteered nationwide in community service projects through Pro Humanitate Days in April 2018. The projects served 44 local agencies and 16 states.
The arts at Wake Forest put the ovation in innovation.

One of the catalysts is the Interdisciplinary Performance and Liberal Arts Center (IPLACe), an organization that melds the various performing arts with each other and with other academic studies across campus. All told – and sung and written and acted – IPLACe is a vital source of major events for the Wake Forest community. Recent productions have melded dance and intellectual property law; martial arts and politics; and, in perhaps the most ambitious effort, theatre, history, politics and sociology.

That came in the form of the University Theatre’s 2017 production of “Collidescope 3.0: Adventures in Pre- and Post-Racial America,” a direct and fearless examination of the history of race relations in this country. The impact didn’t stop when the curtain fell. The sci-fi play spawned six panel discussions and presentations that touched on topics such as civil rights history in Winston-Salem and the challenges of addressing diversity and inclusion on all college campuses.

Once every four years, a group of students travels to New York to buy art for the Student Union Collection of Contemporary Art. The initiative, the only one of its kind in the country, has one mandate: that the acquisitions reflect current American culture. The journey is interstate and interdisciplinary, spanning sociology, history, politics, art and business.

Events scheduled for 2018-19 include a visit by sand-sculpting Tibetan monks. Like a classically trained singer relishing that last note, we could go on. But suffice it to say, the vibrancy of the arts in the Forest stems in part from a requirement that every student take at least one class in art, music, theatre or dance in order to graduate. It’s a condition that nobody seems to mind.
Frequency of student performances in theatre, music or dance at Scales Fine Arts Center each academic year

ONCE EVERY 3 DAYS
7 Venues in which fine arts are performed or displayed on campus
Every two years, 25 to 30 students convene at Z. Smith Reynolds Library to undertake an adventure that combines ingenuity, creativity, deadline pressure and sleep deprivation. (Although we do not recommend skipping sleep, we figure once every two years isn’t egregious.)

Over 12 hours, the participants crank out poetry, short stories, essays or whatever writing form their inner muse inspires. Staff and student volunteers from the Wake Forest Writing Center are there to help, supporting the spirit with advice and the brain with coffee and biscuits. The results of Writers’ Camp are not simply compelling; they are published.

The most recent fruit of these all-nighter labors, “Famous First Words,” came out weeks after Founders’ Day Convocation in February 2018. Those 65,000 words represent the diversity of experience that defines the campus.

One camper, who started her creative writing hobby at the age of 3, authored eight poems. Another participant, a physics major, had never written a creative word outside a classroom. He penned a short story about a normal guy who heroically thwarts a bank robbery. An economics major wrote about a man and his dog.

“I’ve never gone into Writers’ Camp with any idea of what I’m going to write,” two-time participant Hannah Goodwin (’19) of Lemon Grove, California, wrote in the Old Gold and Black. “Writers’ Camp gives me a space to take risks and be vulnerable.”
Z. Smith Reynolds Library has 2 million volumes and recently upgraded technology, all of which are nice. If it must be known as a structure, it is a building of performance-enhancing ... ingenuity. (You didn’t think we were going to use that metaphor, did you?)

Earlier this decade, ZSR was named the nation’s top university academic library, an honor likened to an NCAA championship in athletics. But it isn’t content to rest on its shelves.

One of its large-scale missions is to serve as an academic community hub. As exams draw near, for example, staffers prepare late-night meals for overstressed, undernourished students in an exam-preparation ritual known as Wake the Library! The meals have been supplemented, from time to time, by dance groups, ice cream and therapy dogs.

In a library. At night.

When not directly building community, ZSR is determined to advance knowledge.

Staff librarians administer and teach one of the most robust elective for-credit library instruction programs in the country. One of every three graduates in the Class of 2018 took one or more of the program’s classes, which familiarize students with the process and resources of academic research and help them evaluate information’s credibility and value to specific projects.

ZSR is also home to the Writing Center, which 60 percent or more of first-year students use. The Center’s professionals and interns make students confident, critical readers of their own writing.

A round of renovation completed in the summer of 2017 placed ergonomic seating and electrical outlets at every seat of the Scholars Commons, a popular study area. More work is on the way.

All in all, ZSR is not merely a facility; it is a facilitator.
Winston-Salem

Diverse, efficient, responsive and innovative are some of the top adjectives that national experts apply to Winston-Salem. Sounds like another place we know.

**ALIVE:** Formed more than a century ago by the merger of adjoining towns Winston and Salem, the Twin City is ranked as one of the Best 50 Cities to live in America in 2018 by U.S. News & World Report. It boasts a vibrant downtown acclaimed for its festivals of film, dance, food, music and art, at least one of which takes place in nearly every month of the year. Winston-Salem’s Arts Council, founded in 1949, is the oldest organization of its kind in the country.

**SITUATED:** A central location (two hours from skiing and four hours from sunning and swimming at the beach) means that a reasonable road trip in any direction gets you to a prime vacation destination when you need a break.

Winston-Salem is within a day’s drive for 100 million Americans. Another 139 million live in the metropolitan areas of airports that offer direct flights to Greensboro (35 minutes from campus) or Charlotte (90 minutes). Together, those options cover 75 percent of the country.

Charlotte is also served by nonstop flights to and from Barcelona, Frankfurt, Munich, London, Paris, Rome and other international destinations.

**WELL SEASONED:** It has been known to snow in North Carolina’s Piedmont Triad, but the cold snaps generally know when to go away. Over the past five years, one of every five winter days has seen the temperature hit 60 degrees.
2 hours from ski resorts
Travel times may vary based upon posted speeds and your ability to follow them.

4 hours from the Atlantic Ocean
Travel times may vary based upon the number of times you stop for BBQ and boiled peanuts.
WESTERN FILM FAIR
WINTER DANCE CONCERT
SCULPTURE IN THE GARDEN  COBBLESTONE FARMERS MARKET
DOWNTOWN JAZZ
WALK THE CHALK SIDEWALK ART CONTEST
NATIONAL BLACK THEATRE FESTIVAL
TOUR DE FOOD
WEST END ARTSFEST
RELIGIOUS ICON & TATTOO FESTIVAL
NC WINE FESTIVAL
SUMMER ON TRADE ARTS DISTRICT
Head and Heart
So we rebuilt our old gym and added space to it. Wake Forest is not the first major university to do this in the past decade. But while we joined the club, we did not build a country club. And while the new place is impressive, the total transformation of campus recreation facilities was about betterment and wellbeing more than bells and whistles.

Research consistently indicates that new facilities lead to healthier college campus communities. Moreover, those who exercise regularly tend to do better academically.

For the record, the Sutton Center and Reynolds Gym offer nearly 30,000 square feet of group fitness space, a new student health center that’s twice the size of the old one, a pool, cardio equipment with a screen on every machine, basketball courts, a new home for the intercollegiate volleyball team and classroom space.

124% increase in gym usage since the opening of the new gym

And it’s not just a student thing. President Nathan Hatch relentlessly pursues rebounds on the hardwood. Penny Rue, vice president for campus life, swims laps four or five days a week.

The facility is the location where Wake Foresters put into action the eight principles of the university’s commitment to general wellbeing.
THE 8 DIMENSIONS OF THRIVE:

**PHYSICAL WELLBEING**
The intersection of diet, diligence and decompression

**SPIRITUAL WELLBEING**
Uniting beliefs and connection to a sense of something bigger than yourself

**ENVIRONMENTAL WELLBEING**
A new take on the 3 R’s – relaxation, reflection and restoration

**EMOTIONAL WELLBEING**
The ability to know your pressure points and defuse them before they hit you

**INTELLECTUAL WELLBEING**
Advancing from making observations to developing ideas

**OCCUPATIONAL WELLBEING**
In mathematical terms, Occupational Wellbeing = Work/Life+Fulfillment

**SOCIAL WELLBEING**
Finding the outlets that best meet your needs as an interactive human

**FINANCIAL WELLBEING**
Achieving peace of mind and a piece of your long-term dreams

¹ Sutton Center, opened January 2016; ² Opened August 2017; ³ See dizziness reference above; ⁴ Scheduled to open March 2018.
Educating the whole person is Wake Forest’s main charge and obligation to its students. Nowhere is this commitment more apparent than in the University’s approach to wellbeing, which represents the effective merger of place and programming.

The programming element is Thrive, which has launched successful initiatives in alcohol education, sleep study and exercise maintenance, among other areas. Thrive addresses the physical, spiritual, environmental, emotional, intellectual, occupational, social and financial aspects of human flourishing. That’s eight dimensions. Try to contemplate an eight-dimensional object and you’ll get dizzy. But that’s OK. We have people and places to help with that.

WAKE FOREST NOW HAS:

• New basketball courts and other gym space
• Nearly 30,000 square feet of individual and group fitness space
• A new student health space twice the size of the previous area
• Cardio equipment with a screen on every machine
• A new pool
• New classrooms
There are 334 doctoral-level research universities in the United States. Of them, 65 play in the five most powerful conferences in major intercollegiate athletics. And of those 65, exactly one has fewer than 5,500 undergraduates.

You’re looking at it. And there’s a lot to see.

Dave Clawson is one of only two coaches to lead a team with an NCAA-measured graduation rate of 90 percent or better – ours is 93 percent – to bowl game wins in each of the past two seasons.
3 National Championships in 2017-18

Men’s Tennis Team • Men’s Tennis Individual - Petros Chrysochos ('20)
Women’s Golf Individual - Jennifer Kupcho ('19)

9 Team National Championships & 10 Individual National Championships All-Time
The Screamin’ Demons, a collection of devoted fans, is the largest of the more than 200 student organizations on campus. The bonds between student-athletes and their fellow students are real because those competing in uniform are not here for our entertainment; they are us. One of every 14 undergraduates is an intercollegiate athlete.
DEACON SURGE

FOUNDRING MEMBER of the ATLANTIC COAST CONFERENCE in 1953

ACC

23 NCAA MEN’S BASKETBALL Tournament Appearances

OF ONLY 1 of 5 that “would have played for the NATIONAL CHAMPIONSHIP in each of the past two seasons if there were a college football playoff based on Graduation Success Rates among bowl teams.”

–The Institute for Diversity and Ethics in Sport (TIDES)
One of only 2 SCHOOLS WITH FEWER THAN 5,500 UNDERGRADUATES to have won 50 NCAA DIVISION I TEAM CHAMPIONSHIPS in 5 SPORTS.

In 11 SPORTS, schools isn't merely a fan; he or she is registered as a Screamin' Demon, the largest student group on campus.

Only member OF ONE OF THE NCAA'S FIVE STRONGEST CONFERENCES with fewer than 5,500 undergraduates in 2017-18.

94% NCAA-MEASURED STUDENT-ATHLETE Graduation Rate.
NATION’S HIGHEST CPA EXAM PASSAGE RATE
2003, 2002

NATIONALLY ACCLAIMED ACADEMIC DISCIPLINES
Ranked in top 10% for general quality, grads’
salaries or both (USA Today/College Factual)

DEACONS OF

NATIONAL DEBATE TOURNAMENT CHAMPIONSHIPS
2008, 1997

1 AND ONLY:
American college with
a Luce Scholar and a
Churchill Scholar in
2017-18.

RHODES SCHOLARS

ACC DEBATE CHAMPIONSHIPS
2017, 2016, 2015

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES’ EXCELLENCE IN UNIVERSITY LIBRARIES AWARD 2011

22

13
We earn national distinction in sports, but our champions are not confined to the athletic playing field.
WORLDWIDE WAKE

Watch the sunburn there, my friend.
Our Forest is populated by more than 100 species of trees and more than 100 species of birds. More importantly, it is infused, invigorated and enhanced by the experiences, scholarship and cultural traditions of an entire planet.

One of every 10 undergraduates in 2017-18 came to Wake Forest from another country, but that’s only part of this global story.

The other is in the students – regardless of their points of origin – who take the leap to learn abroad and bring their knowledge back to their main academic home. In all, 57 percent of the Class of 2016 received academic credit for foreign study. That’s the fourth-highest figure among national universities in U.S. News & World Report’s September 2017 rankings.

Ours is the only Top 30 national university to own three academic-residential houses in other countries. Between them, Worrell House in London, Flow House in Vienna and Casa Artom in Venice have been home to more than 1,500 Wake Foresters over the years.

In the Fall 2017 and Spring 2018 semesters alone, 621 members of the Forest – one of every eight undergraduates – studied in 25 countries. Collectively, they traveled 5,652,140 round-trip miles. For a single traveler, that’s like going to the moon and back 12 times.

All this exposure has only made us more curious. And so in August 2017, Wake Forest joined a small list of American universities to offer a full-year, study-abroad experience to first-year students. It’s happening in Copenhagen, where the participants and a faculty member travel as a group after orientation on our main campus. It’s not for everybody, and that’s OK.

It’s also important to note that our commitment to international education flows both ways. Wake Forest provides international students with a yearlong transitional experience rooted in written and spoken communication.
INTERNATIONAL HOUSES

VENICE

Casa Artom

Except for a time in the 1820s, a structure of some sort has stood on the site of Casa Artom since at least 1311. Located on the Grand Canal, the land was home to a palace, a lumberyard, a wine warehouse and the American consulate (1952-63) before Wake Forest conducted its first classes there in 1971. The University purchased the house from the U.S. government with the approval of Congress (Public Law 93-264) in 1974.

VIENNA

Flow House

The University’s campus in Vienna, a former diplomatic mission, is located two miles from the Danube and two miles from where Beethoven lived while drawing inspiration for his Third Symphony.
Worrell House

Worrell House, in which Wake Foresters have lived and learned since 1977, shares a neighborhood that has also been home at one time or another to a CEO of Guinness beer (Sir Edward Guinness) and the creators of James Bond (Ian Fleming), Winnie-the-Pooh (A.A. Milne), “The Office” (Ricky Gervais) and psychoanalysis (Sigmund Freud). We think they’re in good company.
The program’s inaugural voyage in 2017-18 was a tremendous success.

“I would not give back this year for anything in the world. It changed me in so many ways that I was not expecting. It helped start a journey of inquiry about myself and the world that I am excited to continue in my next three years at Wake Forest.”

– Inaugural Copenhagen participant
Wake Forest now offers a world-class, first year abroad experience in Copenhagen, Denmark. Global AWAKEnings is an innovative program in which rigorous classroom instruction is combined with cultural immersion in a living and learning community.

In 2018-19, a total of 16 students will take courses in 10 different academic disciplines, many of which will involve the culturally rich region of Scandinavia.
FROM OUR FOREST
Over the past decade, more than 170,000 acres of Peruvian Amazon tropical forest – a space larger than Chicago – have been clear-cut by illegal mining and logging operations. Miles Silman can’t undo the damage, but the biology professor is determined to save what he can of one of the world’s most vital regions.

On Earth Day in 2016, Silman’s research found a home with the creation of the University’s Center for Amazonian Scientific Innovation, which seeks to promote sustainable use of the region’s tropical landscapes, fight the destruction of its environment and improve the health outcomes of its residents.

Silman, one of the world’s premier ecologists, doesn’t opine from the comfort of an office. He gets his hands dirty, and he brings his students along for the wild ride. More than 120 undergraduates have participated in monthlong field courses in the Andes and the Amazon of Peru, searching for trees, lakes and mammals known as “pigs of the jungle.”
district DeaCons
The Wake Washington Center
In Fall 2017, Wake Forest convened its own caucus in Washington with the opening of an academic and experiential learning program based out of Dupont Circle. Students take classes with a Wake Forest faculty member and work internships four days a week within disciplines, including politics and communications, and with policy organizations in and out of government.

A sample of where the inaugural class of 16 students interned:

- D.C. Councilmember Mary M. Cheh
- German-American Heritage Foundation and Museum
- Heritage Foundation
- International Rescue Committee
- John F. Kennedy Center for the Performing Arts
- Subcommittee on Trade, U.S. House of Representatives Committee on Ways and Means
- U.S. Rep. David Price (NC)
- U.S. Senate Committee on Indian Affairs
- US-Asia Institute
- White House Historical Association
Whether it’s our status as the first major private university in the South to desegregate or our multicultural class requirement, we’re proud of our commitment to a community that resembles the world we seek to serve. In this journey, we have learned we don’t have all the answers. We have also come to believe that diversity is almost limitless in scope.

Its tent is bigger and its canvas wider than race and gender. Into our mix go geography, sexual preference and identity, religious belief, extracurricular interest and socioeconomic background – just to name a few. And the list is always open to additions.
The infinite variety of characters who wander and populate the Forest inspired a blog that began in 2012. A few months after its inception, Forest Folk gave rise to an 11-foot-high, 63-foot-long section of a stone wall that was covered with images of five students who collectively represent the diversity of the Forest’s ecosystem. Today, the blog is still going strong and is run by Zack Chan (’18).
Emerging from the Forest

There are a lot of reasons students attend Wake Forest and other colleges and universities with similar reputations and achievements. To become immersed in areas of inquiry they never thought they’d care about. To understand what it means to live in a diverse community. To appreciate the world.

To get a job. And a second job. And a third. To start a career. To change careers.

Here’s a sample of how the Office of Personal & Career Development does it:

• One of seven career coaches is assigned to work with you based on your major field of study. (Translation: Yes, English majors get jobs too.)

• Staffers are available at least 20 hours per week to provide input on résumés, LinkedIn profiles, cover letters and social media posts. (Hint: Much like avoiding swimming within 30 minutes of eating, steering clear of Twitter in the immediate aftermath of academic disappointment is a solid plan.)

• It conducts seminars on everything from salary negotiation to dining etiquette. (Hint: When negotiating for those extra bucks, don’t order the lobster.)

• It helps fund interview-related travel and clothing expenses for students with financial need.

• It develops action plans for every stage of your undergraduate career. (Translation: You’ll never have to go it alone.)
97 percent of the Class of 2017 secured employment or graduate school placement within six months of graduation.

Compared with peers at seven other selective private universities in a 2017 survey, Wake Forest seniors were:

68% more likely to report they met frequently with an advisor about career plans.

38% more likely to spend three or more hours per week on career planning.
**Top First Career Fields of 2017 Graduates**

1. **14%** Financial Services
2. **11%** Education
3. **9%** Health care
4. **8%** Consulting Services
5. **7%** Technology
6. **4%** Sports/Athletics
7. **4%** Nonprofit/Philanthropy
8. **4%** Investment Banking
9. **3%** Accounting
10. **3%** Advertising/Marketing/Communications

**312 Graduates Are Attending Graduate or Professional Schools**

1. **34%** Arts & Sciences Graduate Program
2. **30%** Business-related Graduate Program
3. **16%** Medical or Health Professional School
4. **13%** Law School
FALL 2017 UNDERGRADS CAME FROM 49 STATES THE DISTRICT OF COLUMBIA, PUERTO RICO AND THE U.S. VIRGIN ISLANDS

We’re looking at you, Alaska.

...AND MORE THAN 50 FOREIGN COUNTRIES
Growth in minority representation in the undergraduate student body from Fall 2010 to Fall 2017

40%

1,800 Intramural sports games every year. That’s 10 a day.

99%

Portion of classes in Fall 2017 with fewer than 50 students
Portion of dorm rooms that, by the time you enroll, will have been built or renovated within 10 years.

Portion of first-year students in 2016-17 that took advantage of the Writing Center in ZSR Library.

Portion of Class of 2017 seniors reporting they worked frequently with classmates on group projects.

Peer group average: 56%.

Portion of the Class of 2018 declaring a second major and/or a minor or minors.
For more info, visit admissions
Have questions about admissions?

@wfuadmissions

Check out our blog:

fromtheforest.admissions.wfu.edu

See what our newest students are saying:

#wfu21
#wfu22

Connect with Wake Forest:

/wfuniversity

@wakeforest

@demondeacons

@wfuniversity

@wfuniversity
THE NUMBERS

15: Typical credit hours per semester
12: Minimum credit hours required for full-time status
120: Minimum credit hours required for B.S. or B.A. degrees

THE BASICS

First-Year Seminar (1)
- Writing Seminar (1)
- 200-Level Foreign Language (1)
- Health and Exercise Science (2)

THE DIVISIONS

Humanities (2)
- Literature (1)
- Fine Arts (1)
- Social Sciences (2)
- Math and Natural Sciences (2)

THE ELEMENTS

Quantitative Reasoning (1)
Cultural Diversity (1)
A Wake Forest education is holistic, which is academic-speak for all-inclusive. Our commitment to educating the whole person starts with an all-you-can-experience buffet of opportunities designed specifically to provide a balanced, yet adventurous, educational diet.

Here, fundamentals walk hand in hand with fun. We believe innovation thrives in the presence of a well-established academic core, and that knowing, understanding and transforming are forever connected to thinking, feeling and doing. Our curriculum was developed – and continually evolves – to ensure that you’ll enjoy all of the above during your time in the Forest.
<table>
<thead>
<tr>
<th>MAJOR MINOR</th>
<th>MAJOR MINOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>Health Policy &amp; Administration</td>
</tr>
<tr>
<td>African Studies</td>
<td>History</td>
</tr>
<tr>
<td>American Ethnic Studies</td>
<td>Interdisciplinary Humanities</td>
</tr>
<tr>
<td>Anthropology</td>
<td>The Interdisciplinary Major</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>International Studies</td>
</tr>
<tr>
<td>Arabic</td>
<td>Italian Language &amp; Culture</td>
</tr>
<tr>
<td>Art History</td>
<td>Japanese Language &amp; Culture</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>Jewish Studies</td>
</tr>
<tr>
<td>Bioethics, Humanities &amp; Medicine</td>
<td>Journalism</td>
</tr>
<tr>
<td>Biology</td>
<td>Latin</td>
</tr>
<tr>
<td>Biophysics</td>
<td>Latin American &amp; Latino Studies</td>
</tr>
<tr>
<td>Business &amp; Enterprise Management</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematical Business</td>
</tr>
<tr>
<td>Chinese Language &amp; Culture</td>
<td>Mathematical Economics</td>
</tr>
<tr>
<td>Classical Languages</td>
<td>Mathematical Statistics</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Communication</td>
<td>Medieval &amp; Early Modern Studies</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Middle East &amp; South Asia Studies</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Music</td>
</tr>
<tr>
<td>Cultural Heritage &amp; Preservation Studies</td>
<td>Music in Liberal Arts</td>
</tr>
<tr>
<td>Dance</td>
<td>Music Performance</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Economics</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Physics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Politics &amp; International Affairs</td>
</tr>
<tr>
<td>English</td>
<td>Psychology</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Russian</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Russian &amp; East European Studies</td>
</tr>
<tr>
<td>Film &amp; Media Studies</td>
<td>Schools, Education &amp; Society</td>
</tr>
<tr>
<td>Finance</td>
<td>Secondary Education</td>
</tr>
<tr>
<td>French Studies</td>
<td>Sociology</td>
</tr>
<tr>
<td>German</td>
<td>Spanish</td>
</tr>
<tr>
<td>German Studies</td>
<td>Statistics</td>
</tr>
<tr>
<td>Global Trade &amp; Commerce Studies</td>
<td>Studio Art</td>
</tr>
<tr>
<td>Greek</td>
<td>Theatre</td>
</tr>
<tr>
<td>Health &amp; Exercise Science</td>
<td>Women’s, Gender &amp; Sexuality Studies</td>
</tr>
<tr>
<td>Health &amp; Human Services</td>
<td>Writing</td>
</tr>
</tbody>
</table>
FIRST-YEAR SEMINARS

First-year seminars usually include 15 to 19 students, are taught by faculty from all academic divisions and ranks, and feature intense intellectual interchange – both written and oral – in a seminar setting. Students participate in critical thinking and analysis of arguments.

A SAMPLING OF SEMINARS OFFERED IN FALL 2018

American Democracy in Five Novels
Art, Artists and the Law: Ownership, Control and Artists’ Rights to Protect and Profit from Their Work
Baseball: The Globalization of the American Pastime
Becoming an Ethical Consumer
Early American Histories in Theatre, Film and Fiction
Great American Speeches of the 20th Century
In Cold Blood
Law and Culture
Play in Physical and Digital Worlds: Learning from Games
Revolutionary War Archaeology
The Science of Cooking and Eating
Thomas Jefferson and His World
Tragic Love Stories, Ancient and Modern
True Value Meals
Uncertainty
Vocation of a Healer
Who Am I? A Sociocultural Approach to Self and Identity Development

Wake Forest College offers undergraduate programs leading to Bachelor of Arts and Bachelor of Science degrees.
You can expect to be challenged by a rigorous academic environment. Your professors will be dedicated to their subject matter and to stimulating discussion in class. You will be encouraged to think critically, form opinions and articulate them. A student-to-faculty ratio of 11:1 allows first-year students to get to know their professors. Most classes have fewer than 25 students, and first-year students have at least two seminar classes with fewer than 20 students. With the exception of health classes and some laboratories, all classes are taught by faculty members, not graduate students.

Regular admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of 16 units of high school credit. These should include at least four units in English, three in mathematics, two in history and social studies, two in a single foreign language and one in the natural sciences. Most admitted students will have pursued a challenging curriculum of Advanced Placement or International Baccalaureate courses. A limited number of applicants may be admitted without a high school diploma, with particular attention given to ability, maturity and motivation.

Candidates for admission must furnish evidence of maturity and educational achievement, including written responses and academic records, plus evidence of character and motivation for study in the College of Arts and Sciences. High school curriculum and classroom performance, combined with the student’s writing ability, extracurricular activities, and evidence of character and talent, are the most important criteria for admission.

The admissions office strongly encourages personal interviews. Interviews will be conducted on campus or via webcam by admissions officials. Information about scheduling an interview is available on the admissions website: admissions.wfu.edu.

College entrance examinations are optional for admission. Students can decide if they want their standardized test scores to be considered. Like other universities, Wake Forest is asked to provide standardized test score data to outside agencies. For this data to be accurate, Wake Forest will ask students who have taken standardized tests but have chosen not to submit scores during the admissions process to provide them after they are accepted and before they enroll at Wake Forest.

**EARLY DECISION**

Early Decision is for students who have selected Wake Forest as their first-choice school and only Early Decision choice. Students may apply at any time after the completion of the junior year and no later than November 15 for Early Decision and January 1 for Early Decision II. Only nonbinding applications may be submitted to other institutions. Early Decision applications are reviewed and applicants are notified on a rolling basis. Early Decision II candidates are notified on February 15. Both Early Decision plans are binding. Students agree to enroll the following fall semester if accepted and to withdraw all applications from other institutions. A $500 nonrefundable deposit is due within two weeks of acceptance notification.
REGULAR DECISION

Wake Forest accepts the Common Application and the Coalition Application, as well as its own form. Equal consideration is given to all applications. Wake Forest-specific responses are required with the Common Application and the Coalition Application. Those application forms may be submitted online at commonapp.org and coalitionforcollegeaccess.org. A $65 processing fee must accompany each application. It cannot be applied to later charges for admitted students or refunded for others. The University reserves the right to deny admission to any applicant without explanation.

COLLEGE CREDIT

Advanced Placement credit for college-level work done in high school is available on the basis of the Advanced Placement Examination of the College Board and supplementary information. For most Advanced Placement subjects, a score of 4 or 5 is required to receive placement or credit. Especially well-qualified applicants for advanced standing may also be exempted from some basic courses with credit on the authorization of the department concerned. (Credit by advanced standing is computed as credit transferred from another college.)

Equivalent preparation credit for experience since or outside high school is also available, in specific areas and under specified limitations, through the college-level examination subject tests of the Educational Testing Service. With authorization from the department concerned, well-prepared applicants for equivalency credit may receive limited college credit by examination. Wake Forest also accepts credit through the International Baccalaureate curriculum. Scores of 6 or 7 on the Higher Level (HL) examinations typically provide for credit; faculty will review scores of 5 for possible credit or placement.

TRANSFER STUDENTS

Transfer applications for the fall semester will be reviewed beginning April 1, with spring semester applications reviewed beginning November 1. Transfer students are strongly encouraged to submit the application prior to these dates. Applications are often accepted for review after these dates. For more information, please contact the admissions office.

The number of transfer students who can be admitted each year depends upon the availability of space in the sophomore and junior classes. An applicant for admission who has attended another college must have an overall average of at least C on all college work attempted and must either be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects from the last college attended.

A student admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must meet the entrance conditions during the first year at Wake Forest. Courses satisfactorily completed at other accredited colleges are subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. All credits allowed for advanced standing are suspended until the candidate has spent one term in residence. On-campus housing for transfer students is limited.
**NEED-BASED FINANCIAL AID**

Wake Forest seeks students with high academic standards from a wide range of backgrounds. Students are admitted based on their accomplishments and the unique qualities they bring to our community.

Consistently ranked on U.S. News & World Report’s list of Best Value National Universities, Wake Forest provided need-based scholarships to 30 percent of undergraduates in 2017-18. For that academic year, students with need received an average award of $50,805, which included grant and scholarship funds of $43,803.

Those families not qualifying for need-based programs may take advantage of student and parent loans that are not based on need as well as other long-term financing programs. For detailed information, visit financialaid.wfu.edu or write to the Office of Student Financial Aid, PO Box 7246, Winston-Salem, NC 27109-7246.

**COST OF ATTENDANCE 2018-19**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$53,322</td>
</tr>
<tr>
<td>Housing</td>
<td>$9,282</td>
</tr>
<tr>
<td>Meals</td>
<td>$5,134</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$1,500</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1,500</td>
</tr>
<tr>
<td>Transportation</td>
<td>$900</td>
</tr>
<tr>
<td>Fed. Direct Loan Avg. Fee</td>
<td>$62</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$71,700</strong></td>
</tr>
</tbody>
</table>

*All figures, other than full-time tuition and fees, are estimated averages. All costs may increase each year.

Resident students must purchase a meal plan. Additional costs include those for music lessons and motor vehicle registration; other nominal fees may be assessed. Students should include their own estimates of transportation and miscellaneous personal expenses in planning for the total cost of college.
APPLYING FOR FINANCIAL AID?
Consider applying simultaneously for need-based aid and merit-based scholarships. The following documents are required for full consideration for all need-based aid programs administered by the University; the Office of Student Financial Aid may request additional documents during its review. The dates listed represent priority deadlines to ensure timely aid notification for regular-admission applicants.

CSS PROFILE
Complete at profileonline.collegeboard.com/prf/index.jsp by November 15, 2018 (Early Decision) or January 1, 2019 (Early Decision II and Regular Decision); use Wake Forest code 5885.

Free Application for Federal Student Aid (FAFSA)
Complete at fafsa.gov by November 15, 2018 (Early Decision) or January 1, 2019 (Early Decision II and Regular Decision); use Wake Forest code 002978.

2017 U.S. Income Tax Returns
By November 15, 2018 (Early Decision) or January 1, 2019 (Early Decision II and Regular Decision), submit signed copies of official 2017 tax returns for both the student and parents (including all schedules, W-2 wage statements, partnership tax returns and S-Corporation tax returns) to the College Board’s IDOC Service.

NOTIFICATION OF AID PACKAGES
Admitted students with completed need-based aid applications are notified of aid eligibility in early December (Early Decision), late February (Early Decision II) or early April (Regular Decision).

EARLY DECISION ADMISSIONS AND FINANCIAL AID
Because of the binding commitment that Early Decision and Early Decision II entails, it is important that you have considered your options carefully. If your college enrollment is dependent on financial assistance, we believe that it is important for you to have the opportunity to compare aid packages in the spring from a number of schools rather than committing yourself through an early binding agreement.
**MERIT SCHOLARSHIPS**

Most scholarships do not require a separate application, but they may require an on-campus interview. Students completing an application for undergraduate admission by December 1 are automatically considered for scholarship awards.

**The Nancy Susan Reynolds Fund** provides up to six scholarships to cover tuition, room, board and allowances for books and personal needs, as well as summer grants for individually designed study projects. Reynolds Scholars are extraordinarily capable and creative leaders.

**The Stamps Scholarship** provides up to five scholarships to cover tuition, room, board and allowances for books and personal needs, as well as summer grants for individually designed study projects. Stamps Scholars demonstrate exceptional promise in academics and leadership.

**The Guy T. and Clara Carswell Fund** provides up to six scholarships to cover tuition, room, board and allowances for books and personal needs, as well as summer grants for individually designed study projects. Carswell Scholarships recognize outstanding qualities of intellect and leadership. The Carswell Scholarship may continue to Wake Forest School of Law, provided the candidate gains admission. The continuation scholarship has a minimum value of $1,500. Students are eligible for consideration within the first five years of the date of graduation from Wake Forest’s College of Arts and Sciences or School of Business undergraduate program.

**The Joseph G. Gordon Fund** provides up to seven scholarships to students among constituencies historically underrepresented at Wake Forest. Gordon Scholarships cover tuition, room, board and allowances for books and personal needs, as well as summer grants for individually designed study projects. Recipients of this scholarship have a record of excellence in both the classroom and community, with special emphasis on leadership.

**The Presidential Scholarships for Distinguished Achievement** provide up to 20 $16,000 awards to recognize students who present solid academic credentials and show extraordinary talent in art, dance, debate, music or theatre. Candidates must complete the Presidential Scholarship application and an application for undergraduate admission by November 15 to be considered.

**The William Louis Poteat Fund** provides up to 20 scholarships based on student leadership in a Baptist church in North Carolina, as well as excellent academic and extracurricular accomplishment. Recipients must be residents of North Carolina. This is a competitive need-based scholarship, and all applicants must file the CSS PROFILE and FAFSA forms to demonstrate financial need by February 15. To be considered for a Poteat Scholarship, students are also required to submit a letter of recommendation from a member of their church to the merit-based scholarship office by January 1.

**Heritage Scholarships** are awarded to students with special gifts in the liberal arts and sciences who have demonstrated their academic potential, critical curiosity and passion for learning. The Heritage Scholarship was established in 2000 by an anonymous donor to encourage students with significant need and who have grown up in small towns to consider attending Wake Forest. These scholarships are awarded to students with a commitment to sharing their special gifts through service, in the spirit of the University’s motto, *Pro Humanitate*. This is a competitive need-based scholarship, and applicants must complete an application for undergraduate admission by January 1 and file the CSS PROFILE and FAFSA forms to demonstrate financial need by February 15.
Mindful of its location and heritage, Wake Forest offers many scholarships only to in-state students. While a number of these scholarships are awarded solely on academic merit, Wake Forest awards a variety of scholarships each year to worthy North Carolinians who submit both FAFSA and CSS PROFILE forms. Complete an application for undergraduate admission by January 1 and file for financial aid by February 15 to be considered for these scholarship programs.

Application for need-based aid is required for the following programs: Brown, Fletcher, Heritage, Hankins, Kutteh, Lowden, Poteat, K.W. Smith, Z.T. Smith and Woodard. See the application details in the need-based section of this bulletin.

**OTHER SCHOLARSHIPS**

Scholarships are available through the Army Reserve Officers Training Corps (AROTC) program to recognize academic and extracurricular achievement and leadership potential; application materials are available from the Department of Military Science, PO Box 7599, Winston-Salem, NC 27109-7599.

The nationally prominent Wake Forest Debate Program offers a small number of scholarships; application materials are available from the Debate Program, PO Box 7347, Winston-Salem, NC 27109-7347.

The departments of music, art, theatre and mathematics, as well as the School of Business, offer scholarships to select first-year or upperclass students; prospective candidates should contact the specific department for information.

For information on athletic scholarships, please call the athletics department at 336.758.4620.

**AUTOMATIC ADMISSIONS PROGRAMS**

The University’s professional schools offer automatic admissions programs to qualified undergraduates.

**SCHOOL OF LAW HONORS PROGRAM**

The Wake Forest University School of Law offers an Honors Program to undergraduate students. To be eligible for this program, the candidates must:

- Have attained a 3.66 cumulative GPA (as reflected on the Law School Data Assembly Service report) at the time the application to the law school is submitted.
- Have no significant character issues in their records.

The Honors Program guarantees admission into the law school and a scholarship. The amount of scholarship awarded will be based upon the candidate’s LSAT score and a complete review of the candidate’s application for admission.
MASTER OF ARTS IN MANAGEMENT HONORS PROGRAM
The School of Business offers an Honors Program to undergraduate students. To be eligible for this program, candidates must apply during their senior year and meet the following criteria:

- Have a minimum cumulative GPA of 3.66 through the end of their junior year.
- Have no significant character issues in their records.

While the Honors Program guarantees admission into the M.A. in Management program, scholarships are only guaranteed to those who apply before the scholarship deadline. Application components (GMAT/GRE score, extracurricular activities, internship experience, recommendations, essays and interview) impact the amount of the scholarship award.

SCHOOL OF DIVINITY DIRECT ADMISSIONS PROGRAM
The School of Divinity offers a Direct Admissions Program to Wake Forest University seniors and graduates. To be eligible for this program, candidates must meet the following criteria:

- Have a minimum cumulative GPA of 3.66.
- Have no significant character issues in their records.

While the Direct Admissions Program guarantees admission into the Master of Divinity program, application components, including recommendations, essays and interviews, impact decisions related to scholarship awards.

SCHOOL OF MEDICINE EARLY ASSURANCE PROGRAM
Well-qualified Wake Forest students, upon completion of the sophomore year, may apply for acceptance to the class entering two years later through the Early Assurance Program (EAP). To be eligible for this program, candidates must:

- Complete all prerequisites at Wake Forest University by the end of their sophomore year.
- Have an overall GPA of 3.5 and a science GPA of 3.5 for each semester in school.
- Have satisfactory ethical conduct.

The MCAT will not be required. Application is made through the American Medical College Application Service (AMCAS) by the November 1 deadline, asking consideration for the EAP. The applicant must be a permanent resident or citizen of the United States and must agree to complete requisite courses, continue the same or better academic excellence, continue to demonstrate high ethical conduct and not apply to any other medical school. Nonacceptance by the EAP does not influence further applications. The EAP should not be confused with the Early Decision program.
REQUIREMENTS FOR GRADUATION

The Wake Forest College core curriculum provides broad competencies in the areas of critical thinking and analysis of arguments, oral and written communication, quantitative reasoning, understanding cross-cultural perspectives and understanding the modes of learning across disciplines.

Students graduating from Wake Forest must complete a core curriculum comprising basic and divisional requirements. The basic requirements include a first-year seminar, a writing seminar, one 200-level foreign language course, and two courses in health and exercise science. Divisional requirements include two courses in the humanities, one literature course, one fine arts course, two courses in the social sciences, and two courses in mathematics and natural sciences. Departments decide which courses satisfy divisional requirements.

Core courses are often completed during the first two years of study. Requirements for a major and related fields are generally completed in the junior and senior years.

Courses and degree requirements are computed in terms of credit hours, with courses usually carrying three hours but ranging from a half hour to four hours. The average course load consists of 15 hours per semester. A minimum of 12 hours is required for full-time status. A minimum of 120 hours is required to earn a B.A. or B.S. degree.

To prepare for the demands of technology and globalization, students must also complete at least one course that requires quantitative reasoning and one course that includes a cultural diversity component. Numerous electives at each level of study qualify.

State certification is available in elementary and secondary education. Courses and advising are also offered for students interested in pre-health and pre-law disciplines.

Although it is not required, students may choose to complete the requirements for a minor in addition to their declared majors. Minors are available in most fields. Many departments offer honors programs for highly qualified majors. Interdisciplinary minors are offered in areas such as American ethnic studies, East Asian studies, environmental science, humanities, international studies, and women’s, gender and sexuality studies. Additionally, foreign areas of study in Italian and Spanish are available. Students may also elect to major in two departments, although only one undergraduate degree will be awarded. A student graduates under the requirements of the bulletin of the year in which he or she enters. However, when a student declares a major or a minor, the requirements for the major or minor in effect at the time of declaration will apply.

The following is a representative sample of courses by department.
ANTHROPOLOGY

ART

BIOLOGY
BUSINESS AND ENTERPRISE MANAGEMENT

CHEMISTRY

CHINESE

CLASSICAL STUDIES
Ethics in Greece and Rome/Women in Antiquity/Classical Epic: Iliad, Odyssey, Aeneid/Virgil and His English Legacy/Greek Myth/Greek Tragedy/Greek and Roman Comedy/The Age of Pericles/The Age of Augustus

COMMUNICATION
COMPUTER SCIENCE

COUNSELING
Career Planning/Skills in Human Services/Professional Orientation to Counseling/Theories and Models of Counseling/Group Procedures in Counseling/College Student Development/Creative Arts in Counseling/Addiction Counseling/Family Counseling/Personal Framework for Career Exploration/Options in the World of Work/Strategic Job Search Processes/Ethics in Health and Human Services/Health and Human Services in a Diverse Society/Professional and Life Skills

EAST ASIAN LANGUAGES AND CULTURES

ECONOMICS

EDUCATION
Special Needs Seminar/Teaching Elementary Reading/Classroom Management Seminar/Diversity Seminar/Tutoring Writing/Methods and Materials for Teaching Foreign Languages (K-6)/Teaching the Gifted/The Psychology of the Gifted Child/Teaching Exceptional Students

**ENGLISH**


**ENTREPRENEURSHIP AND SOCIAL ENTERPRISE**

Creativity and Innovation/Foundations of Entrepreneurship/Managing the Entrepreneurship Venture: Startups to Early Growth/Social Entrepreneurship and the Humanities: Innovation, Public Engagement and Social Change/Bioinspiration and Biomimetics/Economics of Entrepreneurship/Nonprofit Arts and Education Entrepreneurship/Green Technologies: Science and Entrepreneurship

**ENVIRONMENTAL PROGRAM**

Environmental Issues/Topics in Environmental Studies/Natural Resource Conservation in the Fijian Way of Life

**FILM STUDIES**

Internship in Film Studies I, II

**FINANCE**

FRENCH

GERMAN
Elementary German/Intensive Elementary German/Intermediate German/Introduction to German Studies/Introduction to German Short Fiction/Composition and Grammar Review/Practice in Speaking German/German Culture and Civilization I, II/Business German I, II/German Literature Before 1700/German Literature from the Enlightenment through Romanticism/German Literature from Poetic Realism through Naturalism/German Literature of the Modern Age/Masterpieces of Austrian Literature/Fin de Siècle Vienna/Intellectual History of Weimar

GERMAN STUDIES
Weimar Germany/German Film/German Masterworks in Translation/History of the German Language/German Women Writers/German and Austrian Music/The Oberammergau Passion Play/Luther/German Myths, Legends and Fairy Tales/Special Topics in German Studies/The German Novel

GLOBAL TRADE AND COMMERCE STUDIES
Seminar in Global Trade and Commerce Studies

GREEK
Elementary Greek/Intermediate Greek/Plato/Homer/Greek Readings/Advanced Grammar and Composition/The Greek New Testament/Greek Tragedy/Greek Comedy

HEALTH AND EXERCISE SCIENCE
Health Issues on College Campuses I, II/Emergency Medical Training/Statistics in the Health Sciences/Clinical Externship/Clinical Internship/Exercise and Health Psychology/Human Physiology/Nutrition in Health and Disease/Human Gross Anatomy/Physiology of Exercise/Evaluation Techniques in Health Sciences/Exercise Programming/Epidemiology/Biomechanics of Human Movement/Anatomy Dissection Laboratory/Advanced Physiology of Exercise/Interventions in Behavioral Medicine/Lifestyle and Health/Exercise for Health/Sports Proficiency/Weight Training/Beginning and Intermediate Tennis/Beginning and Intermediate Golf/Bowling/Volleyball/Beginning, Intermediate and Advanced Ice Figure Skating/T'ai Chi

HEALTH POLICY AND ADMINISTRATION
Introduction to Public Health/Internship in Health Policy and Administration
HISTORY
Western Civilization to 1700/Europe and the World in the Modern Era/World Civilizations to 1500/World Civilizations Since 1500/Africa in World History/Medieval World Civilizations/The Middle East and the World/The Americas and the World/Asia and the World/The Atlantic World Since 1500/Formation of Europe: Hapsburg Empire and Its Successor States/The Golden Age of Burgundy/European Historical Biography/European Historical Novels/Modern Slovenia/U.S. History/History of Wake Forest University/The Early Middle Ages/The High Middle Ages through the Renaissance/Europe from Renaissance to Revolution/Colloquium in Historical Diversity/General History of Spain/France to 1774/France Since 1815/Germany to 1871/Germany: Unification to Unification, 1871-1990/The Renaissance and Reformation/The British Isles from 1485 to 1750/Great Britain Since 1750/History of Venice/History of London/Georgian and Victorian Society and Culture/Venetian Society and Culture/Russia: Origins to 1865/Russia and the Soviet Union: 1865 to the Present/African-American History/The Middle East Before 1500/The Middle East Since 1500/Pre-Modern China/Modern China/Japan Before 1800/Japan Since 1800/Introduction to East Asia/The United States/Colonial English America, 1582-1774/U.S. West to 1848/U.S. West from 1848/England and the Middle East: English Culture and Empire/The U.S. and the World, 1763-1914/The U.S. and the World, 1914-2003/The American Colonies to 1750/Revolutionary and Nation Making in America, 1750-1815/Pre-Modern South Asia/Modern South Asia/African History to 1870/African History Since 1850/History of Mexico/Modern Latin America/Latin America’s Colonial Past/The History of Fin de Siècle Vienna/Travel, History and Landscape in the Mediterranean/Medieval and Early Modern Iberia/The Italian Renaissance/The World of Alexander the Great/Special Topics in History/The History of European Jewry from the Middle Ages to the Present/European Economic and Social History 1750-1990/Greek History/Rome: Republic and Empire/The French Revolution and Napoleonic Empire/Weimar Germany/Poland and the Baltic Region/The Industrial Revolution in England/History of the English Common Law/British Empire/Race, Religion and Sex in Early Modern Europe/European Diplomacy, 1848-1914/Mystics, Monarchs and Masses in South Asian Islam/Rebels, Reformers and Nationalists in Modern South Asia/Gender in African History/Gender in Early America/Gender, Race and Class Since 1800/Sickness and Health in American Society/Africa’s Cities and Urban History/Africans in the Atlantic World, 1750-1815/Japan Since World War II/Samurai and Geisha: Fact, Film and Fiction/Modern Native American History/History of Nature Conservation in Latin America/Jacksonian America, 1815-1850/The Civil War and Reconstruction/Race and the Courts/U.S. History from Gilded Age Prosperity to Depression/U.S. History Since the New Deal/Economic History of the U.S./American Constitutional History/The American South to Reconstruction/The American South Since the Civil War/Modern Native American History/Historic Preservation/Issues in Public History/Modern Military History/Topics in North Carolina History/Winston-Salem-Forsyth County/Anglo-American Relations Since 1940/Protest and Rebellion in Latin America/Civic Rights and Black Consciousness Movements/American Diplomatic History/Race, Memory and Identity/Origins of the Americas/America at Work/Revolution and Culture in Latin America/History of Islamic Law/Islamic Empires Compared: The Ottomans, Safavids and Mughals/Nation, Faith and Gender in the Middle East/Historical Writing Tutorial/Introduction to Russian and East European Studies/The United States as Empire, 1877-1917/The United States and the Global Cold War/War and Society in Early America/The Sectional Crisis, 1820-1860/Religious Utopias and the American Experience/Historical Black Biography
HUMANITIES

INTERDISCIPLINARY HONORS

INTERNATIONAL STUDIES

ITALIAN
Elementary Italian/Intensive Elementary Italian/Intensive Elementary Italian in an Immersion Setting/Intermediate Italian/Italian Across the Curriculum/Italian for Reading Knowledge/The Languages and Cultures of Italy and Italian in the World/Introduction to Italian Literature/Literary and Cultural Studies of Italy/Italian Renaissance Literature and Culture/Cinematic Adaptation and Literary Inspiration/Boccaccio and the Italian Novella/Italian Theatre in the Renaissance/Modern Italian Theatre/Italian Communism as a Subculture/Italian Women Writers/Italian Women and the City/Pier Paolo Pasolini and Utopia, Studies of Italy
JAPANESE

JOURNALISM
Introduction to Journalism/Editing/Writing for Radio-TV-Film/Media Production: Studio/Introduction to Mass Communication/Advanced Journalism/Politics and the Mass Media/History of Journalism/Journalism, Ethics and Law/Advanced Reporting/Introduction to Professional Writing/Writing for Publication/Writing for Public Relations and Advertising

LATIN

LATIN AMERICAN AND LATINO STUDIES
Introduction to Latin American Studies/Afro-Cuban Cultural Expressions/Special Topics in Latin American Studies

LINGUISTICS
Introduction to Linguistics/Semantics and Language in Communication/Sociolinguistics and Dialectology/Introduction to Psycholinguistics and Language Acquisition/Language and Gender/TESOL Linguistics/Topics in Linguistics/Comparative Communication/Philosophy of Language/Language Use and Technology/Language Engineering: Localization and Terminology/Language, Indigeneity and Globalization

MATHEMATICS

MILITARY SCIENCE
MUSIC

NEAR EASTERN LANGUAGES AND LITERATURE

NEUROSCIENCE
Introduction to Neuroscience/Neuroscience Laboratory/Neuroscience Seminar/Research in Neuroscience

PHILOSOPHY
Basic Problems of Philosophy/Introduction to Philosophical Ideas/Knowledge and Reality/Topics in Philosophy/Philosophy of Human Nature/Introduction to Philosophy of Religion/Introduction to Moral and Political Philosophy/Medical Ethics/Environmental Ethics/Philosophical Theories in Bioethics/Contemporary Moral Problems/Introduction to Philosophy of Law/Logic/Symbolic Logic/Ancient Greek Philosophy/Medieval Philosophy/Modern Philosophy/Plato/Aristotle/Kant/Topics in Modern Philosophy/Concepts of Health and Disease/The Main Streams of Chinese Philosophy and Religion/Hegel, Kierkegaard and Nietzsche/Heidegger/Wittgenstein/Contemporary Philosophy/Ethics/Topics in Ethics/Social and Political Philosophy/Philosophy of Law/Freedom, Action and Responsibility/Global Justice/Philosophy and Christianity/Aesthetics and the Philosophy of Art/Philosophy of Religion/Philosophy of Science/Philosophy of Mind/Philosophy of Language/Epistemology/Metaphysics/Philosophy of Space and Time/Feminist Philosophy

PHYSICS
POLITICAL SCIENCE

PORTUGUESE
Elementary Portuguese/Intensive Elementary Portuguese/Intermediate Portuguese/Accelerated Intermediate Portuguese/Exploring the Lusophone World

PSYCHOLOGY
RELIGION

RUSSIAN

RUSSIAN AND EAST EUROPEAN STUDIES
Research project in Russian and East European Studies

SELF-INSTRUCTIONAL LANGUAGES
Program for students who would like to study a language not offered by the University
**SOCIOMETRY**


**SPANISH**


**SPANISH STUDIES**

Students participate in the Spanish program at Salamanca for one or two semesters.
THEATRE AND DANCE

URBAN STUDIES
Urban Planning/Selected Topics in Urban Studies/Urban Internship

WOMEN’S, GENDER AND SEXUALITY STUDIES
Window on Women’s and Gender Studies/Writing and Women’s Issues/Race and Ethnic Diversity in America/Introduction to Women’s and Gender Studies/Feminist Philosophy/Gender, Power and Violence/Women Playwrights/Research Seminar/Men’s Studies and Religion/Gender and Religion/Biocultural Perspectives on Women and Aging/Mothers and Daughters/Sexuality and the Law/R.A.D.: Rape Aggression Defense/Feminist Anthropology

OTHER COURSES
Preparing for Academic Quiz Competition/First-Year Seminar/Accessing Information in the 21st Century/Social Science Research Sources and Strategies/Science Research Sources and Strategies/Business and Accounting Research Sources and Strategies/History, Politics and Legal Research Sources and Strategies/Humanities Research Sources and Strategies/Basic Athletic Training/Advanced Athletic Training/Washington, D.C. Internship
NONDISCRIMINATION STATEMENT

Wake Forest University is committed to diversity, inclusion and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status.

The following persons have been designated to handle inquiries regarding the University’s nondiscrimination policies:

Tanya Jachimiak  
Title IX Coordinator  
jachimtl@wfu.edu / 336.758.7258  
Suite 2 Reynolda Hall – Provost’s Office  
Winston-Salem, NC 27106

Angela Culler  
Assistant Vice President, HR Services  
culleraa@wfu.edu / 336.758.4010  
2958 Reynolda Road  
Winston-Salem, NC 27106

Deputy Title IX coordinators have been designated and represent University schools/divisions. Contact information for each deputy coordinator can be obtained from Tanya Jachimiak, the University’s Title IX coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, U.S. Department of Education. For further information on notice of nondiscrimination, visit wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the U.S. Department of Education office that serves your area, or call 1.800.421.3481.

Institutional information, including the annual security report and annual fire safety report, report on athletic program participation rates and financial support data, and FERPA information, is available at institutionalinformation.wfu.edu. A paper copy will be provided upon request.
WF4U?

Now that you’ve crunched the numbers and absorbed the facts, we have just a few more numbers (and dates) for you to consider.

**INTERVIEW**

1. In person or via webcam. We simply want to have a conversation. To schedule your interview, visit admissions.wfu.edu/infocard.

**TEST-OPTIONAL**

2. Really. Send your scores or not. Your choice. Submit your application at admissions.wfu.edu/apply.

**INDIVIDUALIZED REVIEW**

3. Our goal is to get the clearest, most vivid picture of you possible.

**DEADLINES**

- **November 15, 2018** — Early Decision applications due.
- **November 15, 2018** — Presidential Scholarship deadline. Talent in debate or the performing and visual arts? Look into the Presidential.
- **December 1, 2018** — Scholarship deadline. Apply and interview by this date to be considered for merit-based scholarships.
- **January 1, 2019** — Regular Decision and Early Decision II applications due.