Dance and neuroscience have more in common than you think, a Wake Forest education extends far beyond the borders of our campus and the notion that the liberal arts repel recruiters is antiquated at best. If it ever existed, that line has been erased. The proof can be found in every graduating class.

Our lines don’t just blur; they zigzag. For example, come to campus for orientation, head to Denmark for the full freshman year and return for the fall of your sophomore year. Or, take your day’s first class a few feet from the dorm’s front door, take a 13-minute shuttle trip downtown for engineering classes and be back in time for an intramural soccer game.

If there is any certainty regarding lines, it’s that they were made to be crossed. Welcome to Wake Forest.
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, students are active participants in their education rather than passive receptacles of information. This is part of why U.S. News & World Report, in its September 2016 survey, ranks us No. 5 nationally in quality of undergraduate teaching.

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 2016 alone, participants went to work in 39 countries and various domestic locales.

• Our summer work doesn’t tell the whole story. In all, 59% of our Class of 2017 received academic credit for faculty-directed research, and they did it in all subject areas – not just the hard sciences.

• 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.

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, several years 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.

Even if we haven’t started a trend, we’ve been externally validated. In January 2016, the Harvard Graduate School of Education released a report, Turning the Tide: Inspiring Concern for Others and the Common Good through College Admissions. One of its recommendations says, “Admissions offices should work to relieve undue pressure associated with admission tests (SAT and ACT). Options for reducing this pressure include: making these tests optional …”

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
In January 2017, Wake Forest began the latest chapter in this story with the opening of Wake Downtown, a 151,000-square-foot hub of programming dedicated to engineering and biomedical sciences. 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 launches 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 going to do it our way.

Backed by our historical liberal arts core, the program will marry 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 is too cool to be confined. We even let Sherlock Holmes in. Sort of. “The Analytical Methods of Sherlock Holmes” was one of seven interdisciplinary humanities or social sciences classes offered in the facility in its inaugural semester.
Kathryn Webster ('17) cannot see objects normally, but she absolutely refuses to visualize failure. And in conjunction with several dedicated Wake Forest partners – professors, an administrator and fellow students – she’s on track 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.”
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 Innovation, Creativity and Entrepreneurship (CICE).

According to its website, updogkombucha.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 has 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 CICE. And that allowed UpDog’s top dogs to partner with CICE 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.
A Hillary Clinton supporter knocked on doors for Jeb Bush, a Marco Rubio voter made cold calls on behalf of Bernie Sanders and the republic survived. In fact, it benefited.

Over two academic years, a venture taught by Professor Melissa Harris-Perry (’94) and known as Wake the Vote took a diverse group of 30 students off campus to experience a presidential campaign as participants and observers – from caucuses to conventions to inauguration.

They came to Wake Forest from 13 states and declared majors in 11 disciplines. In another testament to the University’s immediate-opportunity commitment, half of them joined the program as first-year students.

Participants collectively traveled 100,000 miles – the equivalent of four times around the earth for a single adventurer – and slogged through the snow of New Hampshire and Iowa and the summer heat of Philadelphia and Cleveland.

But perhaps most importantly for our democracy, they learned about the other side. In the earliest stages, they were assigned randomly to campaigns in order to foster the sort of listening that many say is lacking in a polarized political climate.
“It has pushed me into a new realm that I didn’t even know I was invested in. I’ve seen everyone change throughout the process. It’s a change in the way we think about politics.”

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.
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 performing arts with each other and with other academic studies across campus. All told – and sung and written and acted – IPLACe produced 15 major events for the Wake Forest community in 2016-17. These productions married 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 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.

Three weeks later, a group of students traveled 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. It takes place every four years.

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 in fall and spring semesters in 2016-17.
In January of 2016, 33 student writers from 11 primary academic majors took over ZSR Library for one Saturday night into Sunday morning for an event known as Writers Camp. Each participant received one artifact from Wake Forest’s past – a pennant from 1932, a pocket watch given to Thomas K. Hearn (the University’s president at the time) in 1984, a roll of tape placed on a box of eggs from nobody knows – or dares ask – when. Artifacts became sources of inspiration over the next 12 hours, during which authors wrote something of their choosing – a short story, poetry, a play, whatever. As long as it was creative, written on-site and turned in by 7 a.m., it was welcomed.

There were white boards, poster boards and sounding boards, the latter arriving in shifts in the form of fellow students trained to offer feedback. A computer science major wrote about bedsheets that smelled like lemons, while a psychology major tackled a triathlon – in print, of course.

As the deadline approached, the writers refined and refreshed. Only after the sun rose did they relax.

The separate works were curated and turned over to an editor. And almost literally overnight – the actual approval and printing process took a couple of weeks – 33 students became the published authors of Wake the Artifacts.

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Once I dreamt of a boy who was my neighbor. He understood better than anyone the song of the soil. He felt in the earth the passing of the seasons, an awareness of the years and generations before. When he sank his bare feet into the dirt, he felt the connection with his ancestors, his people. He was rooted in his history; he felt his belonging in his place. His heritage was an old one, seemingly as ancient as the earth on which he stood. He belonged to this land, to the people who spent their lives toiling over it, who gave their lives defending it from grasping outsiders, who slumbered underground.

The boy mystifies me. How can one connected to the soil? Does he not experience a sense of belonging? Does he not understand if the aggressors in his history are the descendants of children, seeking to preserve the soil, to ensure the survival of his people, to build a future for his children? Is he not the keeper of the secrets of the earth, of the soil, of the treasures beneath it, the keys to the past?

But it does not matter what the land thinks, the boy believes steadfastly in this Romantic vision of his past. His people are the fierce protectors of a way of life: the agrarian individuals against the impersonal industrial machine. He holds their history. He carries forth their legacy.
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 on 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 2017 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 63 percent of first-year students used in 2016-17. 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 ranked 22nd among America’s 100 largest communities in quality of life in a 2017 Gallup Poll. 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, 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.

~ Oldest ~
ARTS COUNCIL
in the country
(Founded 1949)

WS★NC
Home to 230,000 friends and fans
Head and Heart

We All Do Our Part

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’ll soon have a new place to help with that.

<table>
<thead>
<tr>
<th>Physical Wellbeing</th>
<th>Advancing from making observations to developing ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Wellbeing</td>
<td>The ability to know your pressure points and defuse them before they hit you.</td>
</tr>
<tr>
<td>Social Wellbeing</td>
<td>Finding the outlets that best meet your needs as an interactive human.</td>
</tr>
<tr>
<td>Intellectual Wellbeing</td>
<td>Advancing from making observations to developing ideas.</td>
</tr>
<tr>
<td>Occupational Wellbeing</td>
<td>In mathematical terms, Occupational Wellbeing = (Work/Life)+Fulfillment.</td>
</tr>
<tr>
<td>Environmental Wellbeing</td>
<td>A new take on the 3 R’s – relaxation, reflection and restoration.</td>
</tr>
<tr>
<td>Financial Wellbeing</td>
<td>Achieving peace of mind and a piece of your long-term dreams.</td>
</tr>
</tbody>
</table>

By the End of the 2017-18 Academic Year, Wake Forest Will Have:

- 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

¹ Sutton Center, opened January 2016; ² Opened August 2017; ³ See dizziness reference above; ⁴ Scheduled to open March 2018.
If America is, in fact, raising a generation of video-gaming couch potatoes, the sociologists and educators among us can’t blame Wendell Dunn (’17).

Dunn, a defensive end who helped the Wake Forest football team develop into a successful bunch by his senior season in 2016, has similar aspirations for a group of 10 boys he mentored in reading at a local elementary school. The 6-foot-3, 250-pound Demon Deacon majored in communication and minored in schools, education and society, and he put both to work with weekly discussions of Robert Lipsyte’s The Contender in after-school sessions.

Dr. Alan Brown, a professor of education, helped link Dunn with a class taught by Bailey Allman (’15), and the student-athlete took it from there. Dunn energized the students with stories of his youth and his playing days, but the reminiscence had deeper motives. One of them was to honor the work of a particular teacher.

“She was my science teacher, and I was probably the worst student she’d ever had,” Dunn said. “And she still chose to invest in me, to invite me to church, to introduce me to her husband, to get me linked in, and she’s stuck with me ever since.”

Another of Dunn’s goals was to get kids in the habit not only of reading, but of reading critically.

“They are actually paying attention, trying to understand the book,” said Dunn, who plans a career in education. “We ask them to relate it to their lives.”

The impact was profound and immediate.

“I have seen tremendous amounts of growth in the classroom performance for all the students involved,” Allman said. “Wendell is an incredibly charismatic and kind person.”
DEACON SURGE

FOUNDERING MEMBER
of the
ATLANTIC COAST
CONFERENCE
in 1953

ACC

23

NCAA
MEN’S BASKETBALL
• Tournament Appearances •

1 OF ONLY 5
that “would have played for the
NATIONAL CHAMPIONSHIP
if there were a college football playoff based on
Graduation Success Rates among bowl teams,”
according to The Institute for Diversity and Ethics in Sport.

One of only 3
SCHOOLS
WITH FEWER THAN
5,000
UNDERGRADUATES &

8 or more
NCAA DIVISION I
TEAM CHAMPIONSHIPS
~ All-Time ~

48
ACC CHAMPIONSHIPS
IN 11 SPORTS

OF ONLY 1
NCAA-MEASURED STUDENT-ATHLETE
Graduation Rate

92%
of student-athletes
performed
community service
in 2016-17

100%
Only member
OF ONE OF THE NCAA’S FIVE
STRONGEST CONFERENCES
with fewer than 5,000 undergraduates in 2016-17
We earn national distinction in sports, but our champions are not confined to the athletic playing field.
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 11 undergraduates in 2016-17 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 point of origin – who take the leap to learn abroad and bring their knowledge back to their main academic home. In all, 56 percent of the Class of 2015 received academic credit for foreign study. That’s the highest figure among national universities in U.S. News & World Report’s September 2016 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.

Just in the summer 2017 sessions, 326 members of the Forest studied in 64 cities in 30 countries. Collectively, they traveled 3,458,282 miles round-trip to do so. For a single traveler, that’s the rough equivalent of seven round trips to the moon or 139 trips around the earth.

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 traveled as a group after orientation on our main campus. It’s not for everybody, and that’s okay.

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.
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.

LONDON | 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.
Operated through the auspices of DIS Study Abroad in Scandinavia, Global AWAKEnings is a bold and innovative program in which Wake Forest students live together in a specifically designated area of a residence hall. A Wake Forest resident advisor and a Danish social and resident advisor are there to provide support.

The students will take courses in 10 different academic disciplines, many of which will involve the culturally rich region of Scandinavia.

“Global AWAKEnings represents the best in Wake Forest’s commitment to building a dynamic, integrated and diverse global campus community where students are actively engaged with the world around them.”

– David Taylor, Director of Global Abroad Programs

GREAT DANES
Over the past decade, more than 170,000 acres of Peruvian Amazon tropical forest 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, has enlisted the enthusiastic help of undergraduates to trail mammals known as “the pigs of the jungle” through rain forests, take samples from lakes and map tree diversity, among other important work.
Wake Forest has 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.
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 now inspires a blog that began in 2012. A few months later, the movement inspired by 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 (’17).
Emerging from the Forest

There are a lot of reasons students attend Wake Forest and other colleges and universities with similar reputation and achievement. 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.

There. We said it. All of it.

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.)

Percent of the Class of 2016 secured employment or graduate school placement within six months of graduation

95%

WAKE FOREST

98

*Student Satisfaction Rate with Career Services according to a December 2016 Gallup Poll
TOP 10 FIRST CAREER FIELDS OF 2016 GRADS

- **19%** Financial Services
- **11%** Consulting Services
- **10%** Pharmaceutical/Biotech/Health
- **10%** Education
- **9%** Technology
- **5%** Advertising/Marketing/Communications
- **5%** Media/Entertainment
- **4%** Government
- **4%** Consumer Products/Retail
- **4%** Public Affairs

284 GRADUATES ARE ATTENDING GRADUATE OR PROFESSIONAL SCHOOLS

- **43%** Arts & Sciences Graduate Program
- **33%** Business-Related Graduate Program
- **13%** Medical or Health Professional School
- **11%** Law School

2016-17 UNDERGRADS CAME FROM 48 STATES (AND THE DISTRICT OF COLUMBIA)

... AND 46 FOREIGN COUNTRIES

We’re looking at you, Alaska.
You too, Wyoming.
Growth in minority representation in the undergraduate student body from Fall 2010 to Fall 2016.

1. North Carolina
2. Florida
3. New York
4. New Jersey
5. Virginia
6. Pennsylvania
7. Massachusetts
8. Georgia
9. Connecticut
10. Maryland
11. California
12. Texas

45%

Portion of classes in Fall 2016 with fewer than 30 students.

1,800

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

85%

Portion of classes in Fall 2016 with fewer than 30 students.

63%

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

29

Foreign countries in which students reported having an internship or other work experience in the year ending August 2016.

57%

Portion of dorm rooms that, by the time you enroll, will have been built or renovated within 10 years.

60

Portion of dorm rooms that, by the time you enroll, will have been built or renovated within 10 years.

99%

Portion of classes in Fall 2016 with fewer than 50 students.

1

Ranking in “Most Beautiful Campuses in the Fall,” according to bestcollegevalues.org (November 2014).
Have questions about admissions?
@wfuadmissions

Check out our blog:
fromtheforest.admissions.wfu.edu

See what our newest students are saying:
#wfu21
#wfu22

For more info, visit admissions.wfu.edu

Connect with Wake Forest:

Facebook: /wfuniversity
Twitter: @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)

Balancing the Books
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.
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 2017

Learning from the Cherokee
Beware the Ides, Beware the Hemlock: Role-playing Crisis in Ancient Greece and Ancient Rome
Quantum Change: Understanding the Personal Transformation Phenomenon
Great American Speeches of the 20th Century
Globalization, Education and Technology
American Democracy in Five Novels
Mind and Body: Contemporary Issues in Behavioral Medicine
Thomas Jefferson and His World
A History of Sports in the Modern Era
Doing Well by Doing Good: Nonprofit and Social Enterprise for Entrepreneurs
Government in the Time of Gridlock
Good and Evil in Tolkien’s Lord of the Rings
Deception
The News in Context: Islam in Current Events
Trends, Fads, Failure and Success: Social Networks and Competition
Graphic Storytelling: Historical Perspectives and the Mythology of the American Superhero
The Many Lives of Frankenstein: 200 Years of Monstrosity

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 requirements 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 in 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.

As one of the U.S. News and World Report “best value” national universities, the University provides need-based scholarships and grants to 30 percent of undergraduates. For the 2016-17 academic year, students with need received an average award of $49,000, which included scholarship and grant funds of $42,300.

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.

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, 2017 (Early Decision) or January 1, 2018 (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, 2017 (Early Decision) or January 1, 2018 (Early Decision II and Regular Decision); use Wake Forest code 002978.

2016 U.S. Income Tax Returns
By November 15, 2017 (Early Decision) or January 1, 2018 (Early Decision II and Regular Decision), submit signed copies of official 2016 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.

COST OF ATTENDANCE 2017-18*
Tuition and Fees $51,400
Housing 9,012
Meals 4,914
Books and Supplies 1,404
Personal Expenses 1,500
Transportation 900
Fed. Direct Loan Avg. Fee 62
TOTAL 69,192

*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.
**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 Scholars demonstrate exceptional promise in academics and leadership. The Carwell 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 all applicants must 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, Kuten, 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 upper-class 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 record.

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.
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 one 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 major. 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.

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 record.

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 record.

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.
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
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/Mainstays 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/Assessment 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/Africa in World History/Mediterranean 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: Habsburg 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 Reformations/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/ 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/Revolutions, 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/ Global Environmental History/Ten Years of Madness: The Chinese Cultural Revolution, 1966 to 1976/Revolutionary and Early National America, 1763-1815/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 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/Civil 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/Grammar and Composition/Advanced Conversation and Composition/Italian Regional Cultures/Italian Neorealism in Films and Novels/Comedy in Italian Cinema/Modern Italian Cinema/Dante’s Divine Comedy/Introduction to 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

## 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
  jachimi@wfu.edu / 336.758.7258
  Suite 2 Reynolda Hall – Provost’s Office
  Winston-Salem, NC 27106

- Angela Culler
  Assistant Vice President, HR Services
  Section 504/ADA Coordinator
  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, United States 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
In person or via webcam. We simply want to have a conversation. To schedule your interview, visit admissions.wfu.edu/infocard

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

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

DEADLINES

November 15, 2017 — Early Decision applications due.
November 15, 2017 — Presidential Scholarship deadline. Talent in debate or performing and visual arts? Look into the Presidential.
December 1, 2017 — Scholarship deadline. Apply and interview by this date to be considered for merit-based scholarships.
January 1, 2018 — Regular Decision and Early Decision II applications due.