WRITE OUR STORY

Wake Forest University
WELCOME TO AN EXCITING CHAPTER OF YOUR LIFE

Choosing where you’ll attend college is an experience that spans a variety of emotions, ranging from the inspiring to the intimidating. It can also be incredibly enlightening. Not only does it represent a tremendous opportunity to learn about the schools you are considering, it’s a chance to learn even more about who you are and how to put yourself in the best position to succeed.

We believe that a complete education is one that leaves no part of a student unchallenged or uninspired. As a top 25 university, Wake Forest is one of the nation’s most respected private liberal arts institutions. Within the liberal arts, a greater context of knowledge and its comprehensive application can be achieved without sacrificing the specialization careers require. Exposure to a wide range of academic disciplines not only helps you find your passion, it provides you with the critical thinking skills and expanded perspective that will serve as a foundation for wherever your path should take you.

Wake Forest is a collegiate university that provides the resources — academic, physical and spiritual — to guide motivated students as they make a life of their passions. Ours is an open and intimate environment that combines the best traditions of a small liberal arts college with the resources of a national research university. We believe that truly educating the whole person requires a vibrant community where intellectual curiosity thrives, while providing the opportunity to gain real experience through practical application and open access to ideology and perspective that differ from your own.

Here, the measure of a person extends beyond a grade point average or test score, and the definition of achievement has always included impact and contribution. Our motto, Pro Humanitate (for humanity), represents a promise to use the powers of knowledge and skill as tools of goodwill, in service to humanity. This important theme pervades our campus, our curriculum and our extended community.

Introverts and extroverts, scholars and scientists, artists and athletes. Each contributes to the Wake Forest story by actively writing their own. While many students come here to find an extraordinary education, they also find their place within a community of individuals who share a common goal of bettering themselves so that they may better the lives of others. In the following pages you’ll find just a few of the stories being written by Wake Foresters as they pursue their passions.

We hope they inspire you as you begin the pursuit of yours.
“The Wake Forest environment is one that not only supports these passions, but challenges us to do even more and dream even bigger…”
– Brandon Turner ('12)
Beginning college holds a different state of mind for every incoming student; some are excited, some scared, some are dreading the entire process. No matter your feeling toward starting, the one thing that unites each incoming freshmen is a sense of expectation. Who will I become in this next chapter of my life? The question lingers in the vastness of the unknown along with so many others. But, when you have a community of support lead by teachers who invest in you and your dreams, you are inspired to do, to try and to live. And you realize that becoming great is not something that was forced; it is something that is already inside of you.

Recent Wake Forest graduate Brandon Turner found the ideal environment to pursue his passions for both science and service.

“I was intrigued by Wake Forest’s reputation as a small school with a liberal-arts approach that could still hold its own with the research powerhouses,” reflects Turner.

As a first-year student, Turner attended an event showcasing physics department faculty research. When Professor of Computational Physics Jacque Fetrow said she was looking for students interested in chemistry, math, biology and physics, Turner immediately volunteered. Professor Fetrow has been his mentor ever since and has helped him connect the dots between his math and science interests.

Turner’s groundbreaking biophysics research and inspired commitment to community service during his time at Wake Forest paved the way for him to become the 12th Wake Forest student to be named a Rhodes Scholar in the past 25 years.

“Receiving this honor has been an amazing experience,” Turner said. “I truly believe that this is as much a testament to the support and mentoring I’ve received at Wake Forest, and my family, as anything else. The Wake Forest environment is one that not only supports my passions, but challenges me to do even more and dream even bigger with various forms of social, intellectual and financial support to make my visions become reality.”
In emphasizing the importance of developing the whole person, Wake Forest also shifted its emphasis away from standardized testing to a more comprehensive and personal approach to the admissions process.

And the timing could not have been better for Emily English (‘12), who believed that no matter how well she did on her SATs, a standardized test could not provide a complete, accurate picture of her potential.

“Wake Forest was always my first choice, but when I heard that it became test optional, it reaffirmed that it was a school that reflected my values,” Emily said. “Standardized tests don’t capture your determination or your will throughout high school. That sustained effort that you put forth for four years is then minimized to four hours of taking a test.”

Today, English is a psychology major learning from professor Joseph Soares in his Sociological Theory class. Soares’ 2007 book, “The Power of Privilege,” was instrumental in Wake Forest’s landmark decision to become the first top-30 national university to make standardized tests optional in the admissions process.

Dean of Admissions Martha Allman has heard from many students like English.

“We have been delighted by the response from outstanding high school students who are drawn philosophically to an admissions selection process that includes a personal interview, a creative and thought-provoking application and an emphasis on intellectual curiosity and character,” Allman said.

Allman wrote a chapter for Soares’ new book, “SAT Wars: The Case for Test-Optional Admissions,” where she covers the challenges, surprises and rewards of Wake Forest’s test-optional decision, which began with first-year students in the fall of 2009.

“Our student body is now not only more racially and socio-economically diverse than ever,” Allman said, “the number graduating in the top 10 percent of their high school classes has increased each year since it has become test optional — from 65 percent of first-year students in 2008, to 83 percent in 2011.”
“Wake Forest was always my first choice, but when I heard that it became test optional, it reaffirmed that it was a school that reflected my values.”

– Emily English (’12)
“The flexibility and interactivity of a BioBook creates a learning experience beyond the capability of any print textbook.”

– A. Daniel Johnson, Senior Lecturer in Biology
What started as an idea for an iPad application evolved into a more accessible tool for the next generation of electronic textbooks and for overcoming a significant barrier to overall college success.

The difficulty lies in the textbooks and eTexts associated with Biology 101 and other introductory science courses. This well-documented finding led A. Daniel Johnson, senior lecturer in biology, and Jed Macosko, associate professor of physics, to search for a new way to help students learn about genetics, ecology and evolution.

“Biology and science textbooks in general are full of dense language, excessive content and a rigid format that discourages learning,” says Johnson. “Current electronic textbooks are no better than their print counterparts.

“Most eTexts are little more than a printed textbook on a screen, which does not take advantage of the interactive opportunities digital media offers.”

After 14 years teaching biology and developing inquiry laboratories at Wake Forest and the University of Virginia, Johnson is a champion of research that shows nonlinear, collaborative interaction increases both learning and student engagement — the very foundation for BioBook.

Traditional books offer content in the order prescribed by the publisher. BioBook presents small, manageable chunks of information in a nonlinear way that supports a variety of different learning styles. Organized by a root-branch-leaf structure, it allows students to explore and master topics in any order that makes sense to them.

The application poses challenge questions using a combination of text, multimedia and social media that lead students to accomplish one or two well-defined learning outcomes. Students can also create connections to link topics, make notes, or aggregate and annotate information to reinforce learning.

BioBook tracks the student’s progress in detail, “serving as a guide,” adds Johnson, “while also holding students accountable for their learning and encouraging them to persist.

“The flexibility and interactivity of a BioBook creates a learning experience beyond the capability of any print textbook.”

The story of Wake Forest reaches well beyond campus where students seek to make an impact right now in forgotten corners of our communities.

SEEKING A MORE MEANINGFUL EDUCATION

During her first year at Wake Forest, Amy Liang ('12) spent one night a month at a homeless shelter in downtown Winston-Salem — a surprising extra-curricular choice for a new college student. But the choice reflected Amy’s determination to use her education to improve life for the less fortunate.

“I spent several nights in the local shelters to learn more about the needs of the homeless… It has been very humbling,” says Liang, a biology major and sociology minor from Kingsport, TN.

Amy’s efforts did not end there. She found that with the support of the Wake Forest community, she was able to turn her determination into action.

She began by “letting the homeless tell their own stories,” collecting interviews with local homeless men and women, and compiling the footage into a documentary. “You hear the numbers and the stats,” says Amy. “But you forget that it’s people who are stuck in this situation.”

Later, a University-awarded research grant enabled her to spend a summer working to untangle the links between homelessness, diet and diabetes.

Along the way, several Wake Forest faculty and staff members have provided the guidance she needed to make her research more meaningful to more people.

Sociology professor Saylor Breckenridge offered advice and experience on the methodology for Amy’s research — giving heft to her work by helping her develop a solid sociological framework. And Tom Phillips ('74, MA '78), director of the Wake Forest Scholars Program, helped her find funding for her research and provided advice and support.

“I am humbly grateful for the opportunities my scholarship has afforded me,” Amy says. “The scholarship provided summer research grants — in which I saw so much intriguing potential as a prospective student. All my homelessness and health research has been funded by these grants.”

Ultimately, Amy hopes her findings will lead to changes in the way shelters address the needs of the diabetic homeless.
“Amy’s volunteer work at homeless shelters has become embedded in her research, which is both scientifically engaging and has the ability to produce positive impacts on the lives and livelihoods of individuals and society at large.”

– Saylor Breckenridge, Ph.D., Associate Professor, Sociology
“The research going on at Wake Forest, and the opportunity to do something truly innovative in alternative energy is impressive. I knew my own energy and ideas would be valued here.”

- Corey Hewitt (Ph.D. ’13)
When graduate student Corey Hewitt (Ph.D. ’13) touches a 2-inch square of black fabric, a meter goes berserk.

Simply by touching a small piece of Power Felt — a promising new thermoelectric device developed by a team of researchers in the Center for Nanotechnology and Molecular Materials — he has converted his body heat into an electrical current.

Comprised of tiny carbon nanotubes locked up in flexible plastic fibers and made to feel like fabric, Power Felt uses temperature differences to create a charge.

“We waste a lot of energy in the form of heat. For example, recapturing a car’s energy waste could help improve fuel mileage and power the radio, air-conditioning or navigation system,” Hewitt says. “Generally, thermoelectrics are an underdeveloped technology for harvesting energy, yet there is so much opportunity.”

The Center for Nanotechnology and Molecular Materials at Wake Forest provides students with ways to participate in world-class research, access unique and groundbreaking educational opportunities, and take an active role in the development of transformative technology.

Currently Hewitt is evaluating several ways to add more nanotube layers and make them even thinner to boost the power output.

Although there’s more work to do before Power Felt is ready for market, Hewitt says, “I imagine being able to make a jacket with a completely thermoelectric inside liner that gathers warmth from body heat, while the exterior remains cold from the outside temperature. If the Power Felt is efficient enough, you could potentially power an iPod, which would be great for distance runners.

“It’s pretty cool to think about, and it’s definitely within reach.”
Curiosity, scholarship and imagination flourish within a complete liberal arts education, where faculty and students alike share a passion for discovery.

GOING THE DISTANCE

Sometimes students have to travel far from home to discover what is right in front of them. That was the case for Cheng “Nick” Liu (’12), a native of China and gifted pianist, who returned home with Professor of Music Stewart Carter (P ’01) to explore the history of Chinese orchestras.

Liu and Carter became close after working side by side for four weeks in China, watching orchestra rehearsals, visiting conservatories, and searching library and museum archives. “In China, you wouldn’t treat a teacher as a friend. But Dr. Carter is more like a friend than a teacher,” Liu says.

Liu, like many Chinese students, was trained in Western, not Chinese, music. To learn more about his country’s music history, he found the perfect partner and mentor in Carter, who teaches music theory and history, and who had already helped him adjust to studying far from home. Carter had wanted to study the history of Chinese orchestras since a visit to Taiwan several years ago. In Liu, he found the perfect student and collaborator.

The project was enticing to both because Chinese orchestras blend Western and Chinese instruments and combine Western and Eastern musical selections, elements and notations. Liu saw it as a personal mission to document the beginnings of Chinese orchestras before that history is lost.

Their quest evolved into a family project. Staying with Liu’s parents at their home in Hangzhou, near Shanghai, they used the parents’ connections in the music world to meet musicians, conductors and makers of traditional Chinese instruments. (Liu’s father owns a music store that sells Western and Chinese instruments, and his mother is principal of a school for student musicians.) “We shared meals and a few family outings,” Carter says. “I also became very fond of the family dog, named Wake.”
“When I first came here, he was my first teacher in the music department. I asked him for advice a lot, and he helped me not only academically, but with life.”

-Cheng “Nick” Liu (’12)
“Students who participate in the Wake Forest Scholars program get the attention of willing faculty and staff, and they appreciate that someone takes time to understand and help shape their goals.”

–Tom Phillips (‘74, MA ’78) Director,
The Wake Forest Scholars Program
In every story there are people — faculty and staff — to guide and mentor students along the way, and to help students find and pursue their passion.

SUPPORTING SUCCESS AT THE HIGHEST LEVEL

Tom Phillips (’74, MA ’78) understands the pressure of performing at the highest levels of competition. But Tom isn’t the coach of one of Wake Forest’s athletic programs. He is a mentor. In fact, he exemplifies the high value placed on mentorship at Wake Forest.

As director of the Wake Forest Scholars program, Tom coordinates efforts to encourage and assist students in postgraduate scholarship and fellowship competitions. And the competition is tough, which makes the Wake Forest Scholars program’s achievements all the more significant.

“With the help of faculty to assist student thinking and writing,” says Phillips, “we have had good success in a range of programs such as the Rhodes scholarship and the Goldwater scholarship for recognition in the natural sciences.

“I’m especially proud of our growth in Fulbright scholarships for research and teaching abroad since Wake Forest is so adept in language study and international travel for its highly selective student body.”

Tom’s role as program director is to guide students through the painstaking process of completing applications, writing essays and securing references. He’s also there to offer alternatives and ease anxieties — knowing that postgraduation awards are just one path to success.

“For all such competitive postgraduate scholarship programs, students benefit from the thinking and writing that constitute a good application, regardless of the outcome,” Phillips says.

The exciting part for Phillips is being part of students’ growth as young adults when they address the broad question of choosing a particular course of study.

“The Wake Forest Scholars program is personal,” Phillips says. “Students who participate get the attention of willing faculty and staff, and they appreciate that someone takes time to understand and help shape their goals.

“From the beginning, I’ve been inspired by the students. I’m determined to expand and improve the program through greater faculty involvement and more mechanisms to identify and educate our best students.”
Part of each student’s story is the experiential learning that prepares him or her for the journey that comes after college.

LEARNING TO TRANSLATE COLLEGE INTO A CAREER

Historically students have not started to think about their career direction or life after college until their junior or senior year. Times have changed. And Wake Forest students such as Connor Godfrey (‘14) know it.

Connor, a sophomore from New York City, is one of about 40 students who enrolled in “Options in the World of Work” — the second in a series of four, half-semester “College to Career” courses designed to better prepare Wake Forest students for life and work after college. In the first semester the series was offered, 90 percent of the students in the class were underclassmen.

Taught by Heidi Robinson, an instructor in the Department of Counseling, and developed in conjunction with the Office of Personal and Career Development, the “College to Career” series has become one of the most talked about and coveted elective courses at Wake Forest.

Many students, including Connor, also took the first course in the series — “Personal Framework for Career Exploration.” Connor enjoyed exploring the personal attributes that will influence his future academic and professional decisions.

“It helped me look deeper into myself, beliefs, values and things I hadn’t thought about too much,” Connor said. His favorite project was the personal statement, where students created brief videos celebrating the most important people, places and experiences in their lives.

“Knowing yourself is the first step of pursuing a career,” added Elizabeth Puett (‘15) from Austin, Texas — another student who took both classes. Even though she hadn’t chosen a major yet, the “College to Career” courses boosted her confidence.

“As a freshman, it’s so relieving to realize that you’re not married to your major, that you’ll be okay and that you’ll find your way,” Elizabeth said.

Gracious Addai (‘13), a Business and Enterprise Management major originally from Ghana, agrees. “With a liberal arts degree, you’re open to anything as long as you can market yourself … This is really unique.”
“It helped me look deeper into myself, beliefs, values and things I hadn’t thought about too much.”

– Connor Godfrey (’14)
“I’m grateful that my parents always have been very supportive of my choices ... They value the liberal arts setting at Wake Forest and the thought I put into my future.”

– Bill Zandi (’13)
You might expect that Bill Zandi (’13), son of Mark Zandi, would follow in his father's footsteps. After all, Mark is an accomplished businessman, Wharton graduate and Moody’s Analytics chief economist.

However, Bill has taken a different path — his own path — to distinguishing himself from others in a competitive job and graduate school market.

“As a philosophy major I’m developing skills to be a better writer, think more analytically, solve problems more effectively and communicate more articulately,” Bill said.

Bill, who shares his father’s entrepreneurial spirit, is already forging a path of his own outside Wake Forest. After seeing how Hurricane Katrina destroyed schools in New Orleans’ Ninth Ward, Bill established a nonprofit organization called Students Helping Students to recycle gently used school furnishings and supplies from donor schools to needy schools. So far, Students Helping Students has helped upward of 50 schools nationwide.

“Many students are very good at producing something, but need a greater perspective as to how we can collectively help benefit society,” he said. “That’s what unifies us here at Wake Forest and that’s what ultimately should be our goal.”

For Bill, the path he has chosen is both enjoyable and strategic. And his father couldn't agree more, maintaining that a liberal arts education is “ideal preparation for the rapidly changing career opportunities in the 21st century.”

“Bill has to find his own way,” said Mark, one of the world’s leading economic visionaries. “I couldn't have known where I’d end up today when I was 20 years old. I just knew what I was interested in and that I'd pursue it. With the skills and talents he's nurtured at Wake Forest, I'm confident that Bill will, too.”
Engagement and interaction among students, faculty, staff and thought leaders in various fields adds an innovative subtext to the Wake Forest story.

ENGAGING CREATIVITY AND ENTREPRENEURIAL SPIRIT

Chemistry major Lucy Lan (’12) had a full plate. Along with tackling her senior year at Wake Forest, she was student ambassador for the National Collegiate Innovators and Inventors Alliance (NCIIA), working to create and coordinate networks and events for on-campus entrepreneurs.

Her job, essentially, was to develop ways to inspire innovation and entrepreneurship. What she came up with turned into something that engaged creative thinkers and innovators on campus and throughout the community.

As an avid fan of the TED Talk online videos — conferences that bring together people from technology, entertainment and design — Lucy’s idea was to bring that same energy and engagement to Wake Forest through the University’s first TEDx event. The TEDx name identified Lucy’s idea as a community event, organized independently of the TED conference.

With support from students and University sponsors, TEDxWakeForestU was off and running. For Lucy, though, there was one important detail that would make the event different than any other. “TED Talks are extremely inspirational, innovative and impactful,” said Lucy. “They bring together leaders in various fields to share ‘ideas worth spreading.’ Why not make the first TEDx at Wake Forest even more impactful by inviting the (surrounding) Triad community to participate?”

By making the event accessible to the campus and entire region, Lucy wanted to “literally open the gates of innovation … to a wide audience.”

Eighteen speakers signed on for a day of inspiration in Wait Chapel, including entrepreneurs, filmmakers, designers, researchers, scientists and artists.

“All the speakers were chosen for the innovative ideas they are championing, the spark they bring to the stage and their ties to the community,” said Polly Black, director of the Center for Innovation, Creativity and Entrepreneurship, one of the event’s four sponsors.

“I believe that game-changing innovation comes from diverse sources,” Lucy added. “I hope everyone left TEDxWakeForestU inspired about the power of ideas.”
“Game-changing innovation comes from diverse sources.”
– Lucy Lan (’12)
“Anything in my power that I could do to give them a better quality of life, is something I want to do. Maybe it’s something as little as helping mentor them in their academic pursuits or in choosing a major, or something of a greater magnitude like this.”
– Tom Walter, Head Baseball Coach, Wake Forest University
Before leaving this campus, each student adds a chapter to the Wake Forest story while enriching their own lives through the experiences and connections they share.

STEPPING UP WHEN IT MATTERS MOST

Much like other Wake Forest students, Kevin Jordan is quite familiar with the University’s motto of Pro Humanitate. However, Kevin’s story brings to mind another Latin phrase from Wake Forest’s past, In Loco Parentis — the idea that another parent, or community of parents, will care for a student with the same devotion as his or her parents at home.

Between first-semester classes, the baseball prospect was spending 11 hours a day on dialysis. Finally, after losing 40 pounds and most of his power and speed, he and his parents sat down with Wake Forest Baseball Coach Tom Walter and Kevin’s doctors to hear the shocking news. ANCA vasculitis, an autoimmune disease, had crippled Kevin’s kidneys, and he would need a transplant.

“It was at that exact moment,” says Coach Walter, “when I heard what Kevin had gone through, that it takes three to five years to get off the donor list, and that 15 people die every day in the United States waiting for a kidney, when I made an immediate decision that if I could help I would help.

“When we recruited Kevin, I said the same thing I say to the parents of all our recruits, ‘If you trust our program with your son, I promise you that we’ll treat him like he’s our own.’”

At the time, Coach Walter says he didn’t know Kevin any more or less than any recruit who had ever been through campus. “But I made that promise to his parents,” says Coach Walter.

Months later, on a sunny September day at Wake Forest Ballpark — with a new kidney from his coach — Kevin practiced with his teammates for the first time since the operation.

“This was the best day of my coaching career by far,” said Coach Walter. “Just to see him back out here and doing what he loves to do.”
INTERNATIONAL STUDIES
More than 60 percent of Wake Forest undergraduates spend a semester or summer abroad. Of these students, many enjoy a unique academic experience in one of the University’s three residential study centers: Casa Artom in Venice, Worrell House in London and Flow House in Vienna. Student groups are small, and the resident professor lives on-site — the result is the opportunity to live and study together, pursuing shared academic and social interests, and developing lifelong friendships.
“Witnessing firsthand the excitement and opportunity of a new culture is a life-changing adventure. From my perspective, it is experiential learning at its best, and I can’t imagine a more meaningful or beneficial educational experience for our students than going global.”

– J. Kline Harrison, PhD, Associate Provost for Global Affairs, Kemper Professor of Business, Wake Forest University

“Nothing can replace the experience I gained living in Germany, where I learned more than I ever could have in a classroom. Without my professors and the study abroad program, I would not have discovered my passion for the German language, culture and people. Now, I will be using German in my job and will have the opportunity to work in Germany at some point in my career.”

– Michelle Lange (’12), Engineering and Operations Management, BMW
400 International Programs

200 Cities

70 Countries

4 International Houses

“Being abroad with my professor, Dr. Ribisl, changed the way I look at the type of relationship a professor and his students can really have. At Casa Artom we weren’t just students in his class, we became a family. We shared everything from seats on trains to the very house we came to call home.”

– Shelby Taylor (‘13)
### First Destination Data for Class of 2011

#### 6 Months After Graduation

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<th>Category</th>
<th>Employed 60%</th>
<th>Seeking Employment 7%</th>
<th>Graduate &amp; Professional Schools 32%</th>
<th>Not Seeking Employment 1%</th>
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#### Areas of Employment

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<th>Area</th>
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<tr>
<td>Information Technology</td>
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#### Attending Graduate and Professional Schools

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*Other includes: Customer Service, Hospitality, Human Resources, Insurance, Logistics, Management, Manufacturing, Military, Operations, Real Estate, Retail, Translation, Temporary Work, Transportation, Writing/Editing
“Our unique for-credit career courses teach students how to think holistically and strategically about their lives and careers. As early as their first year, students learn and develop crucial knowledge and skills to successfully navigate from college to career.”

– Andy Chan, Vice President for Personal and Career Development

GEOGRAPHIC AREAS

West 3%
Midwest 3%
Northeast 20%
Mid-Atlantic 22%
South 40%
International – 6%
Southwest 6%

CORPORATE CONNECTIONS

STUDENT LIFE
“At Wake Forest we care about the development and education of students outside the classroom, and making sure they have the kinds of experiences that allow them to grow in confidence and self-awareness. We want to see students prosper, grow, develop and flourish.”

– Ken Zick, Vice President and Dean of Student Affairs
A COMMITMENT TO SERVICE

– Students recently traveled to Biloxi to continue hurricane relief work, Chicago to work with at-risk Latino youth, and Baltimore to assist with hunger and homelessness issues.

– During the MLK Day of Service, 40 students from Wake Forest host approximately 150 children from the Winston-Salem community for a morning of education and reading. Students prepare workshops on fire safety, write letters to our men and women in uniform, and read books about Martin Luther King Jr.’s legacy.

– Through tutoring and mentoring placements, students work with a diversity of underserved elementary and middle-school-aged children through five programs and community agencies.
Wake Forest’s motto is Pro Humanitate, and last year the student body contributed more than 137,000 service hours to the surrounding community through hunger relief programs, tutoring, construction and environmental work. Some of these students traveled to serve others domestically over spring break to one of 10 service sites, or internationally on one of four international service trips. The university has more than 150 community partners locally, nationally and globally.

The most memorable community service I have ever done was on Wake Forest’s service trip to New Orleans. Working with Habitat for Humanity to help rebuild homes for victims still suffering from the damage of Hurricane Katrina was truly a humbling experience. To me Pro Humanitate means making sacrifices and doing all you can to better the community. Wake Forest has taught me that every minute of service makes the world a better place and does touch a life somewhere.

– Joshua Harris (’15), 2012 Service Excellence Award Winner

Project Pumpkin is an annual service event that brings children from the Winston-Salem community on campus for entertainment, education and games within a safe environment. More than 1,100 children from 23 community agencies, schools and nonprofits visited campus to engage in educational activities, including nutritional lessons and science workshops.
The Zipcar Program makes hybrid vehicles available for use on an hourly basis for students, faculty and staff. It’s estimated that each Zipcar on a college campus eliminates 15–20 student-owned vehicles, reducing traffic congestion and the need for parking.

All new buildings, beginning in 2007, are designed and built to meet a minimum of US Green Building Council’s Leadership in Energy and Environmental Design (LEED) Certification standards.

100 percent of campus yard waste is repurposed as mulch or organic soil amendments.

Through the Wake Forest Campus Kitchen program, between 400 to 650 pounds of food each week are saved from the Winston-Salem Fresh Market dumpsters and distributed by three local agencies to families in need.
The Wake Forest University Office of Sustainability exists to provide students, faculty and staff with the support necessary to make sustainability and conservation a priority throughout the Wake Forest community. The Office encourages students to get involved through the Student Environmental Action Coalition (SEAC), campus internships, the Campus Garden and a blog, Black and Gold Go Green.

In the spring of 2012, the students in the six first-year residence halls (Bostwick, Johnson, Luter, Collins, South and Babcock) participated in the Campus Conservation Nationals 2012, a nationwide energy and water-use reduction competition among more than 150 colleges and universities around the country. In total, the university’s first-year residents saved 8,445 kWh of energy and 104,706 gallons of water, placing Wake Forest nationally in the top five schools with the greatest percent reduction in water.

Whether you’re curious about local food systems, alternative forms of energy or environmental justice, there is a place here for you to transform your interest into passion. Course work, undergraduate research, sustainability-focused studies abroad, student leadership — all paths lead to the discovery of a more sustainable future. Students educated in the liberal arts tradition are uniquely qualified to work across disciplines in order to solve society’s most pressing problems.

— Dedee DeLongpre Johnston, Director of Sustainability
Eight varsity sports for Women, eight varsity sports for men:
– Women’s Teams: Basketball, Golf (2010 ACC Champions), Tennis, Field Hockey (Three-Time NCAA Champions), cross-country, volleyball, track and field, and soccer (2012 Final Four).

– Men’s Teams: Football, Basketball, Baseball (one national championship), tennis, cross-country, track-and-field, golf (three NCAA National championships) and soccer (one National championship.)

– Nine former Demon Deacons representing five nations competed in the 2012 Olympic Games in London. Of the nine, five had previously taken part in the games, including four-time Olympian Hunter Kemper (’98).
Wake Forest is the smallest school in the Atlantic Coast Conference and the third smallest Division I school in the country. Our size is one of our strengths — as well as a great source of pride — providing for a close-knit, competitive athletic atmosphere for all our teams. Demon Deacon teams rank consistently among the nation’s leaders, both athletically and academically.

I chose to play basketball at Wake Forest because of the family atmosphere here that is unlike most Division I schools. Because of our size, athletes are able to have more interaction with our peers, which builds a strong support system that goes both ways. It’s not uncommon to see Wake Forest athletes at theatre productions, dance concerts, intramural games and many other student events.

We support each other because that’s what families do.

– Brooke Thomas (’12), All-time Assist Leader, Wake Forest Women’s Basketball
CAMPUS RECREATION

– One in every three students participates in Campus Recreation programming.

– Close to 400 of our undergraduate students are members of the Group Fitness class program.

– Eight out of every ten students will have played an intramural sport by the time they graduate.

– 33 club sport teams, 18 intramural sports leagues, 17 aquatic programs, 50 fitness classes per week, more than 60 outdoor pursuits trips/activity per year with at least one international excursion.
Whether you’re into canoeing, backpacking, skiing, ultimate Frisbee, dodgeball, swimming or intramural and club sports, Campus Recreation offers a wide variety of ways for Wake Forest students to stay active.

I love my job because I love helping students find a home here. Our campus recreation programs are designed to be a part of each student’s daily life. We aim to enrich the quality of fitness for our students while fostering each student’s personal growth. It’s a great way to develop a real sense of community with your peers that lasts a lifetime.

– Max Floyd,
Director of Campus Recreation

One in every five Wake Forest students plays on a club sports team.
– In addition to Wake Forest, the city is the home to Salem College, Winston-Salem State University and the University of North Carolina School of the Arts, four of the 11 institutions of higher learning in the Triad.

– From the campus, access to the ski areas of North Carolina’s Blue Ridge Mountains is a two-hour drive, and travel to North Carolina and South Carolina beaches takes about four hours. A number of county and state parks are also located short distances from the campus.

– About three miles from Wake Forest’s Reynolda Campus, downtown Winston-Salem is a thriving area that includes the Trade Street Arts District with its numerous galleries and shops; several indoor and outdoor performance spaces and museums; a greenway that traverses the Old Salem historic district; hotels; many restaurants and sidewalk cafes.
Wake Forest’s hometown is Winston-Salem, a culturally rich midsize city of 228,000 located in North Carolina’s Piedmont Triad metropolitan area of Winston-Salem, Greensboro and High Point. Since 1913, when the industrial town of Winston and the Moravian village of Salem merged, the city has consistently built resources in the arts, medicine, education and commerce.

Winston-Salem is ranked as the country’s 10th most affordable and fun city. Bloomberg Businessweek

Population: 228,000 (Winston-Salem); 1,581,122 (Piedmont Triad)

Nearest Airport: Piedmont Triad International Airport (GSO); 30 minutes from downtown Winston-Salem

Corporations Headquartered in Winston-Salem: Reynolds American Inc.; Hanesbrands, Inc.; Krispy Kreme Doughnuts, Inc.; Branch Banking and Trust Company (BB&T); TW Garner Food Company (makers of Texas Pete); Lowe’s Foods Stores; IMG College (formerly ISP Sports); and the North Carolina Biotechnology Center
• In 2008, Wake Forest was the first top 30 national university in the country to make standardized tests optional in the undergraduate admissions process.

• Students in Wake Forest’s accountancy program have achieved the highest passage rate in the nation on the Certified Public Accountant (CPA) exam for the past five years.

• Wake Forest’s motto is Pro Humanitate, and two-thirds of the student body completed more than 85,000 service hours last year. Wake Forest has more than 150 community partners locally, nationally and globally.

• Wake Forest University is the only ACC university to host two presidential debates — in 1988 and 2000.

• More than 60 percent of Wake Forest undergraduates study abroad.

• Wake Forest has had 12 Rhodes Scholars in the past 25 years.

• The Wake Forest Institute for Regenerative Medicine is an international leader in the translation of scientific discovery to clinical therapies. The Institute applies the principles of regenerative medicine to treat human diseases and disabilities. Dr. Anthony Atala was ranked as one of the most influential people of the year in a 2007 Time Magazine poll.

• Wake Forest is home to the Center for Nanotechnology and Molecular Materials, which opened its doors in 2004. David Carroll, the center’s director, and a team of researchers are working with carbon nanotubes and fiber solar cells to develop alternative energy technologies.
Accountancy  
Anthropology  
Art History  
Biology  
Biophysics  
Business and Enterprise  
Management  
Chemistry  
Chinese Languages and Culture  
Classical Studies  
Communication  
Computer Science  
Economics  
Education  
English  
Finance  
French Studies  
German  
German Studies  
Greek  
Health and Exercise Science  
History  
Japanese Studies  
Latin  
Mathematical Business  
Mathematical Economics  
Mathematics  
Music in Liberal Arts  
Music Performance  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Russian  
Sociology  
Spanish  
Studio Art  
Theatre  

Majors in bold are also available as minors

MAJORS & MINORS

FIRST-YEAR SEMINARS

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

RECENT SEMINARS

Visualizing South Asia  
Pyramids, People and Politics  
Wide World of Sport  
Discovering the Avant-Garde  
Iconoclasm: The Art of Destroying Art  
The American Dream  
Versailles  
The Science in Science Fiction: Xenobiology 101  
Biology of the Mind  
Global Change and Environmental Sustainability  
The Analytical Methods of Sherlock Holmes  
True Value Meals  
Death and the Afterlife in Ancient Greece and Rome  
Video Games: Theory and Research  
Great American Speeches of the 20th Century  
Creativity Across the Lifespan and Society
Wake Forest College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. ADDITIONAL MINORS Dance Health and Human Services Italian Language and Culture Journalism Middle East and South Asia Studies Music Statistics INTERDISCIPLINARY MINORS African Studies American Ethnic Studies Cultural Resource Preservation East Asian Studies Entrepreneurship and Social Enterprise Environmental Science Environmental Studies Film Studies Global Trade and Commerce Studies Health Policy and Administration Humanities International Development and Policy International Studies Latin American and Latino Studies Linguistics Medieval Studies Neuroscience Russian and East European Studies Urban Studies Women’s and Gender Studies FOREIGN AREA STUDIES Italian Studies Spanish Studies PROGRAMS Interdisciplinary Honors Military Science (AROTC)
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 the 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 by admissions officials, or via Web cam. 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 chose not to submit them 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 submit nonbinding applications to other institutions. Students may submit an application at any time after completion of the junior year and no later than November 15. Decisions on these applications are made on a rolling basis. Students agree to enroll if accepted and to withdraw all applications from other colleges. A $500 nonrefundable deposit is due within two weeks of acceptance notification.

Candidates for Early Decision are expected to have completed, or to be enrolled in, courses to complete all the natural science, foreign language, English and mathematics requirements of secondary school. Along with the high school record, written responses and recommendations, a personal interview is strongly recommended. Decisions are based upon grades and achievements through the junior year. An Early Decision agreement (included in the application) is required of every Early Decision applicant. Applicants who are not admitted are asked to submit first semester senior-year grades or they are advised to apply elsewhere.

**REGULAR DECISION**

The admissions application deadline for fall enrollment for first-year students is January 1. To receive full consideration for scholarship programs, students should submit a complete application file prior to December 1. The Presidential Scholarship requires a separate application; candidates must file all forms by December 1. All applicants are notified of the admission decision on or about April 1.
Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to all. A supplement is required and is available at admissions.wfu.edu. A $50 processing fee must accompany an 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.

A nonrefundable admission deposit is required of all students accepted and is due by May 1 for regular decision candidates. The deposit is credited toward first-semester fees. Failure to make the admission deposit is taken as cancellation of application by the student.

**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 of 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 to enter 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 "best value” national universities, the University provides need-based scholarships and grants to 38 percent of undergraduates. For the 2011-12 academic year, full-time students with need received an average award of $36,400, which included scholarship and grant funds of $28,500. With loans, a work-study job and summer savings, a student with need can, on average, pay for over two-thirds of total costs.

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 wfu.edu/financial_aid or write to the Office of Student Financial Aid, PO Box 7246, Winston-Salem, NC 27109-7246.

COST OF ATTENDANCE 2012-13*

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition and fees</td>
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<tr>
<td>Room</td>
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<tr>
<td>Board</td>
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<tr>
<td>Books and supplies</td>
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<tr>
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<td><strong>Total</strong></td>
<td><strong>$58,260</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 February 15, 2013; use Wake Forest code 5885.

Free Application for Federal Student Aid (FAFSA)
Complete at fafsa.gov by February 15, 2013; use Wake Forest code 002978.

2012 U.S. Income Tax Returns
By March 1, 2013, submit signed copies of official 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 April.

EARLY DECISION ADMISSIONS AND FINANCIAL AID
Because of the binding commitment that Early Decision 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 now through an early binding agreement. Our aid decisions, both need-based and merit-based, are made in April. Earlier financial aid estimates are not available to Early Decision applicants.
SCHOLARSHIPS

Most scholarships do not require a separate application, though 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 Graylyn fund provides one scholarship to cover tuition, room, board, and allowances for books and personal needs, as well as summer grants for individually designed study projects. Graylyn 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 College of Arts and Sciences or Schools 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 who show extraordinary talent in art, dance, debate, music or theatre. Candidates must complete the Presidential Scholarship Application and an application for undergraduate admission by December 1 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 the Poteat
Scholarships

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 Schools 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 media relations office at 336.758.5640.
The departments of music, art, theatre and mathematics, as well as the Schools 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 media relations office at 336.758.5640.

**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 candidate 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 his/her 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.

**MAJOR OF ARTS IN MANAGEMENT HONORS PROGRAM**
The Schools of Business offer 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 his/her record.

While the Honors Program guarantees admission into the MA 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 his/her 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 U.S. and must agree to complete requisite courses, continue the same or better academic excellence, continue to demonstrate high ethical conduct and not to 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 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 BA or BS 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 preparation.

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 and gender 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.
SAMPLE COURSE LISTING

ANTHROPOLOGY

ART

BIOLOGY

BUSINESS AND ENTERPRISE MANAGEMENT
Quantitative Analysis I, II/Individuals in Organizations/ Principles of Marketing/Production and Operations Management
A liberal arts curriculum builds skills in a variety of disciplines, and every student at Wake Forest selects courses from a range of choices in the arts and sciences. The following sample shows the depth and variety of the undergraduate curriculum. Not all courses are offered every semester or every year. Independent research, independent study, internships, honors work and seminars are offered in most disciplines. Electives choices that fulfill interdisciplinary minor requirements are taken from a variety of departmental course offerings. The 2011-2012 Undergraduate Bulletin is available online at [wfu.edu/new/publications/academics](http://wfu.edu/new/publications/academics) and lists courses for majors, minors, interdisciplinary minors and programs. Visit departmental Web pages for more information at [wfu.edu](http://wfu.edu). Click on the Academics link.


**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**

**ENGLISH**

ENTREPRENEURSHIP AND SOCIAL ENTERPRISE
Creativity and Innovation/Foundations of Entrepreneurship/Managing the Entrepreneurship Venture: Start-ups 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 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/Mindfulness Mediation in Behavioral Medicine/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/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/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 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/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/American Foundations/World Economic History: Globalization, Wealth and Poverty, 1500-Present/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 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/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 DEVELOPMENT AND POLICY
Introduction to International Development

INTERNATIONAL STUDIES
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<th>Sample Course Listing</th>
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**LINGUISTICS**
- Introduction to Linguistics/Semantics and Language in Communication/Sociolinguistics and Dialectology/Introduction to Psycholinguistics and Language Acquisition/Language and Gender/TESL 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**
SAMPLE COURSE LISTING


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
Descriptive Astronomy/Astronomy/Introductory Physics/ Mechanics, Waves and Heat/General Physics I, II/Physics and Chemistry of the Environment/Elementary Modern Physics/ Electronics/Mechanics/Intermediate Laboratory/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.

SOCIOLGY

SPANISH
SAMPLE COURSE LISTING


SPANISH STUDIES
Students participate in the Spanish program at Salamanca for one or two semesters.

THEATRE AND DANCE
Participation/Introduction to the Theatre/Stage Makeup/Dynamics of Voice and Movement/Acting I, II/On-Camera Performance/Mime/Introduction to Design and Production/

**URBAN STUDIES**

Urban Planning/Selected Topics in Urban Studies/Urban Internship

**WOMEN’S AND GENDER 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, DC, Internship
NON-DISCRIMINATION 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. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Angela Culler, Title IX Coordinator
culleraa@wfu.edu / 336.758.4010
2958 Reynolds Road – HR House
Winston-Salem, NC 27106

Doris McLaughlin, EEO Manager, Diversity & Compliance Director, Section 504 Coordinator
mclaugda@wfu.edu / 336.758.4814
2958 Reynolds Road – HR House
Winston-Salem, NC 27106

UNDERGRADUATE STUDENT SERVICES
Charlene Buckley, Deputy Title IX Coordinator
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311 Benson University Center
Winston-Salem, NC 27106

ATHLETICS
Barbara Walker, Deputy Title IX Coordinator
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211 Athletic Center
Winston-Salem, NC 27106

GRADUATE SCHOOL OF ARTS AND SCIENCES
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jonersbt@wfu.edu / 336.758.5512
116A Salem Hall
Winston-Salem, NC 27106

SCHOOLS OF BUSINESS
Betsy Hoppe, Deputy Title IX Coordinator,
hoppe@wfu.edu / 336.758.4459
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Winston-Salem, NC 27106

SCHOOL OF DIVINITY
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Winston-Salem, NC 27106

SCHOOL OF LAW
Ann Gibbs, Deputy Title IX Coordinator
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2312 Worrell Professional Center
Winston-Salem, NC 27106

SCHOOL OF MEDICINE
Mark Knudson, Deputy Title IX Coordinator
mknudson@wakehealth.edu / 336.716.4271
Watlington Hall, 3rd Floor
Medical Center Boulevard
Winston-Salem, NC 27157

Dorothy Carter, Deputy Title IX Coordinator,
Physician Assistant Program
dncarter@wakehealth.edu / 336.716.2026
Victoria Hall, 1st Floor
Medical Center Boulevard
Winston-Salem, NC 27157

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 non-discrimination, visit http://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.
FOR MORE INFORMATION OR TO SCHEDULE A CAMPUS TOUR, INTERVIEW OR INFORMATION SESSION, PLEASE CONTACT:

Wake Forest University
Office of Undergraduate Admissions
PO Box 7305
Winston-Salem, NC 27109-7305
336.758.5201
admissions.wfu.edu

CONSUMER INFORMATION PAGE
www.wfu.edu/consumerinfo