TURN WHO YOU ARE

? 

RECYCLING FARMER ARTIST

! 

INTO WHAT YOU'LL BE
THIS IS ABOUT YOU.

You have a big decision to make, and it’s the job of every school on your list to show you what makes it special. But this really isn’t about us. It’s about you. What makes you tick, what doesn’t. And finding the right place to spend what could be the most influential four years of your life.

We think the best way to find your path is to lose yourself in the mix of what excites and challenges you. We take a lot of pride in being that kind of place. The things that make you special make Wake Forest special, and we want you to bring them all.

In this moment, you are surrounded by possibility. Embrace it, have fun and remember that the most important factor in your decision is you.
From Selling Out
to Buying In

Does your concept of a cool summer involve hours in a lab? How about weeks in a foreign country?

Either? Both?

We just may have the hook.

58%

Portion of the Class of 2015 receiving academic credit for faculty-directed research at some point as Wake Foresters
In the Class of 2015, one of every 10 graduates spent at least one summer conducting faculty-mentored research that resulted in a formal presentation at Undergraduate Research Day. From 2012 to 2014, participation in these projects jumped 40 percent.

And the summer work, while impressive, doesn’t tell the whole story. In all, 58 percent of our Class of 2015 received academic credit for faculty-directed research classwork at some point as Wake Foresters, and they did it in all subject areas – not just natural sciences. In the spring of 2015, humanities disciplines led the way by offering 36 percent of the research-driven classes.

In other words, engaging in mentored research under the auspices of the faculty or the University in general won’t make you a social outcast; it’ll make you a compelling storyteller.

“I asked, and I received. It was as simple as that. I’m not sure it would have been like that at another institution. The professors, if you show interest in their work, will be more than happy to work with you.”

– Andrew Camp (’15)
You > A Score

In May of 2008, we made a big announcement. Starting with the fall 2009 entering class, Wake Forest University would no longer require standardized-test scores in the undergraduate admissions process.

We didn’t have to go far to find a GPS for matters of the SAT or ACT. One of our own literally wrote the book on the topic. Dr. Joseph A. Soares, professor of sociology, took on the system, in which he asserted that a student’s performance over four years in high school – rather than in a three-hour academic interrogation fraught with cultural baggage – is the best predictor of college success. Radical concept, right?

We were proud of our stance. (Still are.)
We were confident. (We’re even more certain now.)

Several years into what was once billed as a grand experiment, 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.

Furthermore, the policy has delivered a more diverse – and we think a far 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
What do you get when you combine a bat with a cell phone and spit it all out of a 3-D printer?

A profound sense of accomplishment.

So say three Wake Forest students who, with the help of faculty from two departments, constructed a device in 2014 that they hope will transform the lives of the blind.

Their creation is known as H.E.L.P., the Human Echo Location Partner, and when strapped to the wrist of a visually impaired person, it emits a pulsating signal when it nears obstacles. It’s slightly bigger than a watch, and it includes several components found in common cell phones. Ultimately, it seeks out impediments in much the same way that a bat hunts for food in the darkness of a cave.

H.E.L.P. is the brainchild of Dr. Paul Pauca (computer science), Dr. Bill Conner (biology) and students in Pauca’s STEM Incubator course, which involves participants in collaborative, hands-on projects that meld various disciplines. It started when Conner provided the insight about the bats.
“Bats are really the masters of the nighttime sky,” Conner told The Associated Press for a video project picked up by national media. “And we want to make the people who wear this the masters of their environment as well.”

Pauca, a nationally renowned innovator, suspected the guts of everyday modern technology could be put to new uses. The students took it from there, ultimately producing H.E.L.P. with a 3-D printer.

The first person to use H.E.L.P. was fellow student Kathryn Webster (‘17), who is blind and who offered positive reviews.

“It’s really fulfilling and exciting to see something I’ve had a part in developing have some sort of meaningful impact on somebody’s life.” – Jack Janes (‘15), one of the student innovators

By the end of the fall 2014 semester, the developers estimated they had whittled the production cost down to $35. But cash wasn’t the incentive.

“Seeing Kathryn use it and hearing her tell us that she liked it was like a paycheck at the end of the day,” said Ran Chang (‘17), another of Pauca’s protégés.

Webster, who hails from Greenwich, Conn., remains grateful for and primarily committed to Enzo, her 3-year-old guide dog.

“I won’t be able to give him up,” Webster said, “but I would definitely use (H.E.L.P.) as a supplement.”

After all, even old dogs need new tricked-out gizmos under the right circumstances. And maybe that outdated phone gathering dust in your closet is worth more than a month of free data on trade-in.
Mind Your Own Business

A by-product of student-faculty interaction is a climate that encourages students to pursue and create ideas, and ultimately turn them into actual, functioning businesses.

Back in 1999, Wake Forest sophomores imagined a concept that became known as Campus Kitchens. A food-based initiative that started here has spread to 40 other colleges in 23 states, stretching from Schenectady to St. Louis to Spokane.

The idea was clearly ahead of its time. Modern Wake Foresters operate commercial ventures with the help of the Center for Innovation, Creativity and Entrepreneurship (ICE), an interdisciplinary initiative that celebrated its 10th birthday in the fall of 2014.
Also facilitated by ICE in 2014-15

Fresh Food Network: An e-commerce effort run entirely by students and dedicated to helping the Wake Forest community buy locally grown and organic foods, FFN aspires to become a national web platform.

Gym Peak: A mobile phone app tracks the real-time occupancy levels of fitness centers on college campuses throughout the Southeast, thereby helping users determine the best time to hit the gym.

CinemaRama, LLC: This digital retail store helps artists in all media sell their work at the price they want and to the clientele they want. It supports video, music, sound effects, voice and images.

Deacon Clean: The student-run, subscription-based cleaning service gives Wake Foresters living in residence halls the opportunity to banish bacteria before the parents and siblings show up around Family Weekend, Homecoming and the like.
We’re Putting on
A ROCK SHOW

In the fall of 2014, Len Neighbors walked into a classroom to teach the first day of Arts Communication and instantly seized everybody’s attention.

“We’re putting on a rock show,” he decreed.

Neighbors had the idea, but he entrusted nearly all of the details to his 30 students. And, in the name of Iggy Pop and Iggy Azalea, he was going to make them sweat.

“I wanted a laboratory class to teach students about entrepreneurship, and I needed something that the students could get excited about and something that effectively simulated risk,” Neighbors told Wake Forest News Service intern Madeline Stone ('16).

“Students needed to know not just what risk felt like but if they were the kind of people who ought to own their own business.”

The seed grant for the class and its project came from the Center of Innovation, Creativity and Entrepreneurship (ICE), which spreads the expertise of faculty across several departments to encourage creative business thought. The two-semester course helped students satisfy requirements for the minor in Entrepreneurship and Social Enterprise (ESE). Designed for non-business majors, ESE is the most popular minor at Wake Forest.

Neighbors named every student to a leadership position on one committee and to a support role on a second panel. And then he backed off.
“He took a risky approach,” said Olivia Acuna (‘15), chair of the sponsorships committee. “He didn’t intervene at times when he thought we could be doing it better. The point was to learn. To experience success. To experience failure. This was a real-world experience.”

The first task was the most basic: a name. They came up with DashPop, a tip of a Deacon’s top hat to the hyphen in Winston-Salem. Then the hard work started.

Acuna’s team got the ball rolling when MailChimp signed on as a national sponsor. The booking committee secured a commitment from 9th Wonder, a producer, artist and record executive who was so impressed that he brought several of his company’s performers with him. Local venues agreed to host. The communications committee saturated media with advance coverage.

Ultimately, 30 acts performed for thousands of fans in nine venues over two days and nights in March 2015.

Financially, Dashpop broke even – a remarkable achievement for any start-up.

Venues and talent brokers began contacting students about 2016. The early concerns were now ancient history.

“At one point, I would say more than half the class thought it wasn’t going to happen,” Acuna said. “(Neighbors) could have said, ‘Here’s what you need to do.’ He didn’t. It was a leap of faith on his part. On all of our parts.”

The class is one of hundreds at Wake Forest that allows teachers to double as collaborators. The experience is mutually refreshing and transformative.

“They’re not overbearing figures; they’re your business partners,” Acuna said of Neighbors and his two teaching assistants. “And that is never a thing you think you’re going to get between the ages of 18 and 22. This is a progressive learning environment. It’s like the puzzle pieces of three years in a classroom all coming together. I really think this is the sort of thing that has the potential to change education for the better.”
Two words. Six syllables. Unlimited manifestations.

That’s the way we look at our institutional motto, one of only three among the Top 50 National Universities to refer directly to service of mankind. The words are more flowery than the Quad in April, but our students’ actions convey the greatest eloquence. From dozens of on-campus projects to service in the Peace Corps, which recognizes Wake Forest as a national leader, we translate the verbiage of an ancient language to modern, real-life impact. Ambulamus spacium. Loquimur nuncium. (We walk the talk.)
1 of every 4: Undergrads who participated in Wake ‘N Shake, a 12-hour dance marathon that benefited cancer research, on March 21, 2015.

$200,040.48
Total money raised

1,000
Local costumed, candy-seeking children who enjoyed an afternoon on campus in October 2014 under the auspices of Project Pumpkin.

104,160
Round-trip miles that Wake Forest students collectively traveled in March 2015 while on Wake Alternative Break service missions.

2
Other Top 50 National Universities that reference service to humankind in the institutional motto.
As You Like It

The spectrum of the arts offers something for every talent and taste at Wake Forest, where students deliver chamber, gospel and jazz; improv and Ibsen; Shakespeare and Schubert; poetry and piano. On average, students perform in theatre, dance or music once every three days of the fall and spring semesters at Scales Fine Arts Center.

It’s safe to say we’ve come a long way from Dec. 28, 1838, when the North Carolina General Assembly, in Article VI of a bill changing our name from Wake Forest Manual Labor Institute to Wake Forest College, decreed:

“... and no person shall exhibit any theatrical, sleight of hand or equestrian performance, dramatic recitation, rope or wire dancing, or natural or artificial curiosities at the College aforesaid, or within one mile thereof, ....”

And you think your parents are uptight?

The University’s programming is not limited to the undergraduate experience. Professor of Practice Peter Gilbert, a faculty member in the Documentary Film Program, co-produced the acclaimed Hoop Dreams, still the most successful sports documentary in cinema history more than 20 years after its 1994 release. He is also the co-executive producer of two works that played to rave reviews at the Sundance Film Festival in January 2015. One of them, Digging for Fire, stars Orlando Bloom and was released worldwide in August of 2015.
Frequency of student performances in theatre, music or dance at Scales Fine Arts Center in 2014-15

ONCE EVERY 3 DAYS
We have great reverence for the work of George and Charles Merriam, co-founders of the Merriam-Webster dictionary and sixth cousins of Sally Merriam Wait, the wife of Wake Forest founder Samuel Wait. The wordsmithing brothers’ definition of a library – “a place where books, magazines and other materials ... are available for people to use or borrow” – is appropriate for many such facilities. But when it comes to our own Z. Smith Reynolds Library, the dictionary just doesn’t suffice. ZSR is a library the way Mount Rushmore is a sculpture.

Shushing the Norm

ZSR is a nationally recognized hub for everything it’s supposed to be. So says the Association of College and Research Libraries, which presented ZSR with the 2011 Excellence Award in the University division. The distinction is essentially the ACRL’s version of an NCAA sports championship.

But ZSR goes above and beyond. Beyond the grave, for example. The annual Humans vs. Zombies skirmish pits the Living against the Undead in a Nerf-shooting competition that temporarily disrupts the peace.

Around exam time, the staff prepares late-night meals for overstressed and underfed students.

Other eclectic events such as Capture the Flag and various academic symposia bring people together in scholarship, benign combat or anything else creative minds can conjure up.

You could call the place the Z. Smith Reynolds Library-Colosseum-Football Arena and Late-Night Buffet Hall. Unfortunately, ZSRLCFALNBH isn’t a particularly memorable abbreviation. We’ll stick with ZSR.
Extra cheese with brainsssss.
As legend has it, Wake Forest University ultimately owes its existence to a horse that bolted from its carriage one day in 1827, stranding a Baptist minister named Samuel Wait near New Bern, N.C. Wait stuck around the area, endeared himself to the locals and accepted an offer a few years later to head up a fledgling institution of higher learning.

Much like Rev. Wait’s beast of burden, his college can’t stand still. And that means it will challenge, refine and redefine itself as it asks students to do the same. While we can’t promise events of this magnitude, we present the following as evidence that we don’t mind reinventing the wheel. Even if it’s sent flying by an impatient horse:
May 22, 1956: After 10 years of planning, Wake Forest College picks up stakes and relocates from the town of Wake Forest to Winston-Salem. We had been in our original spot for 122 years, and we moved 100 miles west. A few schools have left older homes, and a few have traveled farther. In terms of the total (re)package however, we think our move in 1956 takes the cake. And the books. And the furniture. As far as we can tell, no other American college has ever picked up roots that deep and moved that far.

Sept. 17, 1962: Wake Forest becomes the first major private college in the South to integrate its student body with the matriculation of its first black student, Ed Reynolds (’64).

July 1, 1967: Wake Forest College becomes Wake Forest University with the first upgrade of a graduate program to Ph.D. status.

July 1, 1982: Maya Angelou joins the faculty as the University’s first Reynolds Professor of American Studies, giving Wake Forest one of the most prominent voices in American society at large. Angelou went on to win three Grammy Awards, the Mother Teresa Award and the Presidential Medal of Freedom, among other honors, while affiliated with Wake Forest.

Sept. 18, 1995: Wake Forest makes its first appearance on the U.S. News & World Report list of “Best National Universities,” checking in at No. 31. In doing so, it becomes the first school to advance from “Regional University” status, which it had for the first decade of the rankings, to the Top 40 of the higher order. More than 600 schools have been Regional Universities. Only one has made the jump.

Sept. 1, 1999: Of all schools classified as Top 50 National Universities, Wake Forest becomes the first since 1936 to open a divinity school of any type and the first to start an ecumenical divinity program since 1891.

Oct. 11, 2000: Wake Forest becomes the first college to host two Presidential Debates when Vice President Al Gore (D) and Texas Gov. George W. Bush (R) square off in Wait Chapel, also site of the 1988 contest between Vice President George H.W. Bush (R) and Massachusetts Gov. Michael Dukakis (D).

May 27, 2008: Wake Forest becomes the highest ranked national university to announce it will no longer require standardized-test scores in admissions. With other schools following our lead in recent years, we’re even more certain we’re on to something.
Diverse, efficient, responsive and innovative are some of the top adjectives that national experts apply to Winston-Salem. Sounds like another place we know.

Formed more than a century ago by the merger of adjoining towns Winston and Salem, the Twin City ranked 10th among America’s 100 largest communities in general wellbeing, according to a Gallup poll released in April 2015. It boasts a vibrant downtown acclaimed for its festivals of film, dance, food, music and art.

A central location (two hours from skiing, four hours from sunning and swimming on the beach) means 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 (600 miles) of 100 million Americans. Another 32 million can fly nonstop from their metro areas to Greensboro’s Piedmont Triad International Airport, which is 35 minutes from campus.

WS★NC
Home to 230,000 friends and fans
#10
General Quality of Life
Gallup, April 2015

2 hours from ski resorts
*Travel times may vary based upon posted speeds and your ability to follow them.

4 hours from the Atlantic Ocean
*Travel times may vary based upon the number of times you stop for BBQ and boiled peanuts.

88°
Average High Temp. in July

Average annual snowfall:
- Buffalo: 76.1"
- Boston: 43.8"
- Pittsburgh: 41.4"
- Hartford: 40.5"
- New York: 26.9"
- Baltimore: 20.1"
- Washington: 15.4"
- Winston-Salem: 7.5"

50°
Average High Temp. in January
USA CYCLING CHAMPIONSHIPS

WINSTON-SALEM OPEN

HEAVY REBEL WEEKENDER

PIEDMONT CRAFTSMEN’S FAIR

DIXIE CLASSIC FAIR

ROCK THE BLOCK

RIVERRUN INTERNATIONAL FILM FESTIVAL

TWIN CITY RIBFEST

WINSTON-SALEM DASH

TASTE OF WINSTON-SALEM

DIXIE CLASSIC FAIR

U.S. FIGURE SKATING CHAMPIONSHIPS

SUMMER BRASS BASH

N.C. FESTIVAL OF DANCE
“Rolling the Quad,” a tradition of uncertain origin but undeniable significance, is a man- and woman-made transformation of the campus that celebrates a momentous Wake Forest achievement. “Meet me on the Quad at midnight,” the late Skip Prosser, the Demon Deacons’ beloved basketball coach, said after victories he suspected would result in the unconventional use of bathroom tissue.

We win. We throw. We repeat.

We do cherish our campus. We also toss stuff on it. Unlike the Deacs and their competitors, these facts are not in opposition. The paper – EcoSoft brand, for the record – harms neither the Forest nor its trees. We like to think it enhances everything it touches: limbs, grass, memories.

“On a beautiful fall day, the Wake Forest campus looks like it’s straight out of a movie. If you could draw up the perfect campus, this is what you’d have.”

– Nicole Auerbach, USA Today, Nov. 14, 2014
*Wake Forest encourages you to stretch thoroughly before tossing; beginners should gently work their way up to two-ply.*
Conservation: It’s not just for hippies* anymore. Or for hipsters, for that matter. Because we love what we have, we want to keep it, and we believe in sustainability, the peaceful intersection of healthy, localized self-interest and general respect for the planet.

The Office of Sustainability seeks to create an environment for the environment – on campus and beyond. In the process, it encourages new ways to go about virtually everything, and it demonstrates why these things matter.

And more importantly, its efforts are working. In 2015, Wake Forest placed among the nation’s Top 5 schools for campus water conservation for the fourth straight year. That’s a claim no other school can make. We have also been a leader in electricity savings in the same contest.

You might even see immediate personal benefits from this cultural emphasis. Zimride, a ride-sharing network, can get you home for the holidays at seriously reduced rates.

Who says saving the planet has to be inconvenient? *(Ask your parents or grandparents what this term means.)*
Kilowatt hours of electricity saved in a three-week span of March and April 2014 in conjunction with a national conservation contest. That’s enough to power a single, conventional, 40-watt light bulb from now until early 2025.
Never Far Apart

Imagine a world in which college consists only of classroom instruction.

Don’t worry. It’s not quite like that around here.

At Wake Forest, wellbeing goes well beyond. Thrive, our approach to general student welfare, includes the obvious (exercise, for example). It touches on the natural and supernatural; on friends and finances; and present and future.

Thrive helps students, faculty and staff get the most out of their academic and professional home because it is backed by inquiry and curiosity. And puppies. (Furry, chaos-filled visits to campus courtesy of the Humane Society.)
THE 8 DIMENSIONS OF THRIVE:

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

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

**ENVIRONMENTAL WELLBEING**
A new take on the 3Rs – relaxation, reflection and restoration.

**EMOTIONAL WELLBEING**
The ability to acknowledge pressure points and defuse them before they hit you.

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

**OCCUPATIONAL WELLBEING**
In math terms, Occupational Wellbeing = (Work/Life)+Fulfillment.

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

**FINANCIAL WELLBEING**
Achieving peace of mind and a piece of your long-term dreams.
DEMON ON
Jordan Garside’s game is football, but the skill that best defines him might be juggling.

Whether Wake Forest’s top economics student or a blocker of ornery blitzers or a volunteer in at least a dozen projects in and around campus, the 2014 undergraduate and 2016 Master’s candidate wouldn’t know what to do with a break.

Garside came to Wake Forest without an athletic scholarship but earned one with years of persistence. Fellow Demon Deacons named him their most dependable teammate.

Elsewhere, he didn’t simply lend his name or a few hours to this or that. He was a leader in campus orientation and general civility projects; a Habitat for Humanity construction effort; Athletes in Action; and Santa’s Helpers, a nationally acclaimed holiday-gift initiative that another Wake Forest football player began in the 1980s. Garside graduated *summa cum laude* in 2014.

The depth of Garside’s involvement precludes us from plausibly claiming he’s typical of any group of people. He’s not. But he is still an example of a general truth about those who wear the Old Gold and Black in ACC and NCAA competition: He fits.

In the ways that matter, you can’t distinguish student-athletes from the rest of the populace. According to the NCAA, 94 percent of our student-athletes graduate. In 2014-15, more than 80 percent of them performed community service, devoting an average of 14 hours per person to various causes. That’s right in line with what it means to be a Deacon.

Demon Deacons athletes aren’t here for our entertainment; they are us. One of every 12 students at Wake Forest is on one or more of our teams.
NATION’S HIGHEST CPA EXAM PASSAGE RATE

NCAA COLLEGE WORLD SERIES TITLE
1955

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

NATIONAL DEBATE TOURNAMENT CHAMPIONSHIPS 2008, 1997

NCAA MEN’S GOLF CHAMPIONSHIPS 1986, 1975, 1974

RHODES SCHOLARS 16

DEACONS OF
We earn national distinction in sports, but our champions are not confined to the athletic playing field.
Watch the sunburn there, my friend.
In nursery school, coloring outside the lines can be seen as an act of rebellion. At Wake Forest, however, it is encouraged. We spread the Old Gold and Black well across the borders of campus, city, county, country and continent.

To Demon Deacons, foreign-based learning isn’t, well, foreign. We’re among the national leaders in international education – whether you measure it by general participation or academic credit or by miles or kilometers.

It helps that ours is the only Top 30 National University to own academic-residential houses in three foreign countries. Between them, Casa Artom in Venice, Flow House in Vienna and Worrell House in London have been home to more than 1,500 Wake Foresters over the years.

While we love our own places, we’ll carry the flag anywhere there’s something to be learned. In 2014-15, for example, Demon Deacons studied in 85 cities in 40 foreign countries and had access to dozens more. From Accra to Auckland, Dubai to Dublin, Lima to Limerick and Queensland to Quito, we can tell you where to go. (In a nice way, of course.)
INTERNATIONAL HOUSES

VIENNA

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

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 lumber yard, a wine warehouse and the American consulate (1952-63) before Wake Forest conducted its first classes in 1971. The University purchased the house from the U.S. government with the approval of Congress (Public Law 93-264) in 1974.
Worrell House, in which Wake Foresters have lived and learned since 1977, shares a neighborhood with the creators of James Bond (Ian Fleming); Winnie the Pooh (A.A. Milne); The Office (Ricky Gervais); psychoanalysis (Sigmund Freud); and Guinness beer (Sir Edward Guinness). We think they’re in good company.
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.
In 2012, Sean Wilkinson and Kovi Konowiecki started a blog dedicated to capturing the infinite variety of characters who wander and populate the Forest. And if that wasn’t enough, the campus awoke one day in March 2013 to discover an 11-foot-high, 63-foot-long section of a stone wall covered with images of five students who collectively represented the diversity of the Forest’s ecosystem.
Emerging from the Forest

For generations, the college experience has had a rhythm. Freshmen get acclimated, sophomores and juniors plow their way through, and seniors approach the end of the journey with equal parts pride, relief and angst.

Wake Forest, which has produced more than its share of top professional players on the links, believes PGA should be a golf organization, not an abbreviation for Pre-Graduation Anxiety. In other words, the Office of Personal and Career Development (OPCD) believes its mission is to help students make preemptive strikes against such perpetually dreaded, parentally initiated discussion topics as Next Year and The Future.

Here’s a sample of how OPCD does it:

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

• Staffers are available at least 20 hours per week to provide input on résumés, LinkedIn profiles, cover letters and social media. (Hint: Much like mom’s prohibition on swimming within 30 minutes of lunch, avoidance of Twitter in the immediate aftermath of academic disappointment is a good idea.)

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

• It develops action plans for every stage of your undergraduate career. (Translation: You’ll never have to go it alone.)

Others are taking notice. In February 2015, The Princeton Review cited Wake Forest for excellence in Professor Accessibility, Return on Educational Investment and Career Services. Ours is the only university in the country to make all three lists.
98

Percent of the Class of 2014 securing employment or graduate school placement within six months of graduation

#2

National rank in Student:Staff ratio according to *Money Magazine*

Wake Forest: 133 students for every career services staff member. National average: 846 students per staffer.
### Top 10 First Career Fields of 2014 Grads

1. **Financial Services** - 13%
2. **Education** - 7%
3. **Consulting Services** - 7%
4. **Technology** - 5%
5. **Pharmaceutical/Biotech/Health** - 4%
6. **Consumer Products/Retail** - 4%
7. **Media/Entertainment** - 4%
8. **Nonprofit/Philanthropy** - 4%
9. **Marketing** - 3%
10. **Government** - 2%

### Graduates Are Attending Graduate or Professional Schools

1. **Business-Related Graduate Program** - 10%
2. **Arts & Sciences Graduate Program** - 9%
3. **Medical or Health Professional School** - 6%
4. **Law School** - 4%
2015-16 UNDERGRADS COME FROM 48 STATES (AND THE DISTRICT OF COLUMBIA)

... AND 46 FOREIGN COUNTRIES
1. North Carolina
2. New York
3. Florida
4. New Jersey
5. Virginia
6. Pennsylvania
7. Maryland
8. Massachusetts
9. Georgia
10. Connecticut
11. California
12. Texas

Increase in economic diversity from fall 2007 to fall 2012.

7,331,295

Possible combinations of majors and minors that Wake Forest students can pursue.

1 in 118

Odds you’ll find 50 or more students in a Wake Forest class you choose at random.

1 in 33: Odds you’ll win $100 in the NC Education Lottery’s $120 Million Cash Game.
20% Portion of dorm rooms that were built or renovated after you entered junior high.

1,500 Estimated students involved in arts – whether in class or in productions — in spring 2015.

8 Ranking in “Best Downtowns,” according to Forbes. (December 2014)

1 Ranking in “Most Beautiful Campuses in the Fall,” according to bestcollegevalues.org (November 2014)
Here are just a few of the individual elements that define a truly special place and mind-expanding experience. Some will be obvious; some will not. But all are nothing short of essential.
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| 63 | Tn | Tennis |
| 64 | Bs | Baseball |
| 65 | V | Volleyball |
| 66 | Acc | Atlantic Coast Conf. |
| 67 | Hc | Homecoming |
| 91 | Mq | Magnolia Quad |
| 92 | Ck | Campus Kitchen |
| 93 | Ap | Arnold Palmer |
| 94 | Sp | Skip Prosser |
| 95 | Bp | Brian Piccolo |
| 96 | Td | Tim Duncan |
| 97 | Wn | Webb Simpson |
Have questions about Admissions?

@wfuadmissions

Check out our blog:

fromtheforest.admissions.wfu.edu

See what our newest students are saying:

#wfu19

Connect with Wake Forest:

/f/wfuniversity

@wakeforest1834

@demondeacons

@wfuniversity
THE NUMBERS

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

**RECENT SEMINARS**

Visualizing South Asia  
Pyramids, People & 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 & Environmental Sustainability  
The Analytical Methods of Sherlock Holmes  
True Value Meals  
Death & the Afterlife in Ancient Greece & Rome  
Video Games: Theory & Research  
Great American Speeches of the 20th Century  
Creativity Across the Lifespan & Society

Wake Forest College offers undergraduate programs leading to the 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 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 or via Skype 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 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 November 15. 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 written supplement is required with the Common Application and is available at commonapp.org. A $60 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 U.S. News & World Report’s Best Value National Universities, Wake Forest provides need-based scholarships and grants to 40 percent of undergraduates. For the 2014-15 academic year, full-time students with need received an average award of $42,676, which included scholarship and grant funds of $35,598. 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 2015-16*

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<td>Housing</td>
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<td>Meals</td>
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<td>Books and Supplies</td>
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<td>Personal Expenses</td>
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<td>Transportation</td>
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<td><strong>$64,478</strong></td>
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*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, 2016; use Wake Forest code 5885.

Free Application for Federal Student Aid (FAFSA)
Complete at fafsa.gov by February 15, 2016; use Wake Forest code 002978.

2015 U.S. Income Tax Returns
By March 1, 2016, submit signed copies of official 2015 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 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.
**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 Penelope W. and E. Roe Stamps IV Leadership Scholar Award Fund** provides up to five scholarships to cover tuition, room, board, and allowances for books and personal needs, as well as summer grants for individually designed study projects. Stamps Scholars demonstrate exceptional promise in academics and leadership.

**The Guy T. and Clara Carswell Fund** provides up to six scholarships to cover tuition, room, board, and allowances for books and personal needs, as well as summer grants for individually designed study projects.

Carswell Scholarships recognize outstanding qualities of intellect and leadership. The Carswell Scholarship may continue to Wake Forest School of Law provided the candidate gains admission. The continuation scholarship has a minimum value of $1,500. Students are eligible for consideration within the first five years of the date of graduation from Wake Forest's College of Arts and Sciences or School of Business undergraduate program.

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

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

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

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

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

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

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

The departments of music, art, theatre and mathematics, as well as the School of Business, offer scholarships to select first-year or 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.
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 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 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 U.S. and must agree to complete requisite courses, continue the same or better academic excellence, continue to demonstrate high ethical conduct and not apply to any other medical school. Nonacceptance by the EAP does not influence further applications. The EAP should not be confused with the Early Decision program.
REQUIREMENTS FOR GRADUATION

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

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

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

Courses and degree requirements are computed in terms of 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 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.
ANTHROPOLOGY

ART

BIOLOGY
BUSINESS AND ENTERPRISE MANAGEMENT

CHEMISTRY

CHINESE

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

COMMUNICATION
COMPUTER SCIENCE

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

EAST ASIAN LANGUAGES AND CULTURES

ECONOMICS

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

ENGLISH

ENTREPRENEURSHIP AND SOCIAL ENTERPRISE
Creativity and Innovation/Foundations of Entrepreneurship/Managing the Entrepreneurship Venture: 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 Before 1700/German Literature from the Enlightenment through Romanticism/German Literature from Poetic Realism through Naturalism/German Literature of the Modern Age/Masterpieces of Austrian Literature/Fin de Siècle Vienna/Intellectual History of Weimar

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

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

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

HEALTH AND EXERCISE SCIENCE
Health Issues on College Campuses I, II/Emergency Medical Training/Statistics in the Health Sciences/Clinical Externship/Clinical Internship/Exercise and Health Psychology/Human Physiology/Nutrition in Health and Disease/Human Gross Anatomy/Physiology of Exercise/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/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 STUDIES

ITALIAN
Elementary Italian/Intensive Elementary 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
Elementary Portuguese/Intensive Elementary Portuguese/Intermediate Portuguese/Accelerated Intermediate Portuguese/Exploring the Lusophone World

PSYCHOLOGY
RELIGION
Introduction to Religion/Introduction to the Bible/Introduction to the Christian Tradition/
Introduction to Asian Religions/Monotheisms: Judaism, Christianity and Islam/The Bible in
America/Introduction to African Religions/Introduction to Hindu Traditions/Introduction to
Buddhist Traditions/Introduction to Islamic Traditions/Introduction to First Peoples’ Traditions/
Religion, Culture and Gender/Interreligious Encounters and Engagements/Field Program
in Religion and Public Engagement/Approaches to the Study of Religion/Myth, Ritual and
Symbolism/ Ethnography of Religion/Ritual Studies/ Psychology of Religion/Sociology of Religion/
Foundations of Traditional Judaism/Seminar in Early Christian Studies/Sacred Scripture in the
Traditions of Abraham/The Prophetic Literature/The Psalms/The Critical Study of the Pentateuch/
Near Eastern Archaeology/Field Research in Biblical Archaeology/Wisdom Literature/Feminist
and Contemporary Interpretations of the New Testament/Visions of the End: Jewish and Christian
Apocalyptic/The Search for Jesus/Introduction to the New Testament/The General Epistles/The
Parables of Jesus/ Early Christian Literature/ The Story of Jesus/ Jerusalem in History and Tradition/
Contemporary Judaism/Religious Sects and Cults/Religion and Popular Culture/Religion and
Music/ Comparative Religious Ethics/Religion and Law/Religion and Public Engagement/ Religious
Ethics and the Problem of War/Religious Traditions and Human Rights/Religion, Ethics and
Politics/ Men’s Studies and Religion/ Civil Rights and Black Consciousness Movements/Religious
Intolerance in the U.S./Womanist-Black Feminist Thought/African-American Religious Experience/
Race, Memory and Identity/ History of Religions in America/Gender and Religion/ Mystics of the
Church/ Protestant and Catholic Reformations/ Radical Christian Movements/ History of Christian
Thought/Cinema and the Sacred/Culture and Religion in Contemporary Native America/Religions
of Africa/Hinduism in America/Topics in Buddhism/Topics in Islam/The Religions of Japan/The
Main Streams of Chinese Philosophy and Religion/Zen Buddhism/ Religion and Culture in China/
The Quran and the Prophet/ Islam in the West: Changes and Challenges/ Topics in South Asian
Religions/ Indian Epics in Performance/ Priests, Warriors and Ascetics in Ancient India/ South Asian
Women: Religion, Culture and Politics/ Topics in East Asian Religions/ Topics in First Peoples’
Traditions/ Topics in Religions of Africa/ Jewish-Christian Relations and the New Testament

RUSSIAN
Elementary Russian I, II/ Intermediate Russian/ The Russians and Their World/ Introduction to
Russian Literature/ Seminar in Russian Literature/ Conversation and Composition/ Advanced
Grammar/ The Structure of Russian/ History of the Russian Language/ Seminar in Translation/ Russian
Masterworks in Translation/ Language of the Russian Press and Mass Media/ The Language of
Russian Commerce and Politics/ Introduction to Russian and East European Studies

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.
**SOCIOLOGY**

**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. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program. Individuals with disabilities or special print-related needs may contact the Learning Assistance Center at 336.758.5929 or lacenter@wfu.edu for more information.

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

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

ATHLETICS
Barbara Walker, Deputy Title IX Coordinator
walkerbg@wfu.edu / 336.758.5869
211 Athletic Center
Winston-Salem, NC 27106

GRADUATE SCHOOL OF ARTS AND SCIENCES
Brad Jones, Deputy Title IX Coordinator
jonesbt@wfu.edu / 336.758.5512
116A Salem Hall
Winston-Salem, NC 27106

SCHOOL OF BUSINESS
Tara Brown, Deputy Title IX Coordinator,
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245 Farrell Hall
Winston-Salem, NC 27106

SCHOOL OF DIVINITY
Shonda Jones, Deputy Title IX Coordinator,
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Winston-Salem, NC 27106

SCHOOL OF LAW
Ann Gibbs, Deputy Title IX Coordinator
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SCHOOL OF MEDICINE
Mark Knudson, Deputy Title IX Coordinator
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Watlington Hall, 3rd Floor
Medical Center Boulevard
Winston-Salem, NC 27157

L. Gail Curtis, Deputy Title IX Coordinator,
Physician Assistant Program
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Winston-Salem, NC 27101

Nicole Allen, Deputy Title IX Coordinator,
MD Program
chaallen@wakehealth.edu
Commons, 2nd 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 nondiscrimination, visit http://wdcrbcrclp01.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.
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 Skype. 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.

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**DEADLINES**

- **November 15, 2015** — Early Decision applications due.
- **November 15, 2015** — Presidential Scholarship deadline. Talent in debate or performing and visual arts? Look into the Presidential.
- **December 1, 2015** — Scholarship deadline. Apply and interview by this date to be considered for merit-based scholarships.
- **January 1, 2016** — Regular Decision applications due.