WAKE FOREST
UNIVERSITY

SCHOOL *of* DIVINITY

2024-2025 BULLETIN

WAKE FOREST UNIVERSITY
SCHOOL OF DIVINITY

ANNOUNCEMENTS FOR 2024-2025

www.wfu.edu

The course offerings and requirements of the undergraduate schools are continually under examination, and revisions are expected. This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort is made to provide advance information of any changes.

TABLE OF CONTENTS

HOME

The 2024-2025 Bulletin provides course descriptions and curricular requirements effective Fall 2024 as well as current information and policies for undergraduates in Wake Forest College and the School of Business and for graduate students in the Graduate School of Arts and Sciences, School of Divinity, and School of Professional Studies.

THE UNIVERSITY

Wake Forest University is characterized by its commitment to the liberal arts and professional education, its strong sense of community and engagement in society, and its encouragement of advancing the spirit of *Pro Humanitate.* Translated as "for humanity," *Pro Humanitate* calls upon the entire University community to engage in the fundamental questions about what it means to be human.

As an institution which respects free inquiry and expression, the University is known for upholding the teacher-scholar ideal; expecting exceptional teaching and outstanding research, scholarship and creativity; and promoting faculty interaction with students both in and out of the classroom that nurtures their intellectual and personal development.

Wake Forest University also welcomes the challenges of cultural diversity and pluralism in all their forms and is committed to addressing these challenges through the cultivation of diverse learning communities that reflect the world in which students and faculty live, work and lead.

Background

In 1834, Wake Forest Manual Labor Institute was founded by the Baptist State Convention of North Carolina. Re-chartered in 1838 as Wake Forest College, Wake Forest is one of the oldest institutions of higher learning in the state. The School of Law was established in 1894 and was followed by a two-year medical school in 1902. Wake Forest was a college for men until World War II, when women were admitted for the first time. In 1941, the medical school moved to Winston-Salem to become affiliated with North Carolina Baptist Hospital and was renamed the Bowman Gray School of Medicine.

In 1946, the trustees of Wake Forest and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the College to Winston-Salem, 100 miles to the west. Charles and Mary Reynolds Babcock donated much of the R.J. Reynolds family estate as the site for the campus, and building funds were received from many sources. From 1952 to 1956, the first 14 buildings were constructed in Georgian style on the new campus. The move to Winston-Salem took place in the summer of 1956; the original, or "old" campus, is now home to Southeastern Baptist Theological Seminary.

Following the move, Wake Forest grew considerably in enrollment, programs, and stature and became a university in 1967.

The Charles H. Babcock School of Business Administration, first established in 1948, admitted its first graduate students in 1971. In 1972, the school enrolled only graduate students and the name was changed to the Charles H. Babcock Graduate School of Management; departments of business and accountancy and economics were established in the College. In 1980, the Department of Business and Accountancy was reconstituted as the Wayne Calloway School of Business and Accountancy. In 2009, the Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business, and in 2013, the name was changed to the Wake Forest University School of Business.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts

and sciences on the Reynolda Campus, the Brookstown campus and the Wake Downtown campus.

In 1997, the medical school was renamed the Wake Forest University School of Medicine. The University in 2001 created a subsidiary entity, Wake Forest University Health Sciences, which operates the Medical School and is governed by a board of directors that includes in its membership University trustees and the Wake Forest University president. In 2016, the School of Medicine moved its medical education programs to Innovation Quarter in downtown Winston-Salem. n 2020, a health system integration arrangement was entered into with Charlotte-based Atrium Health, Inc. and plans were announced to add a second Medical School campus in Charlotte, which will welcome its first students in 2025. In 2022, Advocate Aurora Health, located in Chicago, Illinois and Milwaukee, Wisconsin, and Atrium Health announced their formal combination creating Advocate Health, which focuses on best meeting patients' needs by redefining how, when and where care is delivered. The Wake Forest School of Medicine is the academic core of this combined healthcare system.

The School of Divinity was established in 1999 and is located on the Reynolda Campus, and the School of Professional Studies was started in 2021 in Charlotte.

Governance

University governance is by an independent Board of Trustees; there are advisory boards of visitors for Wake Forest College, each professional school and Z. Smith Reynolds Library.

Campuses

The College, the School of Business, the School of Law, the Graduate School and the School of Divinity are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is located in Innovation Quarter, four miles from the Reynolda Campus, in downtown Winston-Salem. The Brookstown Campus, also located in downtown Winston-Salem, houses select Graduate School programs. The Wake Forest University Charlotte Center is home to select graduate business programs and the newly-formed School of Professional Studies, established in 2021. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, in Wake Washington on Dupont Circle in Washington, D.C., and in several other places around the world.

Academic Offerings

The College offers courses in more than 40 fields of study leading to the baccalaureate degree.

The School of Divinity offers the master of divinity degree and joint degree programs in law, education, counseling and sustainability in conjunction with other divisions of the University.

The Wake Forest School of Business offers a four-year bachelor of science degree, with majors in accountancy, business and enterprise management, finance, and mathematical business (offered jointly with the Department of Mathematics); and four graduate degree programs: master of science in accountancy (MSA), master of arts in management (MA), master of business administration (MBA), and master of science in business analytics (MSBA).

The School of Law offers the juris doctor, doctor of juridical science degree (SJD), master of studies in law degree (MSL), and master of laws

in American law degrees. The school also offers joint JD programs with the School of Business, the School of Divinity and the Graduate School.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The School of Medicine and the School of Business offer a joint MD/MBA program.

The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry and physics. The Graduate School also offers an MFA in documentary film and dual degree programs with the School of Medicine and the School of Business. Additionally, the school also offers joint degree programs with the School of Law and the School of Divinity.

As the newest school at Wake Forest, the School of Professional Studies provides graduate degree and non-degree programs, including certificates and other credentials, focused on supporting today's working professionals with the skills and knowledge to take their careers to the next level. It also offers custom educational programs to corporate partners to support talent development needs.

Equity in Athletics

The Higher Education Act requires that institutions of higher education make available by October 15 of each year a copy of the Equity in Athletics Disclosure Act annual report to any student who requests one. Please contact the Athletic Department to request a copy of this document.

University Mission and Purpose
Statement of Mission and Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist heritage. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of seven constituent parts: Wake Forest College, the Graduate School of Arts and Sciences, the School of Law, the School of Medicine, the School of Business, the School of Divinity, and the School of Professional Studies. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and utilizing knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning

for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. Funded to a large extent from private sources of support, it is determined to chart its own course in the pursuit of its goals. As a co-educational institution it seeks to "educate together" persons of both sexes and from a wide range of backgrounds--racial, ethnic, religious, geographical, socio-economic and cultural. Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian. As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots.

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and lay people for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist stress upon an uncoerced conscience in matters of religious belief has been translated into a concern for academic freedom. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

History and Development

Since 1834, Wake Forest has been an institution dedicated to providing a quality education to young people interested in using their knowledge and talents to better the world around them. Characterized by exceptional teaching, outstanding research and scholarship, and meaningful connection with one another, a Wake Forest education is designed to help

develop leaders of character intent on working and living in the spirit of Pro Humanitate (for humanity).

The brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed. For more information and a detailed timeline illuminating Wake Forest's history, please visit WFU Timeline (https://zsr.wfu.edu/special/collections/archives/wfu-timeline/#event-college-building-construction).

Chronological History of Wake Forest University

Year	Event
1834	Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. **Samuel Wait, president**
1838	Named Wake Forest College
1845	**William Hooper, president**
1849	**John Brown White, president**
1854	**Washington Manly Wingate, president**
1879	**Thomas Henderson Pritchard, president**
1884	**Charles Elisha Taylor, president**
1894	School of Law established
1902	Two-year School of Medicine established
1905	**William Louis Poteat, president**
1921	First summer session
1927	**Francis Pendleton Gaines, president**
1930	**Thurman D. Kitchin, president**
1941	Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital
1942	Women admitted as undergraduate students
1950	**Harold Wayland Tribble, president**
1953	Wake Forest becomes a founding member of the Atlantic Coast Conference
1956	Move to Winston-Salem, 100 miles west, in response to an endowment from the Z. Smith Reynolds Foundation. No American college has picked up roots as deep and moved them so far.
1961	Graduate School of Arts and Sciences established
1962	First major private university in the South to integrate with the enrollment of Edward Reynolds
1967	**James Ralph Scales, president**
1967	Change of name to Wake Forest University
1969	Charles H. Babcock Graduate School of Management established
1974	Purchased Casa Artom in Venice to serve as an academic international house for students
1977	Purchased Worrell House in London to serve as an academic international house for students
1983	**Thomas K. Hearn Jr., president**
1984	Sesquicentennial anniversary
1986	Established governing independence from the Baptist State Convention of North Carolina
1994	Carnegie Foundation recognizes Wake Forest as a Doctoral II institution, an upgrade that qualifies the University for consideration as a National University according to U.S. News & World Report rankings
1995	School of Business and Accountancy is renamed the Wayne Calloway School of Business and Accountancy
1996	Wake Forest becomes the first college in the history of the U.S. News rankings to advance from classification as a Regional University to a Top-30 National University. It remains the only school to make this jump.
1997	Change of name to Wake Forest University School of Medicine
1998	Purchased Flow House in Vienna to serve as an academic international house for students
1999	Divinity School founded
2005	**Nathan O. Hatch, president**
2008	Wake Forest announces it will become the first Top-30 National University to no longer require admission applicants to submit standardized test scores. This is a distinction we still hold.
2009	The Wayne Calloway School of Business and Accountancy and the Charles H. Babcock Graduate School of Management officially merged under the name Wake Forest University Schools of Business (now named Wake Forest University School of Business)
2010	Wake Forest begins a 10-year, $625 million construction effort that enhances academic, residential and athletic facilities.
2012	Opening of Wake Forest University Charlotte Center in uptown Charlotte, N.C.

2013	Farrell Hall opens to house the Wake Forest University School of Business; the first of 10 presidential endowed chairs was created to recognize faculty who represent the teacher-scholar ideal.
2014	Thrive, a comprehensive wellbeing initiative, was launched.
2015	Summer Immersion Program opens for high school students.
2016	The School of Medicine moves its medical education programs to Innovation Quarter in downtown Winston-Salem.
2017	Opening of Wake Downtown, home to new biomedical sciences and engineering programs; opening of the Wake Washington Center at One Dupont Circle, Washington, D.C.; start of a study-abroad program for first-year students in Copenhagen; Wake Forest receives $70 million for scholarships from the late Porter Byrum (JD '42), the largest gift in the University's history; a new residence hall honoring Maya Angelou (LHD '77) is dedicated; Program for Leadership and Character launched.
2018	Reynolda Cabinet expands to include the chief diversity officer; a three-year project to transform the 1950s Reynolds Gym into a health and wellbeing center is complete.
2019	The President's Commission on Race, Equity and Community is formed to illuminate the University's history and guide action moving forward; the University ranks 4th among U.S. doctoral colleges and universities in percentage of students studying abroad.
2020	President Nathan Hatch, on behalf of the University, apologizes for the University's role in the institution of slavery; Wake Will Lead campaign exceeds its $1 billion goal, having created more than 50 endowed professorships, funded renovations and new buildings, provided scholarship dollars to 1 in 5 undergraduates, lowered student debt by 30% and added nearly $400 million to the endowment; a health system integration arrangement is entered into with Charlotte-based Atrium Health, Inc. and plans are announced to add a second Medical School campus in Charlotte.
2021	School for Professional Studies opens in Charlotte; **Susan R. Wente takes office as president on July 1.**
2022	Atrium Health joins with Advocate Aurora Health, a leading healthcare organization in Chicago and Milwaukee, to create a new entity called Advocate Health, headquartered in Charlotte. The role of Wake Forest Baptist Medical Center and Wake Forest University School of Medicine as the academic core of Atrium Health will be expanded to serve Advocate Health.

Accreditation

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org (http://www.sacscoc.org/)).

The College of Arts and Sciences has a number of program-level accreditations, including the following.

- The Department of Chemistry's BS programs are approved by the American Chemical Society (ACS).
- The School Counseling Program and the Clinical Mental Health Counseling Program are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs). Additionally, the School Counseling Program is accredited by the North Carolina Department of Public Instruction (NCDPI).
- Department of Education accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).
- Teacher licensure programs in the Department of Education are approved by the North Carolina Department of Public Instruction (NCDPI).
- The Department of Engineering's BS Engineering degree is ABET Accredited by the Engineering Accreditation Commission (EAC).

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS).

The Graduate School has a number of program-level accreditations, including the following.

- The Genetic Counseling Program is accredited by the Accreditation Council for Genetic Counseling.
- The Medical Physics programs are accredited through the Commission on Accreditation of Medical Physics Education Programs (CAMPEP).

- The School Counseling Program and the Clinical Mental Health Program are accredited by CACREP (Council on Accreditation of Counseling and Related Programs). Additionally, the School Counseling Program at Wake Forest University is accredited by the Council for Accreditation of Education Preparation (CAEP) and by the North Carolina Department of Public Instruction (NCDPI).

The School of Law is accredited by the American Bar Association (ABA). The School of Law is a member of the Association of American Law Schools, and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar.

The School of Medicine is a member of the Association of American Medical Colleges and has a number of program-level accreditation, including the following.

- The Doctorate of Medicine Program is accredited by the Liaison Committee on Medical Education (LCME), the joint accrediting body of the Association of American Medical Colleges and the American Medical Association.
- The Nurse Anesthesia Program (NAP) is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).
- The Physician Assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant Inc. (ARC-PA).

Internship/Residency

The American Dental Association, Commission on Dental Accreditation accredits Post-Doctoral-Advanced dental education programs (advanced education in general dentistry and general practice residency).

The American Psychological Association, Commission on Accreditation accredits Professional Psychology (IPSY).

The School of Professional Studies Curriculum and Instruction and Educational Leadership programs are approved by the North Carolina Department of Public Instruction (NCDPI). The Health Informatics and Health Administration programs are Healthcare Information and Management Systems Society (HIMSS) approved education partners.

Wake Forest University is a member of many major institutional organizations and associations at the national, regional and statewide levels, including the following: The American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Commission on Colleges of the Southern Association of Colleges and Schools, Oak Ridge Associated Universities, Southern Universities Conference, the North Carolina Conference of Graduate Schools, the North Carolina Association of Colleges and Universities, the North Carolina Department of Public Instruction and North Carolina Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

Degrees and Certificates Offered

Accountancy, Business, and Management

Code	Title	Hours
Accountancy		BS, MAcc
Accounting Analytics		MSA
Finance		BS
Business Analytics		MSBA
Business and Enterprise Management		BS
Business Administration		MBA
Management		MSM
Mathematical Business		BS
Dual Degree		JD/MBA, PhD*/MBA

Biomedical Sciences

Code	Title	Hours
Addiction Research and Clinical Health		MS
Biochemistry and Molecular Biology		BS, PhD
Biomedical Engineering		MS, PhD
Biomedical Informatics		MS
Biomedical Science		MS
Cancer Biology		PhD
Clinical Research Management		MS-online
Clinical and Translational Investigation		Certificate
Comparative Medicine		MS
Genetic Counseling		MS
Health Disparities in Neuroscience-related Disorders		MS
Healthcare Leadership		MHL-online
Integrative Physiology and Pharmacology		PhD
Learning Health System Science		Certificate
Medical Physics		MS, PhD, Certificate
Microbiology and Immunology		PhD
Molecular Genetics and Genomics		PhD
Molecular Medicine and Translational Science		MS, PhD, PhD/MMS
Neuroscience		MS, PhD, MS/BS, MS/BA
Translational Biotechnology		MS, Certificate
Translational & Health System Science		MS, MS/MD
Dual Degree		PhD*/MD, PhD*/MBA

Counseling

Code	Title	Hours
Counseling		MA
Counseling		MA-online

Human Services	MAHS-online
Dual Degree	MDiv/MA

Computer and Information Sciences

Code	Title	Hours
Computer Science		BA, BS, BS/MS, MS
Data Science		Certificate

Education

Code	Title	Hours
Education		BA, MAEd
Elementary Education		BA
Curriculum, Instruction, and Assessment		Certificate
Dual Degree		MDiv/MAEd

Engineering

Code	Title	Hours
Engineering		BS

Foreign Languages

Code	Title	Hours
Chinese Language and Culture		BA
Japanese Language and Culture		BA
French Studies		BA
German		BA
German Studies		BA
Greek		BA
Latin		BA
Russian		BA
Spanish		BA

Humanities

Code	Title	Hours
Classical Languages		BA
Classical Studies		BA
English		BA, MA
History		BA
Philosophy		BA
Religious Studies		BA, MA, JD/MA

Interdisciplinary Programs

Code	Title	Hours
African American Studies		BA
Bioethics		Certificate, MA
Biomedical Research Ethics		Certificate
Clinical Bioethics		Certificate

Combined Bioethics	BS/BA and MA, MDiv/MA, JD/MA, MD/MA
Environmental Science	BA
Environmental and Sustainability Studies	BA
Intercultural Services in Healthcare	MA, Certificate
Interdisciplinary Major	BA, BS
Interpreting and Translation Studies	MA
Interpreting Studies	Certificate
Medieval & Early Modern Studies	Certificate
Sustainability	MA, Certificate
Teaching of Interpreting	MA, Certificate
Translation Studies	Certificate
Women's, Gender and Sexuality Studies	BA

Law

Code	Title	Hours
Law		JD, LLM, MSL-online, SJD
Dual Degree		JD/MA in Bioethics, JD/MA in Religious Studies, JD/MA in Sustainability, JD/MBA, JD/MDiv
Business Law & Compliance		Certificate
Health Law & Policy		Certificate
Human Resources		Certificate
Workplace Legal Fundamentals		Certificate

Liberal Studies

Code	Title	Hours
Liberal Arts Studies		MA

Life and Physical Sciences

Code	Title	Hours
Biology		BA, BS, MS, PhD
Chemistry		BA, BS, MS, PhD
Health and Exercise Science		BS, MS
Physics		BA, BS, MS, PhD
Biophysics		BS
Structural and Computational Biophysics		Certificate

Mathematics and Statistics

Code	Title	Hours
Applied Mathematics		BS
Applied Statistics		BS
Statistics		BA, BS, MS
Mathematics		BA, BS, MS
Mathematical Business		BS
Mathematical Economics		BS

Medicine

Code	Title	Hours
Medicine		MD, MD/PhD*, MD/MA in Bioethics, MD/MS in Translational and Health System Science
Nurse Anesthesia		DNP
Nursing Practice		DNP
Physician Assistant		MMS, MMS/PhD in Molecular Medicine and Translational Science

Professional Studies

Code	Title	Hours
Agile Leadership		Certificate
Communications		MCOM
Curriculum and Instruction		MCI
Digital Marketing		MDM
Digital Marketing and Analytics		Certificate
Educational Leadership		MEL
Ethical and Inclusive Leadership		Certificate
FinTech		Certificate
Financial Technology and Analytics		MFTA
Health Administration		MHA
Health Informatics		MHI
Project Management		MPM, Certificate

Social and Behavioral Sciences

Code	Title	Hours
Anthropology		BA
Communication		BA, MA
Critical and Creative Media		BA
Economics		BA
Politics and International Affairs		BA
Psychology		BA, MA
Sociology		BA

Theology

Code	Title	Hours
Ministry		DMin
Divinity		MDiv
Dual Degree		MDiv/JD, MDiv/MAEd, MDiv/MA in Bioethics, MDiv/MA in Counseling, MDiv/MA in Sustainability

Visual and Performing Arts

Code	Title	Hours
Art History		BA
Studio Art		BA
Music		BA
Theatre		BA
Documentary Film		MA, MFA

* Dual degrees that include the PhD are available in all disciplines in which the PhD is offered.

Buildings and Grounds

The *Reynolda Campus* of Wake Forest, which opened in the summer of 1956 upon the institution's move from its original home near Raleigh, is situated on approximately 340 acres. Its physical facilities consist of more than 80 buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone.

The main Quadrangle, *Hearn Plaza*, is named for Wake Forest's 12th president, Thomas K. Hearn Jr., who served from 1983 to 2005. *Manchester Plaza*, named for benefactors and Wake Forest parents Doug Manchester (P '03, P '06) and Elizabeth Manchester (P '03, P '06), is located on south campus. The *Reynolda Gardens complex*, consisting of about 128 acres and including *Reynolda Woods*, *Reynolda Village, Reynolda Gardens*, and *Reynolda House and Museum of American Art*, is adjacent to the campus. The *Graylyn International Conference Center* is nearby.

Wait Chapel, named in memory of Samuel Wait, the first president of the College, seats 2,227. The *Wait Chapel* tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of 48 bells.

Divinity and Religious Studies Building houses the Department for the Study of Religions and the School of Divinity.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administration, including offices of the President, the Provost, the Dean of the College, the Center for Global Programs and Studies, the Office of Personal and Career Development, and the University Chaplain. It is also home of a large dining facility for the Reynolda Campus.

Benson University Center, named for the father of benefactor Clifton Linwood Benson Jr. ('64), houses the Student Union and is the central hub for student activities, services, and events. The bottom floor of Benson is the home to Pugh Auditorium movie theater and several food venues, and the LGBTQ Center is located on the second floor.

Z. Smith Reynolds Library and its *Edwin Graves Wilson Wing*, named in honor of the Class of 1943 graduate who became a distinguished English professor and administrator at his alma mater, house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, it has reading and reference rooms for study.

Carswell Hall, named in honor of alumnus and benefactor Guy T. Carswell (1922, LLD '62), houses the Department of Communication and the Annenberg Forum, a large multimedia lecture space.

Winston Hall houses the Department of Biology and *Salem Hall* is home to the Department of Chemistry. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* houses the Department of Physics.

Harold W. Tribble Hall, named for Wake Forest's 10th president, accommodates primarily humanities departments. It has seminar rooms, a philosophy library, and a multimedia lecture space, DeTamble Auditorium.

The Timothy S.Y. Lam Museum of Anthropology, named for alumnus, parent, and benefactor Timothy See Yiu Lam ('60, P '93, P '98) houses North Carolina's only museum dedicated to the study of world cultures.

Calloway Center for Mathematics and Computer Science was named in honor of former University Trustee Wayne Calloway ('59, LLD '88, P '95). The building houses the Departments of Mathematics, Statistical Sciences, and Computer Science in Manchester Hall and the Departments of Politics and International Affairs, Economics, and Sociology in Kirby Hall.

Farrell Hall, named for Wake Forest parents and benefactors Michael (LLD '13, P '10) and Mary (P '10) Farrell, broke ground in April 2011 and is home to the School of Business. It hosted its first classes in July 2013 and was formally dedicated in November 2013.

William B. Greene Jr. Hall, named for alumnus and benefactor Bill Greene ('59), houses the Departments of Psychology, German and Russian, French Studies, and Spanish.

James R. Scales Fine Arts Center, named for James Ralph Scales, Wake Forest's 11th president, supports the functions of studio art, theatre, musical and dance performances, and instruction in art history, drama and music. Off its main lobby is the *Charlotte and Philip Hanes Gallery*, a facility for special exhibitions. The art wing includes spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. Adjacent to the art wing is a dance studio for performances and rehearsals. The theatre wing has design and production areas and two technically complete theatres, the larger of traditional design and the smaller for ring productions. The music wing contains classrooms, practice rooms for individuals and groups, the

offices of the Department of Music and Brendle Recital Hall for concerts and lectures.

Worrell Professional Center, named for alumnus and benefactor T. Eugene Worrell ('40, LHD '79), houses the School of Law. Recent additions to Worrell in 2016 provided a new home for instruction in the Department of Health and Exercise Science.

The *ROTC Building* is home to the Wake Forest Reserve Officers Training Corps program and military science studies.

Wake Forest Wellbeing Center, comprised of the *Sutton Center* and the *Historic W.N. Reynolds Gymnasium*, was reimagined and officially dedicated in 2018. The *Sutton Center*, named for alumnus and benefactor Ben Sutton ('80, JD '83, P '14, P '16, P '19), provides a large venue for wellbeing, social and academic gatherings; and *Historic W.N. Reynolds Gymnasium*, named for a prominent member of the family that helped bring the campus to Winston-Salem, has courts for indoor sports, a swimming pool, and Deacon Health.

Wake Forest is home to outstanding athletics facilities designed to enhance the health, wellbeing, and competitive excellence of all Demon Deacon teams.

Adjacent to the *Wellbeing Center* is *Kentner Stadium, Manchester Athletic Center,* and the *Kenneth D. Miller Center*, all of which are named for University benefactors. *Kentner* is home to the Demon Deacon field hockey team and the *Manchester* and *Miller Centers* house athletics administration.

The newest facilities on campus opened in September 2019. The *Sutton Sports Performance Center,* also named for Ben Sutton, and the *Shah Basketball Performance Center*, honoring benefactor and alumnus Mit Shah ('91), are dedicated to the strength, conditioning, sport-specific practice, and nutrition of student-athletes.

Spry Stadium, home of Wake Forest men's and women's soccer, is situated across from North Campus housing. Named for the father of benefactor William D. Spry, Jr. (P '97), the facility is one of the best in the country.

McCreary Field House, named for alumnus and benefactor Bob McCreary ('61), opened in 2016, providing indoor practice facilities and weightlifting for all of Wake Forest's intercollegiate sports teams.

The *Arnold Palmer Golf Complex*, named in honor of benefactor and Life Trustee Arnold Palmer ('51, LLD '70), includes the *Dianne Dailey Golf Learning Center*, which opened in 2010 and is named for the coach who led the women's golf program for 3o years, and the *Haddock Golf Center,* completed in 2016 and named for Jesse Haddock ('52, P '68), who coached the Deacons to three NCAA championships in his 32 years of service.

The three largest athletics venues are located 1.3 miles off the Reynolda Campus. *BB&T Field* is the home of the football team; basketball teams play in *Lawrence Joel Veterans Memorial Coliseum*, named after a decorated Vietnam War veteran from Winston-Salem; and baseball's home is *David F. Couch Ballpark*, named for a 1984 graduate and benefactor.

Nearby is the *University Corporate Center*, which temporarily houses several administrative departments and serves as home to the new childcare center, established and opening in 2024.

Alumni Hall houses the University Police Department and the Department of Parking and Transportation, and is slated for renovation for academic space.

Porter B. Byrum Welcome Center, named for alumnus and benefactor Porter B. Byrum (JD '42), is at the entrance to Wake Forest. The building allows prospective students and their families an opportunity to learn more about the University and to meet with admissions staff.

The Wake Forest campus has a wide variety of housing options available to students in residence halls named for alumni, faculty, benefactors, and Wake Forest presidents: *Babcock Hall, Bostwick Hall, Collins Hall, Davis Hall, Efird Hall, Huffman Hall, Johnson Hall, Kitchin Hall, Luter Hall, Martin Hall, North Campus Apartments, Palmer Hall, Piccolo Hall, Polo Hall, Poteat Hall, Student Apartments, South Hall* and *Taylor Hall. Dogwood and Magnolia Residence Halls* opened in August 2013 and are coeducational by floor, wing, or apartment. In January 2014, the *North Dining* facilities opened adjacent to the new residence halls providing alternative dining options to the north side of campus. In January 2017, *Maya Angelou Residence Hall*, named in honor of the distinguished Wake Forest faculty member and internationally acclaimed poet, opened. It is also home to the Office of Residence Life and Housing and the Deacon OneCard Office.

In January 2017, converted tobacco warehouses became the home of new degree programs in biomedical sciences and engineering. Known as *Wake Downtown*, this academic extension is located a 13-minute shuttle ride from the Reynolda Campus. That same year, the University opened *Wake Washington Center*, a home of academic operations on DuPont Circle in Washington, D.C.

Wake Forest also owns academic-residential houses in three foreign countries. The University purchased *Casa Artom*, located on the Grand Canal in Venice and named for beloved medical school professor Dr. Camillo Artom, in 1974. Three years later, it acquired a London facility and named it *Worrell House* in honor of benefactor T. Eugene Worrell ('40, LHD '79) and his wife, Anne Worrell. And in 1998, *Flow House*, located in Vienna and named in honor of alumnus, benefactor, and Life Trustee Victor I. Flow ('52, P '83) and his wife, Roddy Flow (P '83), became part of the Wake Forest family.

Enrollment
All Schools—Fall 2023

School	Men	Women	Total
Undergraduate Schools	2441	3030	5471
The Graduate School (Reynolda Campus)	211	532	743
The Graduate School (Bowman Gray Campus)	156	243	399
The School of Law	265	343	608
Divinity School	22	35	57
School of Business (Graduate)	423	282	705
The Wake Forest School of Medicine (Includes Physician Assistant, Nurse Anesthesia and Doctor of Nursing Practice)	284	555	839
University Totals	**3,921**	**5,200**	**9,121**

Geographic Distribution—Undergraduates

By State (2023)

State	Number
Alabama	39
Alaska	2
Arizona	13
Arkansas	9
Armed Forces - Europe	1
Armed Forces - The Pacific	2
California	207
Colorado	52
Connecticut	235
Delaware	28
District of Columbia	32
Florida	317
Georgia	233
Hawaii	3
Idaho	5
Illinois	230
Indiana	22
Iowa	6
Kansas	7
Kentucky	51
Louisiana	30
Maine	13
Maryland	266
Massashusetts	241
Michigan	18
Minnesota	46
Mississippi	4
Missouri	45
Montana	5
Nebraska	3
Nevada	6
New Hampshire	13
New Jersey	400
New Mexico	3
New York	495
North Carolina	849
North Dakota	1
Ohio	94
Oklahoma	11
Oregon	6
Pennsylvania	204
Rhode Island	12
South Carolina	106
South Dakota	3
Tennessee	114
Texas	180
Utah	2
Vermont	8
Virginia	233
Washington	28

West Virginia	13
Wisconsin	18
Wyoming	2

Countries Represented (Fall 2023)

- Argentina
- Australia
- Bahamas
- Bahrain
- Bangladesh
- Bolivia
- Brazil
- Canada
- Chile
- China
- Colombia
- Denmark
- France
- Georgia
- Germany
- Guatemala
- Iceland
- India
- Italy
- Japan
- Mexico
- Netherlands
- New Zealand
- Oman
- Pakistan
- Panama
- Peru
- Russia
- South Africa
- South Korea
- Spain
- Sweden
- Switzerland
- Taiwan
- Tunisia
- Turkey
- Turks and Caicos Islands
- United Arab Emirates
- United Kingdom
- Unknown
- Vietnam

International Students: 414

University Policies

- Family Educational Rights and Privacy Act
- Intellectual Property and Copyright Policies
- Non-Discrimination Statement
- Policy on Sexual Harassment
- Student Code of Conduct
- Summary of Computing Rights and Responsibilities

Wake Forest University endorses, as a basic principle of University life, the concept of responsible student freedom, which carries with it the recognition by each student of the rights and obligations of other members of the University community.

The University encourages students to conduct themselves as mature men and women and invites them to participate in the formation of rules and to assume major responsibility in judicial decisions. At the same time, all participants in University life must remember that, by the charter of the University, the board of trustees is ultimately responsible for the University and for its operation. Wake Forest also expects its students to abide by local, state, and federal laws, as well as by generally accepted moral standards. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise authority for reasons appropriate to its function as an educational institution.

In keeping with its historic concern for students individually and corporately, Wake Forest has a legitimate interest in their welfare in and out of class, on campus and off. The University is concerned with student actions that are inconsistent with student obligations to the educational community. When, in the opinion of the University, the conduct of a student at any place is reprehensible or detrimental to the best interests of that student, his or her fellow students, or the University, appropriate disciplinary action will be taken.

Wake Forest believes in individual freedom, not as a right, but as a responsibility: freedom to be and to become. Attendance at Wake Forest is a privilege, not a right. The University's traditions and principles, accepted by each student in his or her voluntary registration, evolve from the core of this individual concept of freedom and responsibility. Therefore, it is assumed that the student who elects to come to Wake Forest does so with the intent of being, in fact and in spirit, a cooperating member of this community.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

> Directory information may be disclosed by Wake Forest for any purpose in its discretion without the consent of the student. Students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of the student, or as otherwise allowed by FERPA. Any student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with this institution at the Office of the Registrar. Forms are available at that office. If a refusal is not filed, Wake Forest assumes that a student does not object to the release of the directory information designated.

1. **Right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the

time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.

2. **The right to request amendment of the student's education records that the student believes are inaccurate or misleading.** Students may ask the University to amend a record that they believe is inaccurate or misleading. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person serving on the board of trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person, company, or governmental unit with whom the University has contracted to perform duties or services involving education records. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

    The following information regarding students is considered directory information:
    a. name
    b. address
    c. telephone number
    d. electronic mail addresses
    e. date and place of birth
    f. major field of study
    g. enrollment status (undergraduate or graduate, full or part-time)
    h. grade level
    i. participation in officially recognized activities and sports
    j. weight and height of members of athletic teams
    k. dates of attendance
    l. degrees and awards received
    m. the most recent previous educational agency or institution attended by the student, and
    n. other similar information such as a photograph.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:
    Family Policy Compliance Office, U.S. Department of Education
    400 Maryland Avenue S.W.
    Washington, DC 20202-4605.

Intellectual Property and Copyright Policies

Intellectual Property Policy

Review the policy here (https://policy.wfu.edu/reynolda-campus-intellectual-property-policy/).

Copyright Policy

Review the policy here (https://policy.wfu.edu/copyright-policy/).

Non-Discrimination Statement

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

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

Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall 307 Winston-Salem, NC 27106
336-758-7258

Assistant Vice President Human Resources
AskHR@wfu.edu
2958 Reynolda Road, Winston-Salem, NC 27106
(336)758-4700

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit the Office of Civil Rights website (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

Policy on Sexual Harassment

Wake Forest University expects all members of its community to act in respectful and responsible ways towards each other. Wake Forest University is committed to providing programs, activities and an educational environment free from sex discrimination. This Student Sexual Misconduct Policy sets forth resources available to students, describes prohibited conduct, and establishes procedures for responding to reports of sexual misconduct (including sexual assault, sexual harassment, and other unwelcome sexual behavior), as well as reports of dating violence, domestic violence, and stalking.

As a recipient of Federal funds, Wake Forest is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S. C. § 1681

et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct, as defined in this Policy, is a form of sex discrimination prohibited by Title IX.

This policy addresses complaints of sexual misconduct where the accused is a student of Wake Forest University. Complaints relating to sexual misconduct by a member of the University faculty or staff may be reported to the University's Title IX Coordinator. Details regarding Wake Forest's policy directed at sexual harassment by employees may be found at https://hr.wfu.edu/oie/.

Student Code of Conduct
Introduction

All members of the Wake Forest community will strive to live in and to promote an environment which recognizes individuality, fosters collegiality, respects the rights and privileges of others, and demonstrates responsibility for individual and group actions. If Students or Student Organizations fail to meet these expectations, the University, through the processes set forth in this Student Code of Conduct, will determine the nature and extent of violations and require appropriate outcomes.

Wake Forest is a community of people that seek the enlightenment and freedom which comes through diligent study. An even higher goal, however, is to give life to the University motto, Pro Humanitate, as the passion for knowledge is translated into compassionate service. The honesty, trustworthiness, and personal integrity of each Student is integral to the life and purposes of the Wake Forest community. Furthermore, Wake Forest strives toward a society in which good will, respect, and equality prevail. To that end, hatred and bigotry in any form are rejected, and justice, honor, and mutual trust are promoted.

The Student Code of Conduct supports the mission and motto of Wake Forest University and protects the interests of the Wake Forest community through the use of learning-focused accountability processes designed to facilitate the development of responsible global citizens while valuing the individuality of each person and their lived experiences.

Wake Forest may, from time-to-time, make changes to the Student Code of Conduct or other policies and procedures that are referenced in the Student Code of Conduct. When changes are made to the Student Code of Conduct by Wake Forest, students will be notified by email or other forms of communication.

In addition to this Student Code of Conduct, Wake Forest University students are also subject to other non-academic conduct policies, including, but not limited to, the policies addressing sexual harassment, sexual misconduct, and/or retaliation; the Policy on Ethical Use of Computing Resources; the Anti-Hazing Policy; the Undergraduate Alcohol and Other Drug Policy; the Residence Life and Housing Guide to Community Living; graduate or professional school codes or guides; and/or policies specific to the College or School of admission which set forth expectations regarding conduct of Students and Student Organizations. Concerns regarding possible violations of those policies may be referred to the Office of the Dean of the College and the Graduate School of Arts and Sciences, the Office of the Dean of Students, the Student Services Administrator for the respective School(s), and/or the Office of Institutional Equity regarding Student and Student Organization conduct and disciplinary matters for adjudication.

Statement on Student Expression

Wake Forest University is committed to diversity, inclusion, and the spirit of Pro Humanitate, and it strives to provide an environment conducive to understanding, fostering, and nurturing the values of mutual respect, dignity, responsibility, and open communication. Free speech and peaceable assembly are basic requirements of a university as a center for free inquiry and the search for knowledge and insight.

The University is committed to providing all students the right to openly dissent and to speak, write, listen, challenge, protest, and learn. Though the vibrant exchange of ideas may become contentious, such interactions, as part of the University's educational mission, can lead to changed perspectives, advanced knowledge, and informed action.

See the "University Policy on Demonstrations, Chalking, and Posting" in the University's Policy library at https://policy.wfu.edu/demonstrations-chalking-and-posting-policy/ for the full policy and information.

Definitions

"**Business Day**" describes any day of the week, Monday through Friday, excluding University holidays or other official closures.

"**Conduct Officer**" includes any person(s) authorized to manage conduct cases and to administer Resolution processes.

"**Conduct Panel**" or "**Panel**" includes the group of individuals who hear cases of alleged Student or Student Organization misconduct. The composition of the Conduct Panel is determined by the Conduct Officer. A "**Panel Member**" refers to an individual on a Conduct Panel.

"**Dean of Students**" ("DOS") is the person or persons in a School or College with the functional responsibilities for administration of student conduct processes. This may include, but is not limited to, persons with the title "Dean of Students", "Associate Dean", "Assistant Dean", or a committee charged with responsibility for student conduct.

"**Faculty**" refers to persons who hold an academic appointment, whether tenured, tenure track, or non-tenure track, or full or part-time, or any person acting under their direction and/or supervision.

"**Investigator**" includes any individual(s) authorized to conduct investigations of alleged conduct violations.

"**Judicial Council**" refers to the body established to hear appeals of Honor and Ethics Council hearings and Formal Resolution meetings for undergraduate Students and Student Organizations.

"**Office of the Dean of Students**" refers to the named office and includes any other office authorized by a School or College to administer student conduct processes.

"**Preponderance of the Evidence**" is the standard under which alleged conduct violations will be evaluated, and means the information would lead a reasonable person to conclude it is more likely than not a violation occurred.

"**Student(s)**" includes all persons enrolled in undergraduate, graduate, professional, certification, or any other courses at or offered by the University, either full-time or part-time for which a transcripted record is created. Persons who withdraw after allegedly violating the Student Code of Conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the University are considered "Students". The term "Student" does not apply to University guests or

visitors, even if they are temporarily living in University residence halls. The term "Student" does not refer to students enrolled exclusively in degree and certificate programs at the School of Medicine. The term "student" includes an admitted person who has moved into the residence halls, is attending orientation programs, and/or participating in athletic training programs.

"**Student Code of Conduct**" ("SCC") establishes standards of behavior to support the values of the University and uphold the best interests of Students, Student Organizations, and the University community. This SCC applies to conduct occurring on any University Premises or Property, including all study away and study abroad campuses, or any conduct related to a University Program or Activity, regardless of location.

"**Student Organization**" refers to a group of Students formally recognized as an organization by the University or any of its Schools or the College, except for organizations recognized by the School of Medicine.

"**University**" or "**Wake Forest**" refers to Wake Forest University and includes all offices, departments, agencies, schools, colleges, auxiliaries, and affiliates.

"**University Official**" refers to any person(s) employed by or providing services on behalf of the University, including, but not limited to, faculty, staff, resident advisors, and food service staff.

"**University Premises or Property**" includes all land, buildings, facilities, and other property in the possession of, owned, used, managed, leased, or controlled by the University and/or any of its affiliated entities.

"**University Program or Activity**" includes all programs, events, activities, and functions sponsored, funded, endorsed, supported, or conducted by the University.

Jurisdictional Statement.

Wake Forest University's SCC applies to alleged non-academic conduct by a Student or Student Organization taking place on University Premises or Property or in a University Program or Activity that adversely impacts the University community and/or the pursuit of the University's educational objectives. Other University offices may be engaged and consulted as needed regarding investigations and outcome resolutions under this SCC. The Deans and Faculty of the College and Schools are responsible for academic conduct and administration of the Honor Code or Council for their respective College and Schools. The SCC applies throughout a Student's entire enrollment at Wake Forest University, including regular academic terms; during academic breaks, like the summer or winter break; and while Students are on personal, medical, or other approved leave. The SCC also applies to any student on a study abroad or away program, whether operated by the University or another entity. The SCC also applies to non-academic conduct for all visiting, guest, auditing, exchange, and others enrolled in Wake Forest University courses.

The University does not seek or support special treatment for its Students who may be apprehended for violation of civil or criminal law. In some instances, an action violating a University policy may also violate local, state, or federal law. Such violations of law may be pursued in civil or criminal court simultaneous with, and separate from, the resolution of a complaint within the University. A pending legal action usually will not delay University action, nor will the outcome of a civil or criminal case determine the outcome of a University proceeding. Information,

reports, and materials related to a criminal or civil court proceeding may be considered in University conduct proceedings.

The SCC will also apply if a Student withdraws from Wake Forest while a disciplinary matter is pending. Any such disciplinary matter will need to be resolved in accordance with the procedures of the SCC then currently in effect when and if such a Student subsequently seeks to re-enroll at the University. The University retains the right to withhold transcripts if a Student attempts to transfer while a conduct matter is pending in accordance with state or federal law. The University also has the right to withhold the degree of a Student who has satisfactorily completed all academic requirements but has a conduct matter pending.

Wake Forest University expects Students to engage appropriately with the Dean of Students and Conduct Officers and considers outcomes as a result of the conduct process to be required components of the Student's education. Accordingly, Conduct Officers have the authority to place registration, transcript, and graduation holds in order to require Students to attend meetings related to the conduct process, enforce outcomes, respond to past due outcomes, or other required student conduct procedures.

Students and Student Organizations may be held responsible for and sanctioned for attempted violations of University policy, even if the Student or Student Organization is prevented from or otherwise does not complete the act of misconduct.

Sometimes Student Organizations co-sponsor events with groups or organizations at other colleges or universities. Wake Forest Students and Student Organizations must adhere to Wake Forest University policies on such occasions, as well as any policies and procedures applicable to such events. Where officials of another college or university notify Wake Forest of incidents giving rise to a possible violation of the SCC, including the the policies addressing sexual harassment, sexual misconduct, and/or retaliation, the case will be processed through the appropriate Wake Forest conduct processes.

Reports of conduct that may also be a violation of the the policies addressing sexual harassment, sexual misconduct, and/or retaliation will be referred to the Title IX Office.

Prohibited Conduct.

Wake Forest considers the conduct described in the following sections as unacceptable for the University community and in opposition to the University's core values. As used in this SCC, the Prohibited Conduct described below is to be interpreted using ordinary, non-legal meanings. The Conduct Officer will determine the applicability of the SCC.

Any Student or Student Organization found to have engaged in or attempted to engage in the following actions, behaviors, or decisions ("Prohibited Conduct") is subject to the outcomes outlined below.

Abuse or Obstruction of the Conduct Process.

Deliberately or intentionally abusing, misusing, or misleading the procedural aspects of the conduct process. Examples of this behavior include:

- Destroying or concealing information during an investigation of an alleged policy violation;
- Filing a false conduct report;
- Discouraging an individual's participation in, or use of, the student conduct system; or

- Influencing, or attempting to influence, the impartiality of any Conduct Officer or Panel Member.

Alcohol or Other Drugs Violation.

Students and Student Organizations with alcohol and/or other drug use resulting in behavior creating a risk of danger to the health and/or safety of themselves or others are subject to this SCC. Students are responsible for compliance with any and all Alcohol and Other Drug policies applicable to their College or School of enrollment.

Bullying, Cyberbullying, and/or Threatening Behaviors.

Inciting, assisting, supporting, organizing, approving, or otherwise participating in any behavior that would constitute bullying, cyber bullying, and/or threatening behavior. Such behaviors are defined as repeated and/or individual actions, behaviors, communication (written or oral), or gestures directed at another member of the Wake Forest community that reasonably intimidates, humiliates, degrades, defames, controls, threatens, or intentionally causes, or attempts to cause, non-physical harm to the individual. This can include communication or conduct directed to other person/s, groups, or self. Prohibited behaviors may be in person, in print, via electronic means, or through social networking.

Complicity.

Helping or actively encouraging another person to engage in a violation of University policy.

Deception.

Making a false statement to a University or other official, or knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification, or financial instruments.

Destruction or Defacement of Property or Premises.

Attempted or actual damage to or destruction of University Premises or Property or personal property of another person or organization.

Disorderly Conduct.

Behavior, on-campus or off-campus, which unreasonably interferes with the ability of others to sleep, study, or participate in the programs or activities of the University. Conduct or activity by students living in, hosting functions at, or attending functions at off-campus locations must not unreasonably interfere with the rights of others; and/or violations of University Policy on Demonstrations, Chalking, and Posting.

Disruption or Obstruction of University Activities.

Conduct that prevents or substantially impedes the normal operations of the University or a University function or activity, such as teaching, research, lectures, meetings, interviews, ceremonies, and public events; blocks the legitimate activities of any person on the campus or in any University building or facility; or violates any University policy or procedure, including University Policy on Demonstrations, Chalking, and Posting.

Failure to Comply.

Disregard for, refusal to comply with the directives of, or demonstrating uncooperative, abusive, or threatening behavior towards University officials, any law enforcement officer(s), or other first responder(s) during the performance of their duties; failure to identify oneself to these persons when requested to do so; and/or failure to comply with

the outcomes resulting from student conduct proceedings or other University policy violations, including resolution agreements for any conduct process or policy.

Fire Safety.

Violation of applicable local, state, federal or campus fire laws, codes and policies including, but not limited to:

- Intentionally or recklessly causing a fire which damages University or personal property or which causes injury;
- Failure to evacuate University Premises during a fire alarm;
- Use of University fire safety equipment for an improper purpose; or
- Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on University premises.

Gambling and Sports Wagering.

Persons under the age of 21 are prohibited from engaging in gambling or sports wagering in North Carolina. Students are prohibited from:

- engaging in harassment of student-athletes at Wake Forest or at other institutions because of gambling or sports wagering outcomes;
- attempting to gain non-public information from Wake Forest student-athletes for gambling or sports wagering purposes; or
- attempting to work with Wake Forest student-athletes to either place bets for the athlete or to affect gambling or sports wagering outcomes.

Harassment and Discrimination.

Harassment is any unwelcome conduct (including, but not limited to: verbal assault or abuse, graphic or written statements, use of technology, physical assault) that may be threatening, harmful, or humiliating and is subjectively and objectively offensive. To constitute harassment, the unwelcome behavior or communication, when considered in the totality of the circumstances, is so severe or pervasive that it has the purpose or effect of:

- creating an intimidating, hostile, or demeaning educational, living, or work environment, or
- denying or limiting a person's work performance or a student's ability to participate in or benefit from an educational program or activity.

Harassment is distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.

Discrimination is treating members of a protected category less favorably because of their actual or perceived membership in that category. The conduct may be verbal, nonverbal, written, electronic, or physical behavior and/or communication.

Behavior by an individual based on an individual's or group's sex/gender, sexual orientation, gender identity, or disability is addressed under the policies addressing sexual harassment, sexual misconduct, and/or retaliation or Student Disability Grievance Procedures. Harassment or Discrimination by an Organization based on an individual's or group's

sex, sexual orientation, gender identity, or disability; or harassment or discrimination by an individual on the basis of any protected category excluding an individual or group's sex, sexual orientation, gender identity, or disability is addressed through the procedures in this SCC.

Harm to Others.

Intentionally, knowingly, or recklessly causing, or attempting to cause, physical harm to or endangering the health or safety of any person(s), groups, or self, including any behavior with the intent to kill, injure, or intimidate.

Hazardous Activity.

Creation of health and/or safety hazards, including, but not limited to, dangerous pranks, hanging out of or climbing from/on/in windows/balconies/roofs, and reckless driving.

Hazing.

See Anti-Hazing Policy. Any action taken or situation created for the purpose of initiation, admission into, affiliation with, or as a means of maintaining continued membership or favor in a group, organization, or team that: (1) endangers the mental or physical health or safety of any student; (2) unreasonably interferes with a student's academic, professional, or personal obligations; (3) humiliates, demeans, disgraces, or degrades a student; (4) is not relevant to the development of the individual within the context of the group, organization or team, or; (5)the action taken or situation created is excessive and unreasonable within the context of the group, organization or team.

Retaliation.

An adverse action or threat of adverse action taken against an individual for reporting behavior that may be prohibited by law or policy or participating in an investigation or resolution process related to an allegation of misconduct. Retaliation must be sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive and that adversely affects the targeted individual(s) or student organization's educational, work, or living environment. Retaliation prohibited under the Policy Prohibiting Sex Discrimination, Sex-Based Harassment, and Retaliation will be addressed in accordance with that Policy.

Stealing.

The unauthorized taking, misappropriation, or possession of any property belonging to, owned by, or maintained by the University, an organization, or another individual, or the possession, retention, or disposal of stolen property.

Unauthorized Access.

Unapproved entry, or allowing another to enter, into or onto University Premises or Property, or space occupied by another person, without permission or authorization. Unapproved possession, duplication, or use of keys and/or cards, or aiding another in such activity, to gain entry into or onto any University Premises or Property or failing to report a lost Deacon OneCard or key.

Violation of a University Policy or Law by a Guest.

Any violation of a University policy or law by a guest of a Student or Student Organization.

Violations of Law or University Policy

Violating any federal, state, or local law or ordinances. Violating other policies, procedures, or rules, of the University or of the relevant College or School including, but not limited to, public health emergency policies, the Demonstrations Policy, and all Residence Life and Housing policies published in the Guide to Community Living (https://rlh.wfu.edu/guide-to-community-living/). In the event a specific policy, procedure, or rule has a process to address violations of that policy, procedure, or rule, University offices or departments may, at their discretion, make referrals to Student Conduct for coordination of response in cases of alleged violations.

Weapons.

Students may not bring or possess either openly carried or concealed weapons on campus, regardless of any state or federal law to the contrary. Possession, use, storage, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons, and pellet guns), or other weapons or dangerous objects such as arrows, axes, machetes, nunchucks, throwing stars, or knives, on University Premises or Property (whether on one's person, in a parked vehicle, in a building, or in outside spaces), except for authorized use in the Department of Military Science or authorized use by Campus Recreation.

Student Organizations

Although not all acts of individual members can or should be attributable to the Organization, an Organization may be held responsible for the actions of its members. Allegations of Student Organization misconduct may be adjudicated before, concurrent with, or following related cases of individual misconduct. Student Organizations can designate up to five (5) members or officers to represent the Student Organization in a Formal Resolution meeting.

Factors used in determining whether alleged violation(s) of the SCC can be attributed to an Organization may include, but are not limited to:

- Whether the alleged misconduct occurred at an event the Student Organization has, formally or informally, sponsored, co-sponsored, planned, financed, advertised, or endorsed;
- The number of Student Organization members and/or officers present;
- Whether the alleged misconduct is committed by members attending a function as a representative of the Student Organization or the University, including, but not limited to, competitions, conferences, and conventions;
- Whether members were acting in the name of the Student Organization;
- Whether the alleged misconduct occurs on the premises owned, leased, or operated by the Student Organization or its members; and/or
- Failure of the Student Organization to implement preventative measures where it is reasonably foreseeable that a violation could occur.

Interim and Other Actions
Interim Action

Based on the nature of a Student's or Student Organization's alleged behavior, the Dean of Students or designee may impose an Interim Action prior to the completion of the conduct process. Interim Action may be imposed when the Dean of Students or designee reasonably determines, based on the information available at the time when the decision is made, to:

- ensure the safety and well-being of members of the University community, including visitors, or others, and/or;
- preserve University Premises or Property or the property of any members of the University community, including visitors, and/or
- prevent disruption of, or interference with, the normal operations or activities of the University.

Interim Action may include, but is not limited to, prohibiting the Student or Student Organization from being on University Premises or Property, attending classes, attending programs and activities, or using University facilities. The Student or Student Organization will receive notice of any Interim Action taken in writing to their official University email address. Interim Action may be in place for no more than fifteen (15) business days pending the Resolution Meeting on alleged violation(s), unless the Resolution meeting is delayed due to administrative necessity or at the request of the Student or Student Organization.

At any time prior to the Resolution Meeting, a Student or Student Organization placed on Interim Action may request an Interim Action Review by submitting the request in writing to the Dean of Students or designee. The request for review must include a statement from the Student or Student Organization explaining why the Student or Student Organization believes the Interim Action is not warranted. The Interim Action Review must take place within five (5) business days of receipt of the request for review. A Conduct Officer who did not impose the Interim Action will conduct the Interim Action Review. The Interim Action may be modified, upheld, or reversed, and the Student or Student Organization will be notified of this outcome in writing. The outcome of the Interim Action Review is final, and any Interim Action will remain in effect until the conclusion of the conduct process.

No Contact Orders

No Contact Orders are issued in writing at the discretion of the Dean of Students or designee, based on administrative review of a situation involving two or more Students or Student Organizations. No Contact Orders are designed to be in the best interest of the Student(s), Student Organizations, or the University community. A No Contact Order is issued when there is reason to believe that an Order would be in the best interest of the involved parties and/or the community for promoting civility, safety and well-being. No Contact Orders do not require the approval, agreement, or prior notice to any Student or Student Organization involved.

1. A No Contact Order is often, but not always, mutual. Orders most frequently are two-way, preventing communication between Student(s) or Student Organization(s) named in the Order.
2. A No Contact Order can be issued prior to or as a result of a Resolution Meeting, or entirely outside of a conduct process for a specified or unlimited duration of time. No Contact Orders do not become part of a Student's or Student Organization's conduct record unless the student violates the order as determined through the University's conduct system, or unless the Order is the result of a conduct outcome.
3. No Contact Orders are not equivalent to court imposed restraining orders and do not guarantee that designated parties will avoid sightings or passing interactions on the campus or in the local community.

4. In some circumstances, a No Contact Order may restrict a Student or Student Organization from parts of the campus where the Student Organization would not have to engage in required activities. Students who are concerned about personal safety should contact University Police.

No Contact Orders are put in place to prevent communication between one or more Students or Student Organizations and specifically prohibits:

1. Direct communication through the means of verbal, written, email or other forms of communication;
2. Indirect communication through social media (including online postings and/or personal references);
3. Third party communication to initiate or transmit communication back to the other person.

Human Resources may initiate No Contact Orders between employees and students using procedures and processes managed by Human Resources.

Procedures

Making a Report

Incidents of alleged violations of the SCC should be reported to the Office of the Dean of Students or a conduct officer for the respective College or School. Any member of the University community may make a report concerning alleged violations of the SCC. Any delay in reporting may result in lost information or an inability to investigate the report.

Wake Forest University provides an option for anonymous reporting of any information you have regarding a suspicious person, any suspicious activity, or a crime that has occurred on- or off- campus. To complete an online crime reporting form go to: https://police.wfu.edu/forms/silent-witness-form/. Do not use this form to report crimes in progress. Call 911 from any telephone to report a crime in progress.

Initial Review

After receiving a report, the Dean of Students or designee will determine if the reported behavior, if true, would constitute a violation of the SCC.The Dean of Students or designee may initiate interim action, in accordance with the Interim Action process.

Individuals who may have been harmed by the acts of a Student are not parties to the SCC process, but may be asked to provide information during an investigation of an alleged violation.

Notice of the Conduct Process

When a report has been filed and has not been dismissed following the initial review, the Student or Student Organization will receive Notice of the Conduct Process. The Notice of the Conduct Process will include a summary of the reported behavior, the date of the report, the alleged conduct violation(s), the assigned Conduct Officer, and an electronic link to the Code of Conduct. The Dean of Students or designee will initiate a Resolution Meeting and conduct an investigation or further review into the facts of the report.

Copies of Documents

Copies of documents, reports, letters, and similar information are not provided. Any Student or Student Organization alleged to have violated

the SCC can view relevant information by working with the Conduct Officer or designee.

Publicity and Confidentiality

Investigations, conduct processes, and conduct outcomes are not publicized or open to the public. Conduct-related information is confidential and will only be disclosed in accordance with University policy or as may be permitted by law.

Disability Accommodations

A Student requesting accommodations must do so through the Wake Forest University Center for Learning, Access, and Student Success. Only accommodations approved through an accommodation letter will be considered.

Resolution

The process will be resolved either through an Informal Resolution or Formal Resolution meeting. The Dean of Students, or designee, will determine which method for resolution is appropriate and assign a Conduct Officer to the case. When possible, cases are resolved through an Informal Resolution meeting. Factors considered in determining whether a Formal Resolution meeting is appropriate include, but are not limited to, the severity and/or complexity of the alleged incident, possible outcomes, and the Student's or Student Organization's prior conduct record.

Student Conduct Advisors

Students or Student Organizations scheduled for a Formal Resolution meeting may request an advisor through the Dean of Students or designee. For undergraduate Students, advisors are usually students and are called Student Conduct Advisors (SCA). For graduate and professional Students, the Conduct Officer or Dean's designee may work with Students or Student Organizations to secure an appropriate person to support the Student or Student Organization throughout the conduct process. Advisors are usually Wake Forest University faculty or staff (but may be students) who have experience with student conduct. External advisors not affiliated with the University, including parents or attorneys, are not permitted to serve as advisors. The advisor is the only person a Student may have present in the meeting, unless otherwise permitted in these procedures. The respective Dean of Students or designee can provide information about the scope and role of the advisor.

Informal Resolution Meeting

If the Dean of Students or designee determines the case may be resolved through an Informal Resolution, the assigned Conduct Officer and the Student or Student Organization will meet to discuss the details of the incident. The Student(s) or Student Organization will be required to make an appointment with the assigned Conduct Officer. The Student or Student Organization is responsible for arranging this meeting within the parameters stated in the Notice of the Conduct Process. If the Student or Student Organization fails to arrange the required meeting, a hold may be placed on the Student or Student Organization's account. Meetings may take place in person or electronically, at the discretion of the Conduct Officer.

The Student or Student Organization may review the information leading to the allegations in advance of the Informal Resolution or may review the information during the resolution meeting. The Student or Student Organization will review all materials gathered by the Conduct Officer, discuss the situation and allegations, and have their account heard.

An Informal Resolution meeting is considered resolved when the following criteria are met:

- the assigned Conduct Officer and the Student or Student Organization agree Informal Resolution is a reasonable option given the circumstances, and the Student or Student Organization has not requested a Formal Resolution meeting;
- the Conduct Officer and the Student or Student Organization agree to the findings (Responsible or Not Responsible) for the alleged violation(s), and;
- the Student or Student Organization agrees to the outcomes.

If a resolution is reached through an Informal Resolution, the Conduct Officer will send the Student or Student Organization a copy of the decision for review and consideration. The Student or Student Organization will have three (3) business days to accept or reject the informal resolution. If the Student or Student Organization signs the decision, indicating acceptance of the findings and outcomes, the Student or Student Organization acknowledges there will be no further review or appeal of the findings and outcomes. If the Student or Student Organization declines to sign the findings or outcomes, the case will proceed with a Formal Resolution meeting.

Formal Resolution Meeting

Formal Resolution Meeting: The Student(s) or Student Organization will be notified of the designated meeting date, time, and location. Meetings may take place in person or electronically, at the discretion of the Conduct Officer.

The procedures of a Formal Resolution are as follows:

1. **Timeline**: The Student(s) or Student Organization will receive a Notice of the Conduct Process at least five (5) business days prior to the Formal Resolution meeting. In addition to the summary of the incident, the date of the report, the alleged conduct regulation violation(s), the assigned Conduct Officer, and an electronic link to the Code of Conduct, the Notice will include the designated meeting date, time, and location, the witnesses being called by the University, and any other information (e.g., security video, access records) being presented. At certain times of the year, it may not be possible or practical for the Dean of Students or designee to provide the Student or Student Organization with five (5) business days of notice of the Formal Resolution meeting. In such an event, a Student or Student Organization may either waive this timeline or request, either electronically or in writing, their Formal Resolution meeting be expedited or delayed. The Conduct Officer will make the decision regarding the request and notify the Student or Student Organization electronically or in writing.

2. **Meeting Materials**: The Student(s), Student Organization, and Meeting Panelists may request to view all materials gathered in the case by working with the Conduct Officer or designee, which may include a Student Conduct Advisor. Copies of documents, reports, letters, and similar information are not provided.

3. **Failure to Attend**: Students and Student Organizations are expected and encouraged to attend in order to provide their perspective; if a Student or Student Organization does not attend a Formal Resolution meeting, the Conduct Officer may resolve the case without the Student or Student Organization. The choice not to attend or actively participate in the meeting is not a valid reason for an appeal.

4. **Meeting Panel or Conduct Officer**: The Conduct Officer will determine if the Formal Resolution meeting will be conducted in front of a Meeting Panel or if the Conduct Officer will proceed without a panel. Meeting Panelists will be determined by the School or College and will be selected from a trained, standing group of panelists. Meeting Panel members may include University faculty, staff, and/or students. Meeting Panels should include at least two panelists and a conduct officer to serve as the chair of the Panel, and may include up to ten (10) total members.

5. **Witnesses**: If the Student(s) or Student Organization identifies witnesses, the list of names and contact information must be provided to the Conduct Officer at least two (2) business days in advance of the Formal Resolution Meeting. If a Student, Student Organization, or the University's witness(es) cannot attend the meeting, remote participation may be permitted or a written or video statement may be presented. Only witnesses who can provide relevant information about the alleged violation(s), as determined by the Meeting Panel, will be allowed. Character witness statements or testimony are not permitted.

6. **Recordings**: All meetings will be recorded by the Conduct Officer. Recording by others is not permitted. Recesses and deliberations are not recorded.

7. **Privacy**: Formal Resolution meetings are private. Only the Student or designee(s) of the Student Organization, meeting panelists, Conduct Officer, witnesses, and assigned Student Conduct Advisors are allowed in the meeting. Students or Student Organizations may request one (1) support person who is a current member of the Wake Forest University community. A support person is present only for support of the Student or Student Organization and may not participate in the meeting.

8. **Joint Meetings**: Two or more Students or Student Organizations may participate in a joint Formal Resolution meeting if they are alleged to have participated in the same incident. The allegation/s and/or the alleged factual circumstances need not be identical for participation in a joint meeting. Any Student or Student Organization scheduled to participate in a separate meeting may request, in writing, a joint meeting if all participants agree. If a Student or Student Organization requests a joint meeting prior to the scheduled Formal Resolution, the Conduct Officer will determine the feasibility of the request.

9. **Multiple Incidents**: A Student or Student Organization alleged to have violated the SCC in unrelated incidents in a short period of time (less than 30 business days) may request to have a single Formal Resolution meeting to resolve all allegations. A request for a combined meeting must be submitted in writing to the Dean of Students or a designee prior to the date of the scheduled meeting.

10. **Standard of Responsibility**: The Student or Student Organization alleged to have violated the SCC shall be presumed Not Responsible. The standard of proof for a finding of responsibility shall be a "preponderance of the information", meaning it is "more likely than not" based on the information presented during a Resolution Meeting that the alleged conduct violation(s) occurred. It is the responsibility of the University to establish whether there is sufficient information to meet the standard. Rules of evidence applied in civil and/or criminal legal cases do not apply to the Informal and Formal Resolution meeting processes.

11. **Request for Delay**: Except in emergency circumstances, at least three (3) business days prior to the scheduled Formal Resolution meeting, the Student or Student Organization may request, in writing to the Conduct Officer, a delay in the Formal Resolution meeting. The request must include the reason for the delay and the length of the delay. The Conduct Officer will make the decision regarding the request and notify the Student or Student Organization electronically or in writing. The Student or Student Organization will be notified if the University must delay a Formal Resolution meeting for administrative purposes.

12. **Order of a Formal Resolution Meeting**: The order of the Formal Resolution meeting will be as follows:

12.1 The Conduct Officer will begin the meeting with an introduction of Meeting Panelists, if relevant, a review of the proceedings, and a summary of the conduct process.
12.2 Student(s) alleged to have violated the Code of Conduct are introduced, and an affirmation of honesty (as determined by the College or School) will be administered.
12.3 The allegation(s) will be read, and the Conduct Officer will present all information regarding the incident. The Student or Student Organization will be asked if they are responsible for the allegation(s).
12.4 The Student(s) may provide a statement or narrative regarding the incident and the allegations(s).
12.5 The Student or Student Organization's witness(es) will be called into the Meeting one at a time. Each witness will be introduced and an affirmation of honesty (as determined by the College or School) will be administered. During the Meeting, the witness(es) may read a prepared statement and/or respond to questions from the Student or Student Organization.

12.6 The Meeting Panelists may ask questions of the Student or Student Organization and any witnesses at any time.

12.7 The Conduct Officer will call witnesses. Each witness will be introduced and an affirmation of honesty (as determined by the College or School) will be administered. Any witness(es) may read a prepared statement and/or respond to questions from the Conduct Officer.

12.8 The Meeting Panelists and/or the alleged Student(s) or Student Organization may ask questions of the witness(es) called by the Conduct Officer.

12.9 After all witnesses have been heard and the Meeting Panelists have concluded asking questions, all witnesses are released from participation in the Formal Resolution Meeting.

12.10 The Conduct Officer will ask the Student(s) or Student Organization if they would like to share any additional information or make a closing statement.

12.11 The Meeting is adjourned, the recording is stopped, the alleged Student(s) are released, and the Panelists will remain for deliberation. The Conduct Officer remains to respond to questions of procedural concern or as needed by the Panelists.

13. **Procedural Concern**s: All procedural questions raised during the Formal Resolution process will be addressed by the Conduct Officer, and all decisions of the Conduct Officer are final.

14. **Decisions for Formal Resolution Meetings**: The Formal Resolution Meeting Panel advises the Conduct Officer regarding findings and outcomes. Following the conclusion of a meeting, the Panel will deliberate and advise on Finding(s). If the Panel recommends a finding of "not responsible" for the allegation(s), and the Conduct Officer accepts the Panel's recommendation, there will be no outcomes. If the Panel recommends a finding of "responsible", and the Conduct Officer accepts the Panel's recommendation for the allegation(s), the Panel will recommend appropriate outcome(s). The Conduct Officer is responsible for informing the Panelists of applicable precedent and any previous conduct violations. The Conduct Officer will determine the outcomes for the Student and will deliver an outcome letter to the Student(s) or Student Organization(s) electronically or in writing, generally via email.

Findings

Wake Forest University recognizes the following as possible outcomes of a conduct meeting:

Responsible

A Student or Student Organization has accepted responsibility for a violation of the SCC through the Informal Resolution meeting, has been found responsible through a Formal Resolution meeting, or has accepted limited responsibility in accordance with the Proactive Medical Support Policy. A Student or Student Organization who is responsible for a conduct violation may receive one or more of the outcomes listed below.

Not Responsible

The Student or Student Organization is not responsible for the alleged violation.

Outcomes

Outcomes are intended to challenge students' moral and ethical decision-making and to change behaviors. If a Student or Student Organization does not meet community expectations, the student conduct process may determine that the Student or Student Organization should no longer share in the privilege of participating in the Wake Forest community. Suspension or Expulsion during a term will not result in a refund of tuition, housing, dining, or other charges.

The nature of the finding(s) and specific circumstance(s) will be considered when determining the outcome of a Resolution meeting. Outcomes are issued on a case-by-case basis and are dependent upon factors including, but not limited to, the nature and severity of the finding(s), the presence of mitigating or aggravating circumstances, whether the Student or Student Organization has had a prior conduct finding, and the disciplinary status of the Student or Student Organization. Wake Forest facilitates learning through student conduct by providing tools and resources to assist students in learning from their experiences to make better decisions in the future. Wake Forest believes in supporting Students and Student Organizations while challenging their behaviors, decisions, and actions. Conduct Officers and Panelists are encouraged to consider outcomes to encourage critical thinking; outcomes focused on accountability for actions, behaviors, and decisions; and outcomes supporting the safety and security of the University community. Other University policies may have presumptive outcomes, and those presumptions will be considered when determining outcomes.

Outcomes are considered in four broad categories:

Educational / Developmental

Educational and developmental outcomes are designed to prompt Students and Student Organizations (and their members) to learn, grow, develop, and to support behavioral change through the use of educational, research, and growth-focused strategies. Educational outcomes include, but are not limited to:

Educational Program: Attendance at programs, events, services, workshops, trainings, seminars, or activities.

Educational Papers: Academic papers which may require components of research, reflection, analysis, and similar academic endeavors designed to encourage and support learning.

Reflective Papers: Papers which are not academic, but instead require assessment, reflection, consideration of actions and decisions, and other efforts to prompt behavioral change.

Substance Use / Abuse / Misuse Assessment: Educational programs, assessments, and evaluations from an appropriate professional on-campus or off-campus. Additional education or treatment may be required as a result of the assessment.

Restitution: Payment for damage caused to the University or a person's property. Such payment may cover costs to restore or recover the value of the property destroyed, damaged, consumed, or stolen; it is not a fine.

Prevention

Suspension Withheld: A specified period of time during which the Student is considered not in good conduct standing with the University. This outcome is assigned for violations serious enough to warrant suspension from the University, but the student is given an opportunity to remain enrolled at the University. During this period, if the Student is found responsible for violating additional parts of the SCC, Suspension may become immediately effective. A Student may be required to meet periodically with a Dean (or other University official) and other actions deemed appropriate by the Conduct Officer may also be imposed, including, but not limited to, restitution, limiting or prohibiting participation in University-affiliated activities and organizations, and ineligibility for service as an officer or to have a leadership role in University organizations or committees.

Activities Suspension: Limited participation in non-academic activities for a specified period of time, as identified by the Conduct Officer. This may include ineligibility to participate or hold office in any organization at the University or to represent the University in the greater community. Participation in study abroad programs, non-academic conferences/retreats, OPCD and job search activities, ambassador roles, intramural teams will be considered by the Conduct Officer or Meeting Panel based on the conduct findings. Work-study jobs are not suspended during this time.

Disciplinary Probation/Disciplinary Warning: A specified period of time during which a Student has the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the SCC. If the Student is found responsible for another violation of the Code during this period, serious consideration will be given to imposing an outcome of Suspension. A Student may be required to meet periodically with a Dean (or other University official) during their period of probation. A Student on Disciplinary Probation is still in good conduct standing with the University.

University Housing Probation: Official notice that if further violations of the SCC occur during a specified probationary period the Student may be immediately removed from University Housing.

University Housing Reassignment: Reassignment to another University housing facility as determined by the Department of Residence Life and Housing.

University Housing Suspension or Expulsion: Removal from University housing for a specified period of time up to, and including, permanent removal. Conditions for readmission to University housing may be specified. Under this outcome, a Student is required to vacate University housing within 24-hours of notification of the action, though this deadline may be extended upon application to, and at the discretion of, the Executive Director of Residence Life and Housing or designee. This outcome may include a restriction for specified buildings or all University housing during the period of suspension or expulsion.

On-campus Living Requirement: Removal from off-campus housing assignment to a University housing facility as determined by the Department of Residence Life and Housing

Residency Requirement Extension: Requirement to live on-campus beyond the specified residency requirement period.

Student Organization Restrictions: Restriction or removal of some or all of the Student Organization's activities or privileges, including, but not limited to, social, recruitment, and lounge privileges.

Student Organization Deferred Suspension of University Recognition: Removal of the Student Organization's recognition by the University is deferred pending the completion of requirements specified in the decision of the Conduct Officer or Meeting Panel. An additional finding of responsibility during the suspension period will result in suspension or revocation of University Recognition.

Restorative

Restorative Actions: Requirement to engage in actions that attempt to make amends for the negative impact of a violation and to repair the harm that resulted from the misconduct. These actions may include, but are not limited to, activities such as letters of apology, drafting and implementing a plan of resolution (together with the Conduct Officer), engaging in restorative justice conferences, or developing plans for reintegration.

Community Service: Assignment to work a specific number of hours at a community service site approved by the Conduct Officer and may be on or off campus.

Separation and Status

Suspension: Separation from the University for a specified minimum period of time, after which the student is eligible to return. Eligibility to return may be contingent upon satisfaction of specific conditions noted in the outcome letter. During the suspension period, the Student may not be present on University premises, at University functions, events, and/or activities, on or off campus, without prior written approval from the Dean of Students or designee.

Expulsion: Permanent separation from the University without the possibility for re-enrollment. The Student may not be present on University premises, at University functions, events, and/or activities, on or off campus.

Withholding Degree: The University may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all conduct outcomes.

Student Organization Suspension of University Recognition: Removal of the organization's recognition by the University for a specific period of time. The period of time and any requirements, which must be satisfied prior to review for reinstatement, will be specified in the decision of the Conduct Officer or Meeting Panel.

Student Organization Expulsion and Revocation of University Recognition: Permanent separation from the University and termination of the organization's relationship with the University.

Appeals

Appeals are considered only for findings and/or outcomes of a Formal Resolution meeting.

The Dean of the School or College, or their designee/s, is the final appeal authority for all SCC violations as determined through a Formal Resolution meeting. The Dean, at their sole discretion, may delegate appeal decisions to an individual, committee, ad hoc group, or similar. The decision of the Dean or designee is final, binding, and the end of the conduct process.

Requests for an appeal must be submitted in writing within 14 calendar days of receipt of the outcome letter. Requests for an appeal must be

submitted to the Dean of the School or College or their designee, as noted in the outcome letter.

Students or Student Organizations who have received an outcome other than Suspension or Expulsion are not guaranteed an appeal meeting. Students with an outcome of Suspension or Expulsion will be automatically granted an appeal meeting if the request is made in writing within 14 calendar days of receiving notification of the outcome letter.

An appeal request must state one or more of the following grounds for an appeal:

- insufficiency of information to support the decision;
- severity of the outcome;
- presence of new information not available at the time of the Formal Resolution meeting; or
- procedural error significantly impacting the finding(s) or outcome(s).

If the appeal request is declined, the Student or Student Organization will be notified electronically or in writing by the Dean of the School or College or their designee. If the appeal request is granted, the Dean of the School or College will notify the Student or Student Organization electronically or in writing of the date for the appeal meeting.

Specific appeal procedures for the School and Colleges may be outlined on the Student Conduct website for the School or College of enrollment.

Student Conduct Records Disclosure

The University determines reportability of conduct records, as outlined below.

Conduct System Record Disclosure

A Student or a Student Organization has a conduct record if they are found responsible for a violation of this SCC.

- Internal Disclosure of Records: In compliance with the Family Educational Rights and Privacy Act ("FERPA"), University officials with a legitimate educational interest (such as study abroad programs reviewing a Student's eligibility for study abroad, scholarship review committees, etc.) may review a Student's conduct record in the Office of the Dean of Students.
- External Disclosure of Records: The University will disclose information from a Student or Student Organization conduct record to a third party with written consent of the Student or Student Organization or as may otherwise be permissible by law.
- A Student may review all or part of their conduct record by making a request through the Office of the Dean of Students.

Information subject to disclosure:

The following violations for which the Student or Student Organization was found responsible are reportable conduct violations:

- Theft (value of item/s more than $500)
- Deception (not including possession or use of false identification to change age)

- The policies addressing sexual harassment, sexual misconduct, and/or retaliation
- Use, possession, manufacture, sale, distribution, or transportation of illegal drugs, excluding findings for possession or use of Marijuana/Cannabis. Alcohol misuse and possession or use of Marijuana/Cannabis will be disclosed if the violation results in a Suspension or Expulsion.
- Weapons
- Harm to Others
- Harassment
- Hazing
- Bullying/Cyberbullying, Threatening Behavior
- Retaliation
- Any outcome of Suspension or Expulsion

Reportable violations will include the date of the incident, the date the Student or Student Organization was found responsible, finding(s), outcome(s), outcome completion status, and a brief summary of the incident. Notwithstanding the foregoing, information disclosed pursuant to a legal process will include all information and records that are responsive to the request.

Pending hearing:

A Student or Student Organization with pending conduct allegations may have a notation reported on their conduct record stating, "This individual has a pending conduct matter for which, if found responsible, would be disclosed externally.

Related Policies
Anti-Hazing Policy

Wake Forest University prohibits hazing and any conduct that aids, abets, assists, or supports another in hazing. "Hazing" is any action taken or situation created for the purpose of initiation, admission into, affiliation with, or as a means of maintaining continued membership or favor in a group, organization, or team that: (1) endangers the mental or physical health or safety of any student; (2) unreasonably interferes with a student's academic, professional, or personal obligations; (3) humiliates, demeans, disgraces, or degrades a student; (4) is not relevant to a student's development within the context of the group, organization or team; or (5) the action taken or situation created is excessive and unreasonable within the context of the group, organization or team.

The consent or willingness of the person subjected to hazing, either expressed or implied, is not a defense to hazing.

Wake Forest prohibits retaliation against any person who acts in good faith to stop, prevent, or report potential hazing activity, or who participates in an investigation involving hazing allegations. Wake Forest encourages reports of potential hazing or retaliation, and reports can be made at this website: https://hazing.wfu.edu/report-hazing/ or by calling 336.758.HAZE (4293).

Persons who cause physical injury by hazing, or who aid or abet others in physical injury by hazing, are also subject to arrest and criminal liability under North Carolina law (https://www.ncleg.gov/enactedlegislation/statutes/pdf/bysection/chapter_14/gs_14-35.pdf).

Violations of this policy may result in sanctions under the Student Code of Conduct, up to and including Disciplinary Suspension and Disciplinary Expulsion. The Student Conduct Office will coordinate hazing

investigations with other appropriate University units and a proceeding may determine outcomes for alleged violations of this policy and other University policies.

Hazing results from a power imbalance between members of a group, organization or team. Hazing due to this imbalance can impact any member of the group, organization, or team, regardless of status. Hazing can take place in various forms, including Intimidation Hazing, Harassment Hazing, and/or Violent Hazing.

Intimidation Hazing

This involves conduct that emphasizes the power imbalance between members of the group, organization, or team, and current members, new members, or students seeking or maintaining affiliation. This is termed "intimidation hazing" because this type of hazing is often taken for granted or accepted as harmless or meaningless.

Intimidation hazing typically involves activities or behaviors that breach reasonable standards of mutual respect and results in new members being ridiculed, embarrassed, and/or humiliated. Members often feel the need to endure intimidation hazing to feel like part of the group or community. Examples of intimidation hazing include, but are not limited to:

- Required periods of silence
- Deprivation of privileges
- Social isolation
- Name calling
- Assignment of duties not assigned to other members, including event preparation and/or clean up, driving requirements, and similar obligations or assignments

Harassment Hazing

This involves conduct that causes emotional anguish or physical discomfort to members so that they feel like part of the group. Members subjected to harassment hazing often experience confusion, frustration, and undue stress. Examples of harassment hazing include, but are not limited to:

- Verbal abuse
- Threats or implied threats
- Sexual simulations or nudity
- Requiring situationally inappropriate attire or changes to physical appearance, such as the cutting of hair, wearing makeup or markers, or other alterations
- Sleep deprivation

Violent Hazing

This involves conduct that causes or could cause physical or psychological harm. Examples of violent hazing include, but are not limited to:

- Forcing or coercing alcohol or other drug consumption
- Forcing or coercing physical activity or exercise, such as pushups, "planking," "'bows and toes," or similar
- Forcing or coercing sexual acts
- Beating
- Paddling or other forms of battery
- Branding or tattooing
- Creating a threatening circumstance such that a student reasonably fears for their personal safety

- Forcing or coercing ingestion of vile substances
- Placing students in the shower against their will
- Bondage
- Kidnapping
- Expecting participation in illegal activity or in an activity that would otherwise violate the Student Code of Conduct or other University policy.

Disciplinary suspension or disciplinary expulsion will be strongly considered for students and/or student organizations found responsible for violent hazing, harassment hazing, and retaliation. Additionally, students or student organizations who use deception or collude with others to obstruct a hazing investigation will receive the same disciplinary consideration.

Alcohol and Other Drug Policy for Undergraduate Students

General Regulations and Policy

Possession or consumption of alcoholic beverages and/or other drugs is permitted only in accordance with this policy and applicable laws. Failure to comply with this policy and applicable laws could subject the individual and/or group to conduct action within the University.

When consumption of alcoholic beverages is permitted by students and their guests of legal age on campus, such consumption is limited to beer, unfortified wine, and other malt beverages. Permitted beverages must contain 16% or less alcohol by volume (ABV). Distilled alcoholic beverages and other beverages with an ABV greater than 16% may not be consumed except at events held at a licensed establishment or where alcohol is served by a licensed third-party vendor.

When possession of alcoholic beverages is permitted by students and their guests of legal age on campus, such possession is limited to beer, unfortified wine, and other malt beverages. Permitted beverages must contain 16% or less alcohol by volume (ABV). Distilled alcoholic beverages and other beverages with an ABV greater than 16% may not be possessed on campus.

Students and their guests of legal age may consume alcoholic beverages (beer, unfortified wine, and other malt beverages) in the following locations on the Reynolda campus: residential living spaces within residence halls, leased lounges, independent lounges, common spaces in apartment-style living suites, Shorty's, Zick's, and at special event venues during registered events.

Students and their guests of legal age may consume alcohol on leased patio areas after 5:00 p.m. on weekdays and after 12:00 PM on Saturday and Sunday.

When participating in study/travel abroad programs, students are expected to abide by the legal drinking age and/or applicable laws in the country(ies) where they study/travel.

Individual and Organizational Regulations

1. Alcohol and Other Drug Misuse:

   a. Use of alcohol/or other drugs that results in behaviors, physical signs, and medical consequences, including but not limited to: staggering, difficulty standing or walking, slurred speech, passing out, blackouts (loss of memory),

vomiting, retching, bloodshot and/or glassy eyes, strong odor of alcohol and/or other drugs, physical injuries, or other medical problems.

b. A pattern of recurring episodes of alcohol and/or other drug-related violations of the SCC.

c. Use of alcohol and/or other drugs in association with inappropriate behavior including/but not limited to:

Harassment

Threatening Behavior

Destruction or Defacement of Property or Grounds

Failure to Comply with the Directions of University Officials

Any other behavior that violates the Undergraduate SCC

2. Assisting or Encouraging Underage Possession, Purchase, or Consumption of Alcoholic Beverages: Helping or actively encouraging another person to engage in violations of University's Undergraduate Alcohol and Other Drug Policy. The student is also responsible for misconduct if they permit underage alcohol use within their residence hall room or off-campus residence, or otherwise provide a setting that allows for the underage consumption of alcohol.

3. Open Containers: Possessing an Alcoholic Beverage in open containers outside Designated Areas. Residents and their guests are not allowed to carry primary or secondary open containers of alcohol to or from suite/floor lounges at any time.

4. Public Consumption: Consumption of Alcoholic Beverages, on or off-campus, in a place which is generally viewable to the public or other students, unless the consumption is permitted as part of a registered event or approved special event (e.g., approved tailgating area).

5. Possession of Prohibited Form of Alcohol: When possession of alcoholic beverages is permitted on-campus, such possession is limited to Alcoholic Beverages with 16% or less alcohol by volume (ABV).

6. Driving While Impaired and/or Driving Under the Influence: Because of the danger that drivers under the influence pose to themselves and to others, the operation of a vehicle while under the influence of alcohol or other drugs is prohibited. For purposes of this policy, "driving under the influence" is defined as a situation in which the operator of any motorized vehicle is determined by admission, by testing for blood alcohol content, or by commonly accepted behavioral observations (e.g., slurred speech, staggering, etc.), to be driving such vehicle after having consumed Alcoholic Beverages or ingested other Drugs or legally controlled substances to a degree that has altered, inhibited, or impaired the student's ability to think and/or act.

7. Underage Purchase or Attempt to Purchase Alcohol: No student under the age of 21 may purchase or attempt to purchase Alcoholic Beverages.

8. Underage Possession and/or Consumption of Alcohol: No student under the age of 21 may possess or consume Alcoholic Beverages. Additionally, no student under the age of 21 may possess empty primary alcohol containers.

9. Sale of Alcoholic Beverages: The sale of Alcoholic Beverages except for sales by University-approved licensed vendors.

10. Use, Possession, Sale, Manufacture, Distribution, or Display of Controlled, Illegal or Prohibited Substances and/or Paraphernalia: Any possession, use, sale, manufacture, distribution, or display of controlled, prohibited, or illegal substances and/or Paraphernalia. The use of (or intent to use) substances for purposes or in manners not as directed. Cannabis is prohibited, including any cannabis product or products that contain any amounts of any form of THC, including edibles, alternative cannabis products (i.e. tinctures, lotions/balms/transdermal patches, concentrates, etc.), vapes for use with cannabis oils, etc. If University officials respond to the smell of cannabis, the University may proceed with a conduct process and determine, based on the totality of the information, that it is more likely than not the substance is cannabis, and thus is prohibited. The factors to be considered include but are not limited to: the smell of cannabis, the presence of paraphernalia related to cannabis use (water bongs, grinders, pipes), behaviors indicative of cannabis/THC intoxication, and any applicable packing or testing.

11. Use of Common Source Containers: The use of common source containers except by University-approved licensed vendors or during events pursuant to University Athletics policies.

12. Drinking Practices or Games that Promote Misuse of Alcohol: Active participation in games and activities that promote high-risk drinking or rapid alcohol consumption. This includes, but is not limited to, flip-cup, pong (including "water pong"), quarters, split-a-bottle, Edward 40-hands, shot-gunning, shots, consuming a minimum volume of alcohol within a set time period, and chugging.

13. Unauthorized Containers or Paraphernalia: Beer bongs, funnels, or any other paraphernalia which encourage or support alcohol misuse are prohibited.

14. Advertising, Referencing or Promoting Alcoholic Beverages, Drug Use, or Bars/Taverns: No reference to alcoholic beverages, illegal drug use or off-campus bars/taverns may appear on any poster, sign, flier, or social media posting (except programming/prevention messaging from approved offices within University departments). This includes, but is not limited to, College Night, Drink Specials, BYOB or Your Favorite Beverage. Student organizations or student initiatives that involve election campaigns are also not allowed to reference

alcoholic beverages or off-campus bars/taverns as part of election marketing.

15. Social-Hosting Regulations: Student organizations hosting social functions where alcohol is consumed must abide by all University regulations and applicable laws. Such groups are responsible for managing their social functions in a manner consistent with this policy. For the purposes of this policy, this includes registered student organizations and other informal groups of students hosting social events.

- Persons of legal drinking age may consume alcoholic beverages at social functions registered in accordance with this policy. Attendance at such functions is limited to Wake Forest University students and their invited guests.
- Hosts will verify by checking government-issued identification that individuals who consume alcoholic beverages at a social function are at least 21 years of age. Acceptable forms of identification are valid forms of: Driver's License, State Issued Identification, Passport, or Military Identification.
- Hosts must prominently display information regarding North Carolina state law regarding alcohol use.
- No alcohol is permitted at formal recruitment functions.
- Groups holding social functions at any off-campus location where alcohol is available must abide by all applicable laws and be aware that their organization represents Wake Forest University. The group may be held accountable for its actions and the actions of its members through the University judicial process.
- Alcoholic beverages may not be stored/held in lounges at any time other than during an officially registered social function.
- Alcoholic beverages for social events sponsored by student organizations may not be purchased with Student Activity Fee (SAF) or Student Budget Advisory Committee (SBAC) funds. Student Government and Student Union may utilize SBAC funding to purchase alcohol for Campus-wide events in accordance with University event planning guidelines for undergraduate organizations.
- All social function hosts are responsible for knowing and following the Guidelines for Hosting Social Functions.

Administration of the Policy

- The Alcohol and Other Drugs Coalition reviews the University Undergraduate Alcohol Policy and related procedures no less than on a biennial basis. The Alcohol and Other Drugs Coalition reports its

findings and makes recommendations to the Vice President for Campus Life.
- The implementation and enforcement of the University Undergraduate Alcohol Policy is under the direction of the Vice President for Campus Life.
- Reported or suspected violations of the University Undergraduate Alcohol Policy will be addressed in accordance with the SCC.

Definition of Terms

- Alcoholic Beverage: Any liquid containing at least one-half percent (0.5%) alcohol by volume, including beer, wine, malt beverages, liquor, or mixed drinks.
- Alcohol Paraphernalia: Any material, product, instrument, or item used to create, distribute, manufacture, use, conceal, or ingest alcohol.
- Bar/Tavern: An establishment for the sale of beer and other drinks to be consumed on the premises, sometimes also serving food for which >50% of revenue comes from the sale of alcohol.
- BYOB: A social event where individuals bring their own Alcoholic Beverage. If an event is designated as "BYOB," collective purchasing of alcohol (by members or non-members of the sponsoring organizations) is prohibited.
- Common Source Containers: Kegs, coolers, and similar containers of Alcoholic Beverages intended to serve as a source of such beverages for multiple persons at a party or other gathering.
- Designated Areas: locations on the Reynolda campus where Students, Student Organizations, and their guests of legal age may consume Alcoholic Beverages. The following are Designated Areas: residential living spaces within residence halls, leased lounges, independent lounges, common spaces in apartment-style living suites, Shorty's, Zick's, and at special event venues during Registered events.
- Distribution: "Sharing" or providing access to alcohol or other drugs. It does not require the exchange of money, goods, or services.
- Drug: A chemical substance used in the treatment, cure, prevention, or diagnosis of disease or used to otherwise enhance physical or mental well-being; a habit-forming medicinal or illicit substance, especially a narcotic.
- Drug Paraphernalia: Any material, product, instrument, or item used to create, manufacture, distribute, use (ingesting, inhaling, or otherwise introducing any drug into the body), conceal, or otherwise manipulate any drug and includes, but is not limited to, hypodermic needles, syringes, bongs, vaporizers, or pipes.
- Possession: Transportation, ownership, control, or consumption of an Alcoholic Beverage or Drug. Students are presumed more likely than not to be in possession if the item is found in their room, vehicle, belongings, or other space within their direct or

indirect control. More than one individual may have possession of an Alcoholic Beverage or Drug.

- Primary Container: The original packaging (including cans, bottles, boxes, or other packaging) in which an Alcoholic Beverage is distributed by the manufacturer.
- Registered: Any social event that has been approved and recorded by the Office of Student Engagement, or other appropriate office.
- Secondary Container: Any device into which an Alcoholic Beverage has been transferred from its primary container. Also, any cup or container used to conceal the identity of the Alcoholic Beverage (such as a Koozie).

Proactive Medical Support Policy for Undergraduate Students

Wake Forest is committed to the safety and wellbeing of its students. The University encourages and expects students who are concerned about their own health or the health of another student due to alcohol and/or drug use to proactively seek medical support. The University recognizes the potential for a conduct action by the Office of the Dean of Students may deter students from seeking medical assistance, and this Proactive Medical Support Policy is intended to eliminate that barrier.

This Proactive Medical Support Policy applies to:

- Students who proactively seek medical support for themselves due to use of alcohol and/or other drugs,
- Students who proactively seek medical support for another person due to that person's use of alcohol and/or other drugs, and
- Student organizations seeking medical assistance for their members or guests due to the member(s)' or guest(s)'s use of alcohol and/or other drugs.

Individual: Students will be eligible for Proactive Medical Support when it is determined they proactively sought medical assistance for themselves or if others sought medical assistance for them in a proactive manner related to the use of alcohol and/or other drugs. The term "proactive manner" means a student would seek out the assistance of law enforcement or medical personnel (examples include a Winston-Salem or University Police Officer or a member of the Wake Forest University Emergency Medical Services staff) or residence hall staff member (examples include a Graduate Hall Director or Resident Adviser) trained student staff (examples include an Event Resource Manager or Deacon Patrol member), or using a specific university resource (such as Deacon Health Service or calling 911). A student who is seeking Proactive Medical Support for themselves will be required to comply with recommendations of the Office of the Dean of Students. Recommendations may consist of, but not be limited to, the following:

- Educationally-focused outcomes:
  - Referral to an Alcohol and Other Drug Counselor for an alcohol or other drug assessment
  - Educational opportunities to assist in avoiding future high-risk situations
  - Online or in-person educational programs, such as AlcoholEDU, BASICS, or similar
- Prevention-based outcomes:
  - A period of warning or probation

- Restorative and community-focused outcomes:
  - Apology letter
  - Residence Hall programming and/or educational efforts

If the student satisfactorily completes the process through the Office of the Dean of Students, allegations, findings, and outcomes will not be reported externally to graduate or professional schools or on background checks. In addition, Proactive Medical Support will not be granted to students needing medical assistance who refuse to cooperate with medical providers, law enforcement, or University personnel at the time medical assistance is sought.

Students who seek medical assistance for another person experiencing an alcohol or other drug related emergency may also be granted Proactive Medical Support, in support of their help-seeking behaviors. Outcomes may include the same outcomes noted above.

Organizational: Student organizations may be eligible for Proactive Medical Support when it is determined that they sought medical assistance for members and guests in a proactive manner related to the use of alcohol and/or other drugs. The term "proactive manner" means that the student organization would seek out the assistance of law enforcement or medical personnel (examples include a Winston-Salem or University Police Officer or a member of the Wake Forest University Emergency Medical Services staff) or residence hall staff member (examples include a Graduate Hall Director or Resident Advisor) trained student staff (examples include an Event Resource Manager or Deacon Patrol member), or using a specific university resource (such as Student Health Service or calling 911). A student organization seeking Proactive Medical Support will be required to comply with recommendations of the Office of the Dean of Students in order to be granted the amnesty. Failure to seek medical assistance may result in disciplinary action against the student organization and/or its members. The student organization seeking medical attention for another person will not receive charges related to alcohol and other drugs by the Dean of Students or his/her designee, provided the student organization and/or its members complete any educational recommendations assigned by the Office of the Dean of Students. The Office of The Dean of Students reserves the right to notify the Inter/national headquarters of recognized student organizations, even when amnesty is given. Failure to comply with the recommendation(s) may result in alcohol and/or drug violations under the Code of Conduct.

Individual students or organizations that actively seek immediate medical assistance for another person may still receive Proactive Medical Support regardless of the compliance of the individual for whom medical assistance was sought.

If a student and/or a student organization received Proactive Medical Support for a prior incident or has prior alcohol or other drug conduct cases, the availability of amnesty is at the discretion of the Office of the Dean of Students. Proactive Medical Support applies only to alcohol and other drug violations under the SCC and does not eliminate the possibility that other allegations may be made to address other prohibited conduct such as but not limited to, assault, property damage, or distribution of illegal or illicit substances.

This policy applies only to those students or student organizations seeking medical assistance due to alcohol or other drug use and does not apply when the individual in need of medical assistance is found by University employees, including Resident Advisers.

University Policy On Demonstrations, Chalking, And Posting

Wake Forest University has a policy on demonstrations, chalking, and posting. See the entire policy in the University's Policy Library, https://policy.wfu.edu/demonstrations-chalking-and-posting-policy/.

Summary of Computing Rights and Responsibilities

The policy applies to all computer and computer communication facilities owned, leased, operated, or contracted by the University. This includes, but is not limited to, tablets, personal computers, laptops, smart phones, computer networks, computer peripherals, and software, whether used for academic, administration, research or other purposes. This also includes use of University data or access to computer systems by personal devices such as computers, tablets, and smart phones by faculty, staff, students and guests. The policy extends to any use of University facilities to access computers elsewhere.

Wake Forest University provides each of its students and faculty with an email account. Outside of the classroom, email is an important means of communication between faculty, staff, and students. It is the responsibility of the student to regularly monitor his or her Wake Forest email account for University communications.

Basic Principles. The University's computing resources are for administrative, instructional, educational, and research use by the students, faculty, staff, vendors and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Social Regulations and Policies, and all local, state, and federal laws) apply equally to use of University computing resources.

As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains.

Use of campus resources is restricted to authorized users. For the purposes of the Policy on Ethical and Responsible Use of Computing Resources, an "authorized user" is defined as an individual who has been assigned a login ID and authentication credentials such as a password for use of computing resources. Authorized users are responsible for the proper use of the accounts assigned to them under their login ID and authentication credentials. Users are also responsible for reporting any activities which they believe to be in violation of this policy, just as students are responsible for reporting Honor Code violations.

Use of these resources must be done:

- *In a manner consistent with the terms under which they were granted access*
- *In a way that respects the rights and privacy of other users; so as not to interfere with or violate the normal, appropriate use of these resources; and*
- *In a responsible manner and consistent with University policies and the workplace and educational environment.*

For faculty, staff, vendors, contractors, and other non-students, limited personal use of University issued computing resources is authorized so long as it does not impact University computers, network, or interfere with work related activities and is not prohibited by this or other University policies.

For students, personal activity is allowed as long as it does not interfere with other University computers or network bandwidth and is not prohibited by this or other University policies.

Systems Monitoring. This statement serves as notice to all users of campus computing resources that regular monitoring of system activities occurs and users should have no expectation of privacy while on the WFU network or computer systems. Only people engaged in supporting University computing resources are authorized to perform monitoring of systems and only for systems under their control.

Policy Violations. Suspected violation of this policy will be handled through the appropriate University process or office, such as administrative procedures, The Honor and Ethics Council, the Graduate Council, Dean's office, or Human Resources.

Violation of this policy may result in one or more of the following, in addition to any other actions deemed appropriate by the applicable authority:

- *Suspension of one's ability to perform interactive logins on relevant machines on campus.*
- *Suspension of one's ability to use the University's computing resources.*
- *Suspension of one's ability to send or receive email.*
- *Increased monitoring of further computer activity (beyond normal systems monitoring).*

Locating Computing Policy Information and Policy Updates. The above summary is based on the "Policy on Ethical and Responsible Use of Computing Resources". This policy and others may be updated and revised from time to time without prior notice.

Full policies can be reviewed online (https://is.wfu.edu/services/policies-and-standards/).

University Services

- Global Affairs
- Information Systems
- Libraries
- Student Health and Wellbeing
- Transportation and Parking Services
- University Police and Safety Services

Global Affairs

- Center for Global Programs & Studies (GPS)
- Center for Immigration Services & Support (ISS)
- Center for Research on Abroad and International Student Engagement (RAISE)

Center for Global Programs & Studies (GPS)

The Center for Global Programs and Studies (GPS) advances a global campus community and cultivates global mindsets through collaborative initiatives, programs, and services for the entire University. A complete

list of programs and services offered by GPS is available here (http://global.wfu.edu).

Contact Information:
The Center for Global Programs and Studies
Reynolda Hall, Room 116
Phone: 336-758-5938

Global Abroad and Away

Global Abroad and Away (http://studyabroad.wfu.edu/) manages the extensive offerings of Wake Forest and Affiliate study abroad/away programs and provides advising to all students pursuing these academic opportunities. Other programs and services include:

- Study abroad/away scholarships (http://studyabroad.wfu.edu/funding/)
- Passport Assistance
- Community-Based Global Learning (CBGL) programs (https://global.wfu.edu/staff/international-service/)
- Cross-Cultural Engagement (CCE) program (https://global.wfu.edu/global-abroad/cross-cultural-engagement/)
- Contemporary Global Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/)
- Global Trade and Commerce Studies Minor coordination and support (https://global.wfu.edu/global-campus/international-minors/global-trade-commerce-studies/)

Global Campus Programs

The Global Campus Programs (GCP) team is responsible for the planning, design, and implementation of programs focused on building a global campus community. The GCP team is both proactive and responsive to developing collaborative programming based on the needs of students, faculty, staff, and campus partners with the goal of enhancing global mindsets. Hallmark programs include Global Laureates Academy (https://global.wfu.edu/global-laureates-academy/) and the WISE Conference (https://global.wfu.edu/global-campus/wise-conference/) for faculty, staff, and students.

Center for Immigration Services & Support (ISS)

The Center for Immigration Services & Support (ISS) (https://global.wfu.edu/iss/) provides visa processing and immigration support to international students, faculty, and staff during their time at Wake Forest and beyond. Through maintaining compliance with immigration regulations and accurate reporting to several federal government agencies, the ISS team ensures Wake Forest can continue to host international students, faculty, and staff on its campuses. The ISS staff are the only Designated School Officials (DSO) for Wake Forest University, meaning we are your resources for all immigration-related guidance. ISS organizes many activities to build community and strengthen the sense of belonging for the international population. We also host several immigration information sessions throughout the year to educate campus stakeholders on various processes and procedures. The experts in ISS advocate for services that will enhance the experience of our international population on campus. You may contact ISS by email at iss@wfu.edu.

Center for Research on Abroad and International Student Engagement (RAISE)

The RAISE Center (https://raisecenter.wfu.edu/) seeks to understand and enhance the experiences, engagement, and development of abroad and international students. Composed of researchers across multiple institutions, the RAISE Center provides the following opportunities for WFU faculty, staff, and students to engage in research and practice in international education:

- Research on International Student Engagement (https://raisecenter.wfu.edu/projects/project-rise/) (Project RISE)
- Academic Research on Education Abroad (https://raisecenter.wfu.edu/projects/area-database/) (AREA) Database
- Global Accelerator Program (https://global.wfu.edu/global-outreach/wfugap/) provides faculty cross-cultural teaching opportunities in China

For more information, please contact raise@wfu.edu

Information Systems

The Office of Information Systems (https://is.wfu.edu/) (IS) provides modern technology services for the unique academic, research and administrative needs of Wake Forest University (WFU) students, faculty and staff. The IS mission is to empower the WFU campus community in the use of information and digital technologies to further intellectual exploration, informed institutional decisions, and the creation and dissemination of knowledge. Driven by the core values of innovation, collaboration, and leadership, IS partners with the campus community to discover effective technology solutions which support Wake Forest as a vibrant place of learning and discovery.

Wake Forest employs a single sign-on approach for most university systems and logins. When a student is enrolled, and for the duration of their studies, they are provided with an @wfu.edu student account which provides access to Wake Forest's Google Workspace environment (WFU Mail, Docs, Sheets, Forms, Chat, Slides, Calendar and more), software licensing including Microsoft365 and Adobe Creative Cloud apps (Adobe Photoshop, Illustrator, Indesign, Premiere), the Workday student information system (advising, registration, degree planning and financial aid), Canvas and other instructional systems, and many other campus administrative sites and services. A self-service platform for password activation, resets and other needs for the WFU account is provided at account.wfu.edu (https://account.wfu.edu/pwm/public/).

For computing, most Wake Forest students, faculty and staff favor laptops for flexibility and mobility. The campus wireless network is likewise extensive and carefully maintained. Coverage extends to most buildings on campus, as well as numerous outdoor spaces (https://help.wfu.edu/support/solutions/articles/13000199161-outdoor-wireless-on-reynolda-campus/) to support learning and work in the natural surroundings. Through its designation as an eduroam partner site (https://incommon.org/eduroam/eduroam-u-s-locator-map/), Wake Forest extends connectivity to thousands of university and other partner campus networks nation- and worldwide.

The Bridge IT support desk (https://is.wfu.edu/services/service-desk/) provides walk-in technology support for the campus community and is centrally located in the ZSR library. In addition to general IT

consultation, support and guidance, The Bridge is also an authorized Apple, Dell, Lenovo ThinkPad, and Microsoft Surface service center. The Bridge offers flexible routes for seeking IT help, with extended walk-in hours, chat support, phone support (758-HELP), and a knowledge library of IT solution articles (https://help.wfu.edu/). Additionally, simple video capture and green screen is available to students in the One Button Studio (https://is.wfu.edu/services/one-button-studio/), a fully automated video production facility in The Bridge.

To support their studies and modern campus needs, all Wake Forest undergraduate students are required to have a laptop meeting core minimum requirements (https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements/). While some students bring their own laptop, many opt to purchase through the University's WakeWare (http://wakeware.wfu.edu/) official laptop program. WakeWare laptops include full on-campus repairs onsite at The Bridge (https://is.wfu.edu/services/service-desk/) and four years of extended warranty and damage protection. During times of repair, loaners are provided to students to minimize disruption to their studies. Undergraduate students receiving institutional aid qualify for a grant to cover the full cost of the WakeWare Standard computer and have two years to redeem their grant.

Digital Accessibility is prioritized through the IS Technology Accessibility Program. In addition to guiding campus with awareness on digital accessibility best practices, IS employs accessibility reviews for university software purchasing, and promotes accessibility of university digital resources through various partnerships and advocacy efforts within and beyond campus.

For some academic programs and courses, students learn necessary skills in powerful software programs such as AutoCAD and COMSOL. Access to these applications is provided to students in a virtualized desktop environment. For advanced processing needs, such as some modeling or analytics exercises, students have access to the WFU Distributed Environment for Academic Computing (DEAC) cluster, a Linux-based High Performance Computing cluster. The DEAC cluster provides supercomputing services for academic research and coursework and are available to students 24 hours a day through connections over the campus network.

Wake Forest leverages the Workday Student platform for campus student information system functions, and the modern and integrated system supports many steps in the student academic journey, including enrollment, advising, registration, student financials and academic records.

The Wake Forest WakerSpace (https://wakerspace.wfu.edu/) is a student-staffed maker facility for student skill-building, creativity and making. Students have access to explore various maker and creative projects using 3D printers, laser cutters, woodworking, soldering, podcasting, knitting, and sewing, with workshops and interest groups holding sessions in the space throughout the year. With academic and extra-curricular programming, and with a creative community of students, faculty and staff alike, the WakerSpace serves a broad range of interests across campus.

Students have access to IS-supported cable television and streaming services. All residence hall rooms are equipped with cable TV connections and/or the ability to stream cable TV. Available to students on- and off-campus, Cable and streaming services (https://is.wfu.edu/services/stream2/) provide access to on demand and scheduled cable network programming as well as local campus information channels

and recording storage for every account. Student gaming and other entertainment devices are permitted and may be networked through a special wireless service specifically reserved for these more non-standard devices.

Wake Forest cybersecurity strategy (https://infosec.wfu.edu) is multi-pronged, with technical controls, policy (https://policy.wfu.edu/) and community awareness layers. Campus awareness and guidance around good cybersecurity practices are prioritized in annual programming. An annual student-focused cybersecurity awareness month, required faculty and staff training, as well as outreach and workshops targeted for unique needs of campus audiences all seek to increase campus awareness and efficacy in good information security practices.

Numerous student employment opportunities are available to students with an interest in technology and higher education, and IS offers positions for a variety of interests including technology support, digital literacy and the WakerSpace. IS consults a student advisory body regularly to seek guidance on various initiatives.

Students also have access to additional computing resources outside the University. Wake Forest is a member of:

- The Inter-University Consortium for Political and Social Research (ICPSR) (https://www.icpsr.umich.edu/web/pages/), located at the University of Michigan. Membership in ICPSR provides students and faculty with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data.
- EDUCAUSE (https://educause.edu), a national consortium of colleges and universities concerned with computing issues.
- Eduroam, a global wireless network access service, available on thousands of partner campuses (https://incommon.org/eduroam/eduroam-u-s-locator-map/) for research and education, accessed using one's home institution credentials (WFU account login).

Libraries

Overview

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The Wake Forest University libraries include: the Z. Smith Reynolds (ZSR) Library (https://zsr.wfu.edu/), located on the Reynolda Campus, supporting the undergraduate College, the Wake Forest School of Business, the Graduate School of Arts and Sciences, the School of Divinity, and the School of Professional Studies; the Law Library (http://library.law.wfu.edu/), housed in the Worrell Professional Center on the Reynolda Campus, serving the School of Law; and the Coy C. Carpenter Library (https://school.wakehealth.edu/Carpenter-Library/) serving the Wake Forest School of Medicine and is located on the Bowman Gray Campus.

Collections

The three library collections total over 2.8 million titles, including over 1.8 million e-books, more than 150,000 electronic journals and over 15,000 DVDs as well as streaming media and other formats. The Law Library holds over 45,000 volumes and the Coy C. Carpenter Library holds over 35,000 volumes. The ZSR Library and the Law Library serve as selective federal depositories as a part of the Federal Depository Library

Program.The three libraries share an online search portal, which provides access to books, electronic resources, journals and databases. Through our interlibrary loan service (https://zsr.wfu.edu/delivers/ill/), students, faculty and staff may obtain materials from other libraries at no charge.

Z. Smith Reynolds Library

The Z. Smith Reynolds Library (ZSR) provides comprehensive reference and research services (https://zsr.wfu.edu/research/) in-person and online. Research Librarians work with individual classes across the disciplines on research papers and library users can request personal research sessions (https://zsr.wfu.edu/research/support/sessions/) with Research Librarians at all phases of their research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines and special topics in information. The Digital Initiatives & Scholarly Communication (https://zsr.wfu.edu/digital-scholarship/) librarians support faculty scholarship and student digital project coursework through consulting and instruction on tools, methodologies, project management, digital publishing, open education, data management, copyright, and open access.

Special Collections & Archives (SCA) (https://zsr.wfu.edu/special/about/) serves as a research repository for rare, unique, and primary source materials in the Z. Smith Reynolds Library, including nearly 80,000 volumes and 15,000 linear ft. of collections. SCA acquires, preserves, and provides access to a wide range of primary research materials in their original formats, and in particular, seeks to better document underrepresented communities on campus. Major collections include the Baptist Historical Collection of North Carolina, Manuscripts, the Rare Book Collection, and the University Archives (https://zsr.wfu.edu/special/collections/archives/). SCA has a major outreach program offering events and presentations and also frequently hosts Wake Forest faculty and their classes. All are welcome to use the collections, a selection of which are available online in SCA Digital Collections (https://zsr.wfu.edu/special/collections/digital/), which currently numbers over 245,000 items. Please contact archives@wfu.edu for access to the collections by appointment or to submit a specific question.

Spaces

The Z. Smith Reynolds library has group study rooms equipped with large screen monitors and individual study carrels that can be booked online (https://wfu.libcal.com/reserve/). Windows PCs, Macintosh computers, and media viewing stations are available for public use. Multimedia equipment, Chromebooks, tablets, and other technology devices may be reserved for checkout. Reference (https://zsr.wfu.edu/research/support/) and online chat (https://zsr.wfu.edu/chat/) are available to help library visitors to find resources and research assistance. The library has a 118-seat auditorium that is available for use by Wake Forest community groups for programs, lectures, and film screenings.

ZSR houses The Bridge Service Desk (https://is.wfu.edu/services/service-desk/), the Center for the Advancement of Teaching (https://cat.wfu.edu/), the Office of Online Education (https://oe.wfu.edu/), and The Writing Center (http://writingcenter.wfu.edu/). The Bridge provides hardware and software support for WFU students, faculty, and staff. The Center for the Advancement of Teaching is a resource center for Wake Forest faculty at all stages of their careers. The Office of Online Education is a resource for faculty interested in designing and delivering online learning experiences in the courses they teach. The Writing Center provides help to guide students through their writing process.

Access

ZSR Library is committed to creating an accessible, enriching, and welcoming community space for all.
The library's hours vary by semester and can be found at https://zsr.wfu.edu/calendar/. Several large spaces are available via WFU Deacon OneCard entry even when the library is closed. These include over 200 seats of open study, reservable study rooms, vending machines, printers/copiers/scanners, and the library's bank of touchless smart lockers for pickup of requested materials. The Library also houses Smith's Cafe (https://dining.wfu.edu/locations/smithscafe-zsr-library/), our coffee shop. Check out the hours and events calendar (https://zsr.wfu.edu/calendar/) to stay up to date. See a full description of the ZSR Library resources and services at zsr.wfu.edu (https://zsr.wfu.edu/).

Bowman Gray Campus and Innovation Quarter

All faculty, staff and students in the Wake Forest University Graduate School of Arts and Sciences have full and unrestricted access to the Coy C. Carpenter Library of Wake Forest School of Medicine at its main facility on the first floor of the Gray Building. The Library is centrally located within the Wake Forest-affiliated hospital (Wake Forest Baptist Medical Center), and most of the resources are available online.

Transportation and Parking Services
Motor Vehicle Registration and Fees

Anyone affiliated with the university as faculty, staff or student and wishes to park a vehicle in a university parking lot at any time of day or night, including after 4:00 p.m. weekdays, on weekends and during academic breaks, must register that vehicle with the Transportation and Parking Services office. Alumni and visitors coming to WFU more than once need to register their vehicle. For registration purposes, students, faculty, staff and alumni are defined as:

Student – Anyone enrolled in any class or program at Wake Forest University, including study-abroad programs. Unless formally withdrawn or graduated from the university, students are considered an active student.

Faculty – Assigned teaching responsibilities at Wake Forest University (Does not include students who are teaching assistants).

Staff – Non-faculty Wake Forest employee contracted to work on campus.

Alumni – Graduated from WFU and is not enrolled in a graduate program

Parking permits are not transferable from vehicle to vehicle or person to person.

A person may be asked to relinquish a permit due to a change in the permit holder's role at WFU or due to misuse of the permit.

Parking Options

- First-year students are required to register their vehicle and park off campus in Lot Z5 in the designated area.

- Sophomore students are required to register their vehicle and park off campus in Lot Z2, which is located on the north side of Polo Rd. Parking in the sophomore parking lot (Z2) is limited.
- Junior and senior resident students are required to register their vehicle.
- Commuting upper-class students are required to register their vehicle and have the option to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus (Winston-Salem First and the designated lot in Reynolda Village). Commuting upper-class students may also purchase an evening permit. A waitlist will be available, if/when on-campus or Winston Salem First/Reynolda Village commuter permits sell out. If Transportation and Parking Services determines space is available in either of these areas at a later time. Additional permits may be offered to those on the waitlist, if your waitlist number is chosen. Students are encouraged to register for a permit, even if on the waitlist. There is no guarantee the waitlist will be honored.
- The evening parking permit is available to those who ride the shuttle to campus from apartment complexes or students who otherwise reside in off-campus housing and walk or bike to campus between 8:00 a.m. and 4:00 p.m., Monday-Friday.

Fees for parking options can be found online (https://parking.wfu.edu/parking-info/student-parking-information/) during the vehicle registration process. All permits can be ordered online (https://wfuparking.t2hosted.com/Account/Portal/).

Fines are assessed for violating parking regulations and range from $25 to $250. Visitors are subject to all parking rules and regulations (https://parking.wfu.edu/policies-procedures-forms/). Students are responsible for their visitors. Students will be held financially responsible for citation fines issued to vehicles driven by family members or by friends who use a Wake Forest student's vehicle. Visitors who plan to park on campus for more than one day require a visitor parking pass. Visitor parking passes can be obtained from the Transportation and Parking Services office.

The Transportation and Parking Services office is located in Alumni Hall, Suite 138. Office hours are 8:30 a.m. to 4:30 p.m., Monday through Thursday and 8:30 a.m. and 3:00 p.m. on Friday.

For more information call 336-758-PARK or email (parking@wfu.edu).

Alternative Transportation

Wake Forest Transportation and Parking Services adopted an app that it encourages all shuttle riders to download and begin using immediately. The app, Passio GO, is designed to make the shuttle service more convenient for all riders. More information about our shuttles can be found online (https://parking.wfu.edu/ride-the-wake/).

Deacon's Downtown Shuttle
During the academic year, Deacons Downtown provides evening service beginning at 9:30 p.m. on Thursday. The last downtown pick up is between 1:30 a.m. and 1:45 p.m. Service stops at 2am.

Bicycle
To register your bicycle, go here (https://parking.wfu.edu/alternative-modes-transportation/bicycle-resources/).

Zipcar
Wake Forest offers a car-sharing program as an alternative to bringing your own car to campus. Zipcars are an affordable option that are

available by the hour or by the day. Cars are parked on campus near the first-year residence halls.

Student Health and Wellbeing

- Campus Recreation
- CARE Team
- Center for Learning, Access, and Student Success
- Chaplain's Office and Religious Life
- Deacon Health
- Office of Wellbeing
- University Counseling Center

Campus Recreation
Campus Recreation

The Office of Campus Recreation seeks to enrich the quality of life for students, faculty, and staff by providing a broad program of sports, outdoor, and fitness activities for men and women of all ability levels. Such programs include intramural sports, club sports, Outdoor Pursuits, open recreation, group fitness, and personal training. Campus Recreation is also responsible for managing the Miller Fitness Center and all of the activities within Reynolda Gymnasium. Campus Recreation provides a healthy outlet for every student, and a convenient option for every staff and faculty member in a safe place where the whole person is central each and every day. In support of the gym and the University's extensive wellbeing center facilities, the University is introducing wellness center membership fees for some community members starting September 1. The wellness fee for full-time, Reynolda campus students will be $150 per semester. Graduate students may opt to have the fee waived online through the Wake Information System (WIN). Graduate students who elect to opt out of the wellness fee will not have access to campus wellness, recreation and fitness facilities, equipment and related programs, including intramural sports and club sports.

The spouses and live-in partners of Wake Forest University students who have a wellness membership may purchase their own wellness center membership through Campus Recreation.

The Miller Fitness Center houses Campus Recreation's one large group fitness studio. The fitness studio is located on the 4th floor. The Miller Center has two gender-specific locker rooms, each has 12 day-use only lockers and one shower available.

Reynolds Gymnasium is the home of Campus Recreation as well as the Office of Wellbeing, Deacon Health, and the Varsity Athletics Gym. The newly renovated state of the art facility includes the following: Welcome Lobby Desk, Living Room lounge space, Indoor Swimming Pool and Whirlpool, Classrooms, 2 Multipurpose Activity Courts (MAC) with dasher boards and goals, Bouldering and Climbing Wall, 5 Cardio and Strength Training Fitness Spaces, and Locker Rooms.

The Sutton Center is an expansion of Reynolds Gymnasium. Opened in January, 2016 this expansion includes: two full sized gymnasiums with state of the art sound systems, Outdoor Pursuits retail and rental center, Two connector atriums with an abundance of natural light, digital signage, and lounge areas for student interactions. The gymnasiums are lined to accommodate basketball, volleyball and badminton but can be transformed to host receptions, unique competitions and other university & community events.

Intramural sports are competitions between students, faculty, and staff. With undergraduates and graduate students participating every year, competitive games of all levels are offered.

CARE Team
CARE Team

The Campus Assessment, Response, and Evaluation (CARE) Team specializes in listening, responding, and connecting. Members follow up with referred individuals to hear their stories, identify their needs, and connect them with the resources and interventions that best suit their individual circumstances and our community at large. We care about our fellow Deacons and want to ensure their safety, wellbeing, and success by providing this additional support.

In addition, the CARE Team also educates the campus community about how to identify distressing or concerning behaviors and how to promptly report those worries. To learn more about our community education opportunities available for student groups, faculty departments, or staff offices, visit the We Are Wake (https://we.wfu.edu) website.

The CARE Team is designed to facilitate the identification and management of, but not limited to, behaviors, stressors, and mental health concerns. These concerns may present special challenges to University students and the campus community, including faculty and staff, which may disrupt, impede, or interfere with the day-to-day functions of the identified student, community member, or the University. The CARE Team can follow up (directly or indirectly) with the persons who display behaviors of concern and connect them with appropriate resources as warranted.

The Team is composed of representatives from throughout the University who have specific expertise and professional training in assessing and intervening with individuals whose behaviors, current stressors, and general wellbeing need additional care and support.

The CARE Team is not tasked with responding to emergencies. If this is an emergency and you are in need of immediate assistance or consultation, contact WFU Police at 336.758.5911 or 911 from a campus phone.

CARE Team Contact Information:
Email (CARE@wfu.edu)
Website (http://we.wfu.edu)
CARE Team Case Manager – 336.758.CARE (2273)

Center for Learning, Access, and Student Success

Wake Forest is an equal access institution that admits qualified applicants without regard to disability. When a student with a disability is admitted, the University seeks to accommodate those needs that are determined to be reasonable and that do not compromise the integrity of the curriculum.

The Center for Learning, Access, and Student Success (CLASS) provides study skills training and counseling. Students can learn to read critically, take notes effectively, manage their time, improve their motivation, increase their reading speed, and prepare for tests. Assistance is provided through counseling and individual and group tutoring. Students with a wide range of learning and other documented disabilities may also receive academic support, training, and advocacy through the Center

for Learning, Access, and Student Success. Our hours of operation are Monday-Friday, 8:30am-5:00pm (excluding Holidays).

Students with a disability who require accommodations should submit a request and documentation to one of the individuals listed below, depending on the nature of the accommodation requested. The information a student provides will be treated confidentially and will be shared with other administrators or faculty members only to the extent necessary to reach decisions and take actions on requests for accommodations.

Please make an appointment at the Center for Learning, Access, and Student Success once you arrive on campus.

Additional information on disability services is available on the Center's website (https://class.wfu.edu/).

If an accommodation is granted, students are responsible for obtaining copies of the accommodation letter from the Center for Learning, Access, and Student Success and for delivering a copy of the letter to their professors at the beginning of each semester.

Regarding medical or mobility issues:

Cecil D. Price, M.D.
Deacon Health
P.O. Box 7386
Winston-Salem, NC 27109
Email (price@wfu.edu)
Phone: 336.758.5218

Regarding learning issues:
Michael Shuman, Ph.D., Director
Center for Learning, Access, and Student Success
P.O. Box 7283
Winston-Salem, NC 27109
Email (shumanmp@wfu.edu)
Phone: 336.758.5929

Chaplain's Office and Religious Life

The Office of the Chaplain and Religious Life seeks to support a diversity of beliefs through the multifaith character of the chaplaincy and its relationship to some 16 religious life affiliates. The office acknowledges the importance of faith, both in our individual and collective lives, and strives to provide opportunities for members of the Wake Forest community to express and explore their faith in a supportive community. The core work of chaplaincy is rooted in the care of the whole person – body, soul and spirit. As such, a key aspect of our office is to make available pastoral care and advisement for any member of the Wake Forest community – students, staff, faculty, and alumni. This can happen through individual counsel, programming on critical spiritual themes, intervention in medical emergencies, mortality concerns and presiding at key life rituals.

The University Chaplains and Campus Ministers are available for pastoral counseling on a variety of issues. If ongoing counseling is deemed appropriate, referrals to clinically trained therapists in the University Counseling Center may be made.

Chaplains and Campus Ministers also offer spiritual direction or guidance to members of the Wake Forest community seeking to discern God's call in the midst of everyday life and assistance to persons wishing to grow

closer to God through disciplines such as prayer, spiritual reading, and meditation.

Location: Suite 8 Reynolda Hall
Phone: 336.758.5210

Office of Wellbeing

Office of Wellbeing

Thrive is a campus-wide initiative – owned by every member of the Wake Forest University community. The Office of Wellbeing leads the campus in making wellbeing a part of every experience in the lives of our students, faculty, and staff. Wellbeing is about much more than physical health. It includes the eight dimensions of wellbeing - emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual.

Wake Forest created Thrive to give students, faculty, and staff, the skills, knowledge, and perspective to maintain a healthy, balanced life. Programs include monthly focus on specific dimensions, bystander interventions, dimension champion awards, Gold Apron cooking, WFU Certified Peer Education Program, mindfulness resources, Signs of Stress, and many other initiatives.

Deacon Health

Deacon Health

The mission of Deacon Health (DH) is to **promote and advance the health and wellbeing for all students**. A physician-directed medical staff offers primary care services, urgent care, illness care, physical examinations, counseling, limited psychiatric care, allergy injections, immunizations, radiology, gynecological services, pharmacy, laboratory, sports medicine clinic, referral to specialists, and medical information and vaccinations related to travel to international destinations.

Deacon Health Portal

Students can schedule most appointments online through the Deacon Health Portal (https://wfu.studenthealthportal.com/PyramedPortal/). The portal serves as a secure place to make appointments, view published labs, print off a copy of your immunization history on file, print receipts, and securely communicate with our clinic. Notifications of appointment reminders and secure messages from the clinic will be sent to your WFU email address. Students should book an appointment before coming to our clinic either through the Deacon Health Portal, or by contacting us at apptshs@wfu.edu or 336.758.5218. There will be a wait to see a medical provider if you come into the clinic without an appointment.

Medical Charges

For full-time Reynolda Campus students, there is no additional cost to be seen at Deacon Health. However, there may be some additional costs for specific treatments, labs, supplies and prescriptions unless you are on the Student Health Insurance Plan (Student Blue (https://shi.wfu.edu/)). Part-time students will be responsible for any charges incurred. In addition, there are discounted "fee-for-service" charges for medications, laboratory tests, observation care, procedures, and some supplies. Payment can be made via cash, check, Deacon OneCard, Student Blue Insurance (https://shi.wfu.edu/), or the charge can be transferred to the student's account in Office of Financial and Accounting Services. Each student is given a copy of the medical charges incurred on the date of service which can be used for insurance filing. DH does not participate in nor file insurance claims on behalf of the patient.

Radiology

Through a partnership with Atrium Health/Wake Forest Baptist, DH offers on site X-rays. Through this arrangement, Atrium Health, Wake Forest Baptist will be able to bill your medical insurance for these services. All billing will be handled by Atrium Health/Wake Forest Baptist and the remaining portion after your insurance processes the claim will be your responsibility.

Confidentiality

Student medical records are confidential. Medical records and information contained in the records may be shared with therapists and physicians who are involved in the student's care, and otherwise will not be released without the student's permission except as allowed by law. Students who wish to have their medical records or information released to other parties should complete a release of information form at the time of each office visit or service.

Class Excuses

The faculty is responsible for excusing students from class. Consequently, DH does not issue excuse notes for students. Students who are evaluated at DH are encouraged to discuss their situations with their professors. A receipt documenting visits is available through the portal. Students may grant permission for Deacon Health to communicate to the Office of Academic Advising when prolonged illness or hospitalization occurs.

Student Insurance Program

Health insurance is required as a condition of enrollment for all degree-seeking* students at Wake Forest University. Students who demonstrate comparable coverage to WFU's health insurance plan and meet our criteria may waive the coverage provided by WFU. *Specific information about the policy plan, process instructions and full information regarding eligibility can be found at shi.wfu.edu (https://shi.wfu.edu/).

Severe Weather

When the University is closed due to severe weather, DH may have limited staff and may be able to provide care only for injuries and urgent illnesses. Appointments may be rescheduled.

Retention of Medical Records

Student medical records are retained for 10 years after the last treatment, after which time they are destroyed. Immunization records are kept longer.

* For full-time Reynolda Campus students, there is no additional cost to be seen at Deacon Health. However, there may be some additional costs for specific treatments, labs, supplies and prescriptions unless you are on the Student Health Insurance Plan (Student Blue (https://shi.wfu.edu/)). Part-time students will be responsible for any charges incurred.

Deacon Health Information and Immunization Form

All new undergraduate and graduate students are required to be up to date with required vaccines. You and your healthcare physician need to complete the health information and immunization forms (HIIF) available in your Deacon Health Portal (https://wfu.studenthealthportal.com/PyramedPortal/). For steps to upload your documentation visit the Deacon Health website (https://deaconhealth.wfu.edu/new-students/immunization-requirements/#20230414143115).

Immunization Policy

North Carolina State Law (G.S. 130A-152) and Wake Forest University policy require documentation of certain immunizations for students attending Wake Forest. Students must submit certification of the immunizations set forth below or request and receive approval for a medical or religious exemption PRIOR TO REGISTRATION.

The statute applies to all students except the following:
Students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses (classes beginning after 5 p.m.)
- Weekend courses
- No more than four day credit hours in on-campus courses

Read the complete immunization policy at go.wfu.edu/shs-vaccine (https://go.wfu.edu/shs-vaccine/)

University Counseling Center
University Counseling Center

The University Counseling Center, located in 118 Reynolda Hall (Reynolda Campus), provides short-term, time limited counseling and consultation to currently enrolled Reynolda Campus students. All services are confidential, and no fees are charged to students. The Center offers counseling for a variety of concerns including depression, anxiety, personal adjustment, disordered eating, managing stress, sexuality, and relationship issues. The Center is open Monday-Friday from 8:30 a.m. to 5 p.m. (excluding holidays). For more information or to schedule an appointment, call the center at 336.758.5273. More information is also available online (http://counselingcenter.wfu.edu). For life-threatening emergencies call 911 from a campus phone or 336.758.5911.

University Police and Safety Services
University Police

To report an emergency dial 911 (on-campus phone) or 336.758.5911.

The Student's Right-to-Know and Campus Security Act requires institutions of higher learning to issue an annual report describing campus security procedures, facilities, policies, crime prevention programs, statistics, and other information. The purpose of the report is to give individuals in the University community the information they need for their personal safety and security while on campus. A copy of this annual report is available online at www.wfu.edu/police (http://www.wfu.edu/police/). For further information regarding this policy, please call 336.758.3567.

Safety Services

If a safety escort is required after 3 a.m., one can be provided by calling University Police at 336.758.5911, calling 911 from a campus telephone, or utilizing one of the "call-box" telephones found around campus. The safety escort service is provided by either a police officer in a patrol car or a walking security officer. The timeliness of a safety escort's arrival is dependent on the availability of personnel and the number of high-priority calls to which they may already be committed.

Persons requiring ADA assistance or other special transportation needs that prohibit them from using one of the regular shuttle stops should call University Police at 336.758.5911 (ext. 911 on campus) for alternate arrangements.

Wake Forest University provides a safety app, powered by LiveSafe that can be downloaded to your phone or tablet. LiveSafe is a free personal mobile application for Wake Forest University students, staff, and faculty to engage in a two-way conversation with WFU police. With LiveSafe, you can use your cell phone as a personal security device that allows direct access to police, 911 emergency services, emergency location sharing, information sharing with quick tips, and a peer-to-peer SafeWalk tool. Registration with a Wake Forest University email address is encouraged.

Features:
Summon Help – Trigger 911 or the WFU Police Department with the press of a button. Based on your cell phone signal and if your location services is enabled a GPS locator is activated during your call.

SafeWalk (a peer-to-peer tool) – Invite friends and family to temporarily follow your location on a real-time map. They will see your approximate location as you walk to your destination and will know when you get there safely.

Share information – Submit tips or reports about campus safety concerns and live chat with campus safety officials. You can attach a picture, video, or audio and even send it anonymously if you choose.

Access Campus Resources and Emergency Information – Access campus resources, emergency information, and important phone numbers.

Governing and Advisory Boards
The Board of Trustees

Shelmer D. Blackburn Jr., *Purlear, NC*
Mark Boyce, *Matthews, NC*
Tabetha Childress, *Kernersville, NC*
M. Beth Hopkins, *Winston-Salem, NC*
Emily Hull McGee, *Winston-Salem, NC*
Leigh Longhurst, *Winston-Salem, NC*
Alan Sherouse, *Greensboro, NC*

Terms expiring June 30, 2024

Kellie J. Browne, *Winston-Salem, NC*
Molly Brummett Wudel, *Durham, NC*
Margaret A. Finnerud, *Riverside, CT*
Paul T. Flick, *Raleigh, NC*
Amber T. Harris, *Winston-Salem, NC*
Richard T. Howerton III, *Winston-Salem, NC*
Paul Jeanes III, *Princeton, NJ*
J. Lynn Killian, *Hendersonville, NC*
A. Maria Nkonge Mugweru, *Chapel Hill, NC*
Forrest Truitt II, *Winston-Salem, NC*
Mary Lynn Wigodsky, *Winston-Salem, NC*
George Williamson, *Katonah, NY*

The Administration

Administration reflects leadership as of July 1, 2024. Year following name indicates year of hire.

Administration - Wake Forest University Cabinet

Susan R. Wente (2021)
President
BS, University of Iowa; PhD, University of California, Berkeley

Michele K. Gillespie (1999)
Provost
BA, Rice University; MA, PhD, Princeton University

Ebony Boulware (2023)
Dean of the Wake Forest University School of Medicine, Chief Science Officer and Vice Chief Academic Officer of Advocate Health
BA English, Vassar College; MD, Duke University School of Medicine; MPH, Johns Hopkins Bloomberg School of Public Health

Ashleigh Brock (2021)
Chief of Staff, President's Office
BA, University of Richmond; MA, Michigan State University; PhD, The College of William and Mary

Andrew R. Chan (2009)
Vice President
BA, MBA, Stanford

John Currie (2019)
Director of Athletics
BA, Wake Forest University; MS University of Tennessee

James J. Dunn (2009)
Special Assistant to the President & CEO, Verger Capital Management, LLC
BS, Villanova University

Brett Eaton (2011)
Vice President and Chief Communications Officer
BA, Clemson University; MPA, American University; MA, Strategic Communication, American University

Julie A. Freischlag (2018)
Chief Executive Officer of Atrium Health Wake Forest Baptist, Chief Academic Officer and Executive Vice President of Advocate Health, and Executive Vice President for Health Affairs at Wake Forest University
BS, University of Illinois; MD, Rush University

Paula Gentius (2024)
Director of the Board Office
BA, Hampton University; MA, Ohio University; JD, University of Detroit Mercy School of Law; PhD, Hampton University

Charles Iavocou (2001)
Dean, School of Professional Studies and Vice Provost for Charlotte Programs
BS, University of Vermont; PhD, University of British Columbia

Julia Jackson-Newsom (2021)
Senior Advisor for Planning and Partnerships
BA, Wake Forest University; MS, PhD, Penn State University

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Andrew R. Klein (2023)
Dean, School of Law
BA, University of Wisconsin; JD, Emory University School of Law

Jackie Krasas (2023)
Dean of the College and Graduate School of Arts & Sciences
BA, Lehigh University; PhD, University of Southern California

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MS, Indiana University

Mark A. Petersen (2008)
Senior Vice President for University Advancement
BA, Brandeis University; MA, University of Southern California

Tim Pyatt (2015)
Dean of the Z. Smith Reynolds Library
AB, Duke University; MLIS, NC Central

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina Chapel Hill

Jacqueline A. Travisano (2023)
Executive Vice President and Chief Financial Officer
BS, Robert Morris University; MBA, Chatham University; EdD Nova Southeastern University

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer
BS, MEd, EdS, PhD, Florida

Corey D. B. Walker (2020)
Dean, School of Divinity and Wake Forest Professor of the Humanities

BS, Norfolk State University; MTS, Harvard University; MDiv, Virginia Union University; PhD, The College of William and Mary

Brian White (2023)
Vice President and General Counsel
BA, JD, University of Iowa

Provost

Michele K. Gillespie (1999)
Provost
BA, Rice; MA, PhD, Princeton University

Keith D. Bonin (1992)
Vice Provost for Research and Scholarly Inquiry and Professor of Physics

BS, Loyola University; PhD, University of Maryland

Andy Chan (2009)
Vice President, Personal and Career Development
BA, MBA, Stanford

Philip G. Handwerk (2013)
Assistant Provost of Institutional Research
BA, Wake Forest University; MS, NC State; PhD, University of Pennsylvania

Anne E. Hardcastle (2002)
Associate Provost for Academic Affairs and Associate Professor of Spanish
BA, Texas A&M University; MA, PhD, University of Virginia

J. Kline Harrison (1990)
Vice Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland

Beth Hoagland (2004)
Senior Assistant Provost for Budget and Administration
BA, UNC-Charlotte

Stephanie Hudson (2021)
Assistant Director, Provost Communications
BA, Wake Forest University

Charles L. Iacovou
Dean, School of Professional Studies and Vice Provost for Charlotte Programs
BS, University of Vermont; PhD, University of British Columbia

Michael Lamb (2016)
Director of the Program for Leadership and Character
BA, Rhodes College; BA, University of Oxford (UK); PhD, Princeton University

Eric Maguire
Vice President of Enrollment
BA, Muhlenberg; MS, Indiana University

Allison Perkins
Executive Director of Reynolda House, Associate Provost for Reynolda House and Reynolda Gardens

Matthew Phillips (2009)
Associate Provost for Strategic Initiatives
BA, JD, Wake Forest University; MDiv, Duke University

Christina T. Soriano (2006)
Vice Provost for Arts and Interdisciplinary Initiatives, Director of Dance and Professor
BA, Trinity College; MFA, Smith College

José Villalba (2011)
Vice President for Diversity and Inclusion and Chief Diversity Officer
BS, MEd, EdS, PhD, Florida

College

Jackie Krasas (2023)
Dean of the College and Graduate School of Arts & Sciences
BA, Lehigh University; PhD, University of Southern California

Rebecca W. Alexander (2000)
Associate Dean for Research and Community Engagement
BS, Delaware University; PhD, University of Pennsylvania

Karen M. Bennett (1985)
Assistant Dean for Academic Advising
BS, Winston-Salem State University; MA, Wake Forest University

Jane H. Caldwell (1999)
Senior Associate Athletic Director; Assistant to the Dean of the College, Student Athlete Academic Services
BS, UNC-Greensboro; MS, Wake Forest University

Nikki Elston (2022)
Assistant Dean of Academic Advising
BS, University of West Florida; PhD, Georgia State University

T. Nathaniel French (1995)
Director, Magnolia Scholars
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Adam Friedman (2007)
Director of Academic and Instructional Technology
BA, State University of New York (Geneseo); MAEd, PhD, University of Virginia

Laura Giovanelli (2014)
Associate Dean for Learning Spaces
BA, UNC-Chapel Hill; MFA, North Carolina State University

Amanda Griffith (2023)
Associate Dean for Academic Planning
BA, Colgate University; MA, PhD, Cornell University

Mike Haggas (2010)
Assistant Dean of College Development
BA, Clarke University

Eric Ashley Hairston (2019)
Associate Dean for Academic Advising
BA, Wake Forest University; MA, PhD, University of Virginia; JD, UNC-Chapel Hill

Marina Krcmar (2024)
Associate Dean of Faculty
BA, Fairleigh Dickinson University; PhD, University of Wisconsin-Madison

Seneca Rudd (2011)
Director of Finance and Administration
BS, Appalachian State University

Jackie Sheridan (2020)
Director of Wake Forest Scholars Program
AB, University of Notre Dame; MA, Georgetown University

Erica Still (2007)
Associate Dean for Faculty Recruitment, Diversity, and Inclusion
BA, Temple University; MA, PhD, University of Iowa

Eric Stottlemyer (2012)
Associate Dean for Interdisciplinary Programs and Experiential Learning
BA, Ohio State University; MA, San Diego State University; PhD, University of Nevada

David F. Taylor (2005)
Assistant Dean for Global Study Away Programs, Center for Global Programs and Studies
BA Princeton; MALS, Wake Forest University

Shane Weimer (2023)
Assistant Dean for Academic Advising
BA, Brevard College

Kimberly Wieters (2007)
Assistant Dean for Finance and Administration
BS, College of Charleston

Graduate School

Jackie Krasas (2023)
Dean of the College and Graduate School of Arts & Sciences
BA, Lehigh University; PhD, University of Southern California

Anthony P. Marsh (1996)
Senior Associate Dean of the Graduate School of Arts & Sciences
BPE, MEd, Western Australia; PhD, Arizona State

Dwayne Godwin (1997)
Senior Associate Dean of Biomedical Sciences, Bowman Gray Campus
BA, University of West Florida; PhD, University of Alabama (Birmingham)

Jennifer Rogers (2012)
Associate Dean for Students, Reynolda Campus
BFA, BA, University of North Carolina at Greensboro; MA, Wake Forest University; PhD, Syracuse University

Dixie Ross (2008)
Assistant Dean of Finance and Administration
BS, MBA, Vanderbilt University

School of Business

Annette L. Ranft (2022)
Dean, School of Business
BS, Appalachian State University; MS, Georgia Institute of Technology; PhD, University of North Carolina at Chapel Hill

Jeffrey D. Camm (2015)
Senior Associate Dean for Faculty
BS, Xavier University; PhD, Clemson University

Mark E. Evans (2014)
Area Chair and Associate Dean of Accountancy
BBA, MBA, Radford University; PhD, Duke University

Mercy Eyadiel (2011)
Chief Corporate Engagement Officer

BA, Southern Nazarene University; MEd, Oklahoma City University

Darrell Farrell (2021)
Executive Director, Finance and Administration
BA, College of Charleston; MBA, Waynesburg University

Keith Gilmer (2015)
Chief Administrative Officer
BS, Lander University; MBA Vanderbilt University

Sylvia Green (2009)
Chief Marketing Officer
BS, University of Colorado

Kenneth C. Herbst (2007)
Associate Dean of the Undergraduate Business Program
BA, Wake Forest University; MA, PhD, University of North Carolina at Chapel Hill

Matt W. Imboden (2018)
Chief Student Services Officer
BA, MA Wake Forest University

Norma R. Montague (2010)
Senior Associate Dean of Academic Programs
BA, MA, North Carolina State University; PhD, University of South Florida

John Montana (2011)
Executive Director, Online Strategy and Instructional Technology Innovation
BA Hartwick College; MEd Northeastern University; MBA Wake Forest University

Sherry Moss (2005)
Associate Dean of MBA Programs
BS, PhD, Florida State University

Elizabeth B. Nolan (1996)
Chief Academic Operations Officer
BS, University of North Carolina at Chapel Hill; MSL, Wake Forest University

Ajay Patel (1993)
Area Chair of Finance and Economics
BS, St. Josephs College; MBA, University of Baltimore; PhD, University of Georgia

Stacie Petter (2022)
Area Chair of Analytics, Information Systems, Marketing, and Operations Management
BS, Berry College; MBA, PhD Georgia State University

Scott M. Shafer (1998)
Chief Academic Operations Officer
BBA, BS, PhD, University of Cincinnati

T.J. Truskowski (2015)
Chief Development Officer, School of Business
BA - Eastern Michigan University; MBA Davenport University

J. Bren Varner (2006)
Assistant Dean for the Master of Science in Management
BS, Wake Forest University; MBA, University of Virginia

Pat Dickson (2006)
Professor

BS, M.S.Ed, Mississippi College; PhD University of Alabama

Roderick Lewis (2023)
Executive Director of Inclusive Excellence
BS, University of Alabama; MBA, Georgia Institute of Technology

Ashley Wilcox (2023)
Director, Sustainability Initiatives
BS, Florida State University; MBA Wake Forest University

School of Divinity

Corey D. B. Walker (2020)
Dean, School of Divinity and Wake Forest Professor of the Humanities
BS, Norfolk State University; MTS, Harvard University; MDiv, Virginia Union University; PhD, The College of William and Mary

Elizabeth Gandolfo (2015)
Associate Dean of Academic Affairs and Earley Associate Professor of Catholic and Latin American Studies
BA, Saint Joseph's University; MTS, University of Notre Dame; PhD, Emory University

Joshuah Brian Campbell (2021)
Director of Worship, Music, and the Arts; Director of University Gospel Choir
BA, Harvard University; MDiv, Union Theological Seminary

DeeDe Pinckney Holly (2020)
Director of Marketing, Communications, and Public Relations
BA, Wake Forest University; MA, University of North Carolina at Greensboro; PhD, Regent University

Brittani Hunt (2020)
Assistant Dean of Admissions and Student Services
BBA, Tennessee State University; MDiv, Wake Forest University

Hannah McMahan King (2022)
Assistant Dean of Development
BA, Wake Forest University; MDiv, Wake Forest University

John Senior (2011)
Assistant Dean of Vocational Formation and Doctoral Education
Director of the Art of Ministry
AB, Bowdoin College; MDiv, Harvard Divinity School; PhD, Emory University

Shar Seyedin (2022)
Director, Finance and Administration
BS, Pepperdine University; MBA, UNC-Greensboro

School of Law

Andrew R. Klein (2023)
Dean of the School of Law and Professor of Law
BA, University of Wisconsin; JD, Emory University School of Law

Tanya Marsh (2010)
Senior Associate Dean for Academic Affairs and Professor of Law
BA, Indiana University; JD, Harvard Law School

Allyson E. Gold (2021)
Associate Dean for Experiential Learning, Professor of Law, and Director of Medical-Legal Partnership Clinic
BA, University of Virginia; JD, Emory University

Christopher Knott (2012)
Associate Dean for Information Services and Professor of Law
BA, University of Iowa; JD, University of Michigan; MLIS, Indiana University

Sarah J. Morath (2020)
Associate Dean for International Affairs and Professor of Law
BA, Vassar College; JD, University of Montana School of Law

Adam Landreth (2016)
Assistant Dean for Online Programs
BS, BS, BA, University of North Carolina at Greensboro; MA, Liberty University

Evan Didier (2022)
Assistant Dean of Admissions and Financial Aid
AA, Bard College at Simon's Rock; BA, Vanderbilt University; JD, University of Virginia School of Law; MEd Harvard University

Tara Ebrahimi (2021)
Executive Director of Marketing and Communications
BA, University of Virginia; MFA, University of Washington

Margaret Lankford
Senior Director, Finance and Administration

Chris Martin (2016)
Assistant Dean for Academic Affairs
BBA, Iowa State University; MS, Northwestern University; JD, Chicago-Kent College of Law
Matt Nelkin
Senior Director, Law Information Technology

Branden Nicholson (2019)
Assistant Dean for Student Affairs
BA, Universisty of North Carolina at Charlotte; MEd, Northeastern University

Logan Roach
Assistant Dean of Development

Frances Scott
Assistant Dean of Career and Professional Development

Wake Forest School of Medicine

L. Ebony Boulware, MD, MPH
Dean, Wake Forest University School of Medicine; Chief Science Officer and Vice Chief Academic Officer, Advocate Health
BA, Vassar College; MD, Duke University School of Medicine; MPH, Johns Hopkins Bloomberg School of Public Health

TBD (2024)
Vice Dean, Faculty Affairs

TBD (2024)
Senior Associate Dean, Appointment, Promotion and Tenure

TBD (2024)
Senior Associate Dean, Faculty Experience and Success

TBD (2024)
Senior Associate Dean, Faculty Wellbeing

Amit Acharya, BDS, MS, PhD, FAMIA

Leader, Midwest; President, Advocate Aurora Research Institute; Chief Research Officer and System Vice President, Advocate Aurora Health
BDS, Government Dental College; MS, Western Kentucky University; PhD, University of Medicine and Dentistry of New Jersey

Jamy Ard, MD (2023)
Vice Dean, Clinical Research
BS, Morehouse College; MD, Duke University School of Medicine

Kim Askew, MD (2008)
Associate Dean, Clinical Education-Winston Salem
BS, University of North Carolina – Chapel Hill; MD, Wake Forest University School of Medicine

Michele Birch, MD (2023)
Associate Dean, Pre-Clerkship-Charlotte
BA, Stanford University; MD, University of Virginia School of Medicine

Cynthia Burns, MD (2005)
Assistant Dean, Clinical Education-Year 3
BA, Princeton University; MD, Wake Forest University School of Medicine

Cristina M. Furdui, PhD (2023)
Vice Dean, Basic and Pre-Clinical Science
BS, Babes-Bolyai University; PhD, Yale University School of Medicine

Scott L. Furney, MD, MBA (2023)
Vice Dean, Academic Affairs, Charlotte
BS, University of Michigan; MD, University of Michigan Medical School; MBA, University of Massachusetts Amherst

Beth Gianopulos (2018)
Associate Dean, Faculty Relations and Retention, Senior Counsel, Wake Forest Baptist Medical Center Legal Department, and Assistant Professor of Surgery
JD, Wake Forest University

Thomas Hansen, MD, FAAFP, MBA, MDiv, MS (2023)
Leader, Graduate Medical Education
BS, St. Louis University; MDiv, Weston Jesuit School of Theology; MD, Creighton University School of Medicine; MBA, Creighton University College of Business Administration; MS, Northwestern University

Eric S. Kirkendall, MD, MBI (2018)
VP, Chief Medical Information Officer
BS, University of Toledo; MD, University of Cincinnati; MBI, Oregon Health & Science University

Brenda Latham-Sadler (2012)
Vice Dean, Justice, Equity, Diversity, and Inclusion (JEDI)
BS, Pace; MD, Wake Forest University

Margaret Lewis, MD (2023)
Assistant Dean, Clinical Education-Year 4-Charlotte
BS, University of South Carolina; MD, Medical University of South Carolina

Michael P. Lischke (2001)
Associate Dean of Continuing Medical Education and Richard Janeway, MD Distinguished Director, Northwest Area Health Education Center
BA, MPH, Emory; EdD, Temple

Jennie Q. Lou, MD, MS, FACE (2022)
Senior Associate Dean, Curriculum

MD, Shanghai Medical College, Fudan University; MS, McMaster University

Allison McBride, MD (2005)
Associate Dean, Student Affairs-Winston-Salem
BS, University of North Carolina; MD, University of North Carolina at Chapel Hill School of Medicine

Donald A. McClain (2016)
Vice Dean, Translational Science
MD, PhD, The Rockefeller University, Cornell Medical College

Ruben Mesa, MD (2023)
Vice Dean, Cancer Programs
BS, University of Illinois, Urbana-Champaign; MD, Mayo Clinic Alix School of Medicine

Christopher O'Byrne, MS (2016)
Vice Dean, Administration
BA, Stonehill College; MS, Northeastern University

Tim Peters, MD (2007)
Associate Dean, Longitudinal Curriculum
BS, Loma Linda University; MD, Yale University School of Medicine

Daryl Rosenbaum (2019)
Senior Associate Dean, Admissions
BA, University of Michigan; MD, Wake Forest University

Ameesh Shah, MD (2023)
Assistant Dean, Student Affairs-Charlotte
BA, University of Akron; MD, Northeastern Ohio University College of Medicine

Avinash (Avi) Shetty, (2015)
Associate Dean of Global Health
MBBS, University of Bombay; MD, University of Bombay

Mitchell Sokolosky (2014)
Associate Dean of Graduate Medical Education, ACGME Designated Institutional Official, Associate Professor, Emergency Medicine
MD, West Virginia University School of Medicine

Roy Strowd, III, Med, MD (2023)
Vice Dean, Undergraduate Medical Education
BA, Duke University; MD, Wake Forest University School of Medicine

Lynne Wagenknecht, DrPH (2013)
Vice Dean, Population Health Sciences
BS, Lenoir-Rhyne, Dr PH, Alabama-Birmingham

Catherine Wares, MD (2023)
Associate Dean, Clinical Education-Charlotte
BS, University of North Carolina at Charlotte; MD, University of North Carolina at Chapel Hill

Marcia M. Wofford (2013)
Associate Dean of Education Excellence
BA, Millsaps College; MD, University of Mississippi Medical Center

Terri S. Yates, PhD (2015)
Vice Dean, Health Professions
BS, MA, Wake Forest University; PhD, University of North Carolina-Greensboro

Admissions and Financial Aid

Eric Maguire (2019)
Vice President for Enrollment
BA, Muhlenberg College; MA, Indiana University

Karen Vargas (2017)
Dean of Admissions
BA, Haverford College; MSM Rosemont College

Dawn E. Calhoun (1999)
Sr. Associate Dean of Admissions - Admissions Programming
BA, MA, Wake Forest University

Sheena Ramirez (2021)
Sr. Associate Dean of Admissions – Admissions Operations
BM, Oberlin College & Conservatory; MM, New England Conservatory of Music; DMA, James Madison University

Paul M. Gauthier (2003)
Associate Dean of Merit-Based Scholarships
BA, Wake Forest University; MA, St. Louis University

Mame Mor Ndiaye (2023)
Associate Dean of International Admissions
BA, Truman State University; MA, Webster University

Adrian Greene (2018)
Associate Dean of Admissions Communications
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Susan Faust (2014)
Associate Dean of Admissions
BA, MA, University of Arkansas at Fayetteville

Lowell Tillett (2014)
Associate Dean of Admissions
BA, Wake Forest University; JD, Quinnipiac University

Thomas Ray (2014)
Associate Dean of Admissions
BA, Wake Forest University

Rose Brown (2022)
Assistant Dean of Admissions
BA, UNC-Chapel Hill; MS, John Hopkins University

Magdalena Perez Vicente (2022)
Assistant Dean of Admissions
BA, Wake Forest University; MA, Duke University

Jeremy Shearer (2023)
Assistant Dean of Admissions
BS, University of Evansville; MS, Appalachian State University

Matthew Avara (2017)
Assistant Dean of Admissions
BS, Wake Forest University

Cesar Grisales (2019)
Assistant Dean of Admissions
BA, Wake Forest University

Kavasia Heath (2022)
Assistant Dean of Admissions

BA, Wake Forest University

Parker Cabiness (2023)
Admissions Counselor
BS, Wake Forest University

Erin Marlow (2022)
Admissions Counselor
BA, Wake Forest University; MA, Wake Forest University

Jarrett Hall (2022)
Admissions Counselor
BA, Wake Forest University

Danielle Key (2022)
Admissions Counselor
BA, Wake Forest University

Meilyn Norman (2023)
Admissions Counselor
BA, Wake Forest University

Janay Williams (2023)
Admissions Counselor
BA, Wake Forest University; MA, University of Tennessee-Knoxville

Christopher R. Franklin (2013)
Senior Director of Admissions Systems
BS, University of Maryland

Kenya McCoy (2023)
Enrollment Data Analyst

Thomas P. Benza Jr. (2006)
Director of Financial Aid
BA, BS, Appalachian State; MA, Wake Forest University

Milton W. King (1992)
Associate Director of Financial Aid
BA, MBA, Wake Forest University

Dionnia Brown (2021)
Associate Director of Financial Aid
BA, Wake Forest University; MAEd, McKendree University

Jarrett Zongker (2009)
Associate Director of Financial Aid
BA, University of North Florida

Roberta L. Powell (2007)
Assistant Director of Financial Aid
BA, Asbury College; MS, Kentucky

Lauren Trethaway (2013)
Assistant Director of Financial Aid & Student Employment Coordinator
BS, North Carolina State University

Elizabeth G. Sandy (2013)
Coordinator for Study Abroad, External Scholarships & State Grants
BS, MA, Rider University

Courtney Kim (2020)
Financial Aid Counselor & VA Specialist
BA, University of Pittsburgh

Lisa A. Myers (1996)

Financial Aid Counselor

Marisa Hancock-Hernández (2020)
Financial Aid Counselor
BA, University of North Carolina at Chapel Hill; MSM Wake Forest University

Erneatka Webster (2021)
Financial Aid Counselor
BS, Wesley College; MSM, Wilmington University

Thomas Ard (2023)
Financial Aid Systems Manager and Report Analyst
BA, Presbyterian College; MPA, Clemson University

Brittany Ray
Financial Aid Assistant
UNCG

Athletics

John Currie (2019)
Director of Athletics
BA, Wake Forest University; MS, Tennessee

Emily Richey (2007)
Executive Assistant to the Director of Athletics
BS, Miami University

Lindsey Babcock (2020)
Deputy Director of Athletics, Chief Operating Officer
BS, Elmira College; MS, West Virginia University

Scott Garrett (2024)
Deputy Director of Athletics, Administration
BA, Illinois State; MS Indiana University

Pete Paukstelis (2019)
Counsel/Senior Athletics Strategy Advisor
BA, University of Kansas; JD, University of Michigan

Jane Caldwell (1999)
Senior Associate Athletics Director for Student-Athlete Services and Assistant to the Dean of the College
BS, UNC-Greensboro; MA, Wake Forest University

Randy Casstevens (2012)
Executive Associate Athletics Director, Chief Financial Officer
BS, MBA, Wake Forest University

Barry Faircloth (2001)
Executive Associate Athletics Director, Development and Sales
BS, Wake Forest University

Arin Dunn (2022)
Senior Associate Athletics Director, Development and Sales
BS, Wake Forest University

Jordan Jarry (2014)
Associate Athletic Director, Football Chief of Staff
BA, MS Georgetown

Brendan Jones (2023)
Senior Associate Athletics Director, Chief Revenue Officer
BS, Clemson; MS, Southern Mississippi

Daren Koudele (2021)
Senior Associate Athletics Director, Compliance & Administration
BS, Kansas State University; MS, Wichita State University; JD, West Virginia University

Annette Medalie (2020)
Senior Associate Athletics Director, Finance
BS, Syracuse; MBA, Florida Atlantic

Will Pantages (2019)
Senior Associate Athletics Director, Communications & Content (FB)
BA, Baldwin Wallace University

Michael Piscetelli (2005)
Senior Associate Athletics Director, Development
BA, Wake Forest University

Corey Raymond (2023)
Associate Athletics Director, Fan Experience & Revenue Generation
BS, SUNY Fredonia; MS, Canisius College

Ellie Shannon (2012)
Senior Associate Athletics Director, Administration and Strategic Operations
BS, Grand Valley State; MS, Kansas State

Craig Zakrzewski (2002)
Senior Associate Athletics Director, Capital Projects and Operations
BA, Wake Forest University

Evan Keith
Student-Athlete Services, Office Technology & Reports Coordinator
BS, UNC-Chapel Hill; MS, University of South Carolina

Campus Life

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MEd, University of Georgia; PhD, University of Memphis

Andrea Bohn (1997)
Associate Vice President, Campus Life Finance & Administration
BS, Gardner Webb University

Abigail Brumfield (2022)
Director for Strategic Initiatives
BA, University of Arkansas; MA, University of Tennessee, Knoxville

Matthew Clifford (2010)
Associate Vice President, Campus Life and Dean of Students
BA, Davidson College; MEd, University of South Carolina; EdD, University of North Florida

Regina G. Lawson (1989)
Chief of University Police
BS, UNC-Wilmington

Marianne Magjuka (2011)
Assistant Vice President for Campus Life and Executive Director of the Office of Civic and Community Engagement
BA, University of Notre Dame; MEd, University of Notre Dame; EdD, University of Pennsylvania

Warrenetta Mann (2021)

Assistant Vice President for Health and Wellbeing
BA, Vanderbilt University; MA, University of Louisville; PsyD, Spalding University

Debbie Mason (2023)
Executive Assistant for Campus Life
BA, SUNY Farmingdale

Shana Atkins (2011)
Director of Strategic Communications & Marketing
BA, University of North Carolina at Greensboro

Timothy L. Auman (2001)
University Chaplain
BA, Wofford College; MDiv, Duke University; PhD, Interfaith Seminary

Chauncey Bowers
Emergency Services Manager
BS, University of Maryland Eastern Shore

James Byrd (2012)
Director, Deacon One
BA, Gardner-Webb University; MA, New Orleans Baptist Theological Seminary

Stephanie Carter-Atkins (2017)
Interim Dean, Residence Life and Housing
BA, Florida State University; MEd, University of Georgia; EdD, Capella University

Aishah Casseus (2020)
Executive Director & Title IX Coordinator
BS, Troy University; JD, North Carolina Central University

Joseph Cassidy (2016)
Executive Director for Campus Fitness & Recreation
BA, Bellarmine University; MS, Eastern Illinois University; MBA, University of Notre Dame

Denisha Champion (2010)
Director of University Counseling Center
BA, Clemson University; MA, University of North Carolina at Greensboro; PhD, University of North Carolina at Greensboro

Ashley Hawkins Parham (2010)
Director, Office of Wellbeing
BS, College of Charleston; MA, Wake Forest University

Cathy Higginbotham (2023)
Executive Director of Deacon Health
BS, University of Charleston West Virginia; MA, East Carolina University;

Cherise James (2009)
Director of Orientation, New Student and Transition Programs
BS, University of Florida; MA, Nova Southeastern University; PhD, University of North Carolina at Greensboro

Zakiyyah Niang (2023)
Assistant Dean, Community Response and Caring Outreach
BA, Salem College; MA, Liberty University

Jim Settle (2019)
Associate Dean, Student Conduct
BS, Pittsburgh State University; MA, Bowling Green State University; PhD, University of Missouri at Saint Louis

Michael P. Shuman (1997)
Director, Learning Assistance Center and Disability Services
BA, Furman University; MEd, University of South Carolina; PhD, UNC-Greensboro

Demetria Smith (2023)
Director, Fraternity and Sorority Life
BA, East Carolina University; MS, Southern New Hampshire University; edD, Wingate University

Tim Wilkinson (2015)
Executive Director for Student Engagement
BA, West Chester University; MA, Rider University; EdD, Appalachian State University

Harriet Williams (2019)
Director of Campus Life Talent Management
BA, Stonybrook University; MA, Stonybrook University, EdD, University of Vermont

Chaplain's Office

Kellee Monet (K. Monet) Rice (2012)
Associate Chaplain
BA, Louisiana State; MDiv, Princeton Theological Seminary

Elizabeth Orr (2014)
Associate Chaplain, Spiritual Formation
BA, Stonehill College; MA, Boston College School of Theology and Ministry

Pattie McGill (1988)
Administrative Assistant, Campus Ministry

Christine Yucha (2023)
Office Manager
BA, University of Wisconsin-Stevens Point; MAM Lutheran School of Theology at Chicago

Finance and Administration

Jacqueline A. Travisano (2023)
Executive Vice President and CFO
BS, Robert Morris University; MBA, Chatham University; EdD Nova Southeastern University

Dedee DeLongpré Johnston (2009)
Vice President, Institutional Sustainability/CSO and Chief of Staff to the EVP and CFO
BS, Southern California; MBA, Presidio Graduate School

Brandon Gilliland (2024, 2007-2017)
Senior Vice President, Finance and Administration
BBA, Northeastern State University; MBA, University of Tulsa

Berthi Hotham (2024)
Assistant Vice President, Business Strategy and Transformation
BS, Universidad del Norte; MS, Florida International University

Christopher H. Kiwus, PE (2024)
Vice President, Facilities, Real Estate, and Planning
BS, Union College; BA, State University of New York at Stony Brook; MS, Georgia Institute of Technology; MA, U.S. Naval War College; Ph.D., Rutgers University

Mur K. Muchane (2015)

Vice President, Information Technology/CIO
BA, Warren Wilson College; MS, University of Tennessee

Lianne Sullivan-Crowley (2024)
Interim Chief Human Resources Officer
BS, University of Massachusetts Amherst; JD, Suffolk University Law School

John K. Wise (2002)

Associate Vice President, Hospitality & Auxiliary Services
BS, Wisconsin (Stout)

Global Wake Forest

J. Kline Harrison (1990)
Associate Vice President
Vice Provost for Global Affairs and Kemper Professor of Business
BS, Virginia; PhD, Maryland

Leigh Hatchett Stanfield (1999)
Executive Director of Global Engagement and Administration
BA, Wake Forest University

David F. Taylor (2005)
Assistant Dean of Global Study Away
BA, Princeton; MALS, Wake Forest University

Jessica A. Francis (2007)
Executive Director of Global Abroad Programs
BA, St. Edward's; MALS, Wake Forest University

Steve Seaworth (2017)
Executive Director, INSTEP-WFU Programs
BA (Hons), University of Redlands; MA, University of California - Riverside

Blair Bocook (2023)
Associate Director of International Student & Scholar Services
BA, Marshall; MA, Marshall

Patrick Bingham (2021)
RAISE Center Acting Director; Assistant Director
BA, Virginia Commonwealth University, George Mason University; MA, PhD, University of East Anglia

Janice W. Claybrook (2006)
Associate Director of Global Study Away: Operations & Strategic Initiatives
BA, UNC-Chapel Hill; MS, UNC-Greensboro

Sandra Lisle McMullen (2012)
Assistant Director for Global Campus Programs
BS, Ball State; MA, Wake Forest University

Silvia Correa (2014)
Assistant to the Vice Provost of Global Affairs
AA, LaGuardia Community College

Tara Grischow (2016)
Senior Immigration Specialist: Cultural Programming
BA, Youngstown State; MA Youngstown State

Greta Smith (2018)
Senior Immigration Specialist: Systems and Data Management
BA, UNC-Greensboro

Rayna Minnigan (2017)
Immigration Specialist
BS, Shaw University; MS, Georgetown University

Lori Crouse (2009)
Coordinator, Center for Immigration Services and Support (ISS)
Forsyth Tech

Cody Ryberg (2016)
Assistant Director of Global Abroad Programs
BA, Luther College; MS, St. Cloud State

Anna Marter (2016)
Assistant Director of Global Abroad Programs
BFA, Tisch-New York University; MA, SIT Graduate Institute

Christina Canon (2022)
Study Abroad Advisor
BA, MA, UNC Greensboro

Taylor Favale (2022)
Study Abroad Advisor
BA, Xavier University (OH)

Timothy Dykes (2023)
Study Abroad Advisor
BS, Florida State University

Amanda E. Batten (2024)
Study Abroad Advisor
BA, Campbell University; MS, Emory University

Kylie Holloway (2022)
Study Abroad Advisor
BS, Appalachian State University

Robbye Ramirez (2021)
Business Manager, Global Affairs
BS, NC State University

Kim Snipes (2008)
Program and Event Coordinator
Attended Bob Jones

Sarah Dale (2018)
Data and Records Specialist
BA, Rollins; MS, University of Texas, Austin

Christina Deloglos (2019)
Office Administrator
BA, National Louis University

Vickie Smith (2010)
Administrative Assistant
BS, UNC-Greensboro

Hospitality and Auxiliary Services

John K. Wise (2002)
Vice President for Hospitality and Auxiliary Services
BS, Wisconsin (Stout)

Sharon Bohannon (1997)
Director of Auxiliary Services - Conference and Events

Alex Crist (2010)

Director of Auxiliary Services - Internal Operations
BS, University of Indianapolis

Joshua Suziki (2014)
Director of Auxiliary Services - External Operations
BS, University of Florida

Roger Brown (2015)
Director of Food and Beverage - Graylyn
Northern Arizona University

Shelley Brown (2010)
Director of Sales and Marketing - Graylyn
BA, Austin Peay State

Mark McFetridge (2006) - Graylyn
Director of Rooms/ Assistant General Manager
BS, University of Florida

Zugehily Nieves (2022)
Director of Finance - Graylyn
MSA - Purdue University

Information Systems

Mur Muchane (2015)
Vice President for Information Technology & CIO
BA, Warren Wilson College; MS, University of Tennessee

Mary Jones (2015)
Executive Director of IT Finance & Administration
BA, UNC-Chapel Hill

Amy Triana (2022)
Director, Client Services
BA, College of Charleston; MS, University of Georgia

Rob Smith (2017)
Executive Director of IT Infrastructure
BA, College of William & Mary, USC-Columbia

Odi Iancu (2009)
Executive Director, Enterprise Systems
PhD, Delft University of Technology, the Netherlands

David Eaton (2019)
Executive Director, Analytics and Data Governance
BS Business Administration, University of North Carolina - Greensboro;
MBA, Queens University

Steve Bertino (2018)
Chief Information Security Officer
BA, Rochester Institute of Technology; AAS, Monroe Community College

Hannah Inzko (2017)
Executive Director, Academic Technology
BA, Pennsylvania State University; MSEd, University of Miami

Brent Babb (2015)
Associate Director IT Infrastructure
AA, ECPI

Will Tomlinson (2014)
Assistant Director of IT Infrastructure
BA, Elon University

Sarah Wojcik-Gross (2007)
Associate Director, IS Technology Learning & Outreach
BA, Mansfield University; MSEd, Elmira College

Mike Greco (2015)
Principal Client Engagement Specialist
BS, Lenoir-Rhyne College

Anthony Hughes (2010)
Assistant Director Enterprise Systems
BS, Southern Illinois University

Jeffrey Teague (2011)
Associate Director Information Security
BS, MS, North Carolina State University

Greg Collins (2013)
Associate Director of Client Services
BS, East Carolina University

Phil May (1996)
Assistant Director Enterprise Systems & Cloud Platforms
BS, MBA, Wake Forest University

George Campbell (2019)
Assistant Director Analytics & Data Governance
BA, Wake Forest University; MA, Indiana University-Bloomington

Eudora Struble (2015)
Director, Technology Accessibility
BA, University of Colorado - Boulder; MA, University of Chicago

Paul Whitener (2007)
Assistant Director Digital Fabrication & Maker Education
BA, University of North Carolina - Greensboro; AA, Forsyth Technical
College

Institutional Research

Philip G. Handwerk (2013)
Assistant Provost of Institutional Research
BA, Wake Forest University; MS, NC State; PhD, University of
Pennsylvania

Adam Shick (2001)
Senior Associate Director of Institutional Research
BS, US Merchant Marine Academy; MA, Wake Forest University

Sara Gravitt (1996)
Assistant Director of Institutional Research
BS, High Point University

Ande Thompson (2021)
Data Scientist
BS, DePaul University; MA Wake Forest University

Nicole Brocato (2014)
Senior Assessment and Analytics Scientist
PhD, University of Maryland, Baltimore County

Legal Department

Brian White (2023)
Vice President and General Counsel
BA, JD, University of Iowa

Dina J. Marty (2001)
Deputy General Counsel
BA, Drake; JD, Wake Forest University

Ryan R. Brown (2024)
Associate Counsel
BA, JD, Louisiana State University

Mary H. Crosby (2022)
Associate Counsel
BA, JD, University of North Carolina at Chapel Hill

Toni Grace Douglas (2024)
Associate Counsel
BA, Duke; JD, Wake Forest University

Carrie O. Johnston (2023)
Assistant Counsel
BA, Rhodes; MA, Johns Hopkins; JD, Elon

Peter J. Paukstelis (2019)
Counsel
BA, University of Kansas; JD, University of Michigan

Libraries

Timothy Pyatt (2015)
Dean, Z. Smith Reynolds Library
AB, Duke University; MLIS, NC Central

Rodrigo Castro (2021)
Director of Public Services, Z. Smith Reynolds Library
MA, University of South Florida

Lauren Corbett (2008)
Director, Resource Services, Z. Smith Reynolds Library
BA, Davidson College; MLIS, UNC-Greensboro

Thomas P. Dowling (2012)
Director, Technologies, Z. Smith Reynolds Library
BM, MLIS, University of Michigan

Molly Keener (2006)
Director, Digital Initiatives & Scholarly Communication, Z. Smith Reynolds Library
BA, UNC-Chapel Hill; MLIS, UNC-Greensboro

Christopher Knott (2012)
Associate Dean for Information Services and Technology, Professional Center Library
BA, Iowa; JD, Michigan; MLIS, Indiana

Mary Beth Lock (2007)
Associate Dean, Z. Smith Reynolds Library
BS, Wayne State; MLS, NC Central; MALS, Wake Forest University

Joel Rivera (2022)
Assistant Director, Library and College Development, Z. Smith Reynolds Library
BS, University of Florida

Rosalind Tedford (1994)
Director, Research and Instruction, Z. Smith Reynolds Library
BA, MA, Wake Forest University; MLIS, UNC-Greensboro

E. Parks Welch III (1991)

Director of the Coy C. Carpenter Library
BS, UNC-Chapel Hill; MBA, Wake Forest University; MLS, UNC-Greensboro

Tanya Zanish-Belcher (2013)
Director, Special Collections and University Archives, Z. Smith Reynolds Library
BA, Ohio Wesleyan; MA, Wright State

Personal and Career Development

Andy Chan (2009)
Vice President, Personal and Career Development
BA, MBA, Stanford

Mercy Eyadiel (2011)
Associate Vice President, Career Development and Corporate Engagement
BA, Southern Nazarene University; MAEd, Oklahoma City University

Allison McWilliams (2010)
Assistant Vice President, Mentoring and Alumni Personal and Career Development
BA, Wake Forest University; MA, PhD, Georgia

Heidi Robinson (2011)
Associate Vice President for Career Education and Coaching
BA, Edward R Murrow School of Communications; MA, Wake Forest University

Brian Mendenhall (2014)
Senior Associate Director of STEM Career Education
BA, UNC-Greensboro; JD, Samford University

Donell Moore (2023)
Associate Director, Career Education and Coaching; Coaching, Diversity, Equity, and Inclusion
BA, MA, North Carolina Central University

Helen Morgan (2023)
Career Coach, Career Education and Coaching
BA, MA, Wake Forest University

Sharon Ralston (2020)
Career Coach, Career Education and Coaching
BS, M.Ed., UNC-Greensboro; MHS, Wake Forest University

Jennifer Ruggiero (2015)
Coach and Resume Reviewer, Career Education and Coaching
BA, M.Ed., University of Toledo

Patrick Sullivan (1997)
Senior Director of Operations and Special Projects, Career Education and Coaching
BA, MBA, Wake Forest University

Amy Willard (2011)
Director of Career Education and Student Experience, Career Education and Coaching
BA, NC State University; MA, Wake Forest University

Shan Woolard (2001)
Associate Director, Career Education and Coaching
BA, Salem College; MS, UNC-Greensboro; MA, Wake Forest University

Mike Crespi (2004)
Director, Market Readiness & Employment, School of Business

BA, BS, New Hampshire; MBA, Wake Forest University

Caleigh McElwee (2011)
Associate Director, Market Readiness and Employment, School of Business
BA, Wake Forest University; MS, EdS, UNC-Greensboro

Sally Perez-Ramos (2019)
Associate Director, Market Readiness and Employment, School of Business
BA, University of Texas-Pan American; MA, St. Edward's University

Cheryl Rotyliano (2021)
Associate Director, Market Readiness and Employment, School of Business
BA, Le Moyne College; M.S.Ed., Drexel University; CMCS, NCDA

Marcus Sanderlin (2017)
Director, Career Education and Coaching, Market Readiness and Employment, School of Business
BS, University of Central Florida; MA, Michigan State University

Jasmine Williams (2021)
Associate Director, Market Readiness and Employment, School of Business
BS, UNC-Charlotte; M.Ed., North Carolina State University

Lisa Bryant (1993)
Associate Director
BS,California Coast University

Courtney Nance (2019)
Operations and Projects Assistant
AAS, Guilford Technical CC; BA, UNC-Charlotte

Amy Wagner (1986)
Executive Assistant to the Vice President of Innovation and Career Development/Assistant to
Assistant Vice President of Career Education

Lisa Simmons (2002)
Associate Director, Marketing and Communications
BS, Rollins College; MALS, Wake Forest University

Dana Hutchens (1991)
Director, Employer Relations
BS, UNC-Greensboro

Amy Bull (2013)
Associate Director, Employer Relations
BA, Grove City College

Vicki L. Keslar (2009)
Associate Director, Employer Relations
BS, Indiana University of PA; MPM, Carnegie Mellon

Caroline Moore (2007)
Operations Manager, Employer Relations
BFA, Dartmouth College

Ashley Graham Phipps (2014)
Associate Director, Employer Relations
BA, MS, Wake Forest University

Lori Sykes (2004)
Senior Associate Director, Employer Relations

BS, MBA, Appalachian State

Jason Wilkinson (2019)
Assistant Director, Employer Experience
BGS, Nicholls State University

Lauren Beam (2010)
Associate Director, Mentoring and Alumni Personal and Career Development
BA, Wake Forest University; MS, UNC-Greensboro

Maggie Kuhn (2023)
Assistant Director, Mentoring and Alumni Personal and Career Development
BA, Wake Foresty University

University Advancement

Mark A. Petersen (2008)
Senior Vice President for University Advancement
BA, Brandeis; MA, Southern California

Melissa N. Combes (1996)
Associate Vice President, Presidential Advancement and Liaison to the Trustees
BA, Washington College; MBA, Wake Forest University

Brett Eaton (2010)
Vice President of Communications and Chief Communications Officer
BA, Clemson; MBA, American

Michael Haggas (2010)
Associate Vice President, Academic Fundraising
BA, Clarke University

Maria Henson (2010)
Associate Vice President and Editor-at-Large Wake Forest Magazine
BA, Wake Forest University

Shaida Horner (1993)
Associate Vice President, Gift Planning
BA, UNC-Chapel Hill; M.Acct., UNC-Chapel Hill; JD, Wake Forest University

Dustie Lanier Erik (2015)
Associate Vice President, Individual Development and Regional Engagement
BA, Wake Forest University

Linda Luvaas (2009)
Associate Vice President, Corporate and Foundation Relations
BA, Allegheny College; MA, Duke

Minta A. McNally (1978)
Associate Vice President, Office of Family Engagement
BA, Wake Forest University

William T. Snyder (1988)
Senior Associate Vice President, University Advancement
BA, Wake Forest University

Kelly Meachum McConnico (2003)
Assistant Vice President, Alumni Engagement
BS, Wake Forest University

Emily Smith (2006)
Associate Vice President, Donor Experience

BA, Appalachian State University

T.J. Truskowski (2002)
Executive Director of Development, School of Business
BS, Eastern Michigan University; MBA, Davenport University

Hannah McMahan King (2022)
Assistant Dean of Development, School of Divinity
BA, Wake Forest University; MA, University of Mississippi; MDiv, Wake Forest University

Logan Roach (2015)
Assistant Dean of Development, School of Law
BS, Wake Forest University

University Registrar

Michael Moore (2019)
Senior Associate Registrar
BA, Ohio University; MBA, Strayer University; PhD, Old Dominion University

Sasha Suzuki (2006)
Associate Registrar
BA, MA, Wake Forest University

Candace Speaks (2010)
Office Manager

Shemeka Ceasar (2008)
Assistant Registrar
BA, East Tennessee State University; MA, Strayer University

Grace Lee-Seo (2022)
Assistant Registrar
BS, Baylor University; MS, PhD, University of North Carolina at Greensboro

Fagueye Ndiaye-Dalmadge (2008)
Assistant Registrar
BS, MBA, Southern Illinois

Damian Patterson (2019)
Data Services Specialist
BA, Bridgewater College

Susan Parrott (2007)
Certification Officer
BA, Duke University; JD, University of North Carolina at Chapel Hill

Leah Farrow Steele (2021)
Assistant Registrar
BS, High Point University

Richard Titus (2019)
Assistant Registrar
BA, MA, University of North Carolina at Greensboro

Alicia Trent (2022)
Assistant Registrar
BS, Radford University; MS, University of North Carolina at Greensboro

Daisy Martell Salinas
Registrar Service Coordinator
AA, Forsyth Technical Community College

Medina Singletary
Registrar Service Coordinator
AAS, Forsyth Technical Community College

University Theatre

Corey Gilliam (2022)
Director of University Theatre
BMus, University of Georgia; MMEd, Boston University; MFA, Academy of Art University

Thomas Williams (2012)
Technical Director
BFA, Chicago State University - Illinois

Leslie Spencer (2001)
Audience Services Coordinator
BA, Salem College

Alice Barsony (2012)
Costume Studio Supervisor
BFA, Rhode Island School of Design; MFA, UNC School of the Arts

Jacquelyn Loy (2022)
Costume and Wardrobe Assistant
BA, Catawba; MFA, Southern Mississippi

Other Administrative Offices

Jarrod Atchison (2010)
Director of Debate
BA, MA, Wake Forest University; PhD, Georgia

Paul Bright (2004)
Director of Art Galleries and Programming
BFA, South Carolina

Jessica Burlingame (2007)
Collections Manager
BA, Edinboro University of Pennsylvania; MA, UNC-Greensboro

Andrew W. Gurstelle (2015)
Academic Director of the Museum of Anthropology
BA, University of Wisconsin-Madison; MA, PhD, University of Michigan

Allessandra Von Burg
Program Director of Casa Artom (Venice)
PhD, University of Pittsburgh

Benjamin T. King (2007)
Director of Interdisciplinary Programs (School of Business)
BA, Virginia; MBA, Wake Forest University

Jennifer Finkel
Acquavella Curator of Collections
BA, MLS; MA, PhD, Case Western Reserve University

Peter M. Siavelis (1996)
Faculty Director of the Southern Cone Program (Argentina and Chile)
BA, Bradley; MA, PhD, Georgetown

Jessica Francis
Executive Director of Global Abroad Programs - Worrell House (London)
BA, St. Edward's University; MA, Wake Forest University

Rebecca Thomas

Faculty Director of Flow House (Vienna)
BA, MA, University of California-Los Angeles; PhD, Ohio State University

THE SCHOOL OF DIVINITY

The course offerings and requirements of the School of Divinity are continually under examination, and revisions are expected.

This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort is made to provide advance notice of any changes.

Academic Calendar

Fall Semester 2024

Date	Day	Event
August 16	Friday	Faculty retreat
August 20-22	Tuesday-Thursday	New student orientation
August 20-22	Tuesday-Thursday	New student advising
August 26	Monday	First Day of Classes
August 30	Friday	Last day to add Fall First Half of Term course sections
September 2	Monday	Labor Day (no Divinity classes; University classes meet)
September 9	Monday	Last day to add Fall Term course sections
September 11	Wednesday	Last day to drop Fall First Hal of Term course sections
September 24	Tuesday	Incomplete work from past term due to instructor
September 24	Tuesday	Last day to withdraw from Fall First Half of Term course sections
September 30	Monday	Last day to drop Fall Term course sections
September 30	Monday	Last day to change from a standard grade to pass/fail in approved Fall Term course sections
October 9	Wednesday	Instructors must submit grade changes for all incomplete coursework
October 11	Friday	Last Day of Classes for Fall First Half of Term
October 14	Monday	First Day of Classes for Fall Second Half of Term
October 17-18	Thursday-Friday	Fall Break
October 22	Tuesday	Last day to add Fall Second Half of Term course sections
October 28	Monday	Last day to withdraw from Fall Term course sections
October 28-November 1	Monday-Friday	Spring 2025 registration advising

Date	Day	Event
November 1	Friday	Last day to drop Fall Second Half of Term course sections
November 4-6	Monday-Wednesday	Registration begins for Spring 2025
November 14	Thursday	Last day to withdraw from Fall Second Half of Term course sections
November 27-December 1	Wednesday-Sunday	Thanksgiving Break (no classes)
December 6	Friday	Classes end
December 9-14	Monday-Saturday	Fall final exams
December 18	Wednesday	Final grades due by noon for Fall Term and Fall Second Half of Term course sections

Spring Semester 2024

Date	Day	Event
January 13	Monday	First Day of Classes
January 17	Friday	Last day to add Spring First Half of Term course sections
January 20	Monday	No classes (Martin Luther King Jr. Day)
January 28	Tuesday	Last day to add Spring Term course sections
January 30	Thursday	Last day to drop Spring First Half of Term course sections
February 11	Tuesday	Incomplete work from past term due to instructor
February 12	Wednesday	Last day to withdraw from Spring First Half of Term course sections
February 18	Tuesday	Last day to drop Spring Term course sections
February 18	Tuesday	Last day to change from a standard grade to pass/fail in an approved Spring Term course sections
February 26	Wednesday	Instructors must submit grade changes for all incomplete coursework
March 3	Monday	Last Day of Classes for Spring First Half of Term
March 4	Tuesday	First Day of Classes for Spring Second Half of Term
March 10	Monday	Last day to add Spring Second Half of Term course sections
March 10-14	Monday-Friday	Spring Break (no classes)
March 21	Friday	Last day to withdraw from Spring Term course sections

March 24-28	Monday-Friday	Fall 2025 registration advising
March 27	Thursday	Last day to drop Spring Second Half of Term course sections
April 1-3	Tuesday-Thursday	Registration begins for Fall 2025
April 9	Wednesday	Last day to withdraw from Spring Second Half of Term course sections
April 18	Friday	Good Friday observed (no Divinity classes; University classes meet)
April 28	Monday	Classes end
April 30-May 7	Wednesday-Wednesday	Spring final exams
May 12	Monday	Final grades for May degree candidates due by noon
May 17	Saturday	Hooding and Commencement Ceremony
May 20	Tuesday	Final grades due for non-degree candidates

Mission and Values

The Wake Forest University School of Divinity is a graduate, professional school that is Christian by tradition, Baptist in heritage, and ecumenical in outlook. Consistent with Wake Forest's commitment to academic excellence and in the spirit of the University motto, Pro Humanitate, the School of Divinity prepares leaders informed by a theological understanding of vocation. Through imaginative courses and diverse programs of community engagement, students are equipped to be agents of justice, reconciliation, and compassion in Christian churches and other ministries.

Guiding Principles

Foster academic excellence: The School of Divinity faculty fosters critical scholarship across the varied disciplines of theological education through rigorous academic inquiry in the classroom and through research and publication.

Promote interdisciplinary exploration: The School of Divinity facilitates interdisciplinary studies that promote dialogue and learning through interaction with faculty and students in other schools and departments of the University.

Encourage global perspectives: Through theological reflection, critical inquiry, and ministry formation, the School of Divinity encourages students to explore diverse religious, cultural, and ethnic perspectives within both national and international contexts.

Embody hospitality: The School of Divinity seeks to cultivate a community of learners that celebrates diverse religious, racial, ethnic, cultural, gender, and sexual identities and that fosters accessibility for all its members.

Nurture spiritual growth: The School of Divinity provides opportunities for spiritual growth and exploration of personal and communal spiritual practices.

Collaborate with faith communities: The School of Divinity joins with churches and other faith communities to create opportunities for mutual learning and critical dialogue, including student internships and various forms of mentoring, consultation, community education, and shared advocacy.

Contribute to the University's mission: The School of Divinity shares in the University's commitment to *Pro Humanitate* through explorations of religious identity, vocation, social responsibility, and public engagement.

Hospitality and Language

The Wake Forest University School of Divinity seeks "to cultivate a community of learners that celebrates diverse religious, racial, ethnic, cultural, gender, and sexual identities and that fosters accessibility for all of its members."

Theological commitments lead the faculty to identify language use as one way we embody and practice hospitality. We invite all members of our learning community to join us in paying attention to how we use language and in exploring new language practices that cultivate hospitality. Each faculty member approaches language in different ways depending on our areas of academic expertise and our individual theological perspectives and commitments. We write and speak with an awareness of the historical, political, and societal contexts out of which theological language emerges and how language can impact readers and listeners. Out of this diversity, faculty conversations about language are lively and vibrant. We invite students to participate in these intentional conversations and to learn to think theologically and creatively about language.

The following suggested practices represent academic expectations for language use in public speech and writing, including scholarly activity (lectures, presentations, discussions, handouts, and publications), communications (official and internal), and worship (sermons, liturgy, and music). The faculty offers these expectations in order to educate leaders who practice hospitality in a range of settings. Each faculty member is committed to discussing these expectations as they relate to course content and assignments and to including guidelines for classroom participation and written work in course syllabi.

Suggested Practices

Language about God: Theologians, ministers, and worship leaders have an opportunity to give voice to the variety and richness of God's presence with God's people. Language used in preaching and worship as well as in academic writing acknowledges and cultivates this richness when it explores diverse ways to write, speak, pray, and sing about and to God.

Examples:

1. Our language choices can reflect the richness of the divine. Varied metaphors can be used to speak to and about God. We can name God's attributes. Examples: Rock of Salvation, Fountain of Life, the First and the Last, Refuge and Strength, Shelter from the Storm. We can address God out of our experience of God. Examples: Creator, Mother, Giver of All Good Things, Teacher, Father, Guardian, Redeemer, Friend, Healer.
2. Writers and speakers are encouraged to seek balance when using pronouns to refer to God, for example, alternating between gendered pronouns.

Language about Creation and Humanity: Hospitable language acknowledges and affirms the value of all creation and the humanity of all people. While language about God is a theological choice, language

about people needs to reflect standard grammatical practices of inclusivity.

Examples:

1. Hospitable language should acknowledge and reflect connections between humans and the non-human context upon which life depends.
2. Words like "people," "us," "humanity," "humankind," etc., should be used in place of words that identify all human experience with the experience of men.
3. Non-gendered language should be used whenever possible; for example, writers and speakers should use "clergy" or "clergy person" instead of "clergyman."
4. Writers and speakers should use person-first language such as "persons with disabilities" instead of "the disabled," or "people who live in poverty" instead of "the poor."
5. Language should affirm diverse and multiple racial, ethnic, cultural, gender, and sexual identities by acknowledging varied life narratives. Writers and speakers should avoid language that generalizes human experience (e.g., "all" or "we") and that stereotypes persons or groups. Writers and speakers should use specific examples, rather than generalizations about people or groups, when illustrating a point.

Accreditation

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org (http://www.sacscoc.org/)).

The School of Divinity is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS).

The Community

Wake Forest University is located in Winston-Salem, North Carolina, a city rich in history and culture. Salem was founded in 1766 by German Moravians as a congregational town, and the nearby city of Winston was established in 1849. As the area became known for its tobacco, furniture, and textile industries, completion of the railroad line furthered the economic growth of the Winston and Salem communities. In 1913 the two cities merged, and although Winston-Salem is now North Carolina's fourth largest city, it retains its early Southern charm, and visitors can still stroll the cobblestone streets of Old Salem.

In addition to Wake Forest University, Winston-Salem is home to Winston-Salem State University, Salem College, the University of North Carolina School of the Arts, and Forsyth Technical Community College. These institutions, as well as the city's rich offering of cultural, historical, social, and sporting events, combine to make Winston-Salem a unique and pleasurable place to live.

Nestled in the rolling hills of North Carolina's western Piedmont, Winston-Salem offers its visitors and residents the best of many worlds. Winston-Salem is only 2.5 hours away from the Blue Ridge Mountains, and only

4 hours from the beautiful beaches of the Carolinas. The climate is mild, but the Winston-Salem area still experiences all four seasons, with average high summer temperatures around 87° F and average high winter temperatures around 50° F. In addition to the versatility offered by its location, Winston-Salem is also a city of social diversity. The city boasts a cost of living that is at or below the national average.

With an estimated population of 250,000, Winston-Salem offers most of the activities enjoyed in larger cities with the appeal of a small town. For art lovers, Winston-Salem provides the Southeastern Center for Contemporary Art (SECCA), the Museum of Anthropology, the Museum for Early Southern Decorative Arts, and the Reynolda House Museum of American Art, as well as the Sawtooth Center, which features interactive art exhibits.

Theater buffs will find Winston-Salem a delight. In addition to performances at the city's universities and the University of North Carolina School of the Arts, Winston-Salem is home to several community theaters and the National Black Theatre Festival. Nearby High Point is home to the North Carolina Shakespeare Festival. The RiverRun International Film Festival, one of the premier film festivals in the Southeastern United States, is held in Winston-Salem in spring. The festival showcases a rich blend of works by independent, international, and student filmmakers.

Sports fans and nature lovers will enjoy Winston-Salem as well. The city has over 40 parks and big-time sports excitement with minor league professional baseball and hockey teams.

Admissions

- Doctor of Ministry Admissions and Financial Aid
- Master of Divinity Admissions and Financial Aid

Doctor of Ministry Admissions and Financial Aid

- Admissions
- Tuition, Fees, and Related Costs

Admissions

- Admissions Policies for Applicants With a Master of Divinity Degree
- Admissions Policies for Applicants Without a Master of Divinity Degree
- Application Review

Wake Forest University School of Divinity will recruit nationally by marketing this program to faith-informed professionals serving in a variety of institutional settings, including congregations, nonprofit organizations, healthcare organizations, and the like. GRE scores are not required. The School will also recruit from various co-curricular programs and initiatives already in place.

Admissions Policies for Applicants With a Master of Divinity Degree

The following are the admissions requirements for the Doctor of Ministry program for those who have already earned a Master of Divinity degree.

Applicants are required to have:

1. Completed a Master of Divinity from an institution accredited by the Association of Theological Schools or an equivalent accrediting body;

2. Completed the application for the Doctor of Ministry program;

3. Paid a $75 application fee;

4. Earned, ordinarily, a minimum 3.0 GPA in the applicant's highest earned graduate-level degree;

5. Served at least three years in a full-time faith-based professional position or an equivalent in part-time experiences;

6. Submitted the following materials:

   a. A statement of purpose in which applicants identify an area of ministry practice that they would like to explore in light of their vocational journey

   b. A 7-10 page sample of academic writing, with alternatives (i.e., other types of writing that evince analytical and reflective abilities and writing skills) for applicants who have not engaged in recent academic coursework.

   c. Three letters of recommendation. Ordinarily, two recommendations will be provided by instructors from previous academic experiences. The third will be a professional recommendation. Students who have not engaged in recent academic coursework may substitute a professional recommendation for an academic recommendation.

Admissions Policies for Applicants Without a Master of Divinity Degree

Applicants who have completed an accredited graduate-level degree in a theological program other than the Master of Divinity (e.g., a Master of Theological Studies, Master of Arts in Religion, etc.) or in a non-theological field are eligible to apply for admission to the Doctor of Ministry program. Such applicants must first complete all the above admissions steps except for step one.

The ATS accreditation standards for Doctor of Ministry programs (Standard 5.5 (https://www.ats.edu/files/galleries/standards-of-accreditation.pdf)) require applicants who do not hold a Master of Divinity (MDiv) to demonstrate how they meet the following criteria:

1. The ability to thoughtfully interpret scripture and the theological tradition of one's ministry context.

2. The capacity to understand and adapt one's ministry to the cultural context.

3. A basic self-understanding of one's ministerial identity and vocational calling.

4. A readiness to engage in ongoing personal and spiritual formation for one's ministry.

5. An accredited master's degree (or its educational equivalent) in an area related to one's ministry setting or vocational calling.

6. Significant ministerial experience that enables the applicant to engage as a ministry peer with other students in this advanced professional doctorate.

Applicants who do not hold a Master of Divinity degree, but meet all other application requirements for the Doctor of Ministry program at Wake Forest University School of Divinity, are required to:

1. Complete an accredited graduate-level degree in an area related to one's ministry setting or vocational calling.

2. Prepare a letter that explains how the applicant meets each of the six criteria above.

3. Upload any documents or artifacts that provide evidence for each criteria. These documents should be provided under "Additional Documents" in the application.

Please contact the D.Min. Director (dmindir@wfu.edu) with any questions.

Application Review

Each application is reviewed by the Director of the Doctor of Ministry Program, the Assistant Dean of Admissions, and one faculty member from the Admissions Committee. Any application may be sent to the full Admissions Committee at the discretion of the reviewers. These applications will be reviewed by the full Admissions Committee, which will make a final admission decision.

All other standard admissions practices as outlined in the School of Divinity's annual Bulletin will apply to the Doctor of Ministry program.

Tuition, Fees, and Related Costs

Students may submit a FAFSA to determine eligibility for the Federal Direct Unsubsidized loan program. A graduate student must be enrolled at least half-time as a degree seeking student to be considered for federal student aid. The Wake Forest University School of Divinity FAFSA school code is: E00429. A student must be in good academic standing and must be making satisfactory academic progress toward the degree to be eligible for a student loan. Unclassified (non-degree seeking), certificate program students, and provisionally accepted students are not eligible for federal financial aid.

A student who devotes full-time effort to a graduate program as outlined by his or her faculty committee with a minimum of 9 semester hours of coursework in fall, spring, and summer terms, University Fees including thesis research, is considered a full-time student. Students registered for Grad Fee are also considered full-time. Part-Time Status. A student registered for less than the above amount of coursework is considered a part-time student. Each program will determine whether it is possible to pursue a degree on a part-time basis.

Master of Divinity Admissions and Financial Aid

- Admissions
- Financial Aid and Scholarships
- Graduate Hall Director and Graduate Assistant

- Student Health Insurance
- Tuition, Fees, and Related Costs

Admissions

Applying to the Master of Divinity Program

All applicants to the Master of Divinity program must have earned a baccalaureate degree from a member institution of the Association of Universities and Colleges or an institution accredited by a United States agency recognized by the Council for Higher Education Accreditation and possess at least a 2.80 GPA on a 4.00 point scale. A well-rounded liberal arts degree is the best preparation for the MDiv degree program. Prior coursework in religious studies, while not required, is certainly appropriate preparation.

Applicants should show evidence of personal integrity, spiritual and emotional maturity, qualities associated with effective leadership, strong communication skills, creativity and personal initiative, and intellectual discernment. As a University-based graduate school, the School of Divinity seeks students who will constructively engage the diversity of the University, with openness to learning from persons of other religious traditions and from those who hold divergent values and commitments.

Applicants are selected on the basis of academic potential for graduate-level work, genuine promise for ministry, a clearly articulated commitment to Christian vocation, and evidence that the applicant will benefit from as well as enhance theological education at Wake Forest University.

Graduate theological education and vocational formation require a substantial commitment of one's time and energy. The MDiv program is designed with the assumption that students will be enrolled full-time. Individuals interested in limited enrollment should consult with the Office of Admissions before applying to the program.

Applicants should complete the online application process (https://apply.admissions.wfu.edu/apply/). In addition to the application, candidates must supply the following supporting documents:

1. **official academic transcripts** from prior educational institutions attended. This includes any work done at a community or technical college, study abroad, or any other school at which the applicant has taken coursework. Those whose undergraduate studies are in process need to have an official transcript of work completed to date sent to the admissions office directly from the institution. Additionally, applicants must submit a final transcript documenting the completion of their degree.
2. **three letters of recommendation:** the requirement includes providing at least two academic references. Applicants are encouraged to provide a pastoral recommendation. Those who have been out of school for five or more years may provide professional recommendations from an employer or community leader that speak to the applicant's character.
3. **the admissions essay.**
4. **a well-organized resume** that provides a brief summary of the applicant's educational background, job experience, vocational aspirations, leadership goals and accomplishments, professional affiliations, honors and awards, extracurricular activities, skills, personal qualities, and interests and hobbies.
5. **an application fee** of $75. The application fee can be paid using a credit or debit card on the online application, or by submitting a check

or money order, made payable to Wake Forest University, to the Office of Admissions. The School of Divinity also offers application fee waivers based on qualified program participation. If the applicant has participated in one of the programs below within the last two years, s/he may be eligible for an application fee waiver. Applicants must contact their director/coordinator to request a letter verifying participation in the program and the dates of participation. The letter should be sent to the Office of Admissions in a sealed envelope with the back flap initialed by the authorizing official. *AmeriCorps, Bill and Melinda Gates Millennium Scholar, Bonner Scholars/Leaders, Careers Opportunity Research/ NIHM (COR/NIHM), currently enrolled School of Divinity students, currently serving in the U.S. Military, Institute for Recruitment of Teachers (IRT), Leadership Alliance Summer Research Early Identification Program, Ronald McNair Post-baccalaureate Achievement Program, Mellon Minority Undergraduate Fellows Program, National Association of African American Honors Programs (NAAAHP), National College Advising Corps (NCAC), Organization of American States (OAS), Peace Corps, Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), Teach for America*

Graduate Record Exam (GRE) scores are not required. Once an application is complete, the file is reviewed. One of the following decisions will be made: full admission, provisional admission, probationary admission, wait list, or decline of admission.

A limited number of students (no more than 10% of the entering class) may be admitted on academic probation at the discretion of the admissions committee. Students admitted on probation must achieve a minimal GPA of 2.5 in the School of Divinity. They will be expected to make use of the Writing Center and other academic resources. The performance of students admitted on academic probation will be reviewed after their first semester to determine whether they should continue on probation.

International Students

International applicants whose native language is not English are required to submit official results of the Test of English as a Foreign Language (TOEFL) with the application for admission. Proficiency in written and oral English is required for enrollment in an academic program. The TOEFL must have been taken during the past five years. A TOEFL score of 600 paper-based, 250 computer-based, or 95 internet-based are the minimums required with a minimum score of 20 or higher in each of the four sub-areas. The TOEFL is administered at test centers throughout the world at different times during the year. Information on how to register and where to take the test is available at ets.org/toefl (https://ets.org/toefl/). If an applicant successfully graduated from an accredited college or university in the United States, a TOEFL waiver can be requested. A decision regarding the waiver will not be made until an application for admission has been completed.

To meet requirements for entry into the United States for study, applicants must demonstrate that they have sufficient financial resources to meet the expected costs of their educational program. Applicants must provide documentary evidence of their financial resources before visa documents can be issued. United States laws and regulations restrict the opportunity for international students to be employed. Students may be allowed to work off campus only under special circumstances. Many spouses and dependents of international students are not allowed to be employed while in the United States.

International students and their dependents residing in the United States are required to purchase or provide proof of health insurance.

Wake Forest University requires that all students registered on a full-time basis be covered by a health insurance policy that meets certain coverage criteria defined by the university. Students have the option of either purchasing coverage through the university plan (Student Blue) or waiving this coverage by proving that they are currently covered by a health insurance policy that meets or exceeds the established criteria.

Transfer Students

The prospective transfer student (a student who began his or her graduate theological education at a school other than Wake Forest University School of Divinity) may apply for admission in the normal manner and, additionally, write a letter stating the reasons for transferring and provide a letter of good standing from the theological school from which transfer is being made. Transfer credit is awarded through the Office of Academic Affairs at the recommendation of the faculty committee on curriculum and academic policy. Transfer credit will only be given for courses in which the student earned a grade of B- or higher and a student may not transfer more than 24 hours of credit into the Master of Divinity program. Transfer credit is not normally given for courses taken more than eight years before entrance into the School of Divinity or for courses that have been utilized or will be utilized for another degree program. Prospective transfer students should review the entire policy on transfer of academic credit on page 47 of the Bulletin.

Admissions Visit

All applicants are strongly encouraged to visit the School of Divinity, to observe a class, meet faculty and staff, and tour Wake Forest University's Reynolda Campus. The School of Divinity offers several opportunities throughout the year that allow prospective students to experience and learn about the school. Individual campus visits can be arranged through the Office of Admissions or online at https://divinity.wfu.edu/admissions/visit-campus/.

Admission to the School of Divinity

Initial offers of admission will be sent out upon review of the completed application. Preference for merit-based scholarships is given to those MDiv students whose applications are complete by January 15. Approved applicants will continue to be admitted on a rolling schedule until the class is full.

Approved applicants are required to reply to an offer of admission by submitting a $150 nonrefundable admission deposit on or before the date specified in their acceptance letters. Upon matriculation, the $150 deposit is used to open the student's financial account and is subtracted from the first semester fees.

Dual Degree Programs

Applicants interested in dual degree programs must apply separately to both the School of Divinity and the appropriate graduate or professional program of interest. The School of Divinity has dual degree programs in Bioethics (MDiv/MA), Education (MDiv/MA), Counseling (MDiv/MA), Law (JD/MDiv), and Sustainability (MDiv/MA). Review the Programs of Study section of the Bulletin for requirements, program structures, and procedures related to dual programs. Acceptance into one of the programs does not guarantee acceptance into the other.

MDiv/MA in Bioethics
Admissions
Admission to the dual degree program is a two-tiered process. Interested students must apply separately to the School of Divinity and the

Graduate School of Arts and Sciences and be accepted for admission by both schools. These applications do not need to be simultaneous, but students should indicate on each application their desire to be considered for the dual degree program. Alternatively, students may submit a separate application to enroll in the dual degree program if already admitted to either School. Applications will be reviewed separately by each program's admissions committee. Typically, students make application to the dual degree program by the time they complete one semester in either School. A joint admissions committee composed of members from both Schools will make final admissions decisions. The joint committee will also oversee and review admissions policies for the dual degree. The Graduate Record Exam is typically required for application to the bioethics program, but can be waived under certain circumstances. (http://bioethics.wfu.edu).

Tuition and Fees
During five semesters of the program, students pay full-time divinity school tuition and are eligible for divinity school financial aid. For at least two additional semesters, students are enrolled in the bioethics program through the Graduate School and pay Graduate School tuition. School of Divinity financial aid is not available to students during these two semesters. A limited amount of aid may be available through the bioethics program.

MDiv/MA in Counseling
Admissions
Applicants to the MDiv/MA in Counseling dual degree program must be accepted for admission by both the Department of Counseling and by the School of Divinity. Applicants are required to submit a separate application to each school by January 15. Applications for the Counseling Program are submitted through the Graduate School of Arts and Sciences at http://graduate.wfu.edu. Applications for the School of Divinity are submitted directly to the School of Divinity at https://divinity.wfu.edu.

Admissions decisions for the degree in counseling are based on consideration of a combination of criteria: college grade-point average, Graduate Record Examination (GRE) scores, recommendations, professional commitment, work or volunteer experience in the human services field, and suitability for the profession. Candidates for the counseling program are not required to have a specific undergraduate major or minor. Applicants being considered for admission are required to have a personal interview with program faculty. The successful completion of a criminal background check may be required as a condition of acceptance.

Campus Interviews
Based on the material contained in their application, an applicant may be invited to campus for personal interviews with the admissions committees in both Counseling and in Divinity. These interviews are typically scheduled for late February/early March. If invited, applicants must arrange to appear in person even if they have previously visited one or both departments. Divinity and Counseling will work together to coordinate the dates and timing of the interviews.

After the interview phase, a joint admissions committee composed of members from both schools will make the final selection. Unsuccessful applicants to the dual degree program have the option of applying to the School of Divinity by July 25 but would have to wait until January of the following year to apply for admission to the Department of Counseling or to reapply to the dual degree program.

Financial Assistance

During the Counseling degree portion of the program, accepted students will be awarded partial tuition scholarships that cover about 80% of the cost from the Graduate School of Arts and Sciences for the two years they are enrolled in the Department of Counseling portion of the program. Each student also receives a reconditioned laptop computer.

MDiv/MA in Education

Admissions

Candidates for the dual degree must apply both to the Graduate School of Arts and Sciences and the School of Divinity, following the admissions requirements of the respective programs, and be accepted to each program in order to pursue a dual degree. A joint committee consisting of faculty and staff both from the School of Divinity and the Department of Education will make final determinations about an applicant's suitability for the dual degree.

Tuition and Fees

During the seven semesters and two summers of the program, students pay full-time divinity school tuition and are eligible for divinity school financial aid only during the semesters in which the student is enrolled in the divinity school.

Financial Assistance

During the Education portion of the dual degree program, partial scholarships are available typically covering approximately 80% of tuition in the graduate school during the full regular terms (Fall/Spring) and full tuition scholarships are available for the summer.

MDiv/MA in Sustainability

Admissions

Candidates for the dual degree must apply both to the Graduate School of Arts and Sciences and the School of Divinity, following the admissions requirements of the respective programs, and be accepted to each program in order to pursue a dual degree. A joint committee consisting of faculty and staff both from the School of Divinity and Center for Energy, Environment, and Sustainability will make final determinations about an applicant's suitability for the dual degree. These applications do not need to be simultaneous, but students should indicate on each application their desire to be considered for the dual degree program. Alternatively, students may submit a separate application to enroll in the dual degree program if already admitted to either School.

Tuition and Fees

During the seven semesters of the programs, students pay full-time divinity school tuition and are eligible for divinity school financial aid only during the semesters in which the student is enrolled in the divinity school.

JD/MDiv

Admissions

Separate applications for admission must be made to the School of Law and the School of Divinity. The School of Law requires the Law School Admissions Test (LSAT). Once a student is admitted to each school's degree programs, final approval for admittance to the accelerated, dual degree program is decided by a joint admissions committee.

Fifth Year

During the fifth year, students register in and pay tuition to the School of Divinity during one semester, subsequently registering in and paying tuition to the School of Law during the remaining semester. During the School of Divinity fifth year semester, students may take courses in the School of Divinity, courses cross-listed with the School of Law, or courses offered by other schools or departments of the University as approved by the School of Divinity. A similar process applies to the School of Law fifth-year semester.

Applying for Part-Time Enrollment

Part-time enrollment (degree seeking): Students admitted to the MDiv program may pursue the degree on a part-time basis with permission of the senior associate dean and the associate dean of academic affairs. Part-time students who are seeking a degree may be eligible for scholarship assistance in the fall and spring semesters. If eligible, students can receive aid for part-time study for up to four semesters. Part-time students are encouraged to move to full-time after four semesters. Students who take at least 4.5 credit hours may also be eligible for federal aid. Part-time students must complete the MDiv program within six years of matriculation. Students may appeal to the associate dean of academic affairs for an extension to the six-year rule, but financial aid is limited to six years of part-time study and three years of full-time study. Those who apply for this status should know that previous higher education loans may no longer be deferred if they drop below 9 credit hours per semester.

Exploratory, nondegree enrollment: Persons seeking to determine if divinity school is an appropriate option may apply for exploratory status. Exploratory student status is also a restricted category of admission for people who do not have need of a degree program and who desire access to graduate theological education for personal or professional enrichment. Courses are taken for credit. If approved, these students may take six credits per semester for one academic year. No financial aid is available for students in this category. Exploratory students who wish to enter the Master of Divinity program must complete the full admissions process. Courses taken during the exploratory process may be transferred into the Master of Divinity program.

Temporary enrollment: Students seeking credit to transfer to other degree programs may apply for temporary enrollment status. Temporary students may enroll in School of Divinity courses after completing admissions materials specified by the Office of Admissions. No financial aid is available.

Deferment

Applicants may submit a request to defer admission for one year. Deferral requests must be submitted prior to the Regular Decision enrollment deposit deadline. If a deferral request is granted, the applicant will be required to pay an additional $150 non-refundable enrollment deposit to secure their enrollment for the deferred academic year. Although not guaranteed, the School of Divinity will make every effort to award the same amount of scholarship monies agreed upon before the deferment. Beyond one year of deferment students must reapply for admission.

Auditors

School of Divinity students, other Wake Forest students, and persons in the community may be admitted to select School of Divinity courses as auditors. A list of courses open to auditors is available in the Office of Academic Affairs or online at https://divinity.wfu.edu/continuing-education-and-programs/audit-a-course/. Applications for auditor status are accepted through the Office of Academic Affairs.

Students can elect to audit some courses rather than take them for a letter grade. Students can register for courses in the "audit" mode with approval of the course instructor and their faculty advisor. Each course instructor establishes guidelines for auditor participation. No course credit is earned for audited courses and audited courses do not count

toward the overall degree requirements. Audited courses will appear on a student's degree audit and official transcript. Students who want to audit courses outside of the School of Divinity must request permission from the school or department in which the course is offered. Students who want to change a course enrollment from grade mode to audit mode must do so on the first day of classes in any semester.

Financial Aid and Scholarships

Institutional financial aid comes in the form of merit-based scholarships and federal aid comes in the form of work-study and loans. Scholarship funds are available through the gifts of individuals, families, churches, organizations, and foundations. Merit-based scholarships are awarded to candidates who demonstrate in their applications both high academic achievement and outstanding promise for ministry. These scholarships are awarded to full-time degree-seeking students and are usually renewable for up to three years (six semesters) based on continued academic success. Fellowship recipients must maintain a minimum GPA of 3.3 or higher, while all other scholarship recipients must maintain a 2.5 GPA. Merit awards may range from 33% to 100% of tuition and a stipend.

There is no application for School of Divinity scholarships; students are automatically considered for all scholarships. The School of Divinity has received generous gifts to fund scholarships for students. During the process of awarding scholarships, these funds may be noted in the scholarship award letter to specify where monies have been designated and for students to be able to thank donors for their generosity. All candidates for admission are given consideration for these awards.

Fellowships and Scholarships

The School of Divinity is committed to assisting students in meeting basic educational and living expenses while they are enrolled. These scholarships are awarded to full-time students enrolled in degree programs. Most are renewable for three years, but there is no automatic increase in the amount awarded to compensate for increases in tuition and fees. Scholarships only cover tuition, not living expenses. All candidates for admission are considered for these awards. Scholarships and fellowships are awarded from funds provided by generous gifts to the University from individuals and organizations.

Federal Aid

Need-based financial aid is granted by the Financial Aid Office of Wake Forest University. This includes state and federal loans, grants, and work-study. All students who are U.S. citizens and wish to be considered for scholarships and other financial aid must complete the FAFSA form. Students use their tax return from the previous year to complete the FAFSA. Divinity students are considered independent students on the FAFSA even if they are still claimed as dependents on their parents' tax returns. For more information, visit http://grad.financialaid.wfu.edu/, the Graduate School and School of Divinity Financial Aid website. The FAFSA form is available here (https://studentaid.gov/h/apply-for-aid/fafsa/). Non-degree seeking students and international students are ineligible for federal aid programs.

Federal student loans pay directly to a student's account immediately before the first day of class each semester. If a student's grants, scholarships, and loans exceed their Wake Forest University charges, then the student is eligible for a refund from student billing to use for living expenses. The process for generating credit balance refunds begins the first week of class.

Federal Work-Study positions are available in the School of Divinity for qualified students. Students may earn up to $2,000 per year. Positions are posted the first week of classes. Students apply to the designated contact person on the available jobs. Work-study is overseen by Khelen Kuzmovich, Academic Skills Coordinator, in the School of Divinity.

Veterans Educational Benefits

The US Department of Veterans Affairs (VA) has approved Wake Forest University School of Divinity as an eligible institution at which students may use its Education Benefit Programs. Wake Forest University's "school certifying officials" for VA Education Benefits are happy to assist recipients by completing enrollment certifications to the VA. Please contact the Student Financial Aid Office with any questions, concerns, or requests for enrollment certifications.

Pursuant to The Veterans Benefits and Transition Act of 2018

GI Bill[®] and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides:

- A certificate of eligibility, or a "statement of benefits" obtained from the VA's eBenefits web site, or a valid VAF 28-1905 form for Chapter 31 authorization purposes, provided that the student beneficiary provides such documentation to the appropriate VA Certifying Official no later than the first day of a course of education, and provided that the student provides any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

Outside Scholarships

Many divinity students receive financial aid from other agencies, such as local churches, denominational offices, and foundations. Students need to apply for such funds directly to the agencies involved. Additional financial aid information is available at https://divinity.wfu.edu/admissions/financial-aid (https://divinity.wfu.edu/admissions/financial-aid/) under "Non-Institutional Aid" and "Additional Aid Resources."

Satisfactory Academic Progress and Financial Aid Eligibility

Scholarship Renewal

Scholarships awarded by the School of Divinity are awarded to full-time degree-seeking students and are usually renewable for up to three years (six semesters) based on continued academic success. Students receiving fellowships are required to maintain a minimum cumulative GPA of 3.3. Other scholarship recipients are required to maintain a 2.5 GPA. Students who fall below the minimum GPA requirement will be given a semester of scholarship probation. If students remain below the stated requirement after the scholarship probation semester, the scholarship will cease or a smaller award may be provided. The School of Divinity may immediately discontinue scholarship support for students who earn a 2.0 GPA or below either cumulatively or for the term.

Federal Aid Continuation

Federal regulations require that schools monitor the academic progress of each applicant who applies for and/or receives federal aid. Students must be making Satisfactory Academic Progress (SAP) towards their academic objective in order to maintain their eligibility for financial aid.

To determine financial aid eligibility for the following academic year, the Committee on Scholarships and Student Aid annually evaluates students' satisfactory academic progress at the end of the second summer session. Additional evaluation is made at a student's re-admittance.

The receipt of federally-controlled aid requires half-time enrollment (4.5 or more hours) during the fall and spring semesters and a minimum cumulative grade point average of 2.5 on work attempted in the Wake Forest School of Divinity. Institutional aid is generally not awarded for summer sessions, and not awarded beyond the sixth (fall or spring) semester; this limit can be prorated for transfer students. Certain institutional aid programs have higher academic and/or other requirements, which are communicated to students through the Curriculum and Academic Policy Committee. The Committee may revoke institutionally-controlled financial aid for violation of University regulations, including its honor code, or for violation of federal, state, or local laws.

The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving federal aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government. Certain federal aid programs have higher academic and/or other requirements, which are communicated to recipients. To maintain academic eligibility for federal aid, a student must:

- Complete the requirements for a master of divinity degree within a maximum number of hours attempted (including transfer hours) of 135. During a semester in which a student drops courses or withdraws, the maximum number of hours attempted includes those hours attempted as of the earlier of:
- the withdrawal date, or
- the last day to drop a course without penalty (as published in the academic calendar).
- Pass at least two-thirds of those hours attempted (including pass/fail courses, and hours attempted as a visiting or unclassified student) in the School of Divinity. Incompletes count as hours attempted, unless from a non-credit course. Audited classes do not count as hours attempted. During a semester in which a student drops courses or withdraws, hours attempted includes those hours attempted as of the earlier of:
- the withdrawal date, or
- the last day to drop a course without penalty (as published in the academic calendar). For purposes of this policy, hours attempted also include all instances in which a course is repeated.
- Maintain the following minimum cumulative grade point average on all graded hours attempted (including incompletes from graded courses, but excluding pass/fail courses) in the undergraduate schools of the University, for graded hours attempted: at least 9, fewer than 135, a minimum cumulative GPA of 2.5.

The Wake Forest University grade point average calculation also excludes pass/fail courses. In cases where a student repeats a course for which he or she received a grade of C- or lower, the cumulative grade point average is calculated by considering the course as attempted only once, with the grade points assigned reflecting the highest grade received. However,

this provision does not apply to any course for which the student has received the grade of F in consequence of an honor code violation. During a semester in which a student drops courses or withdraws, all graded hours attempted in the undergraduate schools of the University include those graded hours attempted as of the earlier of:

1. the withdrawal date, or
2. the last day to drop a course without penalty (as published in the academic calendar).

The policy on satisfactory academic progress applies only to the general eligibility for aid consideration. There are other federally mandated requirements a student must meet to receive federal aid. For instance, certain federal loan programs also require either the passage of a period of time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Other general student eligibility requirements for a student to receive federal financial aid are listed in *Funding Education Beyond High School: The Guide to Federal Student Aid*, a publication of the U.S. Department of Education.

Appeal Procedure

Denial of aid under this policy may be appealed in writing to the

Committee on Scholarships and Student Aid
P.O. Box 7246
Winston-Salem, NC 27109-7246

or delivered to the Office of Student Financial Aid, Reynolda Hall Room 4.

The Committee may grant a probationary reinstatement of one semester (in exceptional cases this period may be for one full academic year) to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the Committee. Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following: illness of the student or immediate family members – statement from physician that illness interfered with opportunity for satisfactory progress; death in family – statement of student or minister; temporary or permanent disability – statement from physician. During a probationary period, students are considered to be making satisfactory academic progress under this policy and may continue to receive aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period is made, upon the student's written request, at the end of the probationary period. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required cumulative grade point average. Any student determined ineligible for any academic year may request a special review at the end of one semester or summer term and may thereby be reinstated for all or part of the academic year. The student must request any such mid-year review in writing; otherwise only one determination of satisfactory academic progress will be made each academic year. Reinstatement cannot be made retroactive.

Graduate Hall Director and Graduate Assistant

Graduate Hall Director and Graduate Assistant

Divinity students are invited to apply for graduate hall director and graduate assistant positions with Wake Forest University's Office of

Residence Life and Housing. Information is available at www.rlh.wfu.edu (http://www.rlh.wfu.edu).

The School of Divinity encourages students to keep work hours at a maximum of 20 hours per week in order to engage fully in studies and community life.

Student Health Insurance

Wake Forest University is committed to the health and well-being of all of its students. Health insurance is required as a condition of enrollment for your admission to the School of Divinity. The School of Divinity is not associated with nor do we endorse a particular insurance plan. The Wake Forest University Student Insurance Plan is one option you may choose from should you not already have coverage.

Student Health Insurance Premium. Wake Forest University requires health insurance for all full-time, degree-seeking students. Students who demonstrate coverage that meets our criteria may waive the insurance provided by WFU. Students who only need part-time status to complete their degree are eligible for the student insurance. International students will be allowed to waive enrollment in the student insurance, if they are covered by a plan reviewed and approved by the University. Premiums for student health insurance will be determined each year and published on the Wake Forest University website. Complete details and criteria can be found at http://sip.studentlife.wfu.edu/.

Medical Withdrawal or Medical Change to Continuous Enrollment Status. Students enrolled in the health insurance plan may continue coverage for a maximum of one year while on a medical leave or on medical continuous enrollment status approved by the university. Students must intend to return and remain a degree-seeking candidate and remit appropriate premiums. To determine if you are eligible, please contact Student Blue for more information at 800.579.8022.

Tuition, Fees, and Related Costs

Tuition for Master of Divinity Program: Fall 2024 - Spring 2025

Fee	Amount
Full-time	$21,220
Part-time	$846 (per hour)
Audit	$120 (per hour)
Summer School 2024	$430 (per hour)
Deacon Health Fee	$572
Wellness Fee (can be waived)	$394
Student Activity Fee	$380
Application Fee	$75

All students will be required to acknowledge the "Wake Forest University-Statement of Financial Responsibility" as part of the new and continuing onboarding process via Workday Student; this allows students to clearly understand financial policies. All students have a Student Financial Services- Financial Responsibility Statement Not Acknowledged" hold on their Workday student account until acknowledgement is made.

Charges are due in full on August 1st for the fall semester, December 1st for the spring semester, and June 1st for both summer sessions. Students with accounts that are not paid in full by these deadlines may experience certain consequences, including, but not limited to, not being eligible to receive a diploma or register for classes. Institutional

fellowships, scholarships, and grants generally appear as credits on student accounts. Divinity students enrolled for full-time resident credit are entitled to full privileges regarding libraries, student publications, athletic contests, the Student Union, the University Theatre, the Secrest Artists Series of Wake Forest University, and the Deacon Health Service. Occasional students are entitled, after paying tuition, to the use of the libraries but not to the other privileges listed above. They may, however, secure admission to concerts, athletic events, and recreational facilities by paying a nominal activity fee.

Refund of Charges Policy and Return of Financial Aid Policy

A student who officially withdraws or is granted continuous enrollment status during a semester may be entitled to a refund of tuition depending on the student's date of withdrawal, and/or date of continuous enrollment status.

Tuition refunds are based on the date of official withdrawal or the effective date of continuous enrollment status. Please refer to the official "Schedule of Refunds for Withdrawal or Continuous Enrollment" for the respective semester of enrollment. Refunds will be reduced by the amount of any outstanding charges on a student's account. If refunded charges leave a credit balance on the student account, the student is responsible for completing an online student refund request at (http://finance.wfu.edu/sfs/student-refund/) or the credit balance will remain on the student account and will be applied for future semesters. If the credit is a direct result of Title IV aid, the credit is automatically refunded to the student.

Schedule of Refunds for Withdrawal or Continuous Enrollment

FALL & SPRING SEMESTERS

Official Date	Tuition Refunded
Before semester begins	100% tuition, less deposit
First week of semester	85%
Second week of semester	75%
Third week of semester	50%
Fourth week of semester	30%
Fifth week of semester	20%
After fifth week of classes	0%

SUMMER SESSIONS I & II (6 WEEK SESSIONS)

Official Date	Tuition Refunded
First three days of session	100% tuition, less deposit
Fourth day of session	75%
Fifth day of session	50%
Sixth day of session	25%
After sixth day of session	0%

FULL SUMMER SESSION (12 WEEK SESSION)

Official Date	Tuition Refunded
First five days of session	100% tuition, less deposit
Sixth - Ninth day of session	75%
Tenth - Twelfth day of session	50%
Thirteenth - Fifteenth day of session	25%
After fifteenth day of session	0%

There are no refunds for mandatory fees after the first class day in a semester as reflected in the academic calendar.

Students are responsible for officially dropping courses to be eligible for an adjustment. Nonpayment for classes for which you are registered or non-attendance in a registered class does not release you from financial obligation and will not drop you from the class.

A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Return of Title IV funds are handled in accordance with federal law. Students should consult the Office of Financial Aid for more information.

Vehicle registration fees will not be refunded unless the issued permit is returned to Transportation and Parking Services before the first day of class. Students graduating or studying abroad for spring semester may receive a prorated refund of the vehicle registration fee by returning the issued permits to the Transportation and Parking Services office.

Tuition, fees, dining and all other charges will not be refunded when a student is suspended or expelled from the University as a result of a conduct or honor code violation. Return of Title IV funds are handled in accordance with federal law.

*Refunds will be reduced by the amount of any outstanding charges on a student's account.

Pursuant to The Veterans Benefits and Transition Act of 2018

GI Bill® and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides to the VA Certifying Official ONE of the following:

- A Certificate of Eligibility, or a Statement of Benefits obtained from the VA's eBenefits web site
- VR&E (Chapter 31) authorization, delivered via the Tungsten Network system
- Notification of intent to use benefits, pending confirmation of eligibility via the VA's Enrollment Manager system.

The student beneficiary must provide proof no later than the first day of a course of education. The student must provide any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

University Disruption Refund Policy

Circumstances may arise during a semester that cause significant disruptions to University operations and result in the University closing the campus. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance

mentioned above, which is beyond the reasonable control or authority of the University.

In the event of a significant disruption to University operations either:

- During a semester that results in the University closing campus for the remainder of the semester;
- At the beginning of a semester that delays or prevents the University opening campus; or
- During a semester that results in the University closing campus temporarily during the semester

The University will issue refunds for housing and dining charges and wellness and parking fees to students where applicable and according to the refund schedule below. There will be no refunds for tuition or Deacon Health, Student Activity, or any other fees paid by or on behalf of students. Refunds (if applicable) will be calculated at the end of the semester.

This policy applies to significant disruptions where the University closes campus. It does not apply where students officially withdraw from the University or are officially granted continuous enrollment status during a semester. Refunds, if any, in those circumstances are governed by the University's Refund of Charges Policy.

Fall & Spring Semesters - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	85%
2	78%
3	71%
4	64%
5	57%
6	50%
7	43%
8	36%
9	29%
10	22%
11	15%
12	10%
13	No Refund
14	No Refund
15	No Refund
16	No Refund

Summer Sessions I & II (6 week sessions) - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	75%
2	50%
3	25%
4	No Refund

| 5 | No Refund |
| 6 | No Refund |

Full Summer Session (12 week session) - University Disruption Refund Schedule

Number of Whole or Partial (Sunday-Saturday) Weeks When Campus is Open	Refund Percentage
0	100%
1	85%
2	75%
3	65%
4	55%
5	45%
6	35%
7	25%
8	15%
9	No Refund
10	No Refund
11	No Refund
12	No Refund

Estimated Cost of Attendance Fall 2024 - Spring 2025

To determine need-based financial aid, the School of Divinity, in cooperation with the Graduate School of Arts and Sciences, estimates annual costs. The figures below are based on tuition, fees, and living expenses. Note that actual living expenses may vary, depending on specific choices of housing, food, and personal expenses.

Fee	Amount
Tuition	$21,220
Deacon Health Fee	$550
Student Activity Fee	$380
Room[1]	$15,300
Meals[2]	$4,500
Books & Supplies[3]	$1,000
Transportation[4]	$2,790
Personal Expenses[5]	$3,600
Insurance[6]	$2,758
Wellness Fee[7]	$394
Estimated Total Costs of Attendance	$52,120
Average Direct Loan Fees (if applicable)	$154

[1] Room expenses reflect 9 month average of single bedroom apartments as specified by 5 local apartment complexes in close proximity to campus. An estimated $350 per month for utilities has been included.

[2] Meal expenses for residence hall and off-campus apartment students are based on $19.29 per day for thirty weeks. An investigation of food allowances at comparable schools in the southeast reveals our food allowance to be fair.

[3] Book and supplies expenses are based on an average yearly cost as estimated by the WFU bookstore and the WFU Divinity Student COA

Survey. The amount for part-time enrollment is a prorated amount based on the assumption that full-time enrollment includes 3 classes per term. All classes taken for credit toward the student's degree are included in the determination of the COA component.

[4] Transportation expenses for residence hall and off-campus apartment students are based on around $93 per week for thirty weeks. For students living at home, the amount reflects one-half of the residence hall and off-campus amounts.

[5] Personal expenses for residence hall and off-campus apartment students are based on $12.85 per day for thirty weeks, rounded to the nearest $10.

[6] Health insurance is required for all degree-seeking domestic graduate students and all international graduate students with F or J visas. For 2023-2024, student health insurance is estimated based on the WFU/BCBS Insurance Policy for 2022/2023. More information is available on the WFU Student Health Insurance Program website. Students who demonstrate coverage that meets criteria may waive the insurance provided by WFU. If you are unsure of your eligibility, please contact studentinsurance@wfu.edu.

[7] A wellness fee will be charged to all student accounts. This wellness fee grants access to campus wellness, recreation, and fitness facilities, equipment, and programs. Each semester's charge will support the overall operation of the state-of-the-art wellbeing center facilities. Graduate students may opt out to have the fee waived online through the Wake Information Network (WIN). Graduate students who elect to opt out of the wellness fee will not have access to campus wellness, recreation and fitness facilities, equipment and related programs, such as intramurals and club sports. If you opt out and change your mind at a later date, you can obtain a membership fee on a month-to-month basis at a fee of $35/month.

Programs

Doctoral Programs

- Doctor of Ministry

Master Programs

- Master of Divinity

Dual Degree Programs with the Graduate School of Arts and Sciences

- Bioethics, MDiv/MA Dual Degree
- Counseling, MDiv/MA Dual Degree
- Education, MDiv/MA Dual Degree
- Sustainability, MDiv/MA Dual Degree

Dual Degree Programs with the School of Law

- JD/MDiv Dual Degree

Related Programs at Wake Forest University

- Department for the Study of Religions (https://religion.wfu.edu)
- School of Professional Studies (https://sps.wfu.edu)

- Sustainability Graduate Concentration (https://www.graduate.cees.wfu.edu/graduate-certificate-in-sustainability/)
- Women's, Gender, and Sexuality Studies Graduate Concentration (https://bulletin.wfu.edu/divinity/programs/related/womens-gender-sexuality-studies-graduate-concentration/)

Doctoral Programs

- Doctor of Ministry

Doctor of Ministry

Overview

The Doctor of Ministry (DMin) program invites students to expand their competencies as they act as change agents in their roles as faith-based leaders. Public leaders desire innovative strategies that minimize adverse ecological, social, and economic impacts. Religious communities and faith-informed leaders are responsible for collaborating with other industry professionals to imagine and implement such innovations. The DMin degree provides students the tools to think theologically, contextually, and strategically in their role as public leaders.

The School of Divinity advances Wake Forest University's commitment to Pro Humanitate by leveraging its unique mission to prepare "agents of justice, reconciliation, and compassion for Christian churches and other ministries." The Doctor of Ministry program centers the wisdom and experience advanced ministry practitioners have developed through their professional experience. The curriculum creates opportunities for ministry professionals to explore and develop their wisdom to further their ministries and contribute to the flourishing of the organizations and broader communities they serve. The program also promotes the well-being of ministry professionals through cohort-based learning experiences

Goals for the Doctor of Ministry Degree

The School of Divinity's Doctor of Ministry program convenes learning communities of faith-informed leaders from diverse professional settings who design and implement projects that lead to community transformation. The DMin program equips students to:

- Engage in complex forms of textual, contextual, and intersectional analysis, vocational discernment, and theological reflection that shape innovative approaches to ministry practice [ATS standards 5(a) and (b)];
- Create collaborative learning communities that benefit from the wisdom of faith-informed leaders who serve in a variety of professional contexts [ATS standard 5(d)];
- Develop leadership strategies that position faith communities and other organizations to theologically interpret how to create the conditions of justice, equity, and repair in their particular context [ATS standard 5(c)];
- Design, implement, and assess a project in the student's ministry setting that connects the practice of ministry in particular communities to a theologically informed understanding of human flourishing and the well-being of all creation [ATS standards 5(a), 5(b), 5(c), and 5(d)].

These four learning outcomes align with the four learning areas for Doctor of Ministry programs as identified in ATS standard 5.3(a)-(d).

Requirements
Doctor of Ministry Curriculum

The Doctor of Ministry degree is a three-year, 30-credit-hour professional doctoral degree designed for religious leaders in traditional and non-traditional settings who seek to deepen their understanding of ministry and theology and enhance their leadership practices. The DMin is delivered in a hybrid format, including five three-credit required courses and five three-credit elective courses. The program culminates with a thesis project: students design, propose, complete, and present findings of a summative final place-connected project. The project builds upon the issues and questions raised throughout the three years of coursework.

Courses are delivered in an asynchronous online format. Cohorts convene each January and June for five-day in-person learning experiences focusing on developing the Doctor of Ministry project.

Doctor of Ministry Core/Required Courses

- MIN 740: Theological Reflection as Praxis (3h)
- MIN 750: Analyzing Communities and Contexts (3h)
- MIN 760: Transformational Religious Leadership (3h)
- MIN 770: DMin Project Seminar/Proposal (3h)
- MIN 780: DMin Project Seminar/Presentation (3h)

Required Coursework

The 15-credit hours of required Doctor of Ministry coursework prepares students to formulate, research, write, and complete their final projects.

One required course is offered sequentially each semester, excluding summers. Following this pattern, the first four required courses are offered in four sequential fall and spring semesters. The third year of the DMin program focuses on writing the DMin project; no required course is offered in the fifth semester. MIN 780 ("DMin Project Seminar/Presentation") is offered in each cohort's sixth and final semester, concluding the required course sequence.

Elective Coursework

All DMin electives are designed to cultivate an expanded understanding of the nature of religious leadership and enhance competencies in reflective ministry practices. Electives also encourage ministry leaders to explore new knowledge at the intersections of theology and contemporary faith communities. Some hybrid teaching strategies to accomplish these aims include focusing on real-life case studies and practical experiences alongside related readings and creating cohort reflective and feedback practices for course content. The role of faculty in these courses is two-fold: (1) to provide content expertise and (2) to function in a mentoring role with learners as they explore their growing edges as religious leaders.

DMin elective courses are offered in an asynchronous online format during the fall and spring terms of the academic year and the two summer sessions. In the three years of the program, students have eight opportunities to complete five elective courses (six semesters and two summers). Students may take more than one elective offering at a time.

DMin Elective Credit for Master's-Level Courses

DMin students may take master's-level courses offered throughout the academic year that have been adapted collaboratively by students and instructors to meet DMin program goals, with DMin-specific syllabi and assignments appropriate to the doctoral level.

For Doctor of Ministry students taking courses primarily offered to master's-level students at WFUSD, student learning outcomes must be related to the Doctor of Ministry program goals (described above). Assignments must be adjusted as appropriate for doctoral-level work.

DMin students wishing to register for a course primarily offered to master's-level students must, in collaboration with the instructor, amend the course syllabus to meet the learning outcomes of the DMin program, reading and writing assignments that evidence advanced-level expectations related to those outcomes, and appropriate means of assessment. The amended DMin course syllabus must be submitted to the Office of Academic Affairs.

Independent Study (IDS) Courses

Through independent study (IDS) coursework, the School of Divinity offers DMin students opportunities to craft their elective coursework to their research interests. Students may register for IDS courses during any academic year or summer term. DMin students are limited to a maximum of nine (9) total credit hours of IDS coursework.

The following are possibilities for IDS courses:

1. Syllabi for courses that faculty have developed for previously offered Master of Divinity or Doctor of Ministry courses, adjusted to meet the learning outcomes of the DMin program.

2. A theme or topic of interest to a student and faculty member developed as an IDS course syllabus meeting the learning outcomes of the DMin program.

Faculty members are not required to facilitate IDS courses.

The Doctor of Ministry Program Director ensures that IDS courses are created according to the guidelines and expectations found at the link here (https://docs.google.com/document/d/1GnAqDcyoao0UBBSJG2Li9FANdmvqygN9EAFkcWmyD4E/edit/?usp=sharing). Syllabi for IDS courses must be created and approved no later than the end of the second full week of each semester or summer term.

Advising Process

The Doctor of Ministry Program Director advises all DMin students during the first three semesters of study. The Director will work with students to complete the first 9-credit hours of required coursework and 15-credit hours of elective coursework and to craft a research question and the broad contours of the Doctor of Ministry project.

DMin students ordinarily complete MIN 770 "Project Seminar/Proposal" course in their fourth semester. Students select a faculty advisor for the Doctor of Ministry project. The faculty advisor will guide the project's completion, ordinarily by the end of the student's sixth semester.

Doctor of Ministry Project

To enroll in the MIN 770 "Project Seminar/Proposal" course in the fourth semester, students must have completed MIN 740, 750, and 760 and at least nine (9) credit hours of elective coursework. In the MIN 770 course, students will select a project adviser and complete a Doctor of Ministry project prospectus (described below), which will be approved both by the student's project advisor and the Doctor of Ministry Program Director. Students must also identify a second reader who, along with the Doctor of Ministry Program Director and the student's adviser, will assess the project in its final form.

The fifth semester of study has no required course component and is reserved for the drafting of the DMin project.

For a December graduation, the Doctor of Ministry project must be submitted and defended no later than November 1 and for May graduation, no later than April 1. Submissions beyond those dates will delay graduation until the following May or December. All graduates in an academic year are recognized and presented with diplomas at the May Commencement ceremony.

Doctor of Ministry Residency Requirement

First-year Doctor of Ministry students meet in August before their first fall term begins for a three-day in-person orientation and retreat. Students meet for several other prearranged in-person meetings throughout the program. In order to graduate, Doctor of Ministry students must participate in and complete all required residency periods during their course of study.

Master Programs

- Bioethics, MDiv/MA Dual Degree
- Counseling, MDiv/MA Dual Degree
- Education, MDiv/MA Dual Degree
- JD/MDiv Dual Degree
- Master of Divinity
- Sustainability, MDiv/MA Dual Degree

The Wake Forest University School of Divinity offers the Master of Divinity degree and five dual degrees:

- **The Master of Divinity (MDiv)** is a professional degree for persons preparing to be religious leaders in diverse congregational and not-for-profit settings.
- **The Master of Divinity/Master of Arts in Bioethics Dual Degree (MDiv/MA Bioethics)** facilitates an interdisciplinary conversation between theology and bioethics for persons preparing for vocations in either discipline.
- **The Master of Divinity/Master of Arts in Counseling Dual Degree (MDiv/MA Counseling)** is for persons who seek vocations that combine theological, ministerial, and counseling skills.
- **The Master of Divinity/Master of Arts in Education Dual Degree (MDiv/MA Education)** prepares students to teach in public and/or private schools and provides them an opportunity to combine teaching/educational interests and skills with a wide range of ministerial vocations.
- **The Master of Divinity/Master of Arts in Sustainability Dual Degree (MDiv/MA Sustainability)** equips students to lead in congregations and other religiously-affiliated organizations that seek to respond to critical ecological and other social issues.
- **The Juris Doctor/Master of Divinity Dual Degree (JD/ MDiv)** prepares students for theologically informed vocations either in law or religious leadership.

Bioethics, MDiv/MA Dual Degree

The goal of the Master of Divinity/Master of Arts in Bioethics (MDiv/MA Bioethics) dual degree program is to facilitate an interdisciplinary conversation between theology and bioethics and to provide resources

for students whose vocational aims require knowledge and/or competence in both disciplines.

Requirements
Plan of Study and Requirements

This dual degree is designed to be completed in seven semesters. A student typically will first complete two and one-half years of work primarily in the School of Divinity. The final two semesters will be completed in the bioethics program but with some electives taken in the School of Divinity as needed.

Typical Dual Degree Program Outline

Year	Fall	Spring
Year One	Mainly Divinity (12)	Mainly Divinity (12)
Year Two	Mainly Divinity (12)	Mainly Divinity (12)
Year Three	Mainly Divinity (11)	Mainly Bioethics (12)
Year Four	Mainly Bioethics (12)	

Students are required to complete 53 hours toward the Master of Divinity Degree, 26 hours toward the MA Bioethics, and 4 shared elective hours, for a total of 83 credit hours. The dual degree program will utilize the current courses offered through both the bioethics program (https://graduatebioethics.wfu.edu/courses/) and the School of Divinity (https://divinity.wfu.edu/academics/academic-resources/). Shared courses will be dual degree appropriate, selected from courses agreed upon by dual degree students' advisors in the School of Divinity and the bioethics program.

Code	Title	Hours
Required Divinity Courses		
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 501	Art of Ministry	3
MIN 511	Practical Theologies for Social Change	3
MIN 602A & MIN 602B	Internship Reflection Seminar and Internship Reflection Seminar	3
or MIN 602C	Summer Internship Reflection Seminar	
One 300-hour ministry internship		
MIN 705	Integrative Capstone	3
CPE or Relational Care Elective Hours		5
Divinity Electives		
Biblical Studies Electives		6
Bioethics-Related THS Elective		3
Interfaith Dialogue Elective		3
Spirituality Elective		3
General Divinity Elective		3
Shared Electives		
Elective credit hours chosen from either program		4

Required MA Bioethics credit hours	**26**
Total Hours	**83**

Policies and Procedures
Advising

Every student in the dual degree program will be assigned a faculty advisor from each school with whom they are expected to meet regularly throughout the duration of the program. Students are required to follow the student handbook of the school through which they are enrolled.

Continuing Eligibility

To continue in the program, a student must remain in good academic standing with both the School of Divinity (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/academic-standing/) and the Graduate School of Arts and Sciences (https://bulletin.wfu.edu/graduate/procedures/grading/). The minimum grade point average for successful completion of the MA portion of the degree is 3.0, as outlined in the Graduate School of Arts and Sciences' academic bulletin (https://bulletin.wfu.edu/graduate/requirements-degrees/).

Counseling, MDiv/MA Dual Degree

This program is for students seeking to enter vocations in religious leadership with skills both in theology and counseling. Students enrolled in the dual degree program can complete the requirements for both the Master of Divinity and Master of Arts in Counseling degrees in four years instead of the five years needed if each program is undertaken separately. The curriculum meets the accrediting standards for each degree program. The dual degree program is designed to ensure that students meet the educational requirements for licensure as professional counselors in North Carolina and most other states.

Requirements
Plan of Study and Requirements

Students in the dual degree program spend the first two years of the four year program enrolled in courses in the School of Divinity. During these first two years, students complete 53 credit hours of required courses, required electives, and general electives. Dual degree students are required to complete a basic unit of Clinical Pastoral Education (CPE) through an ACPE accredited program. Students generally meet the CPE requirement in a summer session during their first two years of the program. Guidelines for applying CPE credit toward the degree can be obtained through the Office of Academic Affairs. The introductory CPE unit and CNS 738A/CNS 738B, the counseling practicum, satisfy the MDiv internship placement requirements.

Students spend the second two years of the dual program satisfying 60 credit hour requirements for the Master of Arts in Counseling, including CNS 738A (https://bulletin.wfu.edu/search/?P=CNS%20738A)/CNS 738B (https://bulletin.wfu.edu/search/?P=CNS%20738B), the counseling practicum.

Upon successful completion of the dual degree requirements, students receive both the Master of Divinity and the Master of Arts in Counseling degrees.

Degree Requirements

Students are required to complete 53 hours toward the Master of Divinity Degree.

Code	Title	Hours
Required Divinity Courses		
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 501	Art of Ministry	3
MIN 511	Practical Theologies for Social Change	3
MIN 537	Intercultural Pastoral Counseling	3
MIN 538	Interfaith Care with Families	3
Clinical Pastoral Education		5
Divinity Electives		
Biblical Studies Electives		6
Spirituality Elective		3
General Divinity Electives		9
MA Counseling hours		**60**
Total Hours		**113**

Policies and Procedures
Continuing Eligibility

Satisfactory academic progress in the Master of Arts in Counseling portion of the program is defined as maintaining a B or better grade point average. Expectations of personal and professional behaviors and/or attitudes are outlined in the "Evaluation and Continuation Policy," which can be found in the Department of Counseling's Student Handbook (https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/General-handbook-Fall-2022-FINAL-07-29-22.pdf). Continuing eligibility in the Master of Divinity program is outlined in the school's academic standing policy (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/academic-standing/).

Education, MDiv/MA Dual Degree

This degree promotes interdisciplinary conversation between theological education, public education, and community engagement. The degree provides students pathways for developing skills and acquiring competencies necessary for achieving excellence in careers where religious leadership and education intersect.

The Master of Arts in Education is fully accredited by the North Carolina Department of Public Instruction (NCDPI). For the teaching license areas approved by NCDPI, please visit the department website (https://education.wfu.edu/wp-content/uploads/lic.areas2_.pdf).

Four different programs are available for the Education portion of the dual degree. The Master Teacher Fellows (MTF) program is for candidates who seek the initial teaching license. The MTF-S program is for the secondary (9-12) license. The MTF-E program is for the elementary license. The Master Teacher Associates (MTA) program is for candidates who hold a current teaching license and seek an advanced license. The Master of Educational Studies (MES) program is for candidates who are not seeking a teaching license.

Requirements

This dual degree is designed to be completed in six or seven semesters and two full summer sessions, based on full-time enrollment and depending on the chosen track. Students will be enrolled and pay tuition in the School of Divinity for four of their semesters and will be enrolled and pay tuition in the Graduate School of Arts and Sciences for the remaining two or three semesters and two summers. The MTF-S track (92 total hours), MTA track (87 total hours), and MES track (87 total hours) are all completed in seven semesters and two full summer sessions. The MTF-E track (98 total hours) is designed to be completed in eight semesters and two full summer sessions.

Students are required to complete 51 hours toward the Master of Divinity Degree over the course of four semesters.

Code	Title	Hours
Required Divinity Courses		
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 501	Art of Ministry	3
MIN 511	Practical Theologies for Social Change	3
MIN 705	Integrative Capstone	3
Divinity Electives		
Biblical Studies Electives		6
Spirituality Elective		3
General Divinity Electives		15
Paths		
Select one of the following paths toward the Master of Education degree:		
Master Teacher Fellows (MTF-Secondary) (seeking initial licensure)		42
Master Teacher Fellows (MTF-Elementary) (seeking initial licensure)		48
Master Teacher Associates (MTA) (already licensed, seeking advanced licensure)		36
Master of Educational Studies (MES) (not seeking licensure)		36

Policies and Procedures
Advising

Each student in the dual program will be assigned a faculty advisor from each school with whom they are expected to meet regularly throughout their enrollment in the program.

Continuing Eligibility

To continue in the program, a student must remain in good academic standing with both the School of Divinity (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/academic-standing/) and the Graduate School of Arts and Sciences

(https://bulletin.wfu.edu/graduate/procedures/grading/). The minimum grade point average for successful completion of the MA portion of the degree is 3.0, as outlined in the Graduate School of Arts and Sciences' academic bulletin (https://bulletin.wfu.edu/graduate/requirements-degrees/).

JD/MDiv Dual Degree

The School of Divinity, in partnership with the School of Law, offers a five-year, dual degree program, Juris Doctor and Master of Divinity (JD/MDiv). The program provides a vocational perspective different than that available in separate law or divinity degree concentrations. The program also enriches the learning and experience of students who want to pursue careers in either discipline. The dual degree curriculum meets standards set by the accrediting bodies of each partner.

Requirements
Plan of Study and Requirements

Students in the dual degree program must complete all requirements of each program. Students may choose to complete their first two years of study in either the School of Divinity or the School of Law. Two additional years of study are then undertaken in the alternate school. The fifth and final year includes coursework in both schools. Upon successful completion of the dual degree requirements, students receive both the Juris Doctor and the Master of Divinity degrees.

When undertaken as part of the dual JD/MDiv program, the MDiv degree requires completion of 57 hours of divinity coursework including the degree requirements prescribed by the School of Divinity for graduation. When undertaken as part of the dual JD/MDiv program, the JD degree requires completion of 75 hours of law coursework including the degree requirements (http://academics.law.wfu.edu/degree/jd/) prescribed by the law school for graduation.

Students are required to complete 57 hours toward the Master of Divinity Degree.

Code	Title	Hours
Required Divinity Courses		
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 501	Art of Ministry	3
MIN 511	Practical Theologies for Social Change	3
MIN 602A & MIN 602B	Internship Reflection Seminar and Internship Reflection Seminar	3
or MIN 602C	Summer Internship Reflection Seminar	
One 300-hour ministry internship		
MIN 705	Integrative Capstone	3
Divinity Electives		
Biblical Studies Electives		6
HIS or THS Elective		3
Spirituality Elective		3
General Divinity Electives		15

JD credit hours	**75**
Total Hours	**132**

Policies and Procedures
Advising

Students will be assigned a faculty adviser from each school and are required to meet with their advisers at least once during each semester of the five-year program. Course selection is made in consultation with advisers.

Fifth Year

During the fifth year of the program, students register in and pay tuition to the School of Law during one semester, subsequently registering in and paying tuition to the School of Divinity during the remaining semester. During the School of Divinity fifth-year semester, students may take courses in the School of Divinity, courses cross-listed with the School of Law, or courses offered by other schools or departments of the University as approved by the School of Divinity. A similar process applies to the School of Law fifth-year semester.

Continuing Eligibility

Continuing eligibility in the JD program is outlined in the Degree Requirements section in the School of Law's Student Handbook (https://sites.google.com/wfu.edu/law-student-handbook/chapter-5-degree-requirements/). Continuing eligibility in the Master of Divinity program is outlined in the School of Divinity's Continuing Eligibility Policy (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/academic-standing/).

Master of Divinity

The Master of Divinity (MDiv) degree stands at the center of the School of Divinity's degree offerings. The program prepares students through diverse ministry experiences and theological perspectives for religious leadership in diverse congregational, chaplaincy, and not-for-profit settings. The program encourages students to engage the rich histories and traditions of Christian congregations, to increase awareness and understanding of issues facing churches in their local and global contexts, and to integrate their knowledge of varied theological and ministry disciplines with what they encounter in ministry settings and in the world.

Goals for the Master of Divinity Degree

Students who graduate with the Master of Divinity degree from the Wake Forest University School of Divinity shall demonstrate a broad variety of competencies for religious leadership that promotes justice, reconciliation, and compassion, including:

- Academic integration of Christian traditions, theologies, scriptures, and practices;
- Sustained vocational reflection and spiritual formation that inform ministry in pluralistic contexts;
- Innovative application and embodiment of a range of ministerial practices for a continually transforming religious world;
- Theologically informed analysis of social, cultural, political, and ecological systems within a variety of particular settings.

The Master of Divinity degree is a 72-hour program designed to be completed in three years of full-time, residential study. Students may also

pursue the degree on a part-time basis with permission of the Associate Dean of Academic Affairs. The maximum length of time allowed to complete the program is six years.

Requirements
The Master of Divinity Curriculum

The Master of Divinity curriculum is composed of three categories of courses: Required Courses, Required Electives, and General Electives.

Required Courses and Required Electives

Required courses and required electives provide students with foundational theological and ministerial knowledge and skills for the practices of ministry and religious leadership in diverse settings.

Required courses: Required of all students; may be prerequisites for other courses. 30 credit hours.

Required elective courses: Biblical Studies Electives, Spirituality Elective, and Interfaith Dialogue Elective. 12 credit hours.

General Electives

Students can choose from a variety of graduate level courses offered in the School of Divinity and in other schools and departments of the University (subject to course availability and suitability to the overall requirements for the Master of Divinity degree).

General elective courses: Chosen by students in consultation with their advisors and may include courses from other University departments and schools. 30 credit hours.

The Art of Ministry Program

The Art of Ministry curriculum provides a three-year framework for integrating theory and practice while exploring vocational identity. The curriculum is designed to prepare students for ministry in a changing world by creating space for theological reflection and developing key professional skills.

The Art of Ministry curriculum consists of both coursework and an internship placement in the following progression:

MDiv Year 1: Introductory Course

MIN 501 Art of Ministry: Introduction to the Life and Work of Ministry is a required first-year seminar providing a forum for dialogue among students, faculty, and religious leaders about pressing issues facing the church and ministry in the 21st century. This course will introduce students to the complexity of vocation in general and ministerial vocations in particular across a variety of contexts.

MDiv Year 2 or 3: Internship

All students are required to complete one (1) ministry internship placement following the first year of the MDiv program. They can fulfill the internship requirement in the second or third year. If the first internship is successfully completed in the second year, students have the *option* of doing a second ministry internship in the third year.

As described below, there are broadly four ways from which students can choose their internship placement to complete the required internship: (a) an academic year-long (two semesters) internship, (b) a summer intensive internship, (c) an internship in Clinical Pastoral Education (CPE)

at Atrium Health Wake Forest Baptist Medical Center, or (d) an internship in Clinical Pastoral Education (CPE) in an ACPE-approved program.

Option 1: Academic Year-long Internship
- A 300-hour ministry internship placement completed during the second or third academic year, concurrent with MIN 602A ("Internship Reflection Seminar") in the fall term for 1.5 credit hours and MIN 602B ("Internship Reflection Seminar") in the spring term for 1.5 additional credit hours. Or,

Option 2: Summer Intensive Internship
- A 300-hour ministry internship placement completed the summer after the first or second academic year, followed MIN 602C ("Summer Internship Reflection Seminar") in the fall term for 3 credit hours. Or,

Option 3: Academic Year-long CPE
- A 400-hour ministry internship placement in Clinical Pastoral Education (CPE) at Atrium Health Wake Forest Baptist Medical Center (200 hours of internship service in the fall term and 200 hours in the spring term), concurrent with MIN 636A ("Clinical Pastoral Education I) in the fall term for 3 credit hours and MIN 636B ("Clinical Pastoral Education II") in the spring term for 2 additional credit hours. Or,

Option 4: Summer Intensive CPE
- Students can also complete a 400-hour introductory unit of Clinical Pastoral Education (CPE) in any summer program accredited by the Association of Clinical Pastoral Education (https://acpe.edu/) (ACPE). Students will earn five transfer elective credits for completing a summer introductory unit of CPE.

Students can repeat a seminar reflection course (MIN 602A/B) to earn up to 3 additional credits when completing the second optional internship. Students cannot apply more than six credit hours towards the MDiv degree from any number of internship seminars.

WFUSD provides some stipends to students engaged in an internship. The stipend is available for only *one* internship, regardless of its format (i.e., the academic year-long, the summer intensive, or the 400-hr CPE internship placement after matriculation into the MDiv program).

Choosing an Internship

The Director of the Art of Ministry Program works with students in the spring of each academic year to arrange ministry internship placements. The Director also tracks student progress toward fulfilling the internship requirement.

Students will ordinarily select placements in two different ministry contexts if they complete an optional second internship:

- Congregational Settings
- Non-Profit Organizations
- Parachurch Organizations
- Settings related to joint degree programs: Bioethics, Law, Counseling, Education, Sustainability.
- Prison Ministry
- Academic/College Chaplaincy
- Hospital/Chaplaincy Settings (See Clinical Pastoral Education below)

MDiv Year 3: Integrative Capstone Course

All third-year students will complete MIN 705, a capstone seminar for 3 credit hours in the spring term with two interrelated components:

1. A capstone reflection component, in which students develop a digital portfolio organizing their cumulative and integrated learning around the School of Divinity curricular standards across the four learning goals for the MDiv program:
   - Academic integration of Christian traditions, theologies, scriptures, and practices;
   - Sustained vocational reflection and spiritual formation that inform ministry in pluralistic contexts;
   - Innovative application and embodiment of a range of ministerial practices for a continually transforming religious world;
   - Theologically informed analysis of social, cultural, political, and ecological systems within a variety of particular settings.
2. A professional development component, in which students will continue vocational reflection and prepare for employment searches.

Other Curricular Opportunities

- Clinical Pastoral Education
- Denominational Studies
- Hispanic Summer Program
- Moravian Studies
- One-Credit Courses
- Senior Project Option

Clinical Pastoral Education (CPE)

Clinical pastoral education is a form of theological education that takes place in clinical settings where ministry is being practiced (healthcare facilities, correctional institutions, hospices, congregations, and a variety of other settings). Through involvement with persons in need and with supervision from peers and supervisors, students engage issues of ministry and pastoral care while developing enhanced skills and a clearer awareness of themselves as caregivers. Students who complete a full unit of CPE earn five credit hours, according to one of the following options:

Option 1: Part-Time Unit: Fall and Spring

Upon satisfactory completion of a full unit of CPE at the Atrium Health Wake Forest Baptist Medical Center during the fall and spring terms, students will satisfy their internship placement requirement. This option will satisfy the three-credit Art of Ministry primary reflection seminar requirement and will generate two extra elective credits. Alternatively, for students who have already completed the reflection seminar, this program will generate five elective credits.

Option 2: Full-Time Unit: Summer

Upon satisfactory completion of a full unit of CPE during the summer, students are eligible for five hours of transfer course credit and will satisfy their internship requirement. In order for students to receive credit for CPE, the program in which they enroll must be accredited by the Association for Clinical Pastoral Education. A directory of accredited CPE centers is available online at http://www.acpe.edu (http://www.acpe.edu/).

Transfer credit for CPE will appear on a student's transcript only if application for credit is made through the Office of Academic Affairs. To receive credit, the student must have the CPE center where the program was completed provide a letter stating that a full unit of credit was awarded. Application and tuition fees for CPE are paid directly to the CPE center by the student.

Students who complete CPE within five years prior to enrollment in the Master of Divinity program may request transfer of credit equivalent to

five hours for completion of a full unit of CPE at an accredited center and may use their CPE unit to satisfy their internship placement requirement.

Denominational Studies

The School of Divinity is committed to educating persons who are pursuing ministry within a wide array of Christian denominations and traditions.

Denominational studies courses in the School of Divinity are designed to support students as they explore professional affiliations, cultivate diverse denominational and congregational connections, and prepare for ordination within particular denominational and congregational entities.

As a first step in exploring denominational affiliations, students are encouraged to consult with appropriate denominational representatives to learn about opportunities for service and, where appropriate, requirements for ordination. Students are encouraged to consult with denominational advisors and representatives as they choose settings for required internships as these internships give students opportunities to explore denominational ministry in congregations or agencies.

Courses specific to some denominations may be offered at the School of Divinity. These courses are designed to introduce students to denominational theologies and polities and to assist students with preparation for denominational ordination exams. Students may request that the Associate Dean of Academic Affairs explore course offerings specific to their denominational affiliation. Other opportunities for preparation for ministry within particular denominations include independent study, clinical pastoral education, and transfer credit.

Hispanic Summer Program

Wake Forest University School of Divinity is a sponsoring institution of the Hispanic Summer Program (https://hispanicsummerprogram.org/), which offers several 3-credit intensive summer courses during the month of June each year, along with an online J-term course in January. These courses are taught by Latinx faculty from accredited colleges and universities in the USA and Puerto Rico and are geared toward Latinx students, though a number of seats are available for non-Latinx students. The course fee for an in-person course for students from sponsoring institutions covers tuition, room and board, and airfare reimbursement. All HSP credits are transferable to Wake Forest University School of Divinity.

Moravian Studies

The city of Winston-Salem, NC is shaped by its Moravian heritage and a rich ongoing Moravian presence. While enrolled at Wake Forest University School of Divinity, students seeking candidacy for ordination in the Moravian Church may earn the twelve-credit Certificate in Moravian Studies online through Moravian Theological Seminary, as well as complete internships at local Moravian churches.

The Certificate in Moravian Studies is offered as a possible alternative to a year of residential study at Moravian Seminary in partial fulfillment of requirements for ordination. Interested students should first contact the Provincial Elders' Conference (PEC) regarding this possibility. If approved, The School of Divinity and Moravian Seminary will work with the PEC to advise interested students. Tuition assistance for the Certificate is available through the PEC.

All courses must meet ATS requirements for transfer credit to apply toward the WFU MDiv degree. Additional eligible courses from Moravian Seminary, beyond the Certificate in Moravian Studies, may be accepted

for transfer with a written recommendation from the PEC that these courses are required preparation for ordination in the Moravian Church.

One-credit Courses

The School of Divinity offers several types of one-credit courses.

- Topics courses introduce students to themes or perspectives of current interest within theological, spiritual, ministerial, or cultural research and conversations.
- Readings courses provide students with opportunities to do intensive reading and study in particular subjects within the curriculum.
- Practicum courses provide students with opportunities to receive course credit for applied disciplines such as planning community worship.

One-credit courses are designed and taught by School of Divinity faculty, University faculty, and visiting professors. Only four practicum course hours can be applied toward the overall degree requirements. Beyond the four-hour practicum limit, students may continue to participate in practicum courses and are not required to register for audit status.

Senior Project Option

Students have the option of completing a graded, six-hour senior project spanning the spring term of their second year and the fall term of their third year. The goal of the senior project is for students to hone the skills and practices of academic research, leading to the creation of a significant, research-informed reflection on a topic of theological inquiry. Senior projects may take the form of a traditional written thesis. They may also be developed in other media—for example, a project around a ministry practice completed in an internship setting or a project in an artistic performance or other medium.

Students select and partner with a faculty advisor who guides the development of the senior project over the course of the two semesters. The Associate Dean of Academic Affairs coordinates the senior project process for all students who register for this option.

Senior projects are developed in two stages:

I. Spring-term research component (3 credit hours): Working with a faculty advisor and following a course syllabus developed by the Associate Dean of Academic Affairs, students engage in a semester of research on a topic of theological inquiry. Students may elect to conclude their work at the end of the spring term if they do not wish to complete the project component in the fall term. The research component in the spring is a pre-requisite for the project component in the fall.

II. Fall-term project component (3 credit hours): Having completed the project research and design in the spring of their second year, students develop the project over the course of the fall of their third year. Expectations for progress and evaluation are outlined in the fall term course syllabus.

Master of Divinity Program Requirements

Code	Title	Hours
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
Biblical Studies Electives		6
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3

Code	Title	Hours
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 602A & MIN 602B	Internship Reflection Seminar and Internship Reflection Seminar	3
or MIN 602C	Summer Internship Reflection Seminar	
MIN 501	Art of Ministry	3
One 300-hour ministry internship		
MIN 511	Practical Theologies for Social Change	3
MIN 705	Integrative Capstone	3
Spirituality Elective		3
Interfaith Dialogue Elective		3
General Electives		30
Total Hours		**72**

Sustainability, MDiv/MA Dual Degree

The Master of Divinity/Master of Arts in Sustainability dual degree acknowledges the growing demand for professionals in religious leadership venues who have the knowledge and the skills to lead communities to respond to critical ecological and other social issues. Congregations and other religiously affiliated organizations are increasingly interested in sustainability concerns and seek leaders who can guide their efforts to respond to these concerns. Knowledge from the biological, physical, chemical, and earth sciences are critical to any working professional who designs and implements sustainability practices. The humanities and social sciences incorporate information about spirituality, religious beliefs, and an understanding and appreciation of our relationship to the natural world. The MDiv/MA is designed to be completed in seven semesters and one summer of study.

Requirements

The degree is designed to be 85 credit hours completed in seven semesters plus one full summer session (based on full-time enrollment).

Students are required to complete 42 hours toward the Master of Divinity Degree, 15 hours toward the MA in Sustainability degree, and 28 shared hours.

Code	Title	Hours
Required Divinity Courses		
BIB 521	Old Testament Interpretation	3
BIB 541	New Testament Interpretation	3
HIS 501	History of Christianity	3
THS 501	Christian Theologies in Context	3
THS 521	Foundations of Christian Ethics	3
or THS 522	Introduction to Theological Ethics	
CDS 501	Social and Cultural Analysis	3
MIN 501	Art of Ministry	3
MIN 511	Practical Theologies for Social Change	3
MIN 705	Integrative Capstone	3
Divinity Electives		
Biblical Studies Electives		6
Spirituality Elective		3
Food, Health, or Ecology Electives in the School of Divinity		6
Requirements Specific to the Master of Arts in Sustainability Degree		

SUS 701	Global Human Systems	3
SUS 702	Sustainable Organizational Management	3
SUS 703	Natural Science for Sustainability	3
SUS 704	Environmental Law and Policy	3
Any Sustainability Elective		3
Requirements Shared by the Two Degree Programs [1]		
MIN 602A & MIN 602B	Internship Reflection Seminar and Internship Reflection Seminar [2]	3
or MIN 602C	Summer Internship Reflection Seminar	
SUS 706 & MIN 706	Applied Sustainability: Creativity and Impact and Directed Reflection in Applied Sustainability [3]	3
Shared General Elective Hours [4]		18
Research Thesis or Extended Practicum [5]		4
Total Hours		**85**

[1] These courses constitute the integrative foundation of the dual degree.

[2] In consultation with advisors from both degree programs, students will complete one, 300-hour internship placement in a setting in which they can utilize and explore sustainability concerns.

[3] These courses provide opportunities for students to experience sustainability in action in a variety of settings. Students will enroll in the course through the sustainability program and will be assigned a divinity faculty mentor to facilitate directed theological reflection on the experiences.

[4] Ordinarily, students will take 9 elective credits in Divinity and 9 elective credits in Sustainability.

[5] This requirement, taken in the summer term, involves a thesis or practicum project related to both degree programs. Students will prepare a research thesis, under the guidance of a faculty adviser on a topic approved in advance by the sustainability program director and the associate dean of academic affairs of the School of Divinity. Alternatively, students may participate in a summer practicum or internship. If they select that option, they will meet with a faculty adviser periodically to discuss their internship, which will culminate with a written reflection on their experience submitted to a designated faculty person in one of the two programs.

Policies and Procedures
Advising

Students will be assigned a primary faculty advisor from each of the degree programs. The Sustainability Program Director and the Associate Dean of Academic Affairs for the School of Divinity will consult on appropriate advising for dual degree students. During the semester preceding the thesis or capstone project, the primary advisor from each degree program will meet with the student to discuss appropriate program and course options. If a student chooses to complete the degree program with a capstone project (extended practicum), the Sustainability Program director and the Art of Ministry director will work together to determine a placement and placement activities. If a student elects the thesis option, one of the student's primary advisors or a faculty mentor with experience in the student's area of research will oversee thesis development.

Continuing Eligibility

Continuing eligibility requirements prior to the student's enrollment in the thesis or capstone project during the final summer term will be based on the School of Divinity's continuing eligibility policy (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/academic-standing/). Prior to beginning the thesis or capstone project, a committee composed of student faculty advisors from both programs, the Sustainability Program director, and the Associate Dean of Academic Affairs for the School of Divinity will consider a student's overall performance to that point and determine by consensus if the student is suited to continued candidacy. Once a student enters the final phase of the dual degree program, the academic committee will evaluate the thesis or project and determine whether to award the degree. If the committee requests revisions, the student will return a satisfactory thesis or deliverable within the following semester in order to graduate.

Related Programs at Wake Forest University

- Department for the Study of Religions
- School of Professional Studies
- Sustainability Graduate Concentration
- Women's, Gender, and Sexuality Studies Graduate Concentration

Women's, Gender, and Sexuality Studies, Graduate Concentration

Director: Dr. Julia Jordan-Zachery

The graduate concentration in Women's, Gender, and Sexuality Studies (https://wgss.wfu.edu/graduate-concentration/) at Wake Forest will provide graduate students the opportunity to study gender and sexuality from a variety of disciplinary perspectives in conjunction with their study toward a graduate degree. Interdisciplinary by nature, Women's, Gender, and Sexuality Studies courses primarily address the diversity of gendered experiences based on race, ethnicity, class, religion, nationality, and sexual orientation. The graduate concentration is an appropriate option for graduate students who wish to focus on gender and/or sexuality in their particular disciplinary field.

Courses A-Z

B

- Biblical Studies (BIB)

C

- Cross Disciplinary Studies (CDS)

H

- Historical Studies (HIS)

I

- Independent Study (IDS)

M

- Ministerial Studies (MIN)

S

- Spirituality (SPI)

T

- Theological Studies (THS)

Requirements

The School of Divinity reserves the right to change programs of study, academic requirements, and assignment of lecturers. The courses listed here are a sample of the courses offered in the School of Divinity. These courses, with the exception of some required courses, are not necessarily taught each semester or each academic year. Their availability is a function both of staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert advisers and the Associate Dean of Academic Affairs to course needs or desires. An official list of courses offered in each semester and summer session is issued through the Office of Academic Affairs during the preceding term. Required courses are indicated by the symbol "R" following the course number and name. Course prerequisite requirements are indicated by the symbol "P" following the course name and number. Courses that require the permission of instructor in order to enroll are indicated by the symbol "POI." Unless otherwise specified courses listed here count as 3 hours (3h).

Biblical Studies (BIB)

BIB 501. Elementary Hebrew I. (3 h)
A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts.

BIB 502. Elementary Hebrew II. (3 h)
A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts. Core requirement is met only after both semesters are completed.

BIB 503. Intermediate Hebrew. (3 h)
A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of grammar and the reading of biblical texts.

BIB 504. Advanced Hebrew. (3 h)

BIB 511. Introduction to New Testament Greek I. (3 h)
A beginning course in Koine Greek, covering the fundamentals of grammar, with extensive reading in New Testament texts.

BIB 512. Introduction to New Testament Greek II. (3 h)
A beginning course in Koine Greek covering the fundamentals of grammar with extensive reading in New Testament texts. Core requirement is met only after both semesters are completed.

BIB 521. Old Testament Interpretation. (3 h)
An introduction to the history, religion, and literature of ancient Israel as preserved in the Hebrew Bible or Christian Old Testament.

BIB 522. Old Testament Interpretation II. (3 h)
An introduction to the history, literature, and religion of ancient Israel. This course covers the Latter Prophets and the Writings.

BIB 541. New Testament Interpretation. (3 h)
This course provides an overview of New Testament texts and contexts. Students will explore the content, historical context, literary structures, and theological perspectives of New Testament texts. In addition, students will learn some basic tools for biblical interpretation.

BIB 542. Interpreting New Testament Letters. (3 h)
This course focuses on the early Christian epistolary tradition, deepening students' knowledge of Pauline letters, catholic letters, and texts often associated with letter writers (e.g. Hebrews). Students will intensify their ability to use a variety of exegetical tools for New Testament interpretation and begin to explore different interpretive frameworks. Prerequisite BIB 541.

BIB 543. Interpreting New Testament Gospels. (3 h)
This course focuses on the early Christian gospel tradition, deepening students' knowledge of canonical gospel texts (including Acts). Students will intensify their ability to use a variety of exegetical tools for New Testament interpretation and begin to explore different interpretive frameworks. Prequisite: BIB 541.

BIB 611. Intermediate Readings in Koine Greek. (1-3 h)
P-BIB 511 and 512 or equivalent.

BIB 612. Angels and Demons. (3 h)
An exploration of angelic and demonic figures in the biblical text and in the history of interpretation in Jewish, Christian, and Muslim traditions. This course will also consider the portrayal of angels (some fallen) in contemporary fiction, television, and film.

BIB 614. Multicultural Biblical Interpretation. (3 h)
Through case studies of New Testament texts, this course introduces students to interpretive frameworks and perspectives from multiple cultural perspectives, particularly those of women from various social locations, nationalities, socio-economic classes, and faith commitments. Students will learn skills for interacting with textual frameworks that are not their own. The course will focus on two primary questions: What constitutes difference in biblical interpretation? What sustains biblical interpretation across difference?.

BIB 615. Myth and Scripture: The Bible and Ancient Near Eastern Myth. (3 h)
This seminar explores biblical texts that depict the creation of the world, divine combat, and the abode of the dead within their ancient Near Eastern mythological contexts. We will study Genesis 1-11 and Babylonian creation myths (Enuma Elish, Atrahasis and others); the Ugaritic Baal Cycle and biblical traditions of God's defeat of the Dragon and Sea (e.g. Isaiah 51, Revelation 12); and descents to the Netherworld (Nergal and Ereshkigal, The Descent of Ishtar, Isis and Osiris, Isaiah 14, and others). Goddess traditions may receive special attention.

BIB 616. Myths of Creation. (3 h)
This course explores a variety of ancient and 'primitive' mythological texts concerned with the origins of the cosmos, the gods, and humanity. Selections from Hindu, Buddhist, Native American, Babylonian, Egyptian, Hebrew, Greek, Persian, and Norse mythology are examined within their respective cutlures as well as in a comparative context. Attention is given to various anthropological and psychological theories of myth and literary methods of myth analysis. We also explore Genesis 1-3 and the creative reinterpretation of the Biblical images of Adam and Eve in the Garden of Eden. The course concludes with a consideration of the survival of myth in the postmodern world and the relationship of the mythological imagination to recent scientific explanations of universal origins and cosmology.

BIB 617. The Bible and Film. (3 h)
This course explores the different ways in which the Bible, theology, and film can be placed into mutually critical conversation. While some attention is given to how the Bible and its stories are depicted in film, the goal of the class is to construct enriching dialogues between specific biblical texts and recent films of various kinds. How can biblical texts provide new lenses for our viewing of films? In what ways can films enrich our understanding and interpretation of Scripture? How can films be used in congregational settings to deepen our theological reflection and engagement?.

BIB 618. Egypt and Babylon: Ancient Near Eastern Myth. (3 h)
An introduction to ancient Egyptian, Babylonian, and Canaanite myths and their relation to the biblical tradition. This course examines the ancient Near Eastern context within which Israelite religion and literature developed. Topics include myths of creation and destruction, prayers and incantations, gods and goddesses, wisdom literature, and fertility and funerary cults discovered in the archaeological remains of these early civilizations. Primary readings in the world's oldest literatures will include such texts as the Epic of Gilgamesh, Ishtar's Descent to the Netherworld, Isis and Osiris, the Book of the Dead, and the Baal Cycle.

BIB 619. Africa and the Bible. (3 h)
This seminar explores the significance of Africa and Africans within biblical literature, with a primary focus on ancient Egyptian history and literature. Topics include Egyptian myth, magic, and poetry; the history and stories of Joseph, Exodus, and the Holy Family in Egypt; and biblical characters such as Hagar, the Queen of Sheba, the Black Pharaohs, and the Ethiopian eunuch. We will also survey the history of Judaism and Orthodox Christianity in Egypt, Meroë, and Ethiopia (including Rastafarianism) before concluding with some contemporary (post-colonial) readings of the Bible in Africa.

BIB 625. The Major Prophets. (3 h)
A close reading (exegesis) of Jeremiah, Isaiah, or Ezekiel with traditional and contemporary methods. Topics will vary between the study of a single book and particular historical contexts (preexilic, exilic, and postexilic). P-BIB 522.

BIB 627. Proclaiming Judges: Tales of Sex and Violence. (3 h)
Many Hebrew Bible texts contain disturbing images and stories related to sex, gender, and violence. Examples include Deborah and Jael, Jephthah's daughter, the Samson narrative, the rape of the unnamed Levite's concubine, and Ruth's apparent seduction of Boaz. This course will examine in detail these stories and others as they appear in the books of Judges and Ruth. As a MIN offering in the Proclamation area, the course will move from exegesis and ancient literature to look at how Christian communities have dealt with, and should continue to deal with, these difficult and impious texts in preaching, liturgy, and religious education. The course will include analysis of how these texts have been presented in modern film, books, and music and in some Christian children's resources, such as Veggie Tales.

BIB 630. Daniel: Stories and Visions. (3 h)
A close reading (exegesis) of the book of Daniel with traditional and contemporary methods. P-BIB 522 .

BIB 631. The Five Festival Scrolls. (3 h)
A literary and theological study of Esther, Ruth, Lamentations, Song of Songs, and Qoheleth (Ecclesiastes) as canonical books and as festival readings in the Jewish liturgical year.

BIB 633. The Book of Psalms: Poetry and Spirituality. (3 h)
An examination of the development, literary characteristics, and theological contents of the works of ancient Israel's sages and poets.

BIB 642. Slavery and the New Testament. (3 h)
This course explores the role of slavery in the lives of the earliest Christ-followers. Through an examination of the texts and contexts of the New Testament, students will explore the social, historical, political, and theological legacies of slavery. The course culminates in useable resources for guiding contemporary faith communities in wrestling with scriptural legacies of slavery.

BIB 651. Reading Our Common Scriptures: Jewish-Christian Dialogue. (3 h)

BIB 666. The Book of Revelation. (3 h)
From visions of heavenly worship to visions of renewed creation, from fantasmic monsters to epic battles, the book of Revelation remains one of the most enigmatic texts in our scriptural canon. In the first half of this course, students will explore the historical context, including contemporaneous apocalyptic literature, archaeological materials, and early Christian uses of the Revelation of John. The second half of the course will turn to an examination of modern interpretations of Revelation found in popular literature (e.g. Left Behind series), political discourses, and contemporary Christianity. We will focus on how these interpretations manifest theologically and ethically in the life of the church. P-BIB 541.

BIB 701. Readings in Hebrew. (1-3 h)
Directed study for those who have completed the required courses and one intermediate course in Biblical Hebrew.

BIB 711. Advanced Readings in Greek. (1-3 h)
An opportunity to read early Christian texts in Greek at an intermediate level for one to three hours a week. Readings and meeting times are decided by students and the instructor.

BIB 790. Topics in Biblical Studies. (1-3 h)
One to three hour course credit.

BIB 790A. Topics in Biblical Studies. (1-3 h)

BIB 790B. Topics in Biblical Studies. (1-3 h)

BIB 790C. Topics in Biblical Studies. (1-3 h)

Cross Disciplinary Studies (CDS)

CDS 501. Social and Cultural Analysis. (3 h)
An introduction to interdisciplinary tools and methods for social and cultural analysis of the historical contexts in which religious leaders and faith communities engage in theological reflection and ministry practice.

CDS 510. Nicaragua. (3 h)

CDS 512. Introduction to Research and Writing. (2 h)
This course will introduce students to writing and research in biblical and theological studies. Students will learn the foundational aspects of planning, writing, and revising academic papers as well as how to access and evaluate resources for research. We will also discuss important reading strategies, organizational practices, and appropriate citations.

CDS 521. Interfaith Dialogue. (3 h)
An exploration of the challenges and opportunities presented by the contemporary encounters between Christians and people of other religious communities.

CDS 612. Advanced Research and Writing. (1 h)
This course will introduce students to advanced writing and research methods in biblical and theological studies. Through assignments such as preparing annotations for specific types of research sources and learning strategies for completing significant writing projects, students will develop skills that will support their work in the School of Divinity and any future graduate degrees they may pursue.

CDS 701. Global Human Systems. (3 h)
This course will draw on anthropology, sociology, and health sciences to focus on the global social outcomes of decision making and resource managment, with an emphasis on sustainability in cultural contexts. Topics that will be covered include sustainable community development, agricultural policy, the effects of sustainability policy choices on public and community health, and public policy regulating the built environment. Students will look at these through the lens of environmental ethics and learn to think critically about the interdependence of economic and environmental policy and community well-being. After studying sustainability initiatives in developing nations, they should be able to realistically assess the feasibility of development strategies in various societies.

CDS 790. Topics. (1-3 h)

CDS 790A. Topics. (1-3 h)

CDS 790B. Topics. (1-3 h)

CDS 790C. Topics. (1-3 h)

CDS 791. Senior Research. (3 h)
Working with a faculty advisor and following a course syllabus developed by the academic dean, students engage in a semester of research on a topic of theological inquiry in the Fall of their third year. This course can stand alone or serve as preparation for CDS 792 Senior Project.

CDS 792. Senior Project. (3 h)
Drawing on work completed in CDS 791, students engage in the creation of a significant, research-informed reflection on a topic of theological inquiry. Senior projects may take the form of a traditional written thesis. They may also be developed in other media - for example, a project around a ministry practice completed in an internship setting or a project in an artistic performance or medium. Students select and partner with a faculty advisor who guides the development of the senior project over the course of the student's third year. The academic dean coordinates the senior project process for all third-year students who register for this option.

Historical Studies (HIS)

HIS 501. History of Christianity. (3 h)
In this course, we explore the global history of Christianity from its beginnings to the present. By engaging with the unique voices of the Church's past, we uncover not only the antecedents of the Church's present, but perennial resources, spiritual as well as intellectual, that can still nourish, challenge, and inspire.

HIS 502. History of Christianity II. (3 h)
This course surveys the 17th through the 20th centuries. Attention is given to the rise of modernism and its impact on philosophy, theology, ecclesiology and politics. Catholic studies focus on individuals such as Sor Juana de la Cruz, Teresa of Avila, Alfred Loisy, Pius IX, John XXII and Dorothy Day, and the impact of Liberation Theology. Protestant studies examine the rise of Puritanism, missionary movements, dissenters, global Christianity, slavery and civil rights, and religions in America.

HIS 591. African-American Religious History and Experience. (3 h)
An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

HIS 594A. Religions of Egypt. (1 h)
This course provides an historical introduction to Egypt's Muslim society as the context within which minority Christian communities have practiced their faith. By traveling to the Arab Republic of Egypt, students will directly experience Muslim culture and religion as they investigate Egypt's rich religious heritage. The class will visit numerous pharaonic, Christian, Muslim, and (historically) Jewish places of worship in the greater Cairo area and in Egypt's stunning archeological sites at the southern environs of Luxor. We will witness the grandeur of Islamic civilization in Cairo's medieval mosques and modern monuments. We will discuss the tumultuous history of Jews in Egypt while touring Cairo's historic Ben Ezra Synagogue. We will examine Christian monasticism in the place of its origin at the Wadi Natrun. Site visits to numerous Christian churches, including All Saints Anglican Church (with its Sudanese refugee congregation), will expose students to a diversity of Christian practices in Egypt.

HIS 594B. Religions of Egypt. (2 h)
This course provides an historical introduction to Egypt's Muslim society as the context within which minority Christian communities have practiced their faith. By traveling to the Arab Republic of Egypt, students will directly experience Muslim culture and religion as they investigate Egypt's rich religious heritage. The class will visit numerous pharaonic, Christian, Muslim, and (historically) Jewish places of worship in the greater Cairo area and in Egypt's stunning archeological sites at the southern environs of Luxor. We will witness the grandeur of Islamic civilization in Cairo's medieval mosques and modern monuments. We will discuss the tumultuous history of Jews in Egypt while touring Cairo's historic Ben Ezra Synagogue. We will examine Christian monasticism in the place of its origin at the Wadi Natrun. Site visits to numerous Christian churches, including All Saints Anglican Church (with its Sudanese refugee congregation), will expose students to a diversity of Christian practices in Egypt.

HIS 598. O Jerusalem! Jews, Christians, and Muslims in the Holy City. (3 h)
An introduction to the history and religious heritage of Jewish, Christian, and Muslim communities in Jerusalem and the Holy Land. Participants will metaphorically "walk the pilgrim's road" as we trace the historic development of Judaism, Christianity, and Islam from their ancient origins, through the medieval period and Crusades, into the modern controversies around colonialism, Zionism, and contemporary politics. Special attention will be given to the city of Jerusalem through the ages; the spirituality of pilgrimage; Hasidism, Kabbalah, and modern ultra-Orthodox Judaism; the art and architecture of the Dome of the Rock and Al-Aqsa mosque; the Via Dolorosa, the Church of the Holy Sepulcher, and other pilgrimage sites on the Mount of Olives; Eastern Orthodox Christian communities; and diversity within each of the Abrahamic traditions (including Baha'i and Druze sects) in the Holy Land.

HIS 598A. Reading for Holy Land Travel. (1 h)
Readings and preparation for a pilgrimage to Israel and Palestine. This course is required as a prerequisite for MIN 598B.

HIS 598B. Holy Land. (2 h)
A pilgrimage to the contested lands of Israel and Palestine over winter break, followed by class discussions during the spring semester.

HIS 630. Culinary Culture in Black Religious Experience. (1-3 h)
An exploration of the historical, social, cultural, theological, ethnographic, and practical components of African American religious life and foodway culture. Particular attention is given to the historical relationship between eating and church life, highlighting diverse and creative forms of culinary expression in the African American faith tradition and the ways in which food becomes transformative for those struggling for human dignity.

HIS 660. Islam and Interfaith Encounters in Morocco. (1.5-3 h)
Since 1994 the historic North African city of Fes, Morocco, has hosted the annual Festival of World Sacred Music. Musicians and dancers come from across the globe to perform and share in intercultural and interfaith conversations. The nine-day festival celebrates "the spiritual heart of Islam—peaceful, pluralistic, generous and cheerful—" as it honors the diverse spiritual traditions of the world. Each day of the festival features a morning forum, an intimate afternoon concert in the courtyard of the Batha Museum, an evening performance outside the medina's medieval gate (Bab Al-Makina), and a late-night exhibition of Sufi chants and dancing (dhikr) from various Moroccan brotherhoods. Academic topics include Islam, Sufism, world sacred music, and Moroccan culture, history, and literature.

HIS 661. World Religions. (3 h)
An examination of the ideas and practices of major religious traditions in their historical and cultural contexts. The primary focus is on the Hindu and Buddhist traditions, the religions of China and Japan, and Islam.

HIS 671. Religions in America. (3 h)
A study of religious traditions, events, and individuals shaping religious life in America. Attention is given to native religions, colonization, denominations, awakenings, religious liberty, the western movement and the rise of the American Self. The development of pluralism and the impact of immigration, civil rights, and new religions is studied.

HIS 672. Interfaith Dialogue. (1-3 h)
An exploration of the challenges and opportunities presented by the contemporary encounters between Christians and people of other religious communities.

HIS 673. Evangelicalism in North America. (3 h)
An examination of evangelicalism with regard to its important contributions to American religious culture, its variety in forms, and its ability to reconsider itself in an increasingly pluralistic United States.

HIS 674. Religion and the Civil Rights Struggle. (3 h)
Resistance to racial bias dates back to institutional slavery. This course will chart an intellectual history from antebellum America through the most publicized protest movement during the mid-to- late twentieth century—the Civil Rights Movement. Students will assess several classic and contemporary texts on radical black political thought, connecting those historical voices to contemporary religious thinking and social activism. This course will consider the ways in which faith communities, organizations, and individuals have fueled or been reinforced by African American protests and demands for equal rights. As a site of investigation, this class also will pay some attention to the history and nature of the civil rights struggle in Winston-Salem and surrounding areas. Ultimately, this class will engage the complexity of religious voices within the American freedom struggle—including Judaeo-Christians, Muslims, or even the non-religious. We will trace the role religious faith plays in the various forms of the resistance over the nearly 400 years of the African American pilgrimage for equal rights.

HIS 682. A History of the Baptists. (3 h)
A study of Baptist history with particular attention to Baptists in the United States and the diversity of Baptist ways of belief and practice.

HIS 683. Anglican Theology and Historical Roots. (3 h)
This course will explore the core tenants of Anglican theology as they have developed historically. The class will begin with the work of Richard Hooker and theological reform of the Reformation. The next section will examine the development of Anglican theology in England and the United States with particular attention to social theology.

HIS 693. African-American Religious Traditions. (3 h)
A history of religious movements, communities, and individuals within African-American traditions.

HIS 712. Gender and the Trinity in the Early Church. (3 h)
In the ancient church—as in the present day—theological debate was never only about theology. In this class we will explore ancient controversies over the Trinity in their historical context, uncovering the complex ways that theological debates over the divine persons were intertwined with conceptions of gender and the rhetorical battle to define the communal identities of "Christian," "Roman," "Greek," and "Jew." Through engagement with the writings and history of early Christians, we explore the challenge and promise of striving to speak truthfully about God.

HIS 725. Preachers of the Early Church. (3 h)
Christianity, from the beginning, has been a preached religion. This class will explore the varied landscape of preaching in the first five centuries of the church. From the difficulties of Christian doctrine to interpretive puzzles in the Biblical text to flights of mystical poetry to declamations against societal injustice, the sermons of the early church offer a window onto the world of the ancient Christians and a whetstone to hone the practice of preaching today.

HIS 735. Lit Classics World Religions. (3 h)
Do things happen for a reason? Why have my people suffered such tragedy? Why have I? Is death the end? Why has the Church become an instrument of oppression? In this class we will see how Christians from a wide variety of pre-modern historical contexts wrestled with these questions through poetry and narrative. Key texts will include The Recognitions of Clement (an ancient Jewish-Christian novel), poetry on war and natural disasters by Ephrem of Nisibis, Boethius's The Consolation of Philosophy, and Piers Plowman (a long poem of biting satire and profound visions from medieval England). Through these texts we will also explore how different forms of writing offer different resources for spiritual and theological reflection.

HIS 743. Poets Questioning God. (3 h)
Do things happen for a reason? Why have my people suffered such tragedy? Why have I? Is death the end? Why has the Church become an instrument of oppression? In this class we will see how Christians from a wide variety of pre-modern historical contexts wrestled with these questions through poetry and narrative. Key texts will include The Recognitions of Clement (an ancient Jewish-Christian novel), poetry on war and natural disasters by Ephrem of Nisibis, Boethius�s The Consolation of Philosophy, and Piers Plowman (a long poem of biting satire and profound visions from medieval England). Through these texts we will also explore how different forms of writing offer different resources for spiritual and theological reflection.

HIS 771. Religious Experience in America. (3 h)
An examination of the nature of conversion, mysticism, and other forms of religious experience in American religious life.

HIS 790. Topics. (1-4 h)
Courses in history can be developed and offered on a one-time basis using this designation.

HIS 790A. Topics Course in Historical Studies. (1-3 h)

HIS 790B. Topics Course in Historical Studies. (1-3 h)

HIS 790C. Topics Course in Historical Studies. (1-3 h)

Independent Study (IDS)

IDS 791. Independent Study I. (0.5-3 h)
A student may request to take an independent study (IDS) course with a faculty member. The following rules apply: (1) An independent study will count only as a general elective course, not as a required course or a required area elective. (2) A student may take no more than 6 hours of independent studies in the MDiv program. (3) A student must have a GPA of at least 3.0 in order to register for an independent study. (4) A student must be in their fourth, fifth, or sixth semesters of M.Div. study to register for an independent study. (5) A request for the study must be made in writing by the student to the faculty member. (6) The faculty member must be convinced that special circumstances warrant the request. (7) The terms for an independent study must be put in writing and agreed to by the student and the faculty member. (8) No faculty member is obligated to offer independent studies. (9) Credit varies from .5 to three hours.

IDS 792. Independent Study II. (0.5-3 h)
See description for IDS 791. Offered spring semester.

IDS 793. Independent Study III. (0.5-3 h)
See description for IDS 791.

IDS 794. Independent Study IV. (0.5-3 h)
See description for IDS 791.

Ministerial Studies (MIN)

MIN 501. Art of Ministry. (3 h)
An introduction to vocational formation for religious leadership.

MIN 501L. Art of Ministry I-Small Group. (0 h)
A core aspect of Art of Ministry is the opportunity for formative engagement and intentional reflection with peers regarding the life and work of ministry in various settings. Art of Ministry 501 engages small group learning and reflection to facilitate this growth and development with peers and small group mentors who are serving in community ministry.

MIN 501S. Art of Ministry Small Group. (0 h)

MIN 511. Practical Theologies for Social Change. (3 h)
An introduction to practical theological reflection on the skills and practices central to transformative religious leadership, including proclamation, worship, and relational care.

MIN 512. Healthy Boundaries: Ministry, Ethics, and Leadership. (1 h)
This course explores relationships between ministry, professional ethics, and pastoral leadership. Topics include clergy confidentiality, healthy clergy relationships, clergy self-care, pastoral issues related to business and finances, healthy use of social media in ministry, and practices for ensuring the safety of children and youth in ministerial programs. This course is based on a similar course developed by the Faith Trust Institute and is designed to meet denominational healthy boundaries training requirements. The professor has been certified as a healthy boundaries trainer through the Faith Trust Institute. This course is equivalent to Healthy Boundaries 101 and 201 offered by the Faith Trust Institute.

MIN 513. Introduction to Congregational Budgeting and Finance. (1 h)
This course is designed to provide ministry leaders a basic understanding of business and financial concepts in a congregational (and nonprofit) context. The overall goal is to help students learn how to use financial information in decision-making and leadership roles. The course will be praxis-oriented, aimed at helping learners develop basic skills in the areas of budgeting and related financial processes. The course will also provide an overview of effective fundraising and giving philosophies and practices.

MIN 515. Transforming Leadership? Exploring Practical Theologies for 21st Century Ministry. (3 h)
How does religious leadership transform communities? What strategies are effective in today's ministering contexts? This course explores models of practical theological reflection and methods of reflective professional practice as frameworks for religious leadership in a variety of contexts. Students will develop reflective strategies to place into conversation their personal vocational narratives, institutional and cultural contexts, biblical leadership tropes, and elements of what they are learning across theological disciplines.

MIN 520. The Church in Contemporary Cultures. (1-3 h)
A study of social factors that pose challenges to church life. Students consider the everyday lives of churchgoers and how faith plays a role in their responses to social, cultural, and political issues. Attention is also given to the ways in which communities of faith create religious culture as a means of strength, cohesion, and survival.

MIN 530. Introduction to Christian Worship and Liturgy. (3 h)
A study of the role of symbol and ritual, sacred times and festivals, sacred places and persons, and expressions of art and music.

MIN 531. Children in Worship. (1 h)
How can worship leaders effectively encourage the participation of children in Sunday worship? What is the role of worship in shaping children's spiritual life? What is the purpose of the 'children's sermon' or 'children's worship'? This one-credit course will explore these and other topics related to the presence of children in worship.

MIN 533. Worship Practicum. (1 h)
In this course, students will learn to create, plan, and lead weekly worship services for the School of Divinity community. In addition to learning different worship and liturgical traditions, students will reflect theologically on the meaning of worship elements, thereby giving them tools to plan worship services with attention and intention.

MIN 535. The Samuel DeWitt Proctor Institute for Child Advocacy. (3 h)
Seminar with clergy, seminarians, Christian educators, young adult leaders and other faith-based advocates for children for spiritual renewal, networking, movement-building workshops, and continuing education about urgent needs of children at the intersection of race and poverty.

MIN 537. Intercultural Pastoral Counseling. (3 h)
This introductory course in pastoral care and counseling in the Christian tradition seeks to highlight the global significance of culture and difference in the practice of caregiving. Students will examine a theology of care from a psycho-socio-cultural lens, drawing from the resources of narrative, family systems, and object relations theories.

MIN 538. Interfaith Care with Families. (3 h)
Introduction to the dynamics of pastoral care with families of diverse and/or blended religious traditions.

MIN 540. Specialized Internships. (0.5-3 h)
Students may elect to do summer, semester, or academic year internships away from the Divinity School's geographic region. Course credit may be given for a specialized internship if the student submits a proposal and the internship is approved by the faculty. If approved, a faculty member serves as an advisor to the student, and a reflection paper, along with other related readings, is required.

MIN 541. Summer Internship Reflection. (1 h)
The School of Divinity makes funding available to students who wish to serve in full-time internship placements during the summer recess. Summer interns serve in a ministry setting for six to eight weeks for a minimum of 200 hours. The School of Divinity invites competitive applications for summer internship funding in early January and makes stipend offers by mid-March. Some ministry settings partner with the School of Divinity to provide part of the funding for summer internship placements. The format of full-time summer internship placements is similar to the part-time format of Art of Ministry II. At the beginning of the summer, students work with their site mentors to create learning/ministering covenants that spell out the student's roles, responsibilities, and learning goals. Summer interns meet weekly with their mentors to reflect on the student's internship work. At the end of the summer, students and mentors write assessments of the internship placement. Summer interns enroll in a one-credit course, meeting one day in May and another in August. The summer internship course creates opportunities for students to reflect on their summer internship work and structures that hold students accountable to their commitments to their internship settings. Students work in peer groups to reflect on their summer internship work.

MIN 542A. Internship. (0 h)
A part-time ministry internship placement (2 semesters at 100 hours per semester, for a total of 200 hours) taken in either the second or third year of program.

MIN 542B. Internship. (0 h)

MIN 543. Internship. (0.5 h)
A full-time ministry internship placement (200 total hours, to be completed in 5-7 weeks of full-time internship work) in the summer following either the first or second year of the program.

MIN 544. Internship. (0 h)
A summer intensive, full-time internship placement; 300 hrs to be completed between mid-May and mid-August.

MIN 545. PRIME Internship Reflection Seminar. (2 h)
This course is a general elective used for the fulfillment of the summer internship reflection requirement. Pass/fail only. P-POI.

MIN 551. Introduction to Preaching. (3 h)
This course introduces the fundamentals of preaching with a goal toward developing in students the capacity for transformative proclamation. With close attention given to biblical exegesis; theology, language, imagery, design and the basics of effective delivery, this course helps students develop interpretive, theological, homiletical and practical disciplines that will inform and shape their preaching and lay the groundwork for lifelong learning and improvement. Further, this course seeks to set a foundation for a holistic and life-long approach to preaching in which you proclaim the Good News with your full self-body, mind and soul. P-BIB 521 or 541.

MIN 561. Faith, Food, and Health: Navigating the Intersections in Community. (3 h)
This course is required for students pursuing either concentration in Well-Being and Religous Leadership (Food and Faith or Faith and Health), and develops leadershp skills applicable to either congregational or not-for-profit ministries. It utilizes interdisciplinary conceptual lenses and methods to introduce participants to food systems and health systems as overalapping 'loci' for understanding brokenness and cultivating shalom in community. Student will interact with community leaders, local data, and faith-based initiatives working at these intersections.

MIN 564. Podcasts, Livestreams, and Vlogs: Proclamation in the Digital Age. (3 h)
This course investigates the many ways religious leaders are increasingly using digital media to proclaim the Gospel thus engaging with people who are not in the same space. As social media is now part of the daily lives of many people around the globe, this course explores how religious leaders engage and make meaning of their encounters on Facebook, Instagram, SnapChat, Twitter and other social and digital media formats. Specifically, the course examines how preaching is re-imagined through digital pulpits i.e., podcasts, livestreams and vlogs.

MIN 565. Watershed Discipleship. (3 h)
This course will introduce and explore a new (and ancient) paradigm for ecological theology and practice that will enable and equip participants to understand and respond to the greatest crisis our civilization has ever faced - the global degradation of our planet and its waters.

MIN 570. Exploring Interfaith Practice. (3 h)
This course will provide foundational knowledge of interfaith engagement with focus on forms of leadership. The course will consist of 4 units examining: 1) interfaith history and identifying interfaith movements; 2) principles of interfaith leadership; 3) case studies in interfaith leadership; 4) special topics in interfaith practice and leadership. Students will be encouraged to identify their own leadership styles and to build relationships with effective interfaith leaders within their own communities.

MIN 592. Appalachia. (3 h)
Studies in rural church and community ministry through Appalachian Ministries Educational Resources Center (AMERC), Berea, Kentucky. Particular attention is given to traditional communities amid the changing face of the Appalachian region.

MIN 599. Multicultural Contexts for Ministry. (1-3 h)
Mulitcultural contexts for ministry courses focus on specific ministries in diverse cultural and regional contexts. Each course includes a required travel component. Course vary each year.

MIN 600. Korea: Conflicts, Reconciliation, and Peacemaking. (3 h)
A faculty-led travel course which confronts the problem of conflict resolution and peace-making in a country marred by Japanese colonial rule and torn by the Korean war. During Japanese colonial rule (1910-1945), Korea was subject to various kinds of brutal exploitation and persecution by Japanese imperialism, and its liberation was soon followed by a war (1950-1953) that would become a symbol of the Cold War and that still threatens the peace and security of the world. Focusing on some recent events in Korean history, this course will critically examine common sources of national and international conflicts, forms of dehumanization and oppression, processes of political regeneration, and the role of the church in the work of reconciliation and peace-making. We will explore various approaches to conflict resolution and peacebuilding through readings, case studies, and visiting relevant locations. In particular, we will consider theological grounds for forgiveness and peacemaking.

MIN 601A. Art of Ministry II: Shared Wisdom: Reflective Practice in Ministry. (3 h)
Academic year internship that includes experiential learning, mentoring, peer group reflection, and classroom learning.

MIN 601B. Art of Ministry II: Shared Wisdom: Reflective Practice in Ministry.. (3 h)
Academic year internship that includes experiential learning, mentoring, peer group reflection, and classroom learning.

MIN 602A. Internship Reflection Seminar. (1.5 h)
Internship Reflection Seminar engages second-year students in theological reflection through a year-long internship. The 3-hour, two-semester course (1.5 credits in each semester) includes plenary sessions that focus on skills development. At the center of the internship learning process is a structured relationship between each student and an on-site mentor. Students also learn how to reflect theologically about ministry and leadership through work with peer groups consisting of other student interns.

MIN 602B. Internship Reflection Seminar. (1.5 h)
Internship Reflection Seminar engages second-year students in theological reflection through a year-long internship. The 3-hour, two-semester course (1.5 credits in each semester) includes plenary sessions that focus on skills development. At the center of the internship learning process is a structured relationship between each student and an on-site mentor. Students also learn how to reflect theologically about minstry and leadership through work with peer groups consisting of other student interns.

MIN 602C. Summer Internship Reflection Seminar. (3 h)
A full-time ministry internship placement (300 total hours, to be completed in 6-9 weeks of full-time internship work) during the summer.

MIN 612. Angels and Demons. (3 h)
An exploration of angelic and demonic figures in the biblical text and in the history of interpretation in Jewish, Christian, and Muslim traditions. This course will also consider the portrayal of angels (some fallen) in contemporary fiction, television, and film.

MIN 627. Proclaiming Judges: Tales of Sex and Violence. (3 h)
Many Hebrew Bible texts contain disturbing images and stories related to sex, gender, and violence. Examples include Deborah and Jael, Jephthah's daughter, the Samson narrative, the rape of the unnamed Levite's concubine, and Ruth's apparent seduction of Boaz. This course will examine in detail these stories and others as they appear in the books of Judges and Ruth. As a MIN offering in the Proclamation area, the course will move from exegesis and ancient literature to look at how Christian communities have dealt with, and should continue to deal with, these difficult and impious texts in preaching, liturgy, and religious education. The course will include analysis of how these texts have been presented in modern film, books, and music and in some Christian children's resources, such as Veggie Tales.

MIN 628. Financial Leadership in Ministry. (1 h)
This course will explore how pastoral leaders approach personal and church finances and how their approach relates to their theology. Money is a medium of social exchange that creates hope, anxiety, blessing, conflict, opportunity and temptation. Students will examine the values related to money in the communities that have shaped them; think through their beliefs about money biblically and theologically; evaluate their current money practices in light of their faith; and develop a money-related practice to pursue throughout the course. How will you organize your own finances and provide leadership within your church in addressing financial matters? In this course students will seek to answer questions like this by considering biblical and theological resources for developing a theology of finance along with developing the tools needed for personal financial planning and the management of finances in a church setting.

MIN 629. Religious Leadership in Nonprofit Organizations. (3 h)
The goal of this course is twofold: (1) to consider how legal and theological inquiry shed light on public leadership roles that theologically and legally trained professionals inhabit; and (2) to prepare students to be competent leaders of nonprofit organizations, considering issues like: the legal structure and status of a nonprofit organization (a 501(c)(3)), the process of casting a mission and vision in nonprofit organizations; fund-raising; developing and engaging a leadership board; cultivating a volunteer staff; representing an organization as a public leader; etc.

MIN 630. Christian Ministry and Public Leadership in America. (3 h)
This course explores the role of minister as public leader. It attends to four areas of concern: (1) what public leadership is, and what it means in the context of Christian ministry; (2) how U.S.-Americans make morally relevant meaning of their social and political life together, and how these meanings are relevant to ministry leadership in broader publics; (3) what models of public leadership are available to ministry leaders, and what it means to lead well through them, and (4) how ministry leaders reflect theologically on their role as public leaders. To focus our conversation around these matters, the course will examine the theme of urban poverty throughout.

MIN 631. The Ministry of Pastoral Care. (3 h)
A study of the church's ministry of caring for persons throughout the life cycle which is grounded in theological understandings of the human condition, the spiritual journey, and the nature of ministry.

MIN 633. Introduction to Pastoral Counseling. (3 h)
An introduction to theories and methods of pastoral counseling, including the nature of pastoral identity and essential skills for effective counseling.

MIN 636A. Clinical Pastoral Education I. (3 h)
A part-time ministry internship placement (2 semesters at 100 hours per semester, for a total of 200 hours) tkaen in either the second or third year of program.

MIN 636B. Clinical Pastoral Education II. (2 h)
A part-time ministry internship placement (2 semesters at 100 hours per semester, for a total of 200 hours) taken in either the second or third year of program.

MIN 638. Trauma and Resilience in the Care of Individuals and Groups. (3 h)
A study of theories and practices related to individual and community traumas, trauma-informed care, and the human capacities for resilience and growth. The course will utilize sources from multiple disciplinary lenses and practices, including neuroscience, psychology, practical theology, and restorative justice.

MIN 641. Congregational Leadership and Presbyterian Polity. (1-3 h)
A study of the polity of the Presbyterian Church (USA). Attention is given to issues of congregational leadership as they are affected by Presbyterian polity structures.

MIN 643. Homiletics, Ethics and Community Leadership. (3 h)
This course focuses on the relationship between leadership ethics, and preaching in communities of faith. Special attention is given to the roles of gender, race, ethnicity and class in homiletical practice and theology. The course also considers the role of pastoral leadership in guiding communities toward ethical decision-making that can result in justice and liberation. Also listed as THS 643.

MIN 644. Preaching, Worship, and the Care of Souls: Funerals, Weddings, and Other Pastoral Rites. (3 h)
A study of pastoral rites. This course is a seminar and practicum through which students learn how to design and lead pastoral rites, with an emphasis on funerals and weddings. Each student is required to preach for the class a funeral sermon and a wedding sermon.

MIN 645. Preaching in the Tradition of the African American Church. (3 h)
This course invites students to explore the heart and soul of the African American preaching traditions with attention to the historical emergence of the Black Church, its dual function as a religious and socio-political institution, and the theologies, practices and histories that continually give shape to its preaching traditions. The course is designed to enhance students' ability to create theologically grounded sermons that are intelligible, accessible and transformational by exploring the Black Preaching tradition's contributions to homiletical theory and practice. Course emphases include the theological dimensions of preaching, biblical interpretation, sermon preparation and delivery, preaching as formative practice, and preaching as a communal communicative act.

MIN 654. Preaching and Worship in Sacred Time. (1-3 h)
This course analyzes the biblical, theological, and pastoral nature of the seasons and special moments of the church year. In addition to instruction on sermon preparation for the major liturgical moments (e.g., Advent, Christmas, Lent, Easter, Pentecost), attention is given to baptism, communion, weddings, and funerals.

MIN 658. Womanist Proclamation. (3 h)
This course explores womanist proclamation, a practice of truth telling, wisdom bearing and justice seeking that is identified via the radical inclusion of marginalized voices, as an embodied rhetorical and theological act of resistance. Through the carving out of sacred spaces, the course will examine how Black women and girls use speech (performed word) and movement (embodied word) to intentionally disrupt popular terrains where Black bodies are literally and metaphorically disembodied. Ultimately, the course theorizes that womanist proclamation is a means through which Black women's bodies generate and transmit spiritual power from traditional and alternative pulpits and sources to unfetter themselves and their communities from the vestiges of interlaced oppressive systems.

MIN 660. Sacraments and Ordinances: History, Theologies, and Practices. (3 h)
A place-based exploration of the history, theologies, and practices of baptism and the Lords' Supper in diverse Christain contexts.

MIN 663. Ritual and Congregational Life. (3 h)
An examination of the history, theology, and practice of the sacraments and other pastoral rites in congregational life. Attention is given to the meaning and function of ritual in a contemporary context. The course is taught from a Reformed perspective.

MIN 668. The Prophetic Pulpit: Preacher as Public Intellectual. (3 h)
The purpose of this course is to introduce students to the intellectual tradition of preaching as both spiritual witness and prophetic resistance in the United States. The ultimate aim is to foster intellectual dispositions, ethical orientations, and personal motivations which enable us to raise voices of dissent against any status quo and/or ideological options offered by popular society. We will thus seek to fulfill the three following interrelated tasks: 1.) Clarify the role of the public intellectual within a prophetic tradition, 2.) Examine historical examples of those who bore witness to horrors otherwise denied and their methods of public address, and 3.) Encourage students to craft creative sermons, write clear, concise, and compelling editorials, and engage pressing social issues in ways that are ethically based, intellectually sound, and emotionally animating.

MIN 671. Contemporary Spiritual Writers. (3 h)
A study of the principles of the spiritual life as presented in the works of selected contemporary writers.

MIN 672. Interfaith Dialogue. (1-3 h)
Reading the Bible as the prayer book of the church.

MIN 681. American Denominationalism. (3 h)
A study of the development of denominationalism in America with particular attention to specific faith communities and the shape of religious organizations for the future.

MIN 682. A History of the Baptists. (3 h)
A study of Baptist history with particular attention to Baptists in the U.S. and the diversity of Baptist ways of belief and practice. Also listed as HIS 682.

MIN 693. History and Polity of the Christian Church, Disciples of Christ. (2 h)
The course will explore the history, polity, theological foundation, and characteristic beliefs of the Christian Church, Disciples of Christ.

MIN 695. United Church of Christ Polity and History. (2 h)
The course will explore the history, polity, theological foundation, and characteristic beliefs of the United Church of Christ.

MIN 705. Integrative Capstone. (3 h)
The third-year capstone course explores two interrelated themes, which deepen students' vocational formation. First, students conceptualize their vocational journey through a job search process, develop a resume, practice interview skills, and plan for financial well-being over the course of their careers. Second, students create a comprehensive portrait of themselves as religious leaders through exercises inviting cumulative and integrative theological reflection on their learning in the Master of Divinity program. Students anticipate lives of leadership and service after Wake Forest through a retrospective consideration of their development as ministry leaders during their time as members of the School of Divinity community. In these ways, the capstone course reinforces the centrality of discernment in the life and work of ministry.

MIN 706. Directed Reflection in Applied Sustainability. (1 h)
This one credit course is taken concurrently with the two credit practicum in Applied Sustainability. With a divinity faculty mentor, students engage in directed theological reflection on practicum experience.

MIN 710. Topics in Psychology of Religion. (1 h)
(1h course required for MDiv/MA in Counseling dual degree students)
A consideration of "classic" and contemporary texts and research in the psychology of religion pertinent to theory and practice of pastoral counseling.

MIN 711. Topics in Spiritual Development. (1 h)
This seminar looks at 'classic' and contemporary texts and research in human psychological and spiritual development (and critical responses to same) pertinent to theory and practice of pastoral counseling. This class would examine psychoanalytic and congnitive-structural approaches to human development and critical responses.

MIN 712. Topics in Pastoral Theology. (1 h)
(1h course required for MDiv/MA in Counseling joint degree students) A consideration of selected issues and contemporary perspectives in pastoral theology, with a focus on theological anthropology foundational to integrative reflective practice of pastoral care and counseling.

MIN 740. Theological Reflection as Praxis. (3 h)
This course explores approaches to theological reflection on ministry practice from discipline-specific points of view. This version of the course introduces students to frameworks and perspectives of biblical interpretation from multiple cultural perspectives, particularly those of women from various social locations, nationalities, socio-economic classes, and faith commitments. Students learn skills for interacting with textual frameworks that are not their own. The course equips students to interpret their own ministry contexts with an awareness of their social and cultural location and in light of the interpretive possibilities that other social and cultural locations open up.

MIN 750. Analyzing Communities and Contexts. (3 h)
The primary objective of this course is to prepare Doctor of Ministry students to be skillful analysts and interpreters of their ministry contexts. Frames and methods of context analysis from a variety of disciplinary perspectives are introduced, including sociological, ethnographic, cultural, and historical approaches. Students will design a research paradigm for the Doctor of Ministry project and complete initial data gathering and analysis.

MIN 760. Transformational Religious Leadership. (3 h)
This course examines leadership models and practices that position religious leaders to mobilize their communities to tackle the most pressing, daunting, and wicked challenges.

MIN 770. DMin Project Seminar/Proposal. (3 h)
Working with a faculty advisor in a structured independent study format, students hone the thesis and structure of their Doctor of Ministry project, create an annotated bibliography that serves as the basis of the literature review section of the project and write and present a project proposal approved by their advisor and the Director of the Doctor of Ministry program.

MIN 771. Classics of Christian Devotion. (3 h)
A study of the principles of the spiritual life presented in the enduring classics of devotion.

MIN 780. DMin Project Seminar/Presentation. (3 h)
Working with a faculty advisor in a structured independent study format, students complete, revise, submit, and present their Doctor of Ministry project.

MIN 790. Topics Courses. (1-3 h)
Courses in ministerial studies can be developed and offered on a one-time basis using this designation.

MIN 790A. Topics in Ministerial Studies. (1-3 h)

MIN 790B. Topics in Ministerial Studies. (1-3 h)

MIN 790C. Topics in Ministerial Studies. (1-3 h)

MIN 790D. Topics in Ministerial Studies. (1-3 h)

MIN 790E. Topics in Ministerial Studies. (1-3 h)

MIN 790F. Topics in Ministerial Studies. (1-3 h)

MIN 790G. Topics in Ministerial Studies. (1-3 h)

MIN 790H. Topics in Ministerial Studies. (1-3 h)

Spirituality (SPI)

SPI 530. Liturgical Writing as Spiritual, Theological, and Prophetic Act. (1-3 h)
Divinity students are often called upon to write or speak extemporaneously various elements for worship, such as prayers, litanies, confessions, invocations, and intercessions. This course provides students with diverse resources for worship leadership. The course encourages students to locate their own prayer styles, theologies and rhythms within the shared narratives and prayer experiences of historic and contemporary worshiping communities. The course also challenges students to explore and name what theologies they are embodying through their choices of language, images, styles, and forms in public prayers. The course is part worship literature review and reflection and part workshop. Students will learn about elements of worship and explore historic and contemporary examples. Students will also share each week in a writers' workshop format their own liturgical writing samples. A primary aim of the course is to invite students to explore relationships between their own unique voices and theologies and their roles as public prophets, theologians, and spiritual leaders.

SPI 571. Introduction to Christian Spiritualities and the Religious Leader's Spiritual Life. (3 h)
What is "spirituality"? In this course, we will listen in on two thousand years of responses to this question, examine a diversity of mediums through which Christians have sought to encounter God, and consider the wide variety of spiritual practices Christians have embodied in their quests to experience and respond to God's presence. Students will be invited to reflect on their own responses to the question "what is spirituality?" by writing spiritual autobiographies and sharing portions of them with others in the course. Students will also explore contemporary spiritual and contemplative practices.

SPI 623. Music and the Church. (3 h)
This course is offered by the Music Department for Music and Divinity School Students. The course looks at the history of church music and practices of the use of church music in the contemporary church.

SPI 669. Modern Spiritual Writing. (3 h)
When St. Augustine penned his Confessions, he began a genre of Christian writing that has continued to this day. Part literature course, part writer's workshop, this course will introduce students to examples of literary nonfiction whose subject is faith. We will study narrative structure, voice, character development, scene, and dialogue—all tools of the writer's craft—and discuss how those tools can be employed to create compelling stories of religious experience. Students will workshop their own essays, and will also be introduced to a variety of writers (Christian and otherwise) whose modern spiritual narratives form part of our current cultural dialogue.

SPI 671. Spiritual Writers. (3 h)
A study of the principles of the spiritual life as presented in the works of selected spiritual writers.

SPI 678. Christian Mysticism. (3 h)
The theologian Karl Rahner said, "The Christian of the future will be a mystic or will not exist at all." Mysticism has been an underground stream for Christianity. This course will explore the readings of key figures from the 16th to the 21st Century and seek to connect their experience with our current context. The paradox of our time is that even as fewer people attend church in the USA, more people have claimed to have had a direct mystical experience. The mystics covered are Teresa of Avila, John of the Cross, Thomas Merton, Bede Griffiths, Evelyn Underhill, Dorothee Soelle, Howard Thurman, Richard Rohr, Simone Weil, and Cynthia Bourgeault. Each class will begin with a short lecture followed by discussion and, when assigned, student presentations. Our focus is "What do these mystics have to teach our world and our Church?".

SPI 773. Worship as Spiritual Practice. (3 h)
A study of how worship shapes spirituality. Students explore spirituality, broadly defined, along with how congregational worship is a form of spiritual practice.

SPI 790. Topics Courses. (1-3 h)
Examples of one hour topic courses include: Spiritual Development in Contemplative Prayer; Pentecostal Spirituality for the Whole Church; Quaker Spirituality; African American Spirituality: Representative Motifs.

SPI 790A. Topics in Spirituality. (1-3 h)
Courses in Spirituality and the Arts can be developed and offed on a one-time basis using this designation.

SPI 790B. Topics in Spirituality. (1-3 h)

SPI 790C. Topics in Spirituality. (1-3 h)

SPI 790D. Topics in Spirituality. (1-3 h)

SPI 790E. Topics in Spirituality. (1-3 h)

SPI 790F. Topics in Spirituality. (1-3 h)

Theological Studies (THS)

THS 501. Christian Theologies in Context. (3 h)
A study of central themes and systematic connections in Christian theology, with attention to the social, cultural, and historical contexts from which diverse theological perspectives arise.

THS 521. Foundations of Christian Ethics. (3 h)
This course is designed to show the relevance of Christian ethics to the contemporary world by way of exploring its distinct approaches to ethical reflection. To this end, we will study a number of classical and contemporary approaches in Christian ethics and their responses to contemporary moral challenges.

THS 522. Introduction to Theological Ethics. (3 h)
This course provides a historical overview of the development of Christian morality from the Hellenistic period through the early 20th century. Throughout the course, we will explore (1) major philosophical and theological ideas that helped shape the development of Christian morals and (2) how some of these ideas remain relevant to our contemporary ethical reflection. The purpose of this course is to help students appreciate the ways in which theological concepts and ideas can become resources for navigating today's moral challenges and dilemmas.

THS 523. Dangerous Memories: Theologies and Practices of Remembering Suffering. (3 h)
This course explores communal practices of remembering suffering that have healing and redemptive potential for persons and entire communities, especially in contexts of historical violence and marginalization. We will begin with case studies that raise important theological and pastoral questions about how remembering suffering endured in the past may or may not contribute to healing, enduring present suffering with hope and resilience, and working towards liberation and life abundant for all. With case studies in mind, we will reflect theologically on the meaning and appropriateness of practices of remembering suffering for not only the suffering community, but also communities that have been complicit in the perpetration of violence and oppression. Particular attention will be paid to how remembering suffering correlates theologically with the Christian memory of the suffering, death, and resurrection of Jesus Christ. Students will conclude the course with a final project that combines theological reflection and pastoral creativity aimed at transformative practices of remembering suffering in their own respective contexts.

THS 530. Readings in Liturgical Theology: Denominations and Worship. (1 h)
This course explores how worship in various Christian traditions shapes and is shaped by those traditions' theologies. The focus is ecumenical, with texts selected from an array of Christian traditions and denominations.

THS 612. Theological Anthropology. (3 h)
Perspectives on the origin, nature, and destiny of humanity in contemporary theological discussion.

THS 618. Feminist, Womanist, Murjerista Theologies. (3 h)
This course investigates theological discourse featuring the voices of feminist, womanist, and mujerista theologies as "lived" and "living" religious orientations that shape theological and ethical worldviews. This body of discourse cultivates communal landscapes and offers theo-ethical responses that center women's voices and experiences of religious, ethical, and spiritual life.

THS 619. Readings in Queer Theology. (1-3 h)
This seminar-style reading course surveys classic and new works in queer theology, an approach to Christian thought that questions dominant constructions of gender identity and sexuality.

THS 620. Classics of Modern Theological Ethics: Kierkegaard, Bonhoeffer, Barth, and Tillich. (1-3 h)
This course is a study of classic texts in modern theological ethics. By closely reading the works of Kierkegaard, Barth, Bonhoeffer, and Tillich, we will examine unique features of their theological and ethical methods and the relevance of their thought to contemporary religious and moral life. The purpose of this course is not only to get familiar with some of the great Christian thinkers but also to gain insights of permanent importance that can help us live faithfully and morally in a rapidly changing world.

THS 621. Christianity and Public Policy. (3 h)
A study of biblical warrants, historical developments, and contemporary issues related to Christianity and public policy. A look at the literature, relationship to other theological disciplines and basic ethics is involved.

THS 623. Religious Traditions and Human Rights. (3 h)
A study of relationships and tensions between religious traditions and human rights, with illustrations from historical and contemporary issues and movements.

THS 624. Church and State in America. (3 h)
This course examines the theology, history, sociology and politics leading to the unique relationship of Church and State in the United States. The course engages contemporary issues and conflicts in the Church-State field with special attention to current developments and media coverage of those events.

THS 626. Contemporary Ethical Issues. (3 h)
This course explores contemporary ethical issues that have wide social, political, and religious significance. The issues include health care, environment, immigration, dying, and criminal justice. In order to properly understand the issues, we will examine arguments of various kinds – philosophical, sociological, political, economic, and theological, as they are often heard in public discussion. In particular, we will pay close attention to the ways in which theological discourse may make contribution to moral reflection.

THS 628. Postmodernism and Christian Ethics. (1-3 h)
Postmodernism has become an important movement in contemporary theology and ethics. In this course we will explore several variants of postmodern ethics in order to critically evaluate their strengths and weaknesses. In particular, we will take a close look at the ways in which certain features of postmodern ethics are used by contemporary Christian thinkers.

THS 630. The Problem of Evil. (3 h)
Many people, including religious believers, experience the existence of evil in the world. But how can this experience be reconciled with a theistic belief that the world is under the loving care of God who is all-powerful, all-knowing, and perfectly good? Can the experience of evil be evidence for challenging the existence of God or the common assumptions about the divine being? How should we make sense of various religious beliefs in light of the experience of evil?.

THS 631. Black Theologies in the U.S.. (3 h)
An examination of the historical and cultural development of Black Theology in the United States. The course includes engagement with multiple modes of the black theological tradition, including early Black Liberation Theology, critical theorists of theodicy, Womanist Theology, intersecting feminist theories, and 'Third Wave' Womanists thought.

THS 632. Feminist Theologies. (3 h)
Feminist critiques and reconstructions of Christian theology.

THS 637. African-American Theology. (3 h)

THS 642. Theology and Disability. (1-3 h)
Considers how Christian theology can overcome traditional exclusions of persons with disabilities and how practitioners can make worship more inclusive and hospitable to all people. The seminar will explore these questions through contemporary theological work on disability, conversations with guest speakers, and field trips in the community.

THS 645. Contemporary Eco-theologies: Reimagining and Reembodying God, Humanity, and Creation. (3 h)
Over the past several decades, Christian theologians have responded to climate change, environmental racism, and ecological degradation by reimagining the nature of and relationship between God, humanity, and creation. This course examines how ecological concerns have been brought to bear on these topics in Christian theology. It begins by briefly considering how Christian theological traditions have been complicit in the anthropocentric, patriarchal, and racist ideologies that justify the economic and political mechanisms of ecological destruction. The course then turns to a series of constructive theological proposals that seek more just and sustainable ways of imagining and embodying the relationship between human beings and the non-human world. Throughout the semester and in their final projects, students will critically engage the viability of ecotheology as a resource for religious leadership in the realms of environmental justice and ecological well-being.

THS 650. Ecowomanism: Religion, Gender and Environmental Justice. (3 h)
Ecowomanism is an approach to environmental ethics that centers the perspectives, theo-ethical analysis, and life experiences of women of color—specifically women of African descent. It centers discussion in ecology on how womanist voices contribute new attitudes, theories and ideas about how to face the ecological crises we are living in today. This course will introduce students to the growing field of Ecowomanism in the study of religion and ecology. As a learning community we will engage womanist intersectional race-class-gender and anti-oppression forms of analysis as we examine links between oppressions suffered by women across the globe and oppressions suffered by the earth. We will also ask questions about sacred relationships between African American and African women and the earth regarding planetary and self care as well as practices of spiritual activism for earth justice. The course will use interdisciplinary approaches used in religion and ecology and reflect upon methods in religion, theology, ethics, literature, anthropology, environmental studies and more.

THS 672. Interfaith in Winston-Salem. (1-3 h)
This course seeks to prepare students to respond to issues related to religious diversity through experiential engagement in interfaith dialogue and critical reflection on these experiences. Also listed as MIN 672.

THS 712. Contemporary Christology. (3 h)
An examination of the definitive issues and basic alternatives for interpreting the person of Jesus Christ today, with specific attention to the formulation of the humanity and deity of Christ.

THS 715. Latin American Liberation Theologies. (3 h)
Latin American liberation theology is a body of religious thought that offers both a prophetic critique of unjust and violent systems of oppression and a hopeful vision of a more just and peaceful future. This course offers students a historical, contextual, and theological overview of Latin American liberation theology and asks students to enter into critical and constructive dialogue with the relevance of this body of thought for their own contemporary contexts.

THS 730. Life, Death, and Beyond: Theories of Human Nature. (3 h)
A scientific, philosophical and theological exploration in search of answers to Big Questions: What is a human person? Is the person all material? Does the universe contain consciousness? Has science proven that religion is a mere illusion? Is life after death really possible? .

THS 735. Grace: East and West. (3 h)
What does it mean that salvation is a gift? In this class we join the centuries-long conversation on this core concept of Christian theology. By engagement with authors from antiquity to the present we will examine some classic questions of the western theological tradition, such as the relationship between grace and nature, grace and free will, grace and merit. However, we will also call into question the normative status of this western tradition by exploring alternative accounts of grace from ancient authors Origen of Alexandria and Ephrem of Nisibis. Such questions are not merely theoretical: throughout this class we will constantly return to the practical implications of different concepts of grace for pastoral care and faith leadership.

THS 739. Neuroethics. (3 h)
A study of central philosophical and ethical issues at the intersection of neuroscience, ethics, and theology. The course explores neuroscientific accounts of human nature and morality as well as the ethical implications of neurotechnology.

THS 771. The Church in Contemporary Cultures. (3 h)
A study of historical antecedents, current structures, changing trends, and global relationships which impact the church now and toward the future.

THS 789. Biotechnology and Ethics. (3 h)
With the convergence of medicine, nanotechnology, computer science, molecular biology, genetic engineering, and business, biotechnologies are emerging not only as an important provider of life-saving and life-enhancing treatments but also a fast-growing and very profitable industry. This course explores some of the major ethical issues related to the current and proposed uses of biotechnologies with particular attention to the reasons and arguments that are often used to support various views on the use of biotechnology.

THS 790. Topics Courses. (1-3 h)
Courses in theological studies can be developed and offered on a one-time basis using this designation.

THS 790A. Topics in Theological Studies. (1-3 h)

THS 790B. Topics in Theological Studies. (1-3 h)

THS 790C. Topics in Theological Studies. (1-3 h)

THS 790D. Topics in Theological Studies. (1-3 h)

Academic Programs, Policies, and Procedures

- University Policies

- School of Divinity Academic Policies
- Academic Policies Specific to the Doctor of Ministry Program
- Academic Policies Specific to the Master of Divinity Program

School of Divinity Academic Policies

- Student Academic Code of Conduct
- Non-Academic Student Code of Conduct
- Students' Rights and Responsibilities
- Class Attendance
- Credit Hour Policy
- Grading System/Grade-Point Equivalent
- Travel Policy

- Registration and Student Status Policies/Procedures
- Holds for Registration or Graduation
- Grievance Policy

Student Academic Code of Conduct

- Honor Code
- Plagiarism

Honor Code

The honesty, trustworthiness, and personal integrity of each student are integral to the life and purposes of the School of Divinity and of the broader Wake Forest community. When any student signs an application for admission to any of the schools of Wake Forest University, that student agrees to live by the honor system (https://studentconduct.wfu.edu/honor-system-wfu/) of the University. The mutual commitments and standards of conduct stipulated in the honor system derive from the founding of Wake Forest University and are a cornerstone of community life and relationships.

The Divinity School and the Graduate School share a formal Honor Code to provide guidance for student conduct with respect to academic pursuits. This policy may be accessed at the Graduate School website (https://prod.wp.cdn.aws.wfu.edu/sites/275/2020/02/Honor-Code-Policy.-1.30.2020.pdf).

All students in the School of Divinity commit themselves to the following code:

> We conduct our academic endeavors with honor, integrity, and professionalism. We do our own work, credit the work of others, and provide the full truth about our work.

Violations of the graduate student honor code include lying, cheating, stealing, vandalism, research misconduct, or failure to report an Honor Code violation by any graduate student in academic pursuits or within the university community.

In most cases, allegations of violations are handled by the Graduate Honor Council, which includes both faculty and student representatives from the Graduate School and the School of Divinity. In some situations, allegations of violations may be handled by the administration and the faculty of the School of Divinity.

Plagiarism

To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something that person has worked for and earned. Even worse is the appropriation of someone else's ideas. "Ideas" mean everything from the definition or interpretation of a single word to the overall approach or argument. If you paraphrase, you merely translate from the person's language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without proper documentation, is theft, perhaps of the worst kind. Here, a person

loses not a material possession, but something of what characterized the person as an individual.

If students wish to do one project for two courses or to draw on work previously done in order to complete an assignment for a current course, they must get the expressed permission of all affected faculty in advance of turning in the assignment. The faculty suggests that approved combined projects should represent significantly more effort than the individual projects they supplanted.

Plagiarism is a serious violation of another person's rights, whether the material stolen is great or small; it is not a matter of degree or intent. You know how much you would have had to say without someone else's help, and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who have in any way contributed.

An online plagiarism tutorial is available here (https://zsr.wfu.edu/research/guides/recognizing-avoiding-plagiarism/) through Wake Forest University's ZSR Library. An online guide to the Chicago Style of referencing works is available here (http://www.chicagomanualofstyle.org/tools_citationguide.html).

Non-Academic Student Code of Conduct

- Adjudicating Student Conduct Code Violations
- Administrative Withdrawal Policy
- Appeal of Decisions Regarding Conduct Violations
- Professional Integrity

The Wake Forest University School of Divinity expects good citizenship and responsible behavior from students. When these expectations are not met, the non-academic misconduct process may be used to redirect students into more acceptable patterns of behavior. This process encourages students to take responsibility for their choices and actions, while also allowing the University to determine an appropriate disciplinary response. This includes commitments as they relate to the Sexual Misconduct Policy and the Student Code of Conduct outlined in the Office of the Dean of Students (https://deanofstudents.wfu.edu/).

Misconduct cases may result in the sanction of a formal reprimand and the imposition of an educational condition, or a more severe level of sanction, including disciplinary probation, suspension, or expulsion. Students need to be aware that certain types of behaviors may be deemed incompatible with membership in the School's community and that choices they make can compromise their education and future.

The list below, while not exhaustive, includes examples of the types of prohibited conduct for which students are subject to disciplinary action:

1. Actual or threatened physical injury to any person on University owned or controlled property or at a University-sponsored or supervised function, or conduct that endangers the health or safety of a person.
2. Engaging in individual or group conduct that is violent, abusive, indecent, unreasonably loud, or similar disorderly conduct that infringes upon the privacy, rights, or privileges of others or disturbs the peace or the orderly process of education on campus. Alleged sexual misconduct will be governed under the University's sexual misconduct policy.
3. In violation of University policy, unauthorized use, possession, or storage of any weapon or explosive (including fireworks) on University premises or at University sponsored activities.
4. Forgery, counterfeiting, alteration, or misuse of any University record, document, or identification card.
5. Unauthorized entry into or alteration of any University computer records, or violation of University computer use policies.
6. Sending threatening or obscene messages to another student or individual via e-mail, phone, or voice-mail.
7. Knowingly filing a false police, honor code, or non-academic honor code report.
8. Misrepresentation in seeking financial aid or University benefits.
9. Unlawful possession, use, distribution, or sale of any narcotic or dangerous drug as defined by the statutes of the State of North Carolina and/or University policies.
10. Theft of, or unwarranted damage to, University property or property of any member of the University community.
11. Failure to comply with Housing regulations.
12. Failure to comply with the lawful directives of University employees acting within the scope of their duties; including those directives issued by a University administrator to ensure the safety and well-being of students.
13. Entry into, or use of, any building, facility, or room or other University property or grounds without authorized approval. This also includes the unauthorized possession or use of University keys, lock combinations, or other access codes.
14. Participation in illegal gambling activities on University-owned or -controlled property or at a function identified with the University.
15. Possession, or consumption, of alcoholic beverages in contradiction of state law and/or University policy.
16. Entering or attempting to enter any event without proper credentials for admission (e.g., ticket, identification card, or invitation).
17. Failure to make satisfactory settlement for any debts to the University.
18. Failure to comply with University traffic rules and regulations.

The School shall have the authority to hold students accountable under this Code of Conduct for certain off-campus behaviors (i.e., behavior that does not occur on University premises or in the context of a University, School, or student organization sponsored event or activity) that adversely affects a substantial University or School interest. In determining whether the conduct adversely affects a substantial University or School interest, the following shall be considered:

1. Whether the conduct constitutes or would constitute a serious criminal offense, regardless of the existence of any criminal proceedings.
2. Whether the conduct indicates that the student presented or may present a danger or threat to the health or safety of himself, herself, or others.
3. Whether the conduct demonstrates a pattern of behavior that impairs the University's or School's ability to fulfill its mission.

Adjudicating Student Conduct Code Violations

Alleged breaches in non-academic student conduct and/or professional integrity should be reported in a timely manner to the Assistant Dean

of Admissions and Student Services, who will conduct a preliminary investigation. Failure to report alleged breaches in a timely manner could impede the school's ability to investigate or substantiate the allegations. The Assistant Dean of Admissions and Student Services may consult with the Associate Dean of Academic Affairs. If further investigation is required, the Assistant Dean of Admissions and Student Services, in collaboration with the Associate Dean of Academic Affairs, may then appoint an ad hoc committee consisting of two faculty members and chaired by an additional faculty member. If such a committee is appointed, the Assistant Dean of Admissions and Student Services will inform the accused student in writing of the allegations against the accused, the name(s) of those who reported the charges, and the date, time, and place of the hearing on these charges. If further investigation is not required, the person reporting the alleged breach will be notified of that fact in writing.

The accused will be allowed reasonable time to prepare a response and will be granted the privilege of an advisor to be chosen by the student from the School of Divinity faculty. The advisor shall assist the student in the process. In all hearings, the accused will have the right to be present at all times during the hearing except when the committee retires to deliberate and makes its decision. Evidence shall be admitted without regard to the rules of evidence in courts of law. The accused student may present evidence to the committee.

All materials and information related to the case should be confidentially submitted to the Assistant Dean of Admissions and Student Services. Any verbal reports related to the case will be documented in writing by the Assistant Dean of Admissions and Student Services. A written summary report of the findings will be provided by the Assistant Dean of Admissions and Student Services to the accused student, the ad hoc faculty committee, the Associate Dean of Academic Affairs, and the Dean of the School of Divinity.

After a thorough review of the case, the committee will decide whether the accused has violated the code of conduct. A majority vote of the committee will suffice for a finding of responsibility. If the person is found to have violated the student code of conduct, the committee may decide on one or more of the following actions or such other action as the committee deems appropriate:

1. A written reprimand;
2. Denial of specified University privileges;
3. Payment of restitution;
4. Educational or service sanctions, including community service;
5. Disciplinary probation;
6. Imposition of reasonable terms and conditions on continued student status;
7. Removal from a course in progress;
8. Enrollment restrictions on a course or program;
9. Suspension; or
10. Expulsion.

Administrative Withdrawal Policy

- Appeal Process (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-academic-student-code-conduct/administrative-withdrawal/appeal-process/)
- Conditions for Reenrollment (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-

academic-student-code-conduct/administrative-withdrawal/conditions-reenrollment/)
- Emergency Suspension (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-academic-student-code-conduct/administrative-withdrawal/emergency-suspension/)
- Evaluation (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-academic-student-code-conduct/administrative-withdrawal/evaluation/)
- Informal Hearing (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-academic-student-code-conduct/administrative-withdrawal/informal-hearing/)
- Procedure for Administrative Withdrawal (https://bulletin.wfu.edu/divinity/academic-programs-policies-procedures/academic-policies/non-academic-student-code-conduct/administrative-withdrawal/administrative-withdrawal/)

The Board of Trustees has empowered the president with the authority to suspend students from the University in "cases of clear and present danger to lives and property and in instances of violence to persons." Such suspensions are to be reviewed by the regular judicial bodies within 14 school days.

A student may be subject to administrative withdrawal from the University when, in the judgment of the director of the Student Health Service, the director of the counseling center, or the Assistant Dean of Admissions and Student Services, and with the concurrence of the Office of the Vice President for Campus Life, the student:

1. Engages, or threatens to engage, in behavior that poses a significant danger of causing imminent physical or psychological harm to self or others, or
2. Directly and substantially impedes the activities of members of the University community, including other students, University employees, and visitors.

The standard and procedures to be followed are on file in the Offices of the Vice President, Student Affairs, and the Assistant Dean of Admissions and Student Services.

Appeal of Decisions Regarding Conduct Violations

Complainants and accused students may file a written request with the Assistant Dean of Admissions and Student Services of the School of Divinity within fourteen calendar days of the notification to the student. In the letter to the Assistant Dean of Admissions and Student Services, the student must indicate the reasons for the appeal and supply any relevant documents supporting the appeal. Grounds for an appeal include:

- Sufficiency of the evidence to support the decision;
- Appropriateness of the sanction;
- Germane new evidence not available at the time of the hearing that could significantly impact the outcome; and/or
- Procedural errors that significantly impact the outcome.

After reviewing the request for appeal, the Assistant Dean of Admissions and Student Services may deny the request for an appeal, may render a new decision in the case, or may increase or decrease the severity of the action taken. The Assistant Dean of Admissions and Student Services will render a final decision on the appeal and inform the student

of this decision in writing. Records will be kept of the outcome of the proceedings and kept in the student's file.

Professional Integrity

Professional integrity for divinity students is defined by the standards of integrity common to all professions and is further specified by those virtues of character required by Christian ministry. A person of integrity acts in a way that is congruent with what is professed in words and intended in thought, displays especially the virtues of truth and fairness, exhibits a consistent character over time, and takes responsibility for his or her actions.

Students' Rights and Responsibilities

Introduction: Wake Forest University exists for the transmission of knowledge, the pursuit of truth, the development of students, and the well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The School of Divinity is committed to providing an environment that will encourage divinity students to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The School of Divinity is also dedicated to the principles of honor, mutual respect, and trust among the faculty and students. The common observance of professional ethics is basic to study and research.

Rights: The minimal standards of academic freedom outlined below are essential to any community of scholars. Any violation of these standards may be grounds for a student to initiate the grievance process.

Freedom of access to higher education: The facilities and services of the University should be open to all of its enrolled students, and the University should use its influence to secure equal access for all students to public facilities in the local community.

Classroom and research environment: Student performance will be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Protection of freedom of expression: Students are free to take reasoned exception to the data or views offered in any course of study or research activity and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Protection against improper academic evaluation: Students have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for the program in which they are enrolled.

Protection against improper disclosure: Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors is considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, always with the knowledge of consent of the student.

Protection against harassment: Students have protection through orderly procedures against physical (sexual, etc.) harassment and/or psychological abuse.

Student records: To minimize the risk of improper disclosure, access to academic and disciplinary records should be considered separately. Transcripts of academic records will contain only information about academic status. Information from disciplinary or counseling files will not be available to unauthorized persons on campus, or to any person off campus, without the written consent of the student involved, except where a judicial order of subpoena compels disclosure or health and safety emergency cases are involved. No records will be kept which reflect the political activities or beliefs of students. The dean of the School of Divinity should make provision for periodic review and possible destruction of non-current disciplinary records. Administrative staff and faculty members should respect confidential information that they acquire about students.

Freedom of association: Students bring to the campus a variety of interests previously acquired and develop many new interests as members of an academic community. They are free to organize and join associations to promote common interests.

Freedom of inquiry and expression: Students and their organizations are free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They are free to support causes by orderly means that do not disrupt the regular and essential operation of the University.

Students and their organizations will be allowed reasonable access to University facilities for academic purposes, organizational meetings, sponsored lectures, etc. Routine procedures required by the University for obtaining access to facilities are designed only to insure that there is orderly scheduling of a facility as well as adequate preparation for an event and that the occasion is conducted in a manner appropriate to an academic community. Students and their organizations are allowed to invite and hear any person of their choosing. The University's control of campus facilities cannot be used as a device of censorship.

Student participation in University government: As constituents of an academic community, students are free, individually and collectively, to express their views on issues of University policy and on matters of general interest to the student body.

Off-campus freedom of students: If activities of students result in violation of law, University officials should be prepared to apprise students of sources of legal counsel and may offer other assistance. Students who violate the law may incur penalties prescribed by civil authorities. Only where the University's interest as a community is clearly involved should the special authority of the University be asserted to consider off-campus violations. The student who incidentally violates University regulations in the course of his or her off-campus activity is subject to no greater penalty than would normally be imposed for such infractions on campus.

Responsibilities: The faculty expects students to be mature and responsible members of the community. Infractions of academic integrity include plagiarism, cheating on examinations, misrepresentation of the work of other scholars, and falsification or fabrication of data in reporting one's own research. These infractions, as well as acts that disrupt the educational environment and any violations of local or federal law that occur on the University campus or during University sponsored activities, can be grounds for disciplinary action, which may include dismissal from the University.

Class Attendance

All students are required to attend classes regularly. Course syllabi specify class attendance expectations. Failure to attend classes regularly can result in academic penalties.

Credit Hour Policy

Instructional Credit Hours and Student Workload

Credit Hour Equivalency Chart

The credit hours and rigor of an online or hybrid course are equal to that of our face-to-face offerings. The chart below details how much in-class time needs to be accounted for in online coursework, depending on the length of the course and the credit hours of the course.

Credit Hours

- University Standard (http://registrar.wfu.edu/academic/semester-credit-hour/) for in-person classes
- Divinity School Contact Hour Standard (for in-person classes)

Student Workload

Student workload includes both work completed to review course content as well as readings, assignments, projects, etc., but does not include time during synchronous sessions. Online instructional designers will help the instructor to calculate the number of hours. For a rough estimate, use the workload calculator at https://cat.wfu.edu/resources/tools/estimator2/.

Grading System/Grade-Point Equivalent

- Repetition of Courses
- Pass/Fail Option
- Incomplete Grades

Grading System

The School of Divinity registrar maintains academic records of progress on all enrolled students. For all courses carrying graduate credit in the School of Divinity, there are three passing grades—A (excellent), B (commendable), and C (low pass) — and one failing grade, F (failure). An A has the grade point value of 4.00 for each semester hour of credit involved, a B the value of 3.00 for each semester hour of credit involved, and C the value of 2.00 for each semester hour of credit involved. An F grade carries no credit. Required courses with a grade of F must be repeated. Pluses and minuses may be given at the discretion of the faculty member.

School of Divinity Grade/Point Equivalent

Grade	Points	Definition
A	4.00	Excellent
A-	3.67	
B+	3.33	
B	3.00	Commendable
B-	2.67	
C+	2.33	
C	2.00	Low Pass
C-	1.67	
F	.00	Failed
I	.00	Incomplete
NR	.00	Not reported
P	**	Pass
AUD	**	Audit
WF	.00	Withdraw Failing
WP	**	Withdraw Passing

**Grade not calculated in grade point average. Grades of F, I, or NR which are earned in the Pass/Fail mode do not affect the grade point average.

RPT in the GPA column indicates that the course is part of a repeat condition.

Repetition of Courses

A student may repeat a School of Divinity course for which they have earned a B- or lower. In this case, all grades received will appear on the student's transcript, but the course may be counted only one time for credit. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F as a consequence of an honor violation; in this case, both the F and the grade for the repeated course are calculated in the student's grade point average.

Pass/Fail Option

The School of Divinity allows students to register for a limited number of general electives on a pass/fail basis rather than for a letter grade, with the permission of the instructor. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the student's grade point average. Dates to change from grade to pass/fail mode, or from pass/fail to grade mode, are set by the University Registrar.

The pass/fail option is limited to general elective credits. In no case may a student use a course taken in the pass/fail mode to satisfy a required course (including required disciplinary electives). This limitation does not include required courses offered only in the pass/fail mode.

A student may count toward the MDiv degree program no more than 6 hours taken in the pass/fail mode. This number does not include courses that are offered only in the pass/fail mode. No more than 7 hours may be taken on a pass/fail basis in any one semester.

Courses taken through the Graduate School can be taken in the pass/fail mode.

Incomplete Grades

The grade of I (incomplete) may be assigned only when a student fails to complete the work of a course because of an emergency. In order to receive a grade of I, the student must consult with the professor of the course who will in turn submit an email to the Office of Academic Affairs stating the intention to grant the student a grade of I. The email shall also outline the due date for the incomplete work (that the student and professor have agreed upon). In all cases, if the work recorded as an I is not completed within 30 days after a student enters his or her

next semester (excluding the summer session), the grade automatically becomes an F (failure). A graduate degree will not be awarded to a student who has an I grade on record.

Travel Course Policy

The School of Divinity is committed to the safety and well-being of students. Students must also take reasonable steps to ensure a healthy and safe learning experience during their travel. Before departure and in order to remain enrolled in any course associated with the travel, students traveling with the School of Divinity are required to do the following:

1.   Pay all course fees by the deadline specified in the course syllabus;

2.   Complete all travel forms and follow all procedures (http://studyabroad.wfu.edu/planning-your-experience/before-you-go/) required by the University through the Center for Global Programs and Studies;

3.   Attend all briefing sessions required or provided by the Center for Global Programs and Studies.

Students who fail to meet these requirements may be dropped from the course.

Each year, the School of Divinity may make funds available for travel scholarships. Students are eligible for one travel scholarship, which is applied to the first travel course taken.

Regular drop policies apply to travel courses. However, the School of Divinity cannot guarantee any refund of program fees should a student withdraw from the course, though the school will try to provide refunds on a pro-rata basis when possible.

Registration and Student Status Policies/Procedures

- Dropping a Course
- Policy on Withdrawal (Termination of Studies)
- Policy on Leave of Absence

Dropping a Course

During the Add/Drop period, a student may drop a course without penalty or notation on the transcript. The Add/Drop dates for full-term courses are set by the University Registrar. For all other courses, including weekend courses, the drop date will be 8 days before the course begins, or the date set by the Registrar, whichever is sooner.

After the Add/Drop period, a student may withdraw from a course with the approval of the Associate Dean of Academic Affairs, the professor, and the student's faculty advisor. The course will be marked with a "W" on the student's transcript; courses marked "W" are not counted in determining the grade point average.

Students are responsible for officially dropping or withdrawing from courses to be eligible for a refund of tuition. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligation, and it does not result in withdrawal from a course.

Policy on Withdrawal (Termination of Studies)

All enrolled divinity students who must withdraw from the University may do so by completing a withdrawal form and submitting the form to the Office of Academic Affairs. Ordinarily, a withdrawal signals the intent not to return to the University. Students who intend to return to the University should follow the process for Leave of Absence. Withdrawal/Leave of Absence forms are available on the Academics page of the school's website.

While forms completed prior to the semester drop deadline will not result in academic penalties, meeting the deadline may not prevent negative implications for merit and need-based financial aid. Withdrawing from the University within the period allowed for dropping and adding courses may result in partial or total charges for the term and may alter scholarships, grants, and loan amounts, according to the published schedule. Students who borrow under federal loan programs are responsible for repaying loans granted based upon full-time enrollment. Students are strongly urged to discuss the financial implications of all withdrawals from the University with the financial aid office.

Withdrawing after the last day to drop courses results in "W" appearing on the transcript; courses marked "W" are not counted in determining the grade point average. A course abandoned with insufficient reason for withdrawal is assigned the letter grade F. Students who drop all courses are considered withdrawn from the University. A student who has withdrawn from the School of Divinity and wishes to return within one academic year must reapply with the Assistant Dean of Admissions and Student Services at least one month prior to the semester in which they wish to re-enroll.

Policy on Leave of Absence

A Leave of Absence allows students enrolled in the Wake Forest University School of Divinity to interrupt their studies for a compelling reason, for example, a medical condition or a personal or family matter requiring absence from campus. A Leave of Absence is defined as a temporary separation from the School of Divinity, for up to one year from the start of the semester during which the Leave of Absence is requested. To be eligible for a Leave of Absence, students should ordinarily be in good academic standing. Students who intend to take a Leave of Absence must submit a Withdrawal/Leave of Absence form to the Office of Academic Affairs along with a letter detailing the request for the Leave of Absence. This letter must indicate all unsatisfied degree requirements for the student. If available, other supporting letters should be included in the request for a Leave of Absence.

Until students are notified by the Office of Academic Affairs that the leave has been approved, they remain registered and are expected to fulfill their responsibilities. A Leave of Absence will not be granted retroactively. The maximum time for a Leave of Absence is one year. A student requesting a Leave of Absence by the drop date for the semester, as established by the academic calendar, will not have a grade recorded for courses in progress. A student who requests a Leave of Absence after the drop deadline will be assigned a "W" for each course in progress, which will appear on the transcript; a course marked "W" does not affect a student's grade point average. If applicable, tuition is refunded on a prorated basis, and the refund schedule is set by the Wake Forest University Board of Trustees.

A student on a Leave of Absence will have limited access to University facilities normally available to enrolled students. In order to facilitate communication between the student and the School of Divinity, access to the campus network will be continued during the leave but will be deactivated if the student does not return. Library access will be continued during the period of leave, but it will be revoked if the student does not return. ID access to buildings will be deactivated during the period of leave.

Students are **not** permitted to fulfill any degree requirements including work on a thesis, dissertation, or other degree requirements during the time on leave.

Students who are granted a Leave of Absence must consult with their health insurance provider about the status of their policy while on leave. Students who have contracted for health insurance through the university should immediately contact the Student Health Insurance Coordinator. Health insurance is subject to federal and state laws and regulations. International students who are granted a Leave of Absence must notify the Office of Global Studies. Visa status is subject to federal laws and regulations.

Students on an approved Leave of Absence are not eligible for federal financial aid, including Federal Direct Loans. In some cases, student loans may not be deferred for the entirety of a leave. Students should contact Student Financial Services for additional information. Students on Leave of Absence should submit a request to return to the Associate Dean of Academic Affairs at least one month prior to the first date of the semester or term in which a return is planned. This request may require a letter that addresses the suitability of the student's return. Students who have decided not to return from a Leave of Absence should inform the Associate Dean of Academic Affairs in writing. Students who fail to petition to return after a Leave of Absence will be withdrawn from the School of Divinity and need to apply for readmission in order to return.

The time spent during an approved leave or while withdrawn will not count in the maximum time allotted for the degree. Students who have withdrawn from the School of Divinity and who wish to re-enter after one academic year must reapply for readmission by the application deadline. If a student is approved for readmission to the School of Divinity within an eight-year period, previous coursework may count towards the degree requirements at the discretion of the Associate Dean of Academic Affairs. If the student re-enters the School of Divinity after an eight-year period, previous courses will not count toward the degree requirements.

Holds for Registration or Graduation

Holds placed on a student account result from a lack of payment of tuition, overdue library books, unpaid fines, failure to provide proper medical information to Student Health Services, or failure to meet preset academic requirements. Holds may only be lifted from a student record by the office that issues a hold. For example, a hold on one's financial account can only be lifted by the Office of Financial and Accounting Services. Holds may prevent one from registering for courses or from graduating. Each student is responsible for addressing the circumstances related to holds.

Grievance Policy

Situations may arise in which a student believes that they have not received fair treatment by a representative of the University or has a complaint about the performance, actions, or inaction of the staff or faculty affecting a student.

Students are encouraged to seek assistance from their advisors or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

The School of Divinity provides the following process for students to voice concerns regarding specific academic or other grievances:

Step 1. Student concerns about professors or staff persons, specific courses, or other matters should begin with a conference with the particular professor or staff person, offering formal or informal statements of concern.

Step 2. If the concern is not resolved in consultation with the professor or staff person, then the student(s) should schedule a conference with the Associate Dean of Academic Affairs. At that time, an informal or formal statement of concern will be brought to the Associate Dean of Academic Affairs.

Step 3. The Associate Dean of Academic Affairs will attempt to resolve the issue to the satisfaction of the relevant parties by convening a meeting between the student(s) and the professor or staff person. If the Associate Dean of Academic Affairs is the professor against whom the student(s) has the grievance, the student(s) may begin the appeal with the Dean of the School of Divinity.

Step 4. If the issue remains unresolved, the student(s) may appeal to the Dean of the School of Divinity who will meet with the student(s) and the professor or staff person and attempt to resolve the issue formally or informally. Formal grievances against the dean should be made to the University Provost. The provost will function in the dean's role in the remaining steps of the process.

Step 5. If concerns remain, the student may initiate a formal grievance procedure. At this point, the student(s) should present the grievance in the form of a written statement of concern. Within 14 days, the dean will appoint a grievance committee composed of two faculty members and one student. The committee will meet with the student(s) making the appeal, the professor or staff person, and the Associate Dean of Academic Affairs for a full discussion of the grievance.

Step 6. The committee will make a recommendation to the dean who will communicate the final decision in writing to the student(s) and the professor or staff person.

Doctor of Ministry Program Academic Policies

- Academic Standing
- Course Registration
- Elective Credit for Masters-Level Courses
- Graduation Application Process
- Independent Study Courses
- Pass/Fail Option
- Registering for the Doctor of Ministry Project
- Time Limits
- Transfer Credit

Academic Standing

Understanding that theological education requires a significant investment of time, energy, money, and other resources, the School of Divinity strives to empower students to complete the DMin program in a timely fashion. When students struggle to make satisfactory academic progress, the School implements strategies to help students achieve academic success. When those strategies fail, or it becomes clear that a student is not well positioned to complete the DMin degree, the School may elect to dismiss a student from the DMin program. Dismissal is unfortunate, but it always reflects a concern for the student's financial, personal, spiritual, and vocational well-being.

To be in good academic standing, Doctor of Ministry students must earn a grade of "B" or better in all Doctor of Ministry required and elective courses. Therefore, a cumulative GPA of 3.0 or above must be maintained to graduate. Students who fail to reach these benchmarks will be placed on academic review or academic probation in following semesters until these benchmarks are reached or until failure to reach these benchmarks results in dismissal from the DMin program.

Grading scales for courses are identified in course syllabi. The DMin Project is graded Pass/Fail. In exceptional cases, the project can be evaluated "with distinction" – with such recognition being noted on the student's transcript.

Academic Review

Academic review is ordinarily enforced when students fail to make satisfactory progress towards the DMin degree in a given semester. Indicators of unsatisfactory progress may include, but are not limited to, any of the following: failure to reach a minimum term GPA of 3.0; failure to complete attempted courses with satisfactory grades (e.g., one or more courses with a failing, withdraw-failing, or incomplete grade); failure to earn enough credit hours in a given semester. A student can be placed on academic review even if their cumulative GPA is 3.0 or higher.

Academic review status indicates that while a student may not be at risk for being dismissed from the DMin program, problems with academic progress in any semester merit the attention of the associate dean of academic affairs and a student's faculty adviser.

In consultation with the associate dean of academic affairs, a student on academic review will work with his or her faculty adviser to develop an academic plan, the goal of which will be to remedy problems that created the need for academic review status. Faculty advisers will monitor progress on the academic plan over the course of the semester.

Academic Probation

Academic probation is enforced when students fail to earn a minimum 3.0 cumulative GPA or fail to make satisfactory progress in earning credit toward the DMin degree. Academic probation status supersedes academic review status.

Students who fail to earn a cumulative GPA of 3.0 or higher at the end of any semester will be placed on academic probation. Academic probation status indicates that students are at risk of being dismissed from the DMin program.

Process for Initiating and Concluding Academic Review and Probation Status

At the end of each semester, the associate dean of academic affairs will meet with the director of the Doctor of Ministry program to review and make decisions about satisfactory academic progress cases.

Following that meeting, the associate dean of academic affairs will notify students and their academic advisers, via email and letter, of the student's academic review or probation status and the academic plan they will follow in the following semester.

Working with the student's academic adviser, the associate dean of academic affairs will arrange check-ins with the student at regular intervals in the following semester or semesters to ensure that the student is working toward academic success.

Students will ordinarily be released from academic review status after completing all applicable requirements as prescribed by their academic plan in the following semester. Students will ordinarily be released from probation status when they have completed all applicable requirements as prescribed in their academic plan in the following semesters and have achieved a minimum cumulative GPA of 3.0.

The following are the continuation requirements for students enrolled in the Doctor of Ministry degree program:

- Students are required to earn a 3.00 overall GPA to graduate from the Doctor of Ministry program.
- A student whose cumulative GPA falls below 3.00 will be placed on academic probation.
- A student whose term GPA is 3.0 or lower will be placed on academic review and may be placed on academic probation after consideration of their overall record.
- To come off academic probation, a student must earn a GPA in the immediately succeeding semester, bringing their overall GPA to 3.00.
- Students on academic probation who fail to earn a B (3.00) term average in the immediately succeeding semester may be advised to withdraw or be dismissed from the program.
- After two semesters of full-time enrollment, a student whose overall GPA falls below 3.0 may be advised to withdraw or be dismissed from the program.

Students on academic probation cannot receive an "incomplete" grade for any course;

Students dismissed from the program for academic reasons may reapply but must wait a minimum of one year from the withdrawal date to re-enroll in the program. The reapplication process will require at minimum an academic letter of reference and a statement from the student indicating how they intend to make progress toward successful completion of the degree. All requests for reapplication should be directed to the Office of Admissions and Student Services. Students on academic probation should review the policy on satisfactory academic progress found at http://www.wfu.edu/finaid/grad_policies.html. Those who do not demonstrate satisfactory academic progress may be ineligible for financial aid.

Course Registration

The Doctor of Ministry program is a 30-credit hour program. Registration for the Doctor of Ministry Program at Wake Forest University School of Divinity is coordinated through the Office of Academic Affairs.

Registration for Seminars and Advanced Professional Courses does not include reservations for travel accommodations. Students coordinate their own travel accommodations.

Elective Credit for Masters-Level Courses

DMin students may take master's-level courses offered throughout the academic year that have been adapted collaboratively by students and instructors to meet DMin program goals, with DMin-specific syllabi and assignments appropriate to the doctoral level.

DMin students wishing to register for a course primarily offered to master's-level students must, in collaboration with the instructor, amend the course syllabus to meet the learning outcomes of the DMin program, reading and writing assignments that evidence advanced-level expectations related to those outcomes, and appropriate means of assessment. The amended DMin course syllabus must be submitted to the Office of Academic Affairs.

Graduation Application Process

Third-year DMin students must apply for graduation for their records to be activated for certification. Students must apply for program completion no later than 30 days prior to the expected commencement date. During the final term, the associate dean of academic affairs and the registrar will examine each candidate's transcript. All requirements, except those satisfied by courses in progress, must be completed no later than 30 days prior to the expected commencement date. All requirements must be completed and certified, and the student must have applied for hooding or graduation before a student may participate in the commencement exercises. No further entries or alterations may be made toward the Doctor of Ministry degree once the student has graduated.

For a December graduation, a final draft of the DMin project must be submitted and defended no later than November 1, and for May graduation, no later than April 1. Submissions beyond those dates will delay graduation until the following May or December.

Students not enrolled in classes but using University facilities or faculty time for such projects as the completion of a thesis/dissertation must pay a graduate student fee of $150 per semester.

Independent Study Courses

Through independent study (IDS) coursework, the School of Divinity offers DMin students opportunities to craft their elective coursework to their research interests. Students may register for IDS courses during any academic year or summer term. DMin students are limited to a maximum of nine (9) total credit hours of IDS coursework.

The following are possibilities for IDS courses:

1. Syllabi for courses that faculty have developed for previously offered Master of Divinity or Doctor of Ministry courses, adjusted to meet the learning outcomes of the DMin program.

2. A theme or topic of interest to a student and faculty member developed as an IDS course syllabus meeting the learning outcomes of the DMin program.

Faculty members are not required to facilitate IDS courses.

Pass/Fail Option

Except for courses that are offered in a pass/fail format (i.e., MIN 770 and MIN 780), DMin students are not ordinarily permitted to take courses in a pass/fail format.

Registering for the Doctor of Ministry Project

To enroll in DMIN 770 "DMin Project/Proposal," students must first complete DMIN 740, 750, 760, and at least three elective courses. DMIN 770 requires students to submit a Research Project Registration Form certifying that a student's research project prospectus has been approved and that the student has secured a Project Advisor (First Reader) and a Second Reader.

Time Limits

Wake Forest School of Divinity requires that the Doctor of Ministry be completed within six (6) years of a student's matriculation to comply with the Association of Theological Schools (ATS) degree program standards. If a student has not completed the DMin in compliance with the policies and procedures of the DMin program, the student will be administratively removed from the program. Additionally, students must complete all non-research project credit hours and degree requirements and register for the project three years from the initial start date.

Transfer Credit

With approval from the Curriculum and Academic Policy Committee (CAP), a student may receive up to six (6) hours of transfer credit from another ATS-accredited institution. Each course must be at the advanced degree level and the grade must be at least a B (3.0 on a scale of 4.0). A course submitted for transfer credit must have been taken no more than five years before entrance into the program. Students may not receive credit for academic work applied toward a degree that has already been awarded. Independent studies and enhanced basic degree courses will not be considered for transfer credit.

In order to transfer credit into Wake Forest University School of Divinity, all supporting documents (transcripts and relevant certificates) must be sent to the Office of Academic Affairs and the Director of the Doctor of Ministry Program for formal and final consideration.

Master of Divinity Program Academic Policies

- Academic Standing
- Graduation Application Process
- Independent Study

- Modern Language Policy
- Policies on Non-Residential Academic Credit
- Student Classification

Academic Standing

Understanding that theological education requires significant investment of time, energy, money, and other resources, the School of Divinity strives to empower students to complete the MDiv program in a timely fashion. When students struggle to make satisfactory academic progress, the School implements strategies to help students achieve academic success. When those strategies fail, or it becomes clear that a student is not well positioned to complete the MDiv degree, the School may elect to dismiss a student from the MDiv program. Dismissal is unfortunate, but it always reflects a concern for the student's financial, personal, spiritual, and vocational well-being.

Students are in good academic standing when they earn satisfactory or higher grades in courses they undertake (without failing courses or failing to complete them), earn a minimum term GPA of 2.33 in any semester, maintain a minimum cumulative GPA of 2.5, and make significant progress toward the completion of the MDiv degree. Students who fail to reach these benchmarks will be placed on academic review or academic probation in following semesters until these benchmarks are reached or until failure to reach these benchmarks results in dismissal from the MDiv program.

- Academic Probation
- Academic Review
- Process for Initiating and Concluding Academic Review and Academic Probation Status

Academic Probation

Academic probation is enforced when students fail to earn a minimum 2.5 cumulative GPA or fail to make satisfactory progress in earning credit toward the MDiv degree. Academic probation status supersedes academic review status.

Students who fail to earn a cumulative GPA of 2.5 or higher at the end of any semester will be placed on academic probation. At the discretion of the Associate Dean of Academic Affairs, full-time students may be placed on academic probation when they fail to complete the minimum number of credit hours required for full-time academic standing over the course of an entire academic year, impeding timely progress toward graduation. Academic probation status indicates that students are at risk of being dismissed from the MDiv program.

Academic Review

Academic review is ordinarily enforced when students fail to make satisfactory progress towards the MDiv degree in a given semester. Indicators of unsatisfactory progress may include, but are not limited to, any of the following: failure to reach a minimum term GPA of 2.33; failure to complete attempted courses with satisfactory grades (e.g., one or more courses with a failing, withdraw-failing, or incomplete grade); failure to earn enough credit hours in a given semester. A student can be placed on academic review even if their cumulative GPA is 2.5 or higher.

Academic review status indicates that while a student may not be at risk for being dismissed from the MDiv program, problems with academic progress in any semester merit the attention of the Associate Dean of Academic Affairs and a student's faculty advisor.

In consultation with the Associate Dean of Academic Affairs, a student on academic review will work with his or her faculty advisor to develop an academic plan, the goal of which will be to remedy problems that created the need for academic review status. Faculty advisors will monitor progress on the academic plan over the course of the semester.

Process for Initiating and Concluding Academic Review and Academic Probation Status

At the end of each semester, the Associate Dean of Academic Affairs will meet with the Assistant Dean of Admissions and Student Services, one representative of the Curriculum and Academic Policy Committee, and a representative from the Student Financial Aid Office to review and make decisions about satisfactory academic progress cases.

Following that meeting, the Associate Dean of Academic Affairs will notify students and their academic advisors, via email and letter, of the student's academic review or probation status and the academic plan they will follow in the following semester.

Working with the student's academic advisor, the Associate Dean of Academic Affairs will arrange check-ins with the student at regular intervals in the following semester or semesters to ensure that the student is working toward academic success.

Students will ordinarily be released from academic review status when they have completed all applicable requirements as prescribed by their academic plan in the following semester. Students will ordinarily be released from probation status when they have completed all applicable requirements as prescribed in their academic plan in the following semesters and have achieved a minimum cumulative GPA of 2.5.

The following are the continuation requirements for students enrolled in the Master of Divinity degree program:

- Students are required to earn a 2.5 overall GPA in order to graduate from the Master of Divinity program.
- A student whose cumulative GPA falls below 2.5 will be placed on academic probation.
- A student whose term GPA is 2.33 or lower will be placed on academic review and may be placed on academic probation after consideration of their overall record.
- In order to come off of academic probation, a student must earn at a minimum a B (3.00) term average in each successive term until the minimum cumulative grade point average of 2.5 is reached.
- Students on academic probation who fail to earn a B (3.00) term average in the immediately succeeding semester may be advised to withdraw or be dismissed from the program.
- After two semesters of full-time enrollment, a student whose overall GPA falls below 2.0 may be advised to withdraw or be dismissed from the program.

Students on academic probation

- cannot receive an "incomplete" grade for any course;
- are advised to take manageable course loads, not to exceed 12 hours;
- are not allowed to take letter-grade courses on a pass/fail basis.

Students who are dismissed from the program for academic reasons may reapply but must wait a minimum of one year from the date of withdrawal to re-enroll in the program. The reapplication process will require at minimum an academic letter of reference and a statement from the student indicating how they intend to make progress toward successful completion of the degree. All requests for reapplication should be directed to the Office of Admissions. Students on academic probation should review the Student Financial Aid Office (https://financialaid.wfu.edu/)'s policy on satisfactory academic progress. Those who do not demonstrate satisfactory academic progress may be ineligible for financial aid.

Graduation Application Process

Third year students must apply for graduation in order for their records to be activated for certification. Students should apply for graduation when assigned the task in Workday and no later than 30 days prior to the expected commencement date. During the final term, the Associate Dean of Academic Affairs and the registrar will examine each candidate's transcript. All requirements, except those satisfied by courses in progress, must be completed no later than 30 days prior to the expected commencement date. All requirements must be completed and certified, and the student must have applied for hooding or graduation before a student may participate in the commencement exercises. No further entries or alterations may be made toward the Master of Divinity degree once the student has graduated.

Independent Study

A student may request to take an independent study (IDS) course with a faculty member. Independent study courses provide students opportunities to complete advanced academic research or creative activity in a field of theological inquiry. It is suggested, but not required, that independent study courses follow upon the completion of required courses in the curricular areas most relevant to the proposed independent study project or theme. It is also suggested, but not required, that students design IDS courses using a syllabus template provided by the Office of Academic Affairs.

The following rules apply for this option:

1. An independent study will count only as a general elective course, not as a required course or a required elective.
2. A student may take no more than 6 hours of independent studies in the MDiv program.
3. A student must have a GPA of at least 3.0 in order to register for an independent study.
4. A student must be in their fourth, fifth, or sixth semesters of MDiv study to register for an independent study.
5. A request for the study must be made in writing by the student to the faculty member.
6. The faculty member must be convinced that special circumstances warrant the request.
7. The terms for an independent study must be put in writing and agreed to by the student and the faculty member.

8. No faculty member is obligated to offer independent studies.
9. Credit varies from one to three hours.

Modern Language Policy

Students in the Master of Divinity program may receive credit for up to 6 hours for modern language study in the undergraduate college as elective credit toward the degree. Students who want to enroll in language courses in the College must complete the process for taking courses outside of the School of Divinity. Information about this process is available in the Office of Academic Affairs. Also, undergraduate students are generally given preference for 100-level courses. This means that School of Divinity students can enroll in courses where there are seats available and where the instructor of the course gives her or his permission.

Policies on Non-Residential Academic Credit

- Advanced Academic Standing
- Policy on Credit for Clinical Pastoral Education and Specialized Internships
- Policy on Transfer of Academic Credit

Advanced Academic Standing

Students who can demonstrate that they have had the academic equivalent of required courses may petition the Associate Dean of Academic Affairs to substitute advanced elective courses for those requirements. Ordinarily, advanced standing is without credit, exempting certain classes but not reducing the total number of credits required for the degree. Advanced standing with credit cannot be granted on the basis of life or ministerial experience. Advanced standing should account for no more than one quarter of total degree requirements. The Associate Dean of Academic Affairs will forward appropriate petitions to the Curriculum and Academic Policy Committee, which will make a recommendation to the Associate Dean of Academic Affairs for final approval.

Policy on Credit for Clinical Pastoral Education and Specialized Internships

Students enrolled in the Master of Divinity program may earn credit by successfully completing an accredited program in Clinical Pastoral Education. To receive credit for Clinical Pastoral Education, the student must provide to the Office of Academic Affairs a letter from the accredited program stating the number of units the student has completed. Additional credit may be earned in a select number of internships. Information is available from the Office of Academic Affairs.

Policy on Transfer of Academic Credit

Credit earned prior to matriculation. Academic credit earned at another school may be submitted for review during the first semester a student is enrolled in a degree program. Transfer credit is awarded through the Office of Academic Affairs at the recommendation of the Curriculum and Academic Policy Committee. A student may not transfer more than 24 hours of credit into the Master of Divinity program. No more than 10 of these transfer credits will be awarded as required courses. Students

should be prepared to submit supporting documents, including course transcripts and syllabi, to the Curriculum and Academic Policy Committee and registrar.

In order for class standing to reflect transfer credit, a student must submit their final transcripts and/or CPE certificates by August 1 for the fall semester or January 4 for the spring semester.

The following requirements must be met before a request for transfer credit can be submitted:

1. The course must be taken at an institution accredited by an accrediting body recognized by the U.S. Department of Education or the Council on Post-Secondary Education.
2. Courses must be taken at the graduate or professional level.
3. A grade of B- or higher must be earned in the course in order for the course to be considered for transfer credit. If the course is to be considered for transfer credit as a required course the grade earned must be a B or higher.
4. Applicants for transfer credit must have earned the credit after earning a bachelor's degree.
5. The course must have been taken within the eight years prior to matriculating at the School of Divinity.
6. Any course credit earned that has been utilized or will be utilized for another degree program is not normally transferred.
7. No more than 12 hours will be transferred from a non-theological graduate program. If 12 hours are to be transferred, the student will be required to demonstrate the course's or courses' relevance to the Master of Divinity degree.

Credit earned during matriculation. Credit earned at another institution while enrolled in a degree program at the Wake Forest University School of Divinity is subject to the general transfer credit guidelines. All coursework taken at another institution during matriculation and intended for transfer must be preapproved by the Associate Dean of Academic Affairs on recommendation from the Curriculum and Academic Policy Committee.

Student Classification

First Year - completion of fewer than 24 hours toward the degree;

Second Year - completion of 24+ credit hours toward the degree;

Third Year - completion of 48+ credit hours toward the degree

Student Life

- Academic Coaching and Support Services
- Community Life
- Leadership Development and Career Services
- Housing and Meals
- School of Divinity Student Government
- Student Organizations
- Special Events

Academic Coaching and Support Services

Wake Forest School of Divinity offers academic support to interested students through the Academic Coaching and Support Services, under the direction of the Academic Program Coordinator. Coaching is available to assist students with the academic skills necessary to be successful in graduate theological education at Wake Forest University.

Services include one-on-one coaching sessions and an array of resources to facilitate academic success. From refreshers on grammar and writing practices to advice on developing good study habits, the School of Divinity supports students in doing their best. The Academic Program Coordinator is available to help students with a variety of academic questions and concerns, including effective reading strategies, writing skills, research questions, time management coaching, and much more.

Academic coaching is free and available to every School of Divinity student. Resources are also available here (https://divinity.wfu.edu/academics/academic-resources/academic-coaching-support/).

Community Life

The School of Divinity recognizes that formation and education together create a learning community. Interaction among students and faculty outside classrooms is integral to the School of Divinity experience. Ecumenical theological education embraces a commitment to community building and engagement: in classrooms, in worship, in study spaces, in surrounding communities of life and work, and in informal School of Divinity settings. Community life is celebrated and cultivated at the School of Divinity in three primary ways: communal worship, spiritual growth opportunities, and cultivation of common spaces for study, conversation, and relaxation.

Worship at the School of Divinity is multifaceted. Students have opportunities to worship together as part of the School of Divinity's weekly rhythms. A Worship Design Team made up of students, faculty, and staff curates each service through music, ritual, and proclamation. The services amplify the voices of an array of proclaimers, including guest clergy, faculty, and third-year students. Chapel services at the School of Divinity are a learning laboratory. They also offer a moment of sabbath in the midst of hectic days of classes and other responsibilities. Highlights each year of University-wide worship events include the Moravian Christmas Lovefeast, an annual Service of Remembrance, Easter Vigil and special services on other Holy Days. Students can also discover diverse worship opportunities throughout Winston-Salem and surrounding areas.

The School of Divinity recognizes the importance of community-wide opportunities for **spiritual nurture and growth**. Students have opportunities to experience worship, prayer, and meditation through an array of internship settings. Students also have seasonal opportunities to participate in retreats, group spiritual practices, and other events designed to explore and cultivate spiritual renewal and growth.

Community is formed as people gather in **common spaces** to learn, play, rest, share meals, and dialogue about important events in their lives. The School of Divinity provides a number of common spaces that allow for communal interaction and conversation. Students also discover common spaces across the Reynolda campus and in nearby Reynolda Gardens. Both the Office of Student Life and student organizations utilize campus

common spaces to hold workshops, celebratory meals, and other events, and conversations about topics important to the community.

Leadership Development and Career Services

The School of Divinity is interested in preparing students to be public leaders in diverse ministry contexts.

Pathways in Ministry

Pathways in Ministry provides workshops and panel discussions to support students in their vocational discernment by exposing them to the many paths of engaging in professional ministry and to provide resources for personal and professional skill development so students may attain and thrive in life-giving ministry careers. These workshops include such offerings as: "Finding and Keeping the Perfect Job," "Building a Narrative Resume," "Prison and Jail Chaplaincy," "Career and Internship Fair," "Starting a Nonprofit," and "Bi-Vocational Ministry."

Career Services

Career Services is the dimension of the School of Divinity that assists current students and recent alumni with finding vocational pathways for future employment. Career Services provides the following services:

- resources for students from vocational seminars and workshops to denominational connections to career counseling;
- opportunities for potential employers to network with students and find future employees;
- job postings from congregations, chaplaincy settings, nonprofit organizations, and other ministry agencies that are made available to students through email announcements and website postings.

Students and recent alumni are encouraged to utilize the resources of Career Services throughout and after their educational programs at the School of Divinity. More information on Leadership Development and Career Services, including job listings, can be found at http://www.divinity.wfu.edu/career-services (http://www.divinity.wfu.edu/career-services/).

Housing and Meals

The School of Divinity does not require that students live in University housing. Most students prefer to make their own arrangements for housing with the assistance of the Office of Admissions and Student Services in the School of Divinity. Options available range from individual rooms in University-owned properties adjacent to the campus to private apartments.

The Office of Residence Life and Housing, located in the University Services Building, serves as an information center for individuals who wish to advertise rooms, apartments, and houses for rent or sale. It also provides a place for students to list information if they are interested in finding a roommate to share expenses. Off-campus facilities listed with the Office of Residence Life and Housing are not screened. The University serves as an information source and does not assume responsibility for placement, lease agreements, or landlord-tenant relations.

School of Divinity students provide for their own meals. Community lunches are provided by the School of Divinity, area churches, and other groups once a week after chapel. Drink machines, microwave ovens, and refrigerators are available in the lower auditorium of the Divinity and Religious Studies Building.

Divinity students may elect to purchase one of the University's optional board plans. A cafeteria and a buffet service dining room are located in Reynolda Hall, and food courts offering fast food are located in the Benson University Center. For more information, contact:

ARAMARK Campus Dining Services
Box 7393
Winston-Salem, N.C., 27109

Visit www.wakeforest.campusdish.com (http://www.wakeforest.campusdish.com) for more information.

School of Divinity Student Government

The Student Leadership Council (SLC) of the School of Divinity is the constituted student governing body. The SLC gives voice to student concerns in the School of Divinity and in the broader University. Elected by the student body, representatives of the SLC coordinate special events, sponsor various organizations, and appoint students to the School of Divinity's standing committees.

The student government elects officers in the Spring of each academic year. The Student Leadership Committee (SLC) is the established liaison between faculty and students and has established a number of sub-committees to serve our School of Divinity community. The purposes of the SLC are:

- To present itself as a community of faith, under the Gospel of Jesus Christ, in witness and in fellowship.
- To provide students with programs, activities and services.
- To represent the Student Association before the School of Divinity's administration.

Student Organizations

The Office of Admissions and Student Services plans and coordinates the school's student life programs and events. The office advises the Student Leadership Council and student organizations and student publications. Student organizations at the School of Divinity include:

Akoni

Akoni provides a platform for students of African ancestry and for all Wake Forest students, faculty, and staff to explore theological education focused on the black religious experience, the Black Church as an expression of black religion, and the social, religious and political needs and concerns of the students and the black community.

Beatitudes

The Beatitudes Society develops and sustains a national network of emerging Christian leaders who advocate for justice, compassion, and peace, reclaim a Christianity that welcomes all people, and articulates a Christianity that dares to speak and act for our fragile planet and our most vulnerable citizens. The Beatitudes Society Chapter at the School of Divinity is a community of students and faculty who gather for support, action, reflection, and prayer. The group gathers biweekly at a student's home for a simple meal and lectio divina. They provide resources and

opportunities for small group studies and arrange activities advocating for or engaging in social justice.

Commonplace

Commonplace seeks to deepen the knowledge, formation, and sense of community of those concerned with ideas of food, health, ecological justice, and faith. This student organization organizes hiking trips, shares meals, attends events off-campus, and serves together. We also sponsor community lunches periodically which are sourced locally.

Kaleidoscope

The primary goal of Kaleidoscope is to serve as a safe and welcoming environment for lesbian, gay, bisexual, transgender, queer, questioning, intersex and allied students, faculty, and staff from all cultural, socio-economic, ethnic, and ecumenical backgrounds. Additionally, the group seeks to provide opportunities for all divinity school students, faculty, and staff to ask questions and dialogue with mutual respect so as to promote understanding of and engagement with LGBTQ matters.

Mosaic

Mosaic seeks to share the experience of God through artistic expression. The group nurtures and facilitates spiritual growth and expression through artistic media and promotes the use of the arts in the worship, service, contemplative, and communal life of the divinity school, as well as the University and Winston-Salem community.

Physical Wellness

The School of Divinity values whole body wellness. The Physical Wellness Club seeks to create a fun and positive means for students, faculty, and staff to be active, stay healthy, and build community. This organization offers events throughout the school year and furthers the already developed interest and participation in Wake Forest University Intramural Sports. Some of our opportunities include Flag Football, Soccer, Tennis, and Dodgeball Intramural teams, weekly yoga sessions, Zumba with the Deans, March Madness Bracket Challenge, and various study breaks during finals week.

Sistah Circle

The mission of Sistah Circle is to empower and support women of color who face unique challenges in divinity school, ministry, and beyond. Sistah Circle consists of women working together to encourage and uplift the ministry of fellow members, curate educational, social, and restorative gatherings, lead worship, and host events with other organizations that reflect its mission towards all women.

Women's Work

Women's Work is a fellowship of women who are passionate about womanhood, specifically in the ministry. It is a sacred space for women to share experiences as well as an opportunity for women to safely explore the power of their own voice. The group invites distinguished faculty and community leaders to lead discussions around topics that help the women of the divinity school grow into ministerial identities. Women's Work welcomes the divinity school community of men to join in and hear the voices of these distinguished women throughout the semester.

More information about the Student Leadership Council and student organizations can be found online at https://divinity.wfu.edu/student-life/student-organizations/.

Special Events

The Mac Bryan Prophetic Preaching Series

Established in honor and memory of George McLeod "Mac" Bryan, Sr. ('41, MA '44) by George ('61) and Carol ('64) Williamson, long-time supporters of Wake Forest and early advocates for the importance of the School of Divinity. Bryan was professor of religion and taught at the University for thirty-seven years after joining the religion faculty in 1956. He introduced courses on feminism, religion and science, medical ethics, and black and liberation theology. He fought tirelessly for Civil Rights, pursued social reform, and was instrumental in helping to integrate Wake Forest College in the 1960s. Bryan wrote several books on social justice, including *These Few Also Paid a Price* and *Voices in the Wilderness*. The series brings preachers and speakers to campus who will inspire students to live and serve at the intersection of Christianity and social justice.

The Margaret A. Steelman Lectures

Endowed in 1998 with a gift from Sanford L. Steelman, a distinguished biochemist from Hickory, NC, in honor of his wife Margaret A. Steelman. The endowment invites prominent lecturers of Judeo-Christian theology to the School of Divinity each year. Past lecturers include distinguished speakers Susan R. Garrett of Louisville Presbyterian Theological Seminary, Marcus J. Borg, acclaimed author and theologian, William Schweiker, Edward L. Ryerson, distinguished service professor of theological ethics at the University of Chicago Divinity School.

The Elizabeth and Robert Strickland Speaker Series on Religion

This speaker series was established in 2021 by Mrs. Elizabeth Strickland in memory of her late husband, Robert Strickland. A voracious reader with a deep commitment to spiritual inquiry and theological education, Mrs. Strickland wanted to underwrite this lecture series as part of her larger commitment to Wake Forest School of Divinity to expose students and the larger community to leading religious intellectuals.

Faculty

John E. Carter (2023)
Visiting Assistant Professor of Religion, Law, and Public Life
MDiv, Wake Forest University School of Divinity; JD, Duke University; ThM, PhD, Boston College.
https://divinity.wfu.edu/academics/faculty/john-carter/

Jill Y. Crainshaw (1999)
Professor of Worship and Liturgical Theology, Vice Dean for Faculty Development and Academic Initiatives, University Ombuds
BA, Wake Forest University; MDiv, Southeastern Baptist Theological Seminary; PhD, Union Theological Seminary/Presbyterian School of Christian Education.
https://divinity.wfu.edu/academics/faculty/jill-y-crainshaw/

Elizabeth O'Donnell Gandolfo (2015)
Associate Dean of Academic Affairs and Earley Associate Professor of Catholic and Latin American Studies
BA, Saint Joseph's University; MTS, University of Notre Dame; PhD, Emory University.
https://divinity.wfu.edu/academics/faculty/elizabeth-odonnell-gandolfo/

Gary Gunderson (2012)

Professor of Faith and Health of the Public
BA, Wake Forest University; MDiv, Emory University; SMin, Interdenominational Theological Center; DDiv, Chicago Theological Seminary.
https://divinity.wfu.edu/academics/faculty/gary-gunderson/

Melanie L. Harris (2021)
Professor of Black Feminist Thought and Womanist Theology and Director of the Food, Health and Ecological WellBeing Program
BA, Spelman College; MDiv, Iliff School of Theology; MA, PhD, Union Theological Seminary.
https://divinity.wfu.edu/academics/faculty/melanie-l-harris/

Derek S. Hicks (2011)
Associate Professor of Religion and Culture
BA, Grambling State University; MA, Dallas Theological Seminary; PhD, Rice University.
https://divinity.wfu.edu/academics/faculty/derek-s-hicks/

Kevin Jung (2007)
Professor of Theological Ethics and Moral Philosophy
BA, Seoul Theological University; MDiv, Princeton Theological Seminary; STM, Yale Divinity School; PhD, University of Chicago.
https://divinity.wfu.edu/academics/faculty/kevin-jung/

Alton B. Pollard (2024)
James and Marilyn Dunn Chair in Baptist Studies and University Professor of African American Studies
BA, Fisk University; MDiv, Harvard University; PhD, Duke University.
https://divinity.wfu.edu/academics/faculty/dr-alton-b-pollard-iii/

C. Austin Rivera (2021)
Assistant Professor of Church History
AB, University of Chicago; MDiv, Duke Divinity School; PhD, Yale University.
https://divinity.wfu.edu/academics/faculty/austin-rivera/

Melva L. Sampson (2017)
Assistant Professor of Preaching and Practical Theology
BA, Virginia Union University; MDiv, Emory University; MA, Howard University; PhD, Emory University.
https://divinity.wfu.edu/academics/faculty/melva-l-sampson/

Katherine A. Shaner (2013)
Associate Professor of New Testament
BA, Luther College; MDiv, Harvard Divinity School; Certificate of Studies, Lutheran School of Theology at Chicago; ThD, Harvard Divinity School.
https://divinity.wfu.edu/academics/faculty/katherine-a-shaner/

Corey D. B. Walker (2020)
Dean of the School of Divinity, Wake Forest Professor of the Humanities, Director of the Program in African American Studies
BS, Norfolk State University; MTS, Harvard University; MA, Brown University; PhD, The College of William and Mary.
https://divinity.wfu.edu/academics/faculty/corey-d-b-walker/

Neal H. Walls (2002)
Associate Professor of Old Testament Interpretation
AB, College of William and Mary; MA, University of Virginia; PhD, Johns Hopkins University.
https://divinity.wfu.edu/academics/faculty/neal-h-walls/

Wynnetta Wimberley (2023)

Assistant Teaching Professor of Practical Theology, Faculty Director, Thriving Congregations Initiative
MDiv, ThM, Princeton Theological Seminary; ThD, Emory University.
https://divinity.wfu.edu/academics/faculty/dr-wynnetta-wimberley/

Emeritus Faculty

Mark Jensen (2000)
Teaching Professor of Pastoral Care and Pastoral Theology
BA, Houston Baptist University; MDiv, PhD, Southern Baptist Theological Seminary
https://divinity.wfu.edu/academics/faculty/mark-e-jensen/

Bill J. Leonard (1999)
Founding Dean and Professor of Divinity Emeritus
BA, Texas Wesleyan University; MDiv, Southwestern Baptist Theological Seminary; PhD, Boston University.
https://divinity.wfu.edu/academics/faculty/bill-j-leonard/

Administration

Corey D. B. Walker
Dean of the School of Divinity, Wake Forest Professor of the Humanities, Director of the Program in African American Studies
BS, Norfolk State University; MDiv, Virginia Union University; MTS, Harvard University; PhD, The College of William and Mary.

Elizabeth O'Donnell Gandolfo
Associate Dean of Academic Affairs, Earley Associate Professor of Catholic and Latin American Studies
BA, Saint Joseph's University; MTS, University of Notre Dame; PhD, Emory University.

Jill Y. Crainshaw
Professor of Worship and Liturgical Theology, Vice Dean for Faculty Development and Academic Initiatives, University Ombuds
BA, Wake Forest University; MDiv, Southeastern Baptist Theological Seminary; PhD, Union Theological Seminary/Presbyterian School of Christian Education

Anna Baker
Development Coordinator
BS, NC State University

Tarsha Banister (MDiv '20)
Faith and Health Education Manager, Faith COMPASS Center
BS, NC Central University; MS, Walden University; MDiv, Wake Forest University; DMin, Duke University School of Divinity

Dionnia Brown
Associate Director, Office of Student Financial Aid
BA, Wake Forest University; MEd, McKendree University

Joshuah Brian Campbell
Director of Music and Arts; Director of University Gospel Choir
BA, Harvard University; MDiv, Union Theological Seminary

Diane Cox ('90)
Financial and Data Analyst, Faith COMPASS Center
BA, Wake Forest University

Roger Epps
Multimedia Coordinator
BS, Radford University

Marisa Hancock-Hernández
Financial Aid Counselor
BA, UNC-Chapel Hill; MS, Wake Forest University

Marcus Hawley
Strategic Partnerships Manager, Faith COMPASS Center
BA, Hampton University

DeeDe Pinckney Holly
Director, Marketing, Communications, and Public Relations
BA, Wake Forest University; MA, University of North Carolina at Greensboro; DSC, Regent University

Brittani Hunt (MDiv '15)
Assistant Dean of Admissions and Student Services
BBA, Tennessee State University; MDiv, Wake Forest University

Shonda Jones
Principal Investigator, Faith COMPASS Center
Executive Director, Academic Programs, School of Professional Studies
BA, Texas Christian University; MDiv, Brite Divinity School, Texas Christian University; EdD, University of Alabama

Hannah McMahan King ('06, MDiv '09)
Assistant Dean of Development
BA, Wake Forest University; MDiv, Wake Forest University

Khelen Kuzmovich (MDiv '13)
Academic Program Coordinator, Integrative Student Services
BA, Queens University of Charlotte; MDiv, Wake Forest University

Kaeley McMahan
Research and Instruction Librarian Arts, Religion, Divinity
BA, Wheaton College; MA, Wake Forest University; MLIS, UNC-Greensboro

Kathryn Morris
Executive Assistant to the Dean
BS, University of Dayton; MA, University of Dayton

Sally Ann Morris
Musician-in-Residence
BM, St. Andrews Presbyterian College

John Senior
Assistant Dean of Vocational Formation and Doctoral Education
Director of the Art of Ministry
AB, Bowdoin College; MDiv, Harvard Divinity School; PhD, Emory University

Shar Seyedin
Director, Finance and Administration
BS, Pepperdine University; MBA, UNC-Greensboro

Mia Sloan (MDiv, '18)
Faith Communities Project Manager, Faith COMPASS Center
BA, Winston-Salem State University; MDiv, Wake Forest University; DMin, Drew University

Stacy Smallwood ('01)
Executive Director, Faith COMPASS Center
BS, Wake Forest University; MPH, PhD, Arnold School of Public Health, University of South Carolina- Columbia

Mary Ellen Walter
Assistant Director of Academic Services, Assistant Registrar

BA, UNC-Chapel Hill

INDEX