WAKE FOREST
UNIVERSITY

SCHOOL *of* PROFESSIONAL STUDIES

2025-2026 BULLETIN

WAKE FOREST UNIVERSITY
SCHOOL OF PROFESSIONAL STUDIES

ANNOUNCEMENTS FOR 2025-2026

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The 2025-2026 Bulletin provides course descriptions and curricular requirements effective Fall 2025 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 doctor of ministry, master of divinity, and master of arts in religion degrees 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, decision analytics (offered jointly with the Department of Statistical Sciences), and finance; and four graduate degree programs: master of science in accountancy (MSA), master of science in management (MSM), 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).
- The Department of Education's initial teacher licensure program is fully 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 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 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
Business Analytics	MSBA
Business and Enterprise Management	BS
Business Administration	MBA
Decision Analytics	BS
Finance	BS
Management	MSM
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 Research	MS
Biomedical Science	MS
Cancer Biology	PhD
Clinical Research Management	MS-online, MS-online/BS, MS-online/BA
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

Code	Title	Hours
Biophysics		BS
Structural and Computational Biophysics		Certificate

Mathematics and Statistics

Code	Title	Hours
Applied Mathematics		BS
Applied Statistics		BS
Decision Analytics		BS
Mathematics		BA, BS, MS
Statistics		BA, BS, MS

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, DMSc

Professional Studies

Code	Title	Hours
Artificial Intelligence Strategy & Innovation		MAISI
Communications		MCOM
Cybersecurity Leadership		MCL
Digital Marketing		MDM
Digital Marketing and Analytics		Certificate
Educational Leadership		MEL
Enterprise Risk Management		MERM
Financial Technology and Analytics		MFTA
Health Administration		MHA
Health Informatics		MHI
Project Management		MPM, Certificate
Public Administration		MPA

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 2024

School	Men	Women	Total
Undergraduate Schools	2461	3029	5490
The Graduate School (Reynolda Campus)	210	494	704
The Graduate School (Bowman Gray Campus)	159	255	414
The School of Law	293	331	624
Divinity School	29	38	67
School of Business (Graduate)	396	276	672

	Men	Women	Total
The Wake Forest School of Medicine (Includes Physician Assistant, Nurse Anesthesia and Doctor of Nursing Practice)	282	573	855
University Totals	**4,026**	**5,296**	**9,322**

Geographic Distribution—Undergraduates

By State (2024)

State	Number
Alabama	39
Alaska	2
Arizona	16
Arkansas	7
Armed Forces - Europe	1
Armed Forces - The Pacific	2
California	195
Colorado	49
Connecticut	240
Delaware	28
District of Columbia	33
Florida	349
Georgia	219
Hawaii	4
Idaho	4
Illinois	227
Indiana	20
Iowa	7
Kansas	15
Kentucky	42
Louisiana	25
Maine	14
Maryland	252
Massachusetts	282
Michigan	14
Minnesota	44
Mississippi	3
Missouri	47
Montana	6
Nebraska	6
Nevada	8
New Hampshire	14
New Jersey	422
New Mexico	3
New York	521
North Carolina	860
North Dakota	1
Ohio	87
Oklahoma	11
Oregon	9
Pennsylvania	214
Rhode Island	13
South Carolina	100

South Dakota	2
Tennessee	135
Texas	196
Utah	5
Vermont	13
Virginia	247
Washington	31
West Virginia	15
Wisconsin	18
Wyoming	3

Countries Represented (Fall 2024)

- Argentina
- Australia
- Bahrain
- Bangladesh
- Bolivia
- Brazil
- Canada
- China
- Czechia
- Denmark
- France
- Georgia
- Germany
- Ghana
- Guatemala
- Honduras
- Hong Kong
- Iceland
- India
- Italy
- Japan
- Kazakhstan
- Korea
- Mexico
- Netherlands
- New Zealand
- Nicaragua
- Nigeria
- Norway
- Panama
- Peru
- Portugal
- Russia
- Senegal
- South Africa
- Spain
- Sweden
- Switzerland
- Taiwan
- Türkiye
- Turks and Caicos Islands
- United Kingdom
- Vietnam

International Students: 317

University Policies

- Family Educational Rights and Privacy Act
- Intellectual Property and Copyright Policies
- Non-Discrimination Statement
- Policy on Sexual Harassment
- State Authorization Reciprocity Agreements (SARA)
- 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/.

State Authorization Reciprocity Agreements (SARA)

For the purposes of authorization in states outside of North Carolina, Wake Forest University participates in the State Authorization Reciprocity Agreements (SARA). In accordance with its participation in SARA, its other policies, and its mission and purpose, the University endeavours to resolve any student complaints at the institutional level. In some instances, however, students may also have the ability to make a complaint to the National Council for State Authorization Reciprocity Agreements (NC-SARA). For further information, students may contact the offices of the State Authorization Reciprocity Agreement – North Carolina (https://www2.ncseaa.edu/SARANC/) (SARANC) via the North Carolina State Education Assistance Authority (NCSEAA), North Carolina's portal entity for SARA. Upon reviewing the complaint process (https://www2.ncseaa.edu/SARANC/Complaint.aspx), students may complete the complaint form (https://www2.ncseaa.edu/SARANC/docs/SARA-NC-ComplaintForm.pdf) and submit it either via complaint@saranc.org or to:

SARA North Carolina Director
North Carolina State Education Assistance Authority
PO Box 41349
Raleigh, NC 27629
(855) 727-2162 – toll free
(919) 248-4667 – local
(919) 248-6667 – fax
information@saranc.org
www.saranc.org (http://www.saranc.org/)

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 and HathiTrust.

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 3.4 million titles, including over 2.4 million e-books, more than 180,000 electronic journals and over 240,000 streaming audio and video titles. The Law Library holds over 125,000 volumes and the Coy C. Carpenter Library holds over 29,000 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, databases, and more. 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 projects 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 250,000 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 (https://zsr.wfu.edu/technology/equipment/). ZSR also offers a wide variety of accessories and peripherals (https://zsr.wfu.edu/access/peripherals/) that students can borrow on a first-come, first-served basis. Reference (https://zsr.wfu.edu/research/support/) and online chat (https://zsr.wfu.edu/chat/) are available to help library visitors find resources and research assistance. The library has a 118-seat auditorium that is available to 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/), CLASS Testing Center (https://class.wfu.edu/test-proctoring/), 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 CLASS Testing Center provides a testing environment for students with approved disability accommodations. 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 (Atrium Health Wake Forest Baptist Medical Center), and most of the resources are available online.

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 Reynolds 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

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/)

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.

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.

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

All student and employee parking permits are now electronic. Permits are not transferable from 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 options to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus lots (Z3 and Z4). Commuting upper-class students may also purchase an evening only permit. A waitlist will be available, if/when the on-campus or off-campus commuter permits sell out. If Transportation and Parking Services determines space is available in either of these areas, additional permits may be offered to those on the waitlist. 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 requested via email to 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/).

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.

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.

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Jean (Davis) Kutzschbach, *Houston, TX*
Steven LaDew, *New York, NY*
Erik Lisher, *New York, NY*
John Miller IV, *New York, NY*
Phillip Neugebauer, *Fairfield, CT*
Mark Owens, *Winston Salem, NC*
Mitchell Perry, *Durham, NC*
Robert Burnie Stenhouse III, *Corte Madera, CA*
Jason Strife, *Charlotte, NC*
Darren Thompson, *Scottsdale, AZ*
W. "Howard" Upchurch Jr., *Winston Salem, NC*

Terms expiring June 30, 2028

Nevin Chitkara, *Westwood, MA*
Bernard DiSantis, *Sewickley, PA*
Ann (Aultman) Johnston, *Winston Salem, NC*
Caroline (Ginman) Limehouse, *Atlanta, GA*
Andrea Malik Roe, *Atlanta, GA*
Roderick Parrish, *Raleigh, NC*
Scott Purviance, *Charlotte, NC*
Alexander Team, *Winston Salem, NC*
C. "Jeff" Triplette, *Oxford, MS*
Yunhao Wang, *Hong Kong, China*
Gregory Wessling, *Cornelius, NC*
Eric Wiseman, *Greensboro, NC*

Lifetime Member

Janice W. Calloway, Dallas, TX

Wake Forest University School of Divinity Board of Visitors

Chairperson: Mark Holt, *Raleigh, NC*

Terms expiring June 30, 2026

Ann Brinson, *High Point, NC*
Sue L. Henderson, *Winston-Salem, NC*
C. Mark Holt, *Raleigh, NC*
Alexis B. Johnson, *Weston, CT*
Brandon C. Jones, *Madison, MS*
Nathan E. Kirkpatrick, *Durham, NC*
Jared G. Lilly, *New York, NY*
Buddy F. Marterre, *Winston-Salem, NC*
Elizabeth O. Seely, *Columbus, OH*

Terms expiring June 30, 2027

Kellie J. Browne, *Winston-Salem, NC*
Molly Brummett Wudel, *Durham, NC*
Amber T. Harris, *Winston-Salem, NC*
Richard T. Howerton III, *Winston-Salem, NC*
Paul Jeanes III, *Princeton, NJ*
A. Maria Nkonge Mugweru, *Chapel Hill, NC*
Timothy Peoples, *Dallas, TX*
George Redd, *Winston-Salem, NC*
M. Gray Styers, *Greensboro, NC*

Terms expiring June 30, 2028

Darryl W. Aaron, *Greensboro, NC*
Cassandra M. Baker, *Macon, NC*

Jerry H. Baker, *Macon, NC*
Shelmer D. Blackburn Jr., *Purlear, NC*
Alan P. Sherouse, *Greensboro, NC*

Life Member

George Williamson, *Katonah, NY*

Wake Forest ZSR Library Board of Visitors

Chairperson: Shannon Bothwell, *Winston Salem, NC*

Vice Chairpersons: Bruce Summers, *Washington, DC*
Mary Summers, *Washington, DC*

Terms Expiring June 30, 2027

David Bates, *Palm City, FL*
Dan Brienza, *Waxhaw, NC*
Steve Duin, Lake *Oswego, OR*
Sophie Farrara, *Atlanta, GA*
Jeff Hogg, *Winston Salem, NC*
Ken Johnson, *Lexington, NC*
Marilu Madrigal, *Coral Gables, FL*
Brian Lawrence, *Coral Gables, FL*

Terms Expiring June 30, 2028

Barry Clendenin, *Herndon, VA*
Danielle Coe, *Atlanta, GA*
Claire Gladding, *Winston Salem, NC*
McFall Pearce, *Winston Salem, NC*
Sarah Pearce, *Winston Salem, NC*
Chris Sears, *Atlanta, GA*

The Administration

Administration reflects leadership as of July 1, 2025. 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 University

John Currie (2019)
Vice President & 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, MA, 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)
Board Secretary & Director of the Board Office
BA, Hampton University; MA, Ohio University; JD, University of Detroit Mercy School of Law; PhD, Hampton University

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

Shea Kidd Brown (2022)
Vice President for Campus Life
BA, University of Southern Mississippi; MA, 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; MS, 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

Lauren Pressley (2025)
Dean of the Z. Smith Reynolds Library
MLIS, University of North Carolina at Greensboro; BA, North Carolina State University

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

Jacqueline A. Travisano (2023)
Executive Vice President and Chief Financial Officer
BA, 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, University of 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 University; MA, PhD, Princeton University

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

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

Kimberly McAllister (2024)
Vice Provost for Research, Scholarly Inquiry, and Creative Activity
BS, Davidson College; PhD, Duke University

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

Stacie Petter (2022)
Associate Provost for Faculty Affairs
BS, Berry College; MBA, PhD, Georgia State University

College

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

Rebecca W. Alexander (2000)
Senior 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, SUNY-Geneseo; MAEd, PhD, University of Virginia

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

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

Mike Haggas (2010)
Associate Vice President, Academic Fundraising
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, The University of Western Australia; PhD, Arizona State
University

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

Jennifer Rogers (2012)
Associate Dean for Students, Reynolda Campus
BFA, BA, UNC-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, UNC-Chapel Hill

Mark E. Evans (2014)
Area Chair & Dale K. Cline Associate Dean of Accountancy; Associate
Professor
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; Board of
Visitors Faculty Fellow in Marketing; Associate Professor
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Matt W. Imboden (2008)

Chief Academic and Student Services Officer
BA, MA, Wake Forest University, MEd, UNC-Greensboro

Roderick Lewis (2023)
Executive Director, Global Inclusion and Community Impact
BS, University of Alabama; MBA, Georgia Institute of Technology

Norma R. Montague (2010)
Senior Associate Dean of Academic Programs; John B. McKinnon Professor; Associate Professor
BA, MA, NC 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; Benson Pruitt Professor in Business; Profesor
BS, PhD, Florida State University

Elizabeth B. Nolan (1996)
Chief Academic Operations Officer
BS, UNC-Chapel Hill; MSL, Wake Forest University

Ajay Patel (1993)
Area Chair of Finance; Thomas S. Goho Chair in Finance; Professor
BS, St. Joseph's College; MBA, University of Baltimore; PhD, University of Georgia

Scott M. Shafer (1998)
Interim Area Chair; Associate Dean of the Master of Science in Business Analytics Programs; Professor
BBA, BS, PhD, University of Cincinnati

Greg Stewart (2025)
Area Chair of Management; Professor
BS, Brigham Young University; PhD, Arizona State University

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

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

Julie Wayne (1998)
Interim Associate Dean of Faculty and Research, David C. Darnell Presidential Chair in Principled Leadership; Professor
BA, Furman University; PhD, University of Georgia

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

Dan Culpepper (2025)
Director of Marketing, Communications, and Public Relations
BS, BFA, Appalachian State 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 & Suzanne Reynolds Distinguished Chair in Law
BA, University of Wisconsin; JD, Emory University School of Law

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

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

Adam Landreth (2024)
Assistant Dean for Online Programs
BA, BS, UNC-Greensboro; MA, Liberty University

Margaret Lankford (1990)
Senior Director, Finance and Administration
BS, UNC-Greensboro

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

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

Barbara Melendez (2025)
Assistant Dean of Achievement, Belonging, and Impact
BS, Weber State University; JD, Brigham Young University

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

Matt Nelkin (2014)
Senior Director, Law Information Technology
BA, Wake Forest University

Branden Nicholson (2019)
Assistant Dean for Student Affairs
BA, UNC-Charlotte; MEd, Northeastern University

Megan Ratley (2016)
Director of Alumni Engagement
BA, Salem College; MS, High Point University

Logan Roach (2015)
Assistant Dean for Development
BS, Wake Forest University

Keith Robinson (2021)
Associate Dean for Research and Professor of Law
BSE, Duke University; JD, Duke University

Francie Scott (2011)
Assistant Dean of Career and Professional Development
BA, University of Virginia; JD, Wake Forest University; MSW, UNC-Chapel Hill

Margaret Taylor (1991)
Associate Dean for Academic Affairs
BA, University of Texas at Austin; JD, Yale Law School

School of Professional Studies

Charles Iacovou (2001)
Dean, School of Professional Studies
BSc, University of Vermont; PhD, The University of British Columbia

Lori Bequette (2021)
Assistant Dean, Faculty and Administration
BA, MA, PhD, West Virginia University

Lauren Burns (2021)
Assistant Dean, Marketing, Enrollment Management, and Student Services
BS, University of New Mexico; MS, Colorado State University

Shonda Jones (2011)
Assistant Dean, Academic Programs
BA, MDiv, Texas Christian University; EdD, University of Alabama

Kerry Shronts (2015)

Executive Director, Executive Education
BS, UNC-Charlotte

Erin Cordell (2023)
Executive Director, Finance
BS, Appalachian State University; MBA, Liberty University

Loréal Maguire (2021)
Executive Director, Student Services
BS, MS, Indiana University; DEd, The Pennsylvania State University

John Jones (2025)
Executive Director, Academic Programs
BS, MEd, University of Arkansas

Teronda McNeil (2025)
Executive Director, Academic Programs
BA, Methodist University; MS, Central Michigan University; MBA, UNC-Pembroke; PhD, Capella University

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, Vasser College; MD, Duke University School of Medicine; MPH, Johns Hopkins Bloomberg School of Public Health

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, UNC-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 University

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, UNC-Chapel Hill; MD, UNC-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 University; Dr PH, University of Alabama at Birmingham

Catherine Wares, MD (2023)
Associate Dean, Clinical Education-Charlotte
BS, UNC-Charlotte; MD, UNC-Chapel Hill School of Medicine

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, UNC-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

Tom Benza (2006)
Senior Associate Dean for External Recruitment
BA, BS, Appalachian State University; MA, Wake Forest 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

Riley Hall (2025)
Assistant Dean of Admissions
BA, UNC-Asheville

Bryanna Ledbetter (2024)
Assistant Dean of Admissions
BA, UNC-Chapel Hill

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

David Barkley (2024)
Assistant Dean of Admissions
BA, Wake Forest University; MA, University of Virginia

Destiny Peterson (2024)
Assistant Dean of Admissions
BA, DePauw University

Grace Sanabria (2024)
Assistant Dean of Admissions
BA, Guilford College

Ananya Bali (2024)
Admissions Counselor
BA, Wake Forest University

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

Nolan Mood (2024)
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

Malachi Woodard (2024)
Admissions Counselor
BA, Wake Forest University

Christopher R. Franklin (2013)
Senior Director of Admissions Systems

BS, University of Maryland

Kenya McCoy (2023)
Enrollment Data Analyst
BA, UNC-Chapel Hill; MA, PhD, University of Notre Dame

Craig A. Slaughter (2024)
Executive Director of Financial Aid
BA, Eastman School of Music; MS, Indiana University

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

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

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

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

Lisa A. Myers (1996)
Financial Aid Counselor

Veronica Trujillo-Cuadrado (2024)
Financial Aid Counselor
BSA, UNC-Chapel Hill

Ella R. Jones (2025)
Financial Aid Counselor
BA, MA, Indiana University Northwest

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

Nicole Pare (2024)
Financial Aid Systems Manager
BS, Utica College; MA, University of the Rockies

Brittany Ray
Financial Aid Assistant
UNC-Greensboro

Athletics

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

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

Scott Garrett (2024)
Deputy Athletic Director, Administration, Production & Operations
BA, Illinois State; MS Indiana University

Pete Paukstelis (2019)
Counsel/Senior Athletics Strategy Advisor & Risk Management
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)
Senior Associate Athletic Director, Development
BS, Wake Forest University

Jordan Jarry (2014)
Associate Athletic Director, Administration
BA, MS Georgetown University

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 University; MBA, Florida Atlantic University

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

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

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

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

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 & Operations
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
BA, 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, UNC-Greensboro

Chauncey Bowers (2018)
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)
Executive Director for 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, NC 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, PhD, UNC-Greensboro

Chris Donald (2024)
University Chaplain
AB, College of William & Mary; MDiv, Duke University; EdD, Vanderbilt University

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

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

Cherise James (2009)
Director of Orientation and Lower Division Programming
BS, University of Florida; MA, Nova Southeastern University; PhD, UNC-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, MA, Stony Brook University; EdD, University of Vermont

Chaplain's Office

Christopher R. Donald (2024)
University Chaplain
AB, The College of William & Mary; MDiv, Duke University; EdD, Vanderbilt University

Stephanie Marshall (2024)
Assistant Chaplain for Jewish Life/Hillel Director
BA, University of Puget Sound; MAJE, Hebrew Union College-Jewish Institute of Religion

Jacob (Imran) Haq (2024)
Assistant Chaplain for Muslim Life
BA, George Mason University; MA, MA, Hartford International University

Akshay Gupta (2024)
Assistant Chaplain for Hindu Life and Religious Engagement
BA, UNC-Chapel Hill; MA, Duke University; PhD, University of Cambridge

Kellee Monet (K. Monet) Rice (2012)
Associate Chaplain
BA, Louisiana State University; MDiv, Princeton Theological Seminary; DMin, Duke Divinity School

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, University of 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, SUNY-Stony Brook; MS, Georgia Institute of Technology; MA, U.S. Naval War College; PhD, Rutgers University

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

Mary Lucal (2024)
Vice President and Chief Human Resources Officer
BS, College of Wooster; BS, Ohio State University; MS, Lesley University; PhD, University of Tennessee

John K. Wise (2002)

Associate Vice President, Hospitality & Auxiliary Services
BS, University of Wisconsin-Stout

Global Wake Forest

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

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

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

Nathanial W. Lynch (2024)
Director of Center for Immigration Services & Support
BS, Oklahoma State University; MS, University of Central Arkansas

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

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 University; MA, Wake Forest University

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

Blair Bocook (2023)
Associate Director of Center for Immigration Services & Support
BA, MA, Marshall University

Greta Smith (2018)
Senior Immigration Specialist
BA, UNC-Greensboro

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

Lori Crouse (2009)
Operations Specialist
Forsyth Tech

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

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

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

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

Sarah Dale (2018)
Global Records and Data Analyst
BA, Rollins College; MS, University of Texas-Austin

Madison Wood (2025)
Research Coordinator
BS, UNC-Greensboro

Kim Snipes (2008)
Event Manager
Bob Jones University

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

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

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

Robbye Ramirez (2021)
Business Manager, Global Affairs

BS, NC State University

Hospitality and Auxiliary Services

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

Ben Casstevens (2021)
Director of Auxiliary Services - External Operations
BA, MA, Wake Forest University

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

Alexandra Collins, CHSE (2024)
Director of Sales and Marketing - Graylyn
BS, BS, UNC-CH; MA, Cornell University

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, The College of William & Mary, University of South Carolina 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, UNC-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)
Associate 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, NC 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)
Associate Director Digital Fabrication & Maker Education
BA, UNC-Greensboro; AA, Forsyth Technical College

Institutional Research

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

Director of Institutional Effectiveness
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 University; JD, Wake Forest University

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

Mary H. Crosby (2022)
Associate Counsel
BA, JD, UNC-Chapel Hill

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

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

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

Libraries

Lauren Pressley (2025)
Dean of the Z. Smith Reynolds Library
MLIS, University of North Carolina at Greensboro; BA, North Carolina State University

Rodrigo Castro (2021)
Director of Public Services, Z. Smith Reynolds Library
BS, Florida International University; MLIS, 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

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

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

Sandy Rodriguez (2024)
Associate Dean, Z. Smith Reynolds Library
BM, MLIS, University of Kentucky

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

Brandy Hardy (2016)
Interim Director of the Coy C. Carpenter Library
BS, Winston-Salem State University; MS, University of North Texas

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

Personal and Career Development

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

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

Heidi Robinson (2011)
Associate Vice President for Career Education and Coaching
Professor of the Practice, Department of Education
BA, Edward R Murrow School of Communications; MA, Wake Forest University; PhD, Indiana State University

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

Lauren Beam (2010)
Associate Director, Mentoring and Alumni Personal and Career Development
BA, Wake Forest University; MS, UNC-Greensboro

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

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

Cesar Grisales (2019)
Assistant Director of First Generation Success Programs, Career Education and Coaching
BA, Wake Forest University

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

Kelsey Lane (2025)
Assistant Director for Student Organization Engagement, Career Education and Coaching
BS, UNC-Charlotte; MA, Bowling Green State University

Patrick Sullivan (1997)

Senior Director of Operations and Special Projects, Career Education and Coaching
BA, MBA, Wake Forest University

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

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

Rebecca Johnson Chase (2017)
Career Coach, Career Education and Training
Adjunct Lecturer, Department of Education
BS, MA, Wake Forest University

Dana Steelman Helms (2022)
Assistant Director of Operations and Finance, Career Education and Coaching
BS, UNC-Charlotte; MBA, Wake Forest University

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

Ashley Graham Phipps (2014)
Associate Director, Employer Relations
BA, MS, Wake Forest University

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

Jason Wilkinson (2019)
Assistant Director, Employer Experience
BGS, Nicholls State University

Lori Sykes (2004)
Senior Associate Director, Employer Relations
BS, MBA, Appalachian State University

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

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

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

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

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

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

Ammuniki Wood (2023)
Assistant Director, Market Readiness and Employment, School of Business
BA, Culver-Stockton College; MBA, DeSales University

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

Cheryl Rotyliano (2021)
Associate Director, Market Readiness and Employment, School of Business
BA, Le Moyne College; MS, Ed, Drexel University

Ericka Spradley (2023)
Associate Director, Market Readiness and Employment, School of Business
BA, Strayer University

Lindsey Wuerfel (2025)
Assistant Director, Market Readiness and Employment, School of Business
BA, University of South Carolina; MA, MBA, Appalachian State University

Lisa Bryant (1993)
Associate Director, Market Readiness and Employment
BS, California Coast University

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

University Advancement

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

Melissa N. Combes (1996)
Associate Vice President, Presidential Advancement and Liaison to the Trustees
BA, Washington College; MBA, Wake Forest University

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; MAcct, UNC-Chapel Hill; JD, Wake Forest University

Dustie Lanier Erik (2015)

Associate Vice President, Individual Development and National Engagement
BA, Wake Forest University

Linda Luvaas (2009)
Associate Vice President, Corporate and Foundation Relations
BA, Allegheny College; MA, Duke University

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 and Volunteer Engagement
BS, Wake Forest University

Emily Smith (2006)
Associate Vice President, Philanthropic Engagement
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

Carolyn J. Whitehead (2024)
Vice President, Development and Alumni Engagement
BA, St. Andrew's University

University Registrar

Brad Maki (2024)
University Registrar
BA, Central Michigan University; MA, Michigan State University, EdD, Central Michigan University

Michael Moore (2019)
Senior Associate University Registrar
BA, Ohio University; MBA, Strayer University; PhD, Old Dominion University

Alicia Trent (2022)
Associate University Registrar
BS, Radford University; MS, UNC-Greensboro

Candace Speaks (2010)
Executive Assistant & Office Manager

Grace Lee-Seo (2022)
Data Analyst
BS, Baylor University; MS, PhD, UNC-Greensboro

Fagueye Ndiaye-Dalmadge (2008)
Assistant Registrar, Manager Reporting

BS, MBA, Southern Illinois University

Damian Patterson (2019)
Director University Registrar Operations
BA, Bridgewater College

Susan Parrott (2007)
NCAA Certification Officer
BA, Duke University; JD, UNC-Chapel Hill School of Law

Leah Farrow Steele (2021)
Assistant Registrar, Academic Records-Commencement Coordination
BS, High Point University

Richard Titus (2019)
Assistant Registrar for Transfer Evaluation
BA, MA, UNC-Greensboro

Daisy Martell Salinas (2022)
Assistant University Registrar, Registration
BS, UNC-Greensboro

Medina Singletary (2022)
Registrar Service Coordinator
AAS, Forsyth Technical Community College

University Theatre

Kaylin Gess (2023)
Interim Director of University Theatre
BA, Davidson College; MFA, University of Tennessee, Knoxville

Thomas Williams (2012)
Technical Director
BFA, Chicago State University

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 College; MFA, The University of Southern Mississippi

Other Administrative Offices

Jarrod Atchison (2010)
Professor, Communication
John Kevin Medica Director of Debate
BA, MA, Wake Forest University; PhD, University of Georgia

Jessica Burlingame (2007)
Art Collections Manager
BA, Edinboro University of Pennsylvania; MA, UNC-Greensboro

Andrew W. Gurstelle (2015)
Associate Teaching Professor, Anthropology
Academic Director of the Museum of Anthropology; Associate Teaching Professor
BA, University of Wisconsin-Madison; MA, PhD, University of Michigan

Alessandra Von Burg (2006)

Associate Professor, Communication
Program Director of Casa Artom (Venice)
PhD, University of Pittsburgh

Benjamin T. King (2007)
Professor of Practice (School of Business)
BA, University of Virginia; MBA, Wake Forest University

Peter M. Siavelis (1996)

Professor, Political Science and International Affairs
Director, Chile Across South America Study Abroad Program

Wake Forest University

PS: Political Science and Politics (https://www.google.com/url/?q=https://www.cambridge.org/core/journals/ps-political-science-and-politics&source=gmail-imap&ust=1670619887000000&usg=AOvVaw37H6fD-1ULedv6ceAI4lGI) Co-Editor

BA, Bradley University; MA, PhD, Georgetown University

Christa Colyer (1997)

Professor, Chemistry

Program Director of Worrell House (London)

BSc, Trent University; MSc, University of Guelph; PhD, Queen's University

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

Grant McAllister
Associate Professor, German
Faculty Director of Flow House (Vienna)
BA, PhD, University of Utah

THE SCHOOL OF PROFESSIONAL STUDIES

Mission

The mission of the SPS is to accelerate the professional growth of adult learners across their careers through accessible, flexible, and cutting edge educational experiences by leveraging our university's academic areas of excellence and external strategic partnerships.

Vision

The vision of SPS is to be the premier educational institution of choice for working professionals and leading organizations in Charlotte, Winston-Salem, and beyond.

In alignment with the Wake Forest University motto of Pro Humanitate, our values include a commitment to 1) being student focused in service to the learning and career needs of working professionals; 2) continual improvement that includes agility and innovation for excellence in learning and operational efficiency; 3) equity, inclusiveness, and diversity - enlarging access and valuing all members of our community; 4) ethics and transparency - leading with integrity and honor and with open communications; and 5) collaboration with community - focus on community needs to drive program development and student success, as well as on organizational partnerships essential to our success.

For details about the School of Professional Studies' program and course descriptions, faculty listing, and student policies, please visit the School of Professional Studies website at sps.wfu.edu (http://sps.wfu.edu/).

Academic Calendar - School of Professional Studies

Fall 2025

Date	Day	Event
September 1	Monday	Mini 1 Start
October 22	Wednesday	Mini 1 End
October 27	Monday	Mini 2 Start
December 17	Wednesday	Mini 2 End

Spring 2026

Date	Day	Event
January 5	Monday	Mini 1 Start
February 25	Wednesday	Mini 1 End
March 9	Monday	Mini 2 Start
April 29	Wednesday	Mini 2 End

Summer 2026

Date	Day	Event
May 11	Monday	Mini 1 Start
July 1	Wednesday	Mini 1 End
July 2	Thursday	Mini 2 Start
August 23	Sunday	Mini 2 End

Programs in the School of Professional Studies

Degree Programs

- AI Strategy and Innovation, Master
- Communications, Master
- Cybersecurity Leadership, Master
- Digital Marketing, Master
- Educational Leadership, Master
- Enterprise Risk Management, Master
- Financial Technology and Analytics, Master
- Health Administration, Master
- Health Informatics, Master
- Information Technology Management, Master
- Project Management, Master
- Public Administration, Master
- Public Policy and Data Analytics, Master

Certificates

- Digital Marketing & Analytics, Certificate
- Project Management, Certificate

Degree Programs in the School of Professional Studies

A

- AI Strategy and Innovation, Master

C

- Communications, Master
- Cybersecurity Leadership, Master

D

- Digital Marketing, Master

E

- Educational Leadership, Master
- Enterprise Risk Management, Master

F

- Financial Technology and Analytics, Master

H

- Health Administration, Master
- Health Informatics, Master

I

- Information Technology Management, Master

P

- Project Management, Master
- Public Administration, Master
- Public Policy and Data Analytics, Master

AI Strategy and Innovation, Master
Requirements

Code	Title	Hours
Core Courses		
AIN 710	Artificial Intelligence Foundations and Evolution	3
AIN 712	Strategic Leadership in Artificial Intelligence	3
AIN 714	Emerging Tools and Technologies in Artificial Intelligence	3
AIN 720	Applications of Machine Learning Techniques	3
AIN 722	Ethics and Responsible Artificial Intelligence	3
AIN 724	Artificial Intelligence Implementation Across Industries	3
AIN 799	Capstone: Interdisciplinary Artificial Intelligence Project	3
Select 3 Electives		**9**
AIN 750	Deep Learning and Advanced Artificial Intelligence	
AIN 751	Applied Computer Vision for Artificial Intelligence	
CMS 722	Strategic Communications	
DMG 714	Leadership, Ethics, and the Legal Landscape of Digital Marketing	
FTA 724	Machine Learning and Artificial Intelligence	
HIF 752	Artificial Intelligence (AI) in Health Informatics	
LDR 722	Leadership and Change Management	
Total Hours		**30**

Communications, Master
Requirements

Code	Title	Hours
Core Courses		
CMS 710	Communications Today	3
CMS 712	Communications Research	3
CMS 714	Digital Communications Engagement	3
CMS 720	Crisis and Issues Communications	3
CMS 722	Strategic Communications	3
CMS 724	Public Relations	3
CMS 730	Communications Leadership, Organizational Culture & Ethics	3
CMS 732	Leading through Intercultural Communications	3
CMS 799	Consultative Project	3

Code	Title	Hours
Select 1 Elective		**3**
CMS 750	Champion Corporate Branding	
DMG 710	Strategic Digital Marketing and AI	
DMG 722	Branding, Storytelling, and Writing Content for the Digital World	
DMG 732	Social Media Marketing: SEO, Content and Influencers	
LDR 722	Leadership and Change Management	
LDR 726	Financial Management for Today's Leaders	
PMP 710	Project Management Essentials	
Total Hours		**30**

Cybersecurity Leadership, Master
Requirements

Code	Title	Hours
Core Courses		
CYB 710	Foundations in Cybersecurity Leadership	3
CYB 712	Cybersecurity Law, Policy, and Privacy	3
CYB 714	Advanced Information Security and Cyber Controls	3
CYB 720	Incident Management and Business Continuity	3
CYB 730	Emerging Cyber Technologies	3
CYB 799	Capstone	3
CMS 720	Crisis and Issues Communications	3
ERM 724	Technology, Data, and Cyber Risk Management	3
Select 2 Electives		**6**
CYB 750	Cloud Security	
CYB 751	Proactive Cyber Defense	
AIN 712	Strategic Leadership in Artificial Intelligence	
CMS 722	Strategic Communications	
ERM 710	Enterprise Risk Management	
ERM 732	Leadership and Risk Awareness	
LDR 720	Negotiation and Conflict Management	
LDR 722	Leadership and Change Management	
Total Hours		**30**

Digital Marketing, Master
Requirements

Code	Title	Hours
Core Courses		
DMG 710	Strategic Digital Marketing and AI	3
DMG 712	Digital Marketing Research, Journey Mapping, and Consumer Analytics	3
DMG 714	Leadership, Ethics, and the Legal Landscape of Digital Marketing	3
DMG 720	Marketing Analytics and Data Visualization	3
DMG 722	Branding, Storytelling, and Writing Content for the Digital World	3

DMG 724	Digital Design Thinking and the User Experience (UX)	3
DMG 730	Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting	3
DMG 732	Social Media Marketing: SEO, Content and Influencers	3
DMG 799	Digital Campaign Project/Capstone	3
Select 1 Elective		**3**
PMP 710	Project Management Essentials	
CMS 720	Crisis and Issues Communications	
CMS 722	Strategic Communications	
CMS 732	Leading through Intercultural Communications	
CMS 750	Champion Corporate Branding	
DMG 751	Visual Content Creation and Video Development	
DMG 752	Digital Consumer Psychology and Decision Making	
DMG 753	The Customer Journey: Website and eCommerce Marketing	
LDR 726	Financial Management for Today's Leaders	
Total Hours		**30**

Educational Leadership, Master
Requirements

The Master of Educational Leadership program offers three pathways: a Non-licensure Pathway, a Licensure Pathway, and an Independent School Pathway. All students must complete the following core courses:

Code	Title	Hours
Core Courses		
EDL 710	Foundations of Educational Leadership [*]	3
CUI 712	Social Foundations of Education	3
CUI 724	Instructional Leadership	3
EDL 714	Using Research and Data to Lead School Improvement	3
EDL 720	Education Law and Ethics	3
EDL 722	Administration, Supervision, and Community	3
EDL 724	Human Resources and School Finance	3
Total Hours		**21**

* EDL 710 is a prerequisite for all other courses in the program

Licensure Pathway

Code	Title	Hours
EDL 730	Internship: School Executive I (15 weeks) [**]	3
EDL 732	Internship: School Executive II (15 weeks) [**]	3
Select 1 Elective		3
Total Hours		**9**

** prerequisite - Completion of 12 hours of SPS coursework, including EDL 710 Foundations of Educational Leadership and with permission from the Academic Director

Non-Licensure Pathway/Independent School Pathway

Code	Title	Hours
CUI 799	Capstone in Education	3
Select 2 Electives		6
Total Hours		**9**

Elective Courses

Code	Title	Hours
CUI 714	Assessment and Evaluation	3
CUI 720	Instructional Design and Digital Learning Technologies	3
CUI 722	Differentiated Instruction	3
CUI 726	Curriculum Mapping for DEI	3
LDR 720	Negotiation and Conflict Management	3
LDR 722	Leadership and Change Management	3
CMS 710	Communications Today	3
CMS 720	Crisis and Issues Communications	3
CMS 722	Strategic Communications	3
CMS 724	Public Relations	3
CMS 730	Communications Leadership, Organizational Culture & Ethics	3

Enterprise Risk Management, Master
Requirements

Code	Title	Hours
Core Courses		
ERM 710	Enterprise Risk Management	3
ERM 712	Risk Strategy and Compliance	3
ERM 714	Financial Risk Management	3
ERM 720	Decision Making for Enterprise Risk Management	3
ERM 722	Sustainable Operations Risk Management	3
ERM 724	Technology, Data, and Cyber Risk Management	3
ERM 730	Data Analytics and Risk Management	3
ERM 732	Leadership and Risk Awareness	3
ERM 799	Capstone in Enterprise Risk Management	3
Select 1 Elective		**3**
ERM 750	Emergency and Crisis Management	
CMS 722	Strategic Communications	
CMS 730	Communications Leadership, Organizational Culture & Ethics	
FTA 720	Financial Technology Today	
FTA 722	Emerging Technologies	
FTA 724	Machine Learning and Artificial Intelligence	
HAD 720	Health Information Management Systems	

Code	Title	Hours
HAD 722	Healthcare Policy, Law, and Ethics	
HIF 730	Health Information Regulation, Privacy, and Security	
LDR 722	Leadership and Change Management	
Total Hours		**30**

Financial Technology and Analytics, Master

Requirements

Code	Title	Hours
Core Courses		
FTA 710	Financial Analytics	3
FTA 712	Data Management	3
FTA 714	Visual Analytics and Influencing	3
FTA 720	Financial Technology Today	3
FTA 722	Emerging Technologies	3
FTA 724	Machine Learning and Artificial Intelligence	3
FTA 730	Decision Making and Risk Management	3
FTA 732	Managing Disruption and Innovation	3
FTA 799	Capstone in Financial Technology and Analytics	3
Select 1 Elective		**3**
DMG 710	Strategic Digital Marketing and AI	
DMG 720	Marketing Analytics and Data Visualization	
DMG 724	Digital Design Thinking and the User Experience (UX)	
DMG 752	Digital Consumer Psychology and Decision Making	
FTA 751	Financial Markets and Institutions	
FTA 752	Emerging Applications and Entrepreneurship	
LDR 722	Leadership and Change Management	
PMP 710	Project Management Essentials	
PMP 730	Agile Fundamentals	
Total Hours		**30**

Health Administration, Master

Requirements

Code	Title	Hours
Required Courses		
CMS 722	Strategic Communications	3
HAD 710	Principles of Health Systems Management	3
HAD 720	Health Information Management Systems	3
HAD 722	Healthcare Policy, Law, and Ethics	3
HAD 730	Strategic Planning and Decision Making for Healthcare Leaders	3
HAD 799	Capstone in Health Admin	3
HIF 712	Population Health and the American Healthcare System	3
HIF 732	Healthcare Leadership and Impact	3

Code	Title	Hours
HIF 734	Quality and Patient Safety Management in Healthcare	3
LDR 726	Financial Management for Today's Leaders	3
LDR 728	Human Resources Management and Organizational Development	3
Students will have the opportunity to enroll in one, 3-hour elective course of their choice across SPS offerings. Students will be advised to consider electives like DMG 710, ERM 712, ERM 724, FTA 730, FTA 751, HIF 751, HIF 752 and LDR 720 depending on their interests		**3**
Total Hours		**36**

Health Informatics, Master

Requirements

Code	Title	Hours
Core Courses		
HIF 710	Health Informatics Today	3
HIF 712	Population Health and the American Healthcare System	3
HIF 714	Digital Health	3
HIF 720	Healthcare Data Analytics	3
HIF 722	Healthcare Databases	3
HIF 730	Health Information Regulation, Privacy, and Security	3
HIF 732	Healthcare Leadership and Impact	3
HIF 734	Quality and Patient Safety Management in Healthcare	3
HIF 799	Capstone in Health Informatics	3
Select 1 Elective		**3**
ERM 724	Technology, Data, and Cyber Risk Management	
HIF 751	Telehealth Today and Tomorrow	
HIF 752	Artificial Intelligence (AI) in Health Informatics	
LDR 720	Negotiation and Conflict Management	
LDR 726	Financial Management for Today's Leaders	
LDR 728	Human Resources Management and Organizational Development	
PMP 710	Project Management Essentials	
Total Hours		**30**

Information Technology Management, Master

Requirements

Code	Title	Hours
Core Courses		
ITM 710	IT Management Fundamentals	3
ITM 712	Systems Analysis & Design	3
ITM 714	IS Strategy & Governance	3
CMS 722	Strategic Communications	3
CYB 710	Foundations in Cybersecurity Leadership	3

Code	Title	Hours
LDR 722	Leadership and Change Management	3
ITM 799	Capstone	3
Select 3 Electives		**9**
ITM 750	Law and Ethics in IT	
ITM 751	IT Infrastructure and Enterprise Cloud Computing	
AIN 714	Emerging Tools and Technologies in Artificial Intelligence	
AIN 724	Artificial Intelligence Implementation Across Industries	
CYB 730	Emerging Cyber Technologies	
EIL 712	Decision Making and Conflict Management	
ERM 724	Technology, Data, and Cyber Risk Management	
FTA 712	Data Management	
LDR 726	Financial Management for Today's Leaders	
LDR 720	Negotiation and Conflict Management	
PMP 710	Project Management Essentials	
Total Hours		**30**

Project Management, Master

Requirements

Code	Title	Hours
Core Courses		
PMP 710	Project Management Essentials	3
PMP 712	Mastering the Project Life Cycle	3
PMP 714	Portfolio and Program Management	3
PMP 730	Agile Fundamentals	3
PMP 734	AI and Data Analytics for Project Management	3
LDR 720	Negotiation and Conflict Management	3
LDR 722	Leadership and Change Management	3
PMP 799	Capstone in Project Management	3
Select 2 Electives		**6**
PMP 750	Lean Six Sigma	
PMP 752	ScrumMaster Leadership Preparation	
CMS 710	Communications Today	
CMS 724	Public Relations	
CUI 710	Curriculum and Instruction Fundamentals	
CUI 720	Instructional Design and Digital Learning Technologies	
DMG 710	Strategic Digital Marketing and AI	
DMG 712	Digital Marketing Research, Journey Mapping, and Consumer Analytics	
FTA 710	Financial Analytics	
FTA 714	Visual Analytics and Influencing	
FTA 722	Emerging Technologies	
FTA 724	Machine Learning and Artificial Intelligence	
HAD 710	Principles of Health Systems Management	
HAD 720	Health Information Management Systems	
HIF 710	Health Informatics Today	

Code	Title	Hours
HIF 734	Quality and Patient Safety Management in Healthcare	
Total Hours		**30**

Public Administration, Master

Requirements

Code	Title	Hours
Core Courses		
PAD 710	Public Administration Principles	3
PAD 712	Financial Management and Budgeting	3
PAD 714	Research Methods for Public Administration	3
PAD 720	Technology and Public Administration	3
PAD 724	Public Law	3
PAD 730	Data Analytics and Public Administration	3
PAD 732	Equity and Public Policy	3
LDR 722	Leadership and Change Management	3
PAD 799	Capstone in Public Administration	3
Select 1 Elective		**3**
PAD 750	Housing and Development	
PAD 751	Sustainability and Environmental Systems	
CMS 730	Communications Leadership, Organizational Culture & Ethics	
CMS 732	Leading through Intercultural Communications	
HAD 730	Strategic Planning and Decision Making for Healthcare Leaders	
PMP 710	Project Management Essentials	
Total Hours		**30**

Public Policy and Data Analytics, Master

Requirements

Code	Title	Hours
Core Courses		
PPD 710	Quantitative Policy Analysis I: Foundations of Data Analytics for Public Policy	3
PPD 712	Quantitative Policy Analysis II: Statistics for Public Policy	3
PPD 714	Data Visualization & Storytelling for Public Policy	3
PPD 720	Public Policy Design	3
PPD 722	Public Policy Implementation and Management	3
PPD 730	Data Ethics, Privacy, and Governance	3
PPD 799	Capstone	3
PAD 714	Research Methods for Public Administration	3
PAD 730	Data Analytics and Public Administration	3
Select 1 Elective		**3**

AIN 720	Applications of Machine Learning Techniques
CMS 722	Strategic Communications
EDL 714	Using Research and Data to Lead School Improvement
PAD 710	Public Administration Principles
PAD 712	Financial Management and Budgeting
PAD 732	Equity and Public Policy
PAD 750	Housing and Development
PAD 751	Sustainability and Environmental Systems
PMP 710	Project Management Essentials
TCH 720	Python Programming Essentials
Total Hours	**30**

Certificates

D

- Digital Marketing & Analytics, Certificate

P

- Project Management, Certificate

Digital Marketing & Analytics, Certificate

Requirements

Code	Title	Hours
DMG 710	Strategic Digital Marketing and AI	3
DMG 712	Digital Marketing Research, Journey Mapping, and Consumer Analytics	3
DMG 720	Marketing Analytics and Data Visualization	3
DMG 730	Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting	3
Total Hours		**12**

Project Management, Certificate

Requirements

Code	Title	Hours
PMP 710	Project Management Essentials	3
PMP 712	Mastering the Project Life Cycle	3
PMP 730	Agile Fundamentals	3
LDR 722	Leadership and Change Management	3
Total Hours		**12**

Courses A-Z

A

- Artificial Intelligence Strategy & Innovation (AIN)

C

- Communication (CMS)
- Curriculum & Instruction (CUI)
- Cybersecurity Leadership (CYB)

D

- Digital Marketing (DMG)

E

- Educational Leadership (EDL)
- Enterprise Risk Management (ERM)
- Ethical and Inclusive Leadership (EIL)

F

- Faith & Health Equity (FAH)
- Financial Tech & Analytics (FTA)

H

- Health Administration (HAD)
- Health Informatics (HIF)

I

- Information Technology Management (ITM)

L

- Leadership (LDR)

P

- Project Management (PMP)
- Public Administration (PAD)
- Public Policy and Data Analytics (PPD)

T

- Technology (TCH)

Artificial Intelligence Strategy & Innovation (AIN)

AIN 710. Artificial Intelligence Foundations and Evolution. (3 h)
This course will provide a comprehensive overview and historical progression of Artificial Intelligence. This course provides students with a solid grounding in the essential principles of AI, covering key topics such as machine learning, neural networks, and natural language processing. It delves into the historical milestones that have shaped the development of AI, examining pivotal research breakthroughs and technological advancements. The course also explores the current landscape and future directions of AI, emphasizing the use of AI in various industries such as healthcare, finance, and retail. By the end of the course, students will have a thorough understanding of AI's foundational theories, practical applications, and evolutionary trajectory.

AIN 712. Strategic Leadership in Artificial Intelligence. (3 h)
Students will learn and perform the best practices for building artificial intelligence systems in real-world applications. This course will include modules on change management specific to AI implementation. Students will build AI systems knowledge and the skills necessary to develop and implement AI strategies effectively in diverse organizational contexts.

AIN 714. Emerging Tools and Technologies in Artificial Intelligence. (3 h)
This course will provide students with skills in leveraging the latest tools and methodologies in the field. Students will track the continuous iterations of artificial intelligence as one of the most rapidly evolving technologies of our time through LLM benchmarking and scoring various models. Students will experiment with various LLMs, learning to craft and refine prompts to optimize model outputs for different applications.

AIN 720. Applications of Machine Learning Techniques. (3 h)
This course covers a broad range and overview of machine learning techniques, including supervised, unsupervised, and reinforcement learning. Students will learn about key algorithms such as linear regression, decision trees, support vector machines, k-means clustering, and neural networks. The course emphasizes practical applications, guiding students through the process of implementing these techniques using popular programming languages and frameworks. By the end of the course, students will be proficient in selecting and applying appropriate machine learning techniques to solve complex problems, including crafting effective prompts and evaluating their performance, and understanding their theoretical underpinnings.

AIN 722. Ethics and Responsible Artificial Intelligence. (3 h)
This course will introduce students to the key areas of consideration when deploying products that contain AI. Students will discuss the social, political, and economic effects that AI may have on society - today and in the future. It will cover developing an understanding of public concerns with AI, including economic, equity, and human rights. Students will study diverse ethical issues that arise with the widespread and rapid integration of AI technologies. This course will also include the tools and frameworks for ensuring ethical AI practices to mitigate AI bias (examples include: AI Fairness 360, Explainable AI Frameworks, etc.). Students will also explore how prompt engineering can influence the fairness and transparency of LLMs, experimenting with prompts to understand and mitigate bias in outputs.

AIN 724. Artificial Intelligence Implementation Across Industries. (3 h)
This course explores the selection and implementation of artificial intelligence across various industries and teams. This course will equip students with the skills to leverage AI technologies in interdisciplinary contexts to foster collaboration, ethical decision-making, problem-solving, and impactful integration. Students will review real- world, industry-specific case studies and strategic frameworks in various sectors.

AIN 750. Deep Learning and Advanced Artificial Intelligence. (3 h)
This course teaches foundations on neural networks and deep learning networks. The course will cover deep neural networks and their applications to various problems. Students will participate in hands-on labs with real-world datasets to enhance practical skills, and use prompt engineering to interact with advanced models; Including topics on GANs, transformers, and other advanced deep learning techniques.

AIN 751. Applied Computer Vision for Artificial Intelligence. (3 h)
This course provides an introduction to computer vision by exploring a combination of traditional AI, machine learning, image processing, and mathematical theories to provide ways of programming a computer to understand visual imagery. The course will expose students to the techniques required to efficiently analyze images for representation in applicable context scenarios.

AIN 799. Capstone: Interdisciplinary Artificial Intelligence Project. (3 h)
Integrating and applying what is learned across a set of courses and experiences leads to deeper understanding and habits of practice that inform a career. The capstone project applies the knowledge and skills gained through the program to a real-world challenge in the field of artificial intelligence. The specific project will vary depending on student interest and goals. Students will work with practicing professionals or industry partners in a relevant field to define and develop their capstone project. Students must complete all core courses prior to the capstone project.

Communication (CMS)

CMS 710. Communications Today. (3 h)
Today's professionals encounter an increasingly complex organizational environment. The course prepares students to be effective leaders within their organizations while managing current and emerging trends. Students will learn to use the latest emerging digital tools that support the communications function. They will apply real-world problem-solving skills and improve their business writing and presentation skills.

CMS 712. Communications Research. (3 h)
Strategic communicators understand that data is an essential basis for well-planned strategies. This course provides the knowledge of research design and data interpretation, helping communications professionals become proficient consumers and ethical producers of research-based arguments.

CMS 714. Digital Communications Engagement. (3 h)
In today's digital world, consumers of digital messaging are also producers of digital content. Today's professionals must not only keep up with the near-constant changes in media platforms but must use multiple channels to generate content and listen to users. This course helps build a foundation in current digital practices and emerging media technologies, including digital brand storytelling, content marketing strategy, social media marketing, influencer marketing, and search engine optimization (SEO).

CMS 720. Crisis and Issues Communications. (3 h)
Real and perceived threats can pose major challenges for organizations. These threats can range from attacks on an organization's reputation to managing the proliferation of misinformation communicated in both external and internal channels, inclusive of social media. This course provides the tools, approaches, and confidence to manage long-term challenges as part of crisis & issues management and public relations strategy.

CMS 722. Strategic Communications. (3 h)
Internal and external stakeholders expect greater transparency and responsiveness from organizational leaders today. This course emphasizes the practice of internal and external strategic communications through the analysis of case studies spanning corporate communications, public relations, marketing, and social media. This course examines real organizational challenges and students work to identify solutions.

CMS 724. Public Relations. (3 h)
Public relations (PR) professionals are increasingly tasked with building and maintaining multi-directional relationships with both internal and external key stakeholders. This course introduces practical approaches to communicating persuasively and building managing corporate reputation, driving awareness and affinity for the brand among a wide array of stakeholders.

CMS 730. Communications Leadership, Organizational Culture & Ethics. (3 h)
Most organizations have a mission or values statement. How many organizations are living it? This course helps identify leadership strategies for ensuring organizational strategies are aligned with the organization's mission and values and serve the broader goals of business and society. Learn more about the important role communications professionals have in influencing organizational cultures and engaging in corporate and social responsibility to build trust and make a positive, authentic impact. Effective leaders communicate consistently and in alignment with organizational missions that represent the highest ethical standards.

CMS 732. Leading through Intercultural Communications. (3 h)
Equitable practices foster trust and commitment to organizations and brands. Communication leaders must develop intercultural awareness and competence that reflect diversity of thought, culture, and experience. Learn how to assess and design inclusive communication strategies and put them into action.

CMS 750. Champion Corporate Branding. (3 h)
Companies with a strong brand purpose have stronger customer and employee loyalty. Is your company's brand strong? How can you start with the "why" of your brand rather than the "what" and "how" of a product line? In this course, you will learn to recognize strong brands and identify strategies for strengthening brand purpose.

CMS 799. Consultative Project. (3 h)
Learning is forged through application. This immersive course applies communications skills and knowledge through a hands-on consultative project. Students will develop a communications plan to solve a current real-world challenge for an existing company or organization.

Curriculum & Instruction (CUI)

CUI 710. Curriculum and Instruction Fundamentals. (3 h)
Curriculum and Instruction including theories, design principles, and evaluation models. The course will investigate the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped, including curriculum literacy - the major input variables to curriculum decision-making, implementations, and curriculum evaluation.

CUI 712. Social Foundations of Education. (3 h)
A critical examination of the political, social, and economic goals of schooling and their intersection with educational equality and student diversity through the lens of educational philosophy and positionality with a view to developing a culturally responsive multicultural pedagogical praxis that enhances student success.

CUI 714. Assessment and Evaluation. (3 h)
This course is designed to introduce students to the variety of assessment and evaluation techniques and their purpose, including how these techniques are used in instructional planning, decision-making, and curriculum development.

CUI 720. Instructional Design and Digital Learning Technologies. (3 h)
A comprehensive exploration of instructional design frameworks, including best practices with design, development, and evaluation of these frames. Students will get to practice working in traditional instructional design frameworks (ADDIE, Gange's), more modern frameworks (Agile, SAM), along with collaborative frameworks (Co-Design, Design Justice). This course will provide an overview of the digital tools, techniques, opportunities and challenges associated with learning technologies and leading teams. The course will also introduce learning technology applications, provide tools to evaluate learning technology solutions and related multimedia learning design models, address digital accessibility, and engage in best instructional technology practices. The course provides the opportunity to explore various online learning tools and does not include in-depth training in any specific tool.

CUI 722. Differentiated Instruction. (3 h)
This course will focus on the practice of differentiating instruction as a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, students learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students' interests, readiness, and learning profile. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative assessments while ensuring that their instruction includes meaningful applications of knowledge. Students also learn how to draw on internal and external resources to support holistic learning processes.

CUI 724. Instructional Leadership. (3 h)
This course explores various strategies for instructional leadership, including coaching and mentoring, and their relationship to educational leadership and positive teaching and learning outcomes. The course will emphasize the skills to build productive relationships and effective mentoring among educators, and consensus-building among a course design team.

CUI 726. Curriculum Mapping for DEI. (3 h)
This course will focus on curriculum mapping, the practice of ensuring that teaching is structured in a meaningful and logical sequence to build knowledge and achieve desired curricular outcomes. This process includes charting and tracking academic program priorities and redundancies, and identifying educational gaps. Students will learn about long-term planning for vertical and comprehensive learning to proactively address learning gaps and misalignments. The course will also provide technical guides of a curriculum mapping process with a specific focus on diversity, equity, and inclusion, and outcomes.

CUI 799. Capstone in Education. (3 h)
Designed for all education students, this course aims to provide opportunities for students to gain real-world experience. Students will identify, analyze, and develop curricula or leadership theory and demonstrate effective practices by engaging one data point (i.e., student achievement). The capstone will also include examining the standards and exploring how to teach the standards. Additionally, students will have opportunities to put their knowledge into practice through professional shadowing and individual or group projects with key educational leaders. In this course, students will: Identify, analyze, and develop curricula and/or educational leadership theory and demonstrate effective practices by engaging one essential data point aimed at school improvement. Explain and demonstrate reflective practices to improve teaching for themselves and teacher leaders Employ strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum and communicate those plans to parents, guardians, professionals, administrators, and the community.

Cybersecurity Leadership (CYB)

CYB 710. Foundations in Cybersecurity Leadership. (3 h)
This course provides a foundational understanding of the critical aspects of leading cybersecurity initiatives within an organization. The course includes frameworks and principles for developing and assessing a cybersecurity program. Students will explore cybersecurity terms and concepts, ethical considerations, leadership theories, risk management practices, strategic planning, and effective communication techniques necessary for driving cybersecurity initiatives. Through case studies and practical exercises, students will learn to navigate the complexities of cybersecurity leadership and build resilient cybersecurity programs. Students will be given an overview of the various roles and responsibilities that comprise a cybersecurity department in the industry.

CYB 712. Cybersecurity Law, Policy, and Privacy. (3 h)
An overview of cyber risks, along with the laws and regulations that apply to the rapidly changing threat landscape of cybersecurity. We will explore the impacts of cyberattacks, data privacy challenges, cyber-criminal motives, and common strategies used to combat cyber warfare. After studying the strategies and challenges of preserving the confidentiality, integrity, and availability of sensitive information such as personally identifiable information (PII), financial information, and protected health information (PHI), you will develop a cybersecurity risk mitigation strategy for workplace or personal data.

CYB 714. Advanced Information Security and Cyber Controls. (3 h)
This course covers fundamental security design principles and information assurance fundamentals. Students will explore a wide range of topics including cryptography, capability and access control mechanisms, authentication models, security models, operating systems security, malicious code, security policy formation and enforcement, vulnerability analysis, and the evaluation of secure systems. Emphasis will be placed on the implementation and management of cyber controls to mitigate risks and ensure robust security measures are in place.

CYB 720. Incident Management and Business Continuity. (3 h)
This course provides a comprehensive exploration of strategies and practices essential for responding to cybersecurity incidents and ensuring business continuity. Students will learn to plan, test, and execute incident management and disaster recovery strategies, including conducting Business Impact Analysis (BIA) to prioritize responses. The course emphasizes the importance of exercises to test preparedness plans and enhance cyber resilience. Topics include incident detection and response, crisis communication, ethics, coordination of recovery efforts, and the integration of cybersecurity measures into business continuity plans.

CYB 730. Emerging Cyber Technologies. (3 h)
This course is designed to keep students at the forefront of the rapidly evolving cybersecurity landscape by exposing them to the latest trends, tools, and innovations. This course covers cutting-edge technologies. Students will explore the potential impacts of these technologies on cybersecurity practices, assess their practical applications, and understand how to integrate them into existing security frameworks. Students will gain a comprehensive understanding of how to leverage emerging technologies in cybersecurity.

CYB 750. Cloud Security. (3 h)
This course explores advanced strategies and principles essential for securing cloud computing environments. Students will delve into the unique security challenges and considerations specific to cloud architectures, including multi-tenancy, cloud service models, data protection, and identity management. The course covers best practices for implementing and managing security controls in cloud environments, compliance requirements, and strategies for mitigating cloud-specific risks. Emphasis is placed on understanding cloud security frameworks, incident response in cloud environments, and the integration of cloud security into organizational cybersecurity strategies.

CYB 751. Proactive Cyber Defense. (3 h)
This course delves into advanced strategies and frameworks designed to anticipate, identify, and mitigate cyber threats. Key topics include security architectures such as Zero Trust, proactive threat hunting, continuous monitoring, and the integration of artificial intelligence (AI) and machine learning (ML) in cyber defense. Through a combination of theoretical knowledge and practical exercises, students will learn to design and implement robust defense mechanisms that enhance the resilience of digital infrastructures.

CYB 799. Capstone. (3 h)
This course requires students to synthesize and apply their acquired knowledge and skills through a comprehensive, project-based approach. Students will develop and present a capstone project that addresses real-world cybersecurity issues, integrating strategic, technical, and leadership aspects. Emphasis will be placed on aligning cybersecurity strategies with organizational goals and risk management frameworks, defining and ensuring adherence to cybersecurity policies and regulations, leveraging emerging technologies, planning and executing incident management and disaster recovery strategies, and addressing ethical challenges in cybersecurity. The course also focuses on enhancing executive communication and strategic communication across stakeholders.

Digital Marketing (DMG)

DMG 710. Strategic Digital Marketing and AI. (3 h)
This course covers fundamental principles and best practices of digital marketing strategies (e.g., positioning, pricing, etc.) and tactics (e.g., market research-derived segmentation and targeting, packaging, channel management, etc.). An emphasis is placed on marketing frameworks and concepts (e.g., marketing communications, brand management, marketing analytics, etc.). Cross-cultural awareness in digital marketing (e.g., the role of ethnicity and other demographic variables) will also be examined.

DMG 712. Digital Marketing Research, Journey Mapping, and Consumer Analytics. (3 h)
Robust knowledge of research methods is fundamental to the digital marketing discipline. This course teaches professionals how to use research techniques to deeply understand and focus on the needs and interests of the consumer in integrated campaigns.

DMG 714. Leadership, Ethics, and the Legal Landscape of Digital Marketing. (3 h)
This course covers the ethics of digital marketing and product liability, and it explores emerging issues related to the buying and selling of consumer data, the use of artificial intelligence (AI) to predict and influence human behavior, and other consumer privacy concerns.

DMG 720. Marketing Analytics and Data Visualization. (3 h)
This course covers best practices for gathering, interpreting, and presenting compelling digital data to inspire positive action.

DMG 722. Branding, Storytelling, and Writing Content for the Digital World. (3 h)
Many campaigns never make it to the market or fall flat in execution because a compelling "story" isn't being told in them. This course integrates brand management principles and marketing frameworks to guide digital storytelling that effectively engages consumers and other stakeholders.

DMG 724. Digital Design Thinking and the User Experience (UX). (3 h)
This course focuses on user-centered design (UCD) and associated methodologies, including user research, digitally-enabled user experience (UX), interaction design, and usability testing.

DMG 730. Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting. (3 h)
Given the dynamic nature of the marketplace and rapidly shifting consumer interests and behaviors, it is critical to have a deep understanding of the digital tools that can be employed to track such shifts and to communicate with consumers in impactful ways.

DMG 732. Social Media Marketing: SEO, Content and Influencers. (3 h)
Digital marketers must learn how to expertly leverage content in order to increase the attention consumers pay to their brands. This is an increasingly challenging task given the crowded marketplace and information overload that consumers face.

DMG 751. Visual Content Creation and Video Development. (3 h)
Creating engaging visual content requires a unique set of skills including knowledge of the latest tools, knowledge of your target audience, and the ability to communicate your creative vision. This course will explore the visual content formats used in digital marketing, the tools that help create them, and how to best measure their performance.

DMG 752. Digital Consumer Psychology and Decision Making. (3 h)
This course will provide a deep dive into online and mobile consumer behavior and use an analytics-driven approach to explain why consumers look, pause, click, engage, and buy.

DMG 753. The Customer Journey: Website and eCommerce Marketing. (3 h)
In digital marketing, understanding the consumer journey is extremely important. To help students understand that journey and to design impactful digital pathways for it, this course will focus on website and eCommerce marketing strategies that increase customer demand and sales.

DMG 799. Digital Campaign Project/Capstone. (3 h)
This course will enable students to integrate the skills and knowledge that were developed in the other courses of the program to complete a digital marketing project for an organization.

Educational Leadership (EDL)

EDL 710. Foundations of Educational Leadership. (3 h)
Students will be introduced to foundational concepts and challenges of educational leadership. The course will include a focus on school-level leadership and accountability, roles and responsibilities, and the principles of educational leadership. This course is a prerequisite for all other courses.

EDL 714. Using Research and Data to Lead School Improvement. (3 h)
This course focuses on using data to enhance equitable decision-making processes for comprehensive school improvement, including instruction, school culture, and community involvement. Emphasis in the course will include use of assessment and research data to identify school improvement needs and to design projects that respond to those needs.

EDL 720. Education Law and Ethics. (3 h)
This course explores legal and ethical responsibilities of the school leader and implications of federal, state, and local education policies, including statutes, regulations, and risks. Course topics will emphasize regulations and responsibilities in areas such as special education, confidentiality, liability, due process, search and seizure, employment matters, and church/state conflicts.

EDL 722. Administration, Supervision, and Community. (3 h)
This course introduces students to organizational theories, the politics of education, and building safe, supportive, and inclusive environments in schools and communities. Students will be reflective of various administrative and organizational theories and how these concepts inform their practice as school leaders. The course will also focus on distributive leadership, developing skills for team management, and collaborative analysis of community building.

EDL 724. Human Resources and School Finance. (3 h)
Students will be introduced to the management of an organization's workforce planning through the design and implementation of effective human resources policies and procedures, as well as financial implications. This content includes processes and systems related to performance management, talent management, diversity, and employee wellness.

EDL 730. Internship: School Executive I (15 weeks). (3 h)
This course, part 1 of two courses, provides a practical introduction to executive school leadership by engaging in activities with school leaders. These two courses are composed of a two-semester internship in a public school setting in order to give students opportunities to learn in the field. The student's internship will be supervised jointly by school-based administrators and SPS academic director and will include a reflective evaluation. P-Completion of 12 hours of SPS coursework, including EDL 710, and with permission of the academic director.

EDL 732. Internship: School Executive II (15 weeks). (3 h)
This course, part 2 of two courses, builds on the skills of executive school leadership by engaging in activities with school leaders. These two courses are composed of a two-semester internship in a public school setting in order to give students opportunities to learn in the field. The student's internship will be supervised jointly by school-based administrators and SPS academic director and will include a reflective evaluation. P. Completion of 12 hours of SPS coursework, including EDL 730, and with permission of the Academic Director.

Enterprise Risk Management (ERM)

ERM 710. Enterprise Risk Management. (3 h)
Enterprise Risk Management (ERM) is an essential organizational feature that impacts an organization's ability to adapt and compete in a rapidly changing environment. Recognize key ERM concepts and management issues involved with assessing current and emerging risk environments in both the private and public sectors.   Topics include: Strategic and reputational risk; The role and need for comprehensive assurance strategy and planning; Positioning organizations to manage cybersecurity, financial, environmental, social, and governance risks An overview of the system-wide ERM structure integrated with strategy, compliance, and governance; The social and behavioral impact on the workforce and its effect on productivity; and The organizational infrastructure relating to national, regional, and international compliance.

ERM 712. Risk Strategy and Compliance. (3 h)
Having strong risk strategy and compliance awareness are essential to overall organizational health. Identifying and understanding key regulatory risks and internal controls are essential elements of the ERM framework.   Learn important concepts, tools, and skills such as: evaluating and executing risk assessment through analytical risk analysis techniques and simulations; designing an organizational global risk management plan; and implementing control measures to assess the plan's effectiveness. Examine legal/regulatory, auditing, and industry-specific requirements related to compliance as well as ERM's role in understanding the future regulatory environment.

ERM 714. Financial Risk Management. (3 h)
Managing financial risks is a chief concern for any organization. Learn how to identify, evaluate, and develop internal controls to manage financial risks in alignment with organizational strategy.   Evaluate how organizations manage financial risk including credit, market, price, and liquidity risks. Identify and apply the tools and techniques for mitigating financial price risk, such as diversification, futures, options, and short selling as well as strategies for balance sheet, interest rate, and liquidity risk management. Explore the advantages and disadvantages of different financial risk management tools, and the link between financial and other risk types to ensure capital is available and accessible.

ERM 720. Decision Making for Enterprise Risk Management. (3 h)
Quality decision-making is essential to effective ERM and inevitably involves strategic choices. Learn how to navigate key ERM decisions in a dynamic risk environment.   Learn key concepts and skills needed to improve risk-related business problem-solving and managerial decision-making through the use of quantitative and qualitative decision-making tools and techniques. The course covers key concepts and methodologies of the decision-making process, problem-solving, decision analysis, data collection, probability distribution, evaluation, and prediction methods. Students also learn how ERM professionals facilitate risk discussions with key internal and external stakeholders.

ERM 722. Sustainable Operations Risk Management. (3 h)
Organizations must address operational risks on an ongoing basis through ERM. ERM professionals must understand how organizations monitor, assess, and manage operational risks to support strategy and promote productivity and sustainability. Cover the central concepts of operational risk including risks related to business processes and execution, business continuity, environmental risk, social responsibility, internal and external fraud, financial reporting, third-party management, change management, human capital, supply chain, legal and governance risks. Learn key operational risk framework elements such as process mapping, risk identification, control documentation, and testing. The course covers core techniques for assessing, monitoring, and mitigating operational and sustainability risks.

ERM 724. Technology, Data, and Cyber Risk Management. (3 h)
Managing technology, data, and cyber risk is essential to navigating a rapidly evolving contemporary risk landscape and creating an effective ERM system. Explore how organizational responses to cyber security, data, and emerging technologies such as AI can help organizations avoid minefields and capture opportunities.   Develop an understanding of how to navigate a complex environment with layered technology, data, and cyber risks. Apply analytical tools to policy problems created by the regulatory system, such as regulatory gaps between federal, state, and foreign governments. The course will also highlight how ERM professionals can elevate the visibility of important cyber, data, and technology needs within an organization.

ERM 730. Data Analytics and Risk Management. (3 h)
The effective utilization of data is a key competitive advantage for contemporary organizations. Explore the important connection between data analysis, ERM, and organizational strategy. Apply tools used by ERM professionals to analyze different types of data, employ data to support strategy, and create meaningful reporting for target audiences. Explore traditional and new sources of data, data governance, data quality, digital, legal, and ethical considerations, and challenges associated with forecasting in the context of risk and uncertainty.

ERM 732. Leadership and Risk Awareness. (3 h)
Successful leadership is a key component of ERM. Explore how to align ERM with organizational strategy and deploy leadership methods to promote a risk-aware culture. Successful risk leadership entails courageous, influential, and inclusive leadership.   Explore how to effectively model and promote a risk-aware culture and engage in influential leadership aligning ERM with organizational strategy and purpose. Topics include leadership principles, styles, and frameworks; promoting a risk-aware culture; managing governance risks; motivating and directing teams; change management; advancing strategy with ERM; strategic communications; reputational stewardship; partnering; and stakeholder management.

ERM 750. Emergency and Crisis Management. (3 h)
Crisis and/or incident management is a key facet of ERM. Learn how crisis management and its lessons contribute to improving organizational performance on an ongoing basis.   Focus on business decisions and management processes necessary to anticipate, plan for, manage, communicate about, and recover from crises affecting corporations and other complex organizations. It covers the key component steps for the development of a corporate Business Continuity Plan.

ERM 799. Capstone in Enterprise Risk Management. (3 h)

Ethical and Inclusive Leadership (EIL)

EIL 710. Moral and Ethical Dimensions of Inclusive Leadership. (3 h)
This course investigates current theories and knowledge about the moral and ethical dimensions of inclusive leadership, and explores related leadership strategies.

EIL 712. Decision Making and Conflict Management. (3 h)
Against a backdrop of major social, economic, and cultural transitions, leaders need a deeper understanding of ethical decision-making and effective conflict management. At the same time, leaders' decisions are often viewed from varied stakeholders' perspectives that are sometimes in tension with the leaders' views and aims. This course equips students with knowledge and skills for navigating complex (and sometimes contentious) organizational landscapes.

EIL 714. Shaping an Ethical and Inclusive Organization. (3 h)
What tools do leaders need to lead sustainable transformation in organizations? How do leaders implement strategies to enhance diversity, equity, and inclusion in their organizations? What leadership skills and qualities are important as leaders envision, implement, and assess organizational changes infused with inclusive ethical decision-making? This course explores these questions and equips learners to shape an ethical and inclusive organization.

Faith & Health Equity (FAH)

FAH 710. Faith and Health Equity: Integrative Paradigms. (3 h)
This course is an exploration of current theory and knowledge about the intersection of faith and health.

FAH 712. Social and Ecological Determinants of Health. (3 h)
This course introduces students to social and ecological determinants of health, including issues related to health that consider behavioral, psychological and structural factors in population health beyond the healthcare system.

FAH 714. Spirituality and Community Health. (3 h)
This course explores how health equities can be cultivated at the intersections of spirituality and health. Students will consider how health systems function as loci for understanding brokenness and cultivating shalom in community. Students will also have opportunities as multi-disciplinary professional teams to imagine how to utilize course content in responding to case scenarios. By engaging case scenarios in consultation with community leaders, local data, and faith-based initiatives, students will cultivate skills as collaborative community change agents. In this course, students will: explore systemic issues at the intersection of spirituality and health, conduct multi-professional team analyses of community health, engage and lead collaboratively to respond to community needs.

Financial Tech & Analytics (FTA)

FTA 710. Financial Analytics. (3 h)
A foundation for statistical techniques in business, economics, and finance as applied to management decision-making.

FTA 712. Data Management. (3 h)
An introduction to relational databases, data management, and data mining.

FTA 714. Visual Analytics and Influencing. (3 h)
A survey of data visualization methods, techniques, and tools to facilitate the understanding of complex data and models.

FTA 720. Financial Technology Today. (3 h)
An introduction to trends, innovations, and uncertainties in financial services.

FTA 722. Emerging Technologies. (3 h)
An overview of blockchain, cryptocurrencies, cybersecurity, robo-advising, lending and payment systems, and other emerging financial technologies. This course will be updated regularly to reflect the latest trends in the field.

FTA 724. Machine Learning and Artificial Intelligence. (3 h)
A survey of the foundations of machine learning, deep learning, and artificial intelligence. While learners will not engage in coding or the building of machine learning and AI tools, they will explore the application of these tools in finance.

FTA 730. Decision Making and Risk Management. (3 h)
A practical overview of making decisions in an uncertain business environment.

FTA 732. Managing Disruption and Innovation. (3 h)
An empowering course that highlights the forces of disruptive innovation in the finance industry.

FTA 751. Financial Markets and Institutions. (3 h)
An overview of the structure and functioning of US and international financial markets. Topics covered include banking theory, the roles of traditional and non-traditional financial intermediaries, the impact of securitization, international financial competition, financial system stability and financial regulation.

FTA 752. Emerging Applications and Entrepreneurship. (3 h)
A hands-on, case-study oriented immersion in how to build a business that involves financial technologies still on the horizon. Topics include opportunity identification, business model development, raising financing, building teams from the ground up, and nurturing new ventures. Learners will take an idea and explore how to successfully build a real product or service.

FTA 799. Capstone in Financial Technology and Analytics. (3 h)
An opportunity to integrate program content in a culminating experience that will enable an organization to advance its financial technology and analytical capabilities or enhance its fintech products/services.

Health Administration (HAD)

HAD 710. Principles of Health Systems Management. (3 h)
This course will explore how to manage an organization's workforce through the design and implementation of effective human resources policies and procedures. Examples include processes and systems related to performance management, talent management, diversity, and employee wellness. Leadership and change management processes will be explored from a human resource, marketing, and customer-related perspective.

HAD 720. Health Information Management Systems. (3 h)
A comprehensive introduction to various principles, tools, and concepts used to manage information within a healthcare environment. The course will explore the planning, evaluation, assessment, and accountability of quality service provisions, including the use of health data visualization to gain healthcare insights for decision-making.

HAD 722. Healthcare Policy, Law, and Ethics. (3 h)
This course will provide in-depth coverage of healthcare compliance programs and laws, progressing from the basics of a compliance program to specific issues facing the healthcare industry. The course is structured to include both a "compliance" and "legal" component for each module. The compliance portion of the course will focus on the seven elements of an effective compliance program, while the legal portion will cover selected laws impacting healthcare compliance. For example, HIPAA, the Stark Law, the Anti-Kickback Statute, and the federal False Claims Act.

HAD 730. Strategic Planning and Decision Making for Healthcare Leaders. (3 h)
This course examines the principles and applications of strategic visionary thinking and change management within healthcare organizations. A structured approach to managing strategically is explored, while assessing key features of the organization environments and competitive situations. Students will explore approaches to engaging in new healthcare services, how to offer them, and the processes for ensuring successful implementation.

HAD 799. Capstone in Health Admin. (3 h)
The capstone course aims to thread content learned throughout the program into a culminating capstone project. Students have the opportunity to apply theory to practice by using the knowledge and experiences gained from each course. The capstone project will aid students in demonstrating their leadership, strategic thinking, and decision-making ability when leading others. The project will focus on addressing a health-related issue while outlining a plan to implement and manage change using data.

Health Informatics (HIF)

HIF 710. Health Informatics Today. (3 h)
A comprehensive overview of health informatics concepts, techniques, and emerging trends with a leadership lens.

HIF 712. Population Health and the American Healthcare System. (3 h)
Overview of healthcare delivery in the United States and Population Health.

HIF 714. Digital Health. (3 h)
The advancement of informatics in healthcare has allowed a convergence of digital technologies to improve overall quality, cost, health services outcomes, and patient experiences. This course will explore the theory, applied practice, and impact of current and emerging digital health technologies such as wearables, mobile health and Internet of Things, as well as electronic health records and clinical documentation systems for all demographics.

HIF 720. Healthcare Data Analytics. (3 h)
A comprehensive introduction to the current state of the science and practice of analytics in healthcare, including how to "tell the story" the numbers present. Core competency skills are achieved using a variety of learning methods to help students apply analytic techniques supporting data mining, visualization and data driven decision making.

HIF 722. Healthcare Databases. (3 h)
An introduction to the theory and application of database management systems.

HIF 730. Health Information Regulation, Privacy, and Security. (3 h)
A foundational exposure to legal and ethical issues related to health information privacy and security and the basic technological considerations to meet professional obligations in health informatics practice.

HIF 732. Healthcare Leadership and Impact. (3 h)
This course will explore leadership, organizational structure, effective team functioning and provide students with an understanding of the importance of developing high-quality relationships, the impact of motivation, power, and influence, and principles of corporate ethics, and health equity in healthcare. Students will identify and apply an understanding of how leadership principles and best practices impact the ability to manage a successful healthcare organization, project, or strategic imperative.

HIF 734. Quality and Patient Safety Management in Healthcare. (3 h)
This course covers the foundations for understanding and pursuing patient safety and quality of care outcomes within the current healthcare environment. Thoughtful consideration is given on how quality and safety from a global perspective can critically impact expectations within today's healthcare environment.

HIF 751. Telehealth Today and Tomorrow. (3 h)
This course will provide an overview of the tools, techniques, and challenges associated with telehealth from an informatics perspective.

HIF 752. Artificial Intelligence (AI) in Health Informatics. (3 h)
This course will review the foundations of artificial intelligence (AI) with applications to the prevention, detection, diagnosis, and prognosis of diseases.

HIF 799. Capstone in Health Informatics. (3 h)
This course provides students the opportunity to incorporate knowledge, competencies, and skills obtained throughout the health informatics graduate program into a culminating health related capstone project. The project will be based in evidence validating the need for change as well as potential solutions for improvement that centers on quality of care, health disparities, and/or delivery of health services.

Information Technology Management (ITM)

ITM 710. IT Management Fundamentals. (3 h)
This course introduces a practical understanding of modern technology solutions used by businesses/organizations to solve complex business problems, optimize existing processes, innovate, compete, and enter new markets, business transformation.

ITM 712. Systems Analysis & Design. (3 h)
This course provides a comprehensive overview of the principles and practices involved in the analysis, design, development, and implementation of effective information systems. In this course students will gain proficiency in modern software development practices, including analyzing project requirements, effective project communications, risk analysis, cost estimation and budgeting, and quality control.

ITM 714. IS Strategy & Governance. (3 h)
This course will cover the creation and implementation of long-term plans for designing, delivering, and using organizational information systems to achieve strategic domain goals and objectives. Students will discuss resources to ensure alignment with and achievement of strategies, goals, and objectives.

ITM 750. Law and Ethics in IT. (3 h)
This course provides information about the ethical considerations and issues that IT professionals encounter in the workplace given their exposure to data, various forms of electronic communication, and other types of information. Students will also explore contract law to cover a variety of services, including software, cybersecurity, and privacy.

ITM 751. IT Infrastructure and Enterprise Cloud Computing. (3 h)
This course provides students with an overview of common IT infrastructure technologies including virtualization, cloud computing services/models, and effective strategies to design fault-tolerant and redundant systems.

ITM 799. Capstone. (3 h)
Integrating and applying what is learned across a set of courses and experiences leads to deeper understanding and habits of practice that inform a career. The capstone project applies the knowledge and skills gained through the program to a real-world challenge in the field of IT Management. The specific project will vary depending on student interest and goals. Students will work with practicing professionals or industry partners in a relevant field to define and develop their capstone project. Students must complete all core courses prior to the capstone project.

Leadership (LDR)

LDR 720. Negotiation and Conflict Management. (3 h)
This course explores the determinants of successful negotiations. A process-oriented approach is used, with an emphasis on the practical application of proven frameworks and theories. Relatedly, the course also delves deeply into the nature and common courses and causes of conflict that can derail projects, providing practical guidance for identifying and addressing the root causes of conflict.

LDR 722. Leadership and Change Management. (3 h)
The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.

LDR 726. Financial Management for Today's Leaders. (3 h)
Leading effectively in today's complex economy requires a confident understanding of the numbers side of the business. This course examines the conceptual and practical issues involved in managing an organization's finances. Their work will become the internal and external messaging for the organization. Students will be introduced to financial and accounting terminology, concepts and tools for decision making. Additional topics may include the financial impact of mergers, acquisitions, and corporate restructuring.

LDR 728. Human Resources Management and Organizational Development. (3 h)
This course will explore how to manage an organization's workforce through the design and implementation of effective human resources policies and procedures. Examples include processes and systems related to performance management, talent management, diversity, and employee wellness. Leadership and change management processes will be explored from a human resource, marketing, and customer-related perspective.

Project Management (PMP)

PMP 710. Project Management Essentials. (3 h)
This course introduces the foundational concepts of project management. The project management life cycle, as defined in the Project Management Body of Knowledge, is introduced, as are several project management knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others. Distinctions between project, program, and portfolio management are explored. Achieving literacy in Microsoft Project software is a goal of the course, as well.

PMP 712. Mastering the Project Life Cycle. (3 h)
The course pursues an in-depth exploration of the different phases of a project from Initiation to Closure. Project Setup focuses on the introduction of a robust project organization and qualities of an effective project manager. Project Planning reviews methods for defining project activities and establishing a budget and scheduling projects under certainty (CPM) and uncertainty (PERT). Techniques for identifying and analyzing project-related risks and selecting the right project approach (Waterfall versus Agile/Scrum), are considered. Project Execution focuses on tools for supporting, monitoring and controlling projects, with a focus on successful implementation. Students leave with a set of best practices for effective project management throughout the project management life cycle.

PMP 714. Portfolio and Program Management. (3 h)
This course focuses on managing and coordinating multiple organizational projects. Students will develop the ability to build and manage a project portfolio, including consideration of project alignment, organizational goals, performance maximization, risk minimization, and program success. Particular attention is given to the differentiating aspects of program governance and compliance within organizational, industry, and legal requirements.

PMP 730. Agile Fundamentals. (3 h)
This course introduces the foundational concepts of Agile, which is an iterative approach to project management (PM). Agile is contrasted with other PM methodologies. An introductory consideration of scrum is provided, including Scrum events and artifacts, the anatomy of a sprint, the roles of Scrum Master and Scrum team members, as well as release planning.

PMP 734. AI and Data Analytics for Project Management. (3 h)
In this course, project managers will learn how AI applies to project management as well as how to select, apply, and present the right data in various scenarios. A human-in-the-loop approach to applying generative AI is explored, including how AI is being incorporated into project management to automate routine tasks. Project managers will also learn the basics of data analytics, including how to partner with data scientists to get the right data at the right time, use KPIs to drive project success, and present data effectively to executives.

PMP 750. Lean Six Sigma. (3 h)
Continuous Improvement Projects (CIP) are typically vital contributors as companies pursue their goals. This course focuses on the essentials of Lean management/thinking and Six Sigma quality as the two dominating and complementary methodologies suited to the pursuit of operational excellence. Participants learn about the basic philosophies and essential tools of these two concepts, with a focus on leveraging various improvement methods and becoming more effective with their project work. The course also discusses how the Lean and Six Sigma approaches can be applied early in the development phase of products and services with basic principles for lean development and design for six sigma. A review is provided of successful Lean Six Sigma project implementations in different industries, with lessons learned and an outlook on remaining challenges in the era of the fourth industrial revolution.

PMP 752. ScrumMaster Leadership Preparation. (3 h)
This course will prepare students for the Professional ScrumMaster certification exam offered by scrum.org. Detailed consideration is given to the Scrum framework and the key attributes of being an effective Scrum Master.

PMP 753. Leading Construction and Engineering Projects. (3 h)
This course will enable students to develop an in-depth knowledge of industry-specific subjects in construction and engineering design, planning, and safety. Students will gain a deep understanding of project estimation, construction ethics, and writing contracts as experienced within the construction and engineering contexts. Salient industry and organizational factors that impact the performance of construction and engineering projects will be emphasized.

PMP 756. CAPM Certification Preparation. (3 h)
The "CAPM Certification Preparation" course is designed to equip students with the foundational knowledge and skills necessary to achieve the Certified Associate in Project Management (CAPM) certification. This course is ideal for individuals with 0-3 years of project or change management experience looking to validate their understanding of project management principles and practices as defined in the PMBOK® Guide. As an Authorized Training Provider (ATP), Wake Forest University partners with Project Management Institute (PMI) to deliver the highest quality certification preparation in the market.

PMP 757. PMP Certification Preparation. (3 h)
The "PMP (Project Management Professional) Certification Preparation" course is designed to prepare students for the Project Management Professional (PMP) certification exam. This course is ideal for experienced project managers who aim to validate their skills and knowledge in project management, as defined by the PMBOK® Guide. The course covers a comprehensive range of project management concepts, methodologies, and best practices, ensuring that students are well-prepared to excel in the PMP certification exam and in their professional roles. As an Authorized Training Provider (ATP), Wake Forest University partners with the Project Management Institute (PMI) to deliver the highest quality certification preparation. This course is offered in an online synchronous format due to Project Management Institute (PMI) requirements.

PMP 799. Capstone in Project Management. (3 h)
This immersive hands-on course offers students the opportunity to apply the principles, best practices, techniques, and frameworks they have developed throughout their previous coursework to actual project management (PM) context in an organization of their choosing. Assessment of the current PM environment creates the basis for recommendations for furthering the intent of the project(s) under consideration.

Public Administration (PAD)

PAD 710. Public Administration Principles. (3 h)
Learned skills and shared experiences lead to practices that inform and advance your career. Identify and examine management principles and practices for public institutions such as: how public organizations operate and are managed, public personnel management, budgeting and finance, and policy implementation, alongside methods to identify and assess available interventions to further stakeholder well-being in a cross-cultural context.

PAD 712. Financial Management and Budgeting. (3 h)
Leading a team, task force, or organization requires a confident understanding of financial management and budgeting. This course examines financial management associated with public administration including financial statements and reporting, cost analysis, budget approaches and preparation, financial forecast, cash flow management, and financial risk management. The course approaches this material from a leadership perspective, presenting the various parts of financial management and budgeting across agencies or levels (local/state/federal) of government. Because public sector budgeting and financial management reflect concerns of competing stakeholders, the course explores the way public administrators identify and weigh multiple concerns and outcomes in the budgeting process.

PAD 714. Research Methods for Public Administration. (3 h)
Developing and applying new sources of knowledge is crucial to effective leadership and organizational success. This course covers research design, data collection, data analysis, and how to communicate research findings. Qualitative and quantitative research methods, experimental and non-experimental research, survey instrument development and use, case studies, content analysis, and secondary data analysis are covered. Equitable outcomes and the domains of sustainability, climate change, and social responsibility are of increasing importance to public sector leaders and this course will explore sustainability, environmental awareness, and equitable outcomes in research design and methods and will be addressed.

PAD 720. Technology and Public Administration. (3 h)
Technology can inform and enhance policy and its effective use will remain a core competency for future public leaders. Examine the role of emerging technologies in setting and implementing public policy, the role of stakeholders and interest groups, and available tools to apply from a technology and innovation framework. The class will analyze how new technologies improve and impact policy efficacy.

PAD 724. Public Law. (3 h)
Successful policy leaders must navigate the legal and regulatory environment where policies are made and applied. Public law defines the relationship between individuals and government. Explore and examine the structure of public law at the local, state, and federal levels alongside the historical context and legal framework governing the relationships between individuals, organizations, and government.

PAD 730. Data Analytics and Public Administration. (3 h)
A leader must effectively analyze and explain complex data to stakeholders in clear, understandable language. Learn to analyze and interpret data to tell a clear and compelling "story", manage the projects and programs, then implement policy. Topics covered will include data management, data visualization, statistical analysis, and machine learning. In addition, new tech-enabled methods of collecting and understanding data will be explored as they relate to policy administration.

PAD 732. Equity and Public Policy. (3 h)

Public administrators must develop and execute policies that result in increasingly equitable outcomes. This course uses a multidisciplinary approach to examine the intersection of equity and public policy. The course uses a multidisciplinary approach to examine equity and public policy. Explore the intersection between social equity and the formulation and implementation of public policies and the ways public policy can impact social inequalities and promote a more equitable society.

PAD 750. Housing and Development. (3 h)

Many leaders in the public sector lead initiatives focused on the built environment, including housing, commercial, industrial, and shared public spaces. This course examines public-private partnerships for housing and community development. Topics include affordable housing development strategies, commercial reuse and revitalization initiatives, and neighborhood development. Global forces shape local decisions. As such, global issues related to trade, business competition, and migration will be explored.

PAD 751. Sustainability and Environmental Systems. (3 h)

Institutions at all levels, local, state, federal, and international, are facing growing changes related to how human activities impact natural and environmental systems. Public administration leaders need skills and insights to effectively lead institutions as they respond. This course examines sustainable systems and environmental sciences to understand the conflicting objectives that are often part of public administration. Examine environmental justice and the administrative forces that place environmental burdens on some groups and not others, at the local/state/federal levels.

PAD 799. Capstone in Public Administration. (3 h)

Integrating and applying learned skills and experiences leads to a deeper understanding and habits of practice that inform a career. The capstone project applies the knowledge and skills gained through the program to a real-world challenge in the field of public administration. The specific project will vary depending on student interest and goals and may include such things as evaluating the effectiveness of a public policy; preparing a strategic plan for an organization in the public sector; leading a comparative analysis of public administration systems in different countries, designing a public engagement strategy for a public sector organization; and/or analyzing an emerging issue relevant to the field.

Public Policy and Data Analytics (PPD)

PPD 710. Quantitative Policy Analysis I: Foundations of Data Analytics for Public Policy. (3 h)

This course will introduce you to key elements of data analytics, including data preparation, analysis, visualization, and presentation. This course will also provide basic knowledge of public policy. Students will identify where data and analytics can be used to help create informative and compelling analyses that provide valuable evidence in public policy debates.

PPD 712. Quantitative Policy Analysis II: Statistics for Public Policy. (3 h)

This class covers the statistical tools students will encounter in the public sector. Students will be introduced to probability, statistical inference, and linear regression. Emphasis will be placed on analyzing data using Excel, which is widely used across both the public and private sectors.

PPD 714. Data Visualization & Storytelling for Public Policy. (3 h)

This course will provide students with fundamental principles of and practical experience in presenting data in a visual form for communication and analysis in public policy. Students will learn to become trusted advisers to decision-makers with refined abilities to inform and persuade with data.

PPD 720. Public Policy Design. (3 h)

This course will teach the core principles of policy-making, emphasizing evidence-based strategies informed by robust data analytics and grounded in public law. Students will discuss ethics in the public sector, focusing on legal frameworks and ethical considerations that guide decision-making processes.

PPD 722. Public Policy Implementation and Management. (3 h)

This course examines the practical challenges and opportunities involved in implementing and managing public policies. Students will learn how to translate policy goals into effective programs, analyze implementation processes, evaluate program performance, and adapt policies based on data-driven insights. The course emphasizes the use of data analytics to inform decision-making throughout the policy lifecycle, from design and implementation to evaluation and revision. Ethical considerations, data privacy, and community engagement are integral components of the course.

PPD 730. Data Ethics, Privacy, and Governance. (3 h)

This course will help students understand how data can be used to shed light on various policy issues. Students will examine ethical and legal considerations in data usage, privacy, and governance.

PPD 799. Capstone. (3 h)

Integrating and applying what is learned across a set of courses and experiences leads to deeper understanding and habits of practice that inform a career. The capstone project applies the data science and public policy knowledge and skills gained through the program to a real-world challenge. The specific project will vary depending on student interest and goals. Students will work with practicing professionals or industry partners in a relevant field to define and develop their capstone project. Students must complete all core courses prior to the capstone project.

Technology (TCH)

TCH 720. Python Programming Essentials. (3 h)

This course will provide hands-on experience with fundamental programming concepts like variables, loops, functions, and conditional statements, effectively utilize Python libraries for data analysis, visualization, and automation tasks, and develop computational thinking skills to approach complex problems in a structured manner.

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