



WAKE FOREST  
UNIVERSITY

SCHOOL *of* PROFESSIONAL STUDIES

2023-2024 BULLETIN



June 2023



# WAKE FOREST UNIVERSITY SCHOOL OF PROFESSIONAL STUDIES

ANNOUNCEMENTS FOR 2023-2024

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The course offerings and requirements of the undergraduate schools are continually under examination, and revisions are expected. This Bulletin presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same.

Every effort is made to provide advance information of any changes.

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# HOME

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The 2023-2024 Bulletin provides course descriptions and curricular requirements effective Fall 2023 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*.

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. In 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 2024.

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, located in that city's acclaimed uptown business district, is home to select graduate business programs and the newly-formed School of Professional Studies, established in 2021. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, at Flow House in Vienna, in Wake Washington on Dupont Circle in Washington, D.C., and in several other places around the world.

## Academic Offerings

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

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

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

The School of Law offers the juris doctor, doctor of juridical science degree (SJD), master of studies in law degree (MSL), and master of laws in American law degrees. The school also offers joint JD programs with the School of Business, the School of Divinity and the Graduate School.

In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical



sciences. The School of Medicine and the School of Business offer a joint MD/MBA program.

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

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

### Equity in Athletics

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

## University Mission and Purpose Statement of Mission and Purpose

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

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

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

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled

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

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

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

## History and Development

Since 1834, Wake Forest has been an institution dedicated to providing a quality education to young people interested in using their knowledge and talents to better the world around them. Characterized by exceptional teaching, outstanding research and scholarship, and meaningful connection with one another, a Wake Forest education is designed to help develop leaders of character intent on working and living in the spirit of Pro Humanitate (for humanity).

The brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed. For more information and a detailed timeline illuminating Wake Forest's

history, please visit WFU Timeline (<https://zsr.wfu.edu/special/collections/archives/wfu-timeline/#event-college-building-construction>).

## Chronological History of Wake Forest University

Year	Event
1834	Founded in the town of Wake Forest, North Carolina, as Wake Forest Manual Labor Institute by the Baptist State Convention of North Carolina. <b>Samuel Wait, president</b>
1838	Named Wake Forest College
1845	<b>William Hooper, president</b>
1849	<b>John Brown White, president</b>
1854	<b>Washington Manly Wingate, president</b>
1879	<b>Thomas Henderson Pritchard, president</b>
1884	<b>Charles Elisha Taylor, president</b>
1894	School of Law established
1902	Two-year School of Medicine established
1905	<b>William Louis Poteat, president</b>
1921	First summer session
1927	<b>Francis Pendleton Gaines, president</b>
1930	<b>Thurman D. Kitchin, president</b>
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	<b>Harold Wayland Tribble, president</b>
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	<b>James Ralph Scales, president</b>
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	<b>Thomas K. Hearn Jr., president</b>
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	<b>Nathan O. Hatch, president</b>
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; <b>Susan R. Wentz takes office as president on July 1.</b>

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

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



Association and by the Board of Law Examiners and the Council of the North Carolina State Bar.

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

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

#### Internship/Residency

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

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

**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

### Biomedical Sciences

Code	Title	Hours
	Addiction Research and Clinical Health	MS
	Biochemistry and Molecular Biology	BS, PhD
	Biomedical Engineering	MS, PhD
	Biomedical Informatics	MS
	Biomedical Science	MS
	Cancer Biology	PhD
	Clinical Research Management	MS-online
	Clinical and Translational Investigation	Certificate
	Comparative Medicine	MS
	Genetic Counseling	MS
	Health Disparities in Neuroscience-related Disorders	MS

Healthcare Leadership	MHL-online
Integrative Physiology and Pharmacology	PhD
Learning Health System Science	Certificate
Medical Physics	MS, PhD, Certificate
Microbiology and Immunology	PhD
Molecular Genetics and Genomics	PhD
Molecular Medicine and Translational Science	MS, PhD, PhD/MMS
Neuroscience	MS, PhD, MS/BS, MS/BA
Translational Biotechnology	MS, Certificate
Translational & Health System Science	MS, MS/MD
Dual Degree	PhD*/MD, PhD*/MBA

### Business and Management

Code	Title	Hours
	Accountancy	BS, MS, MSA
	Finance	BS
	Business Analytics	MSBA
	Business and Enterprise Management	BS
	Business Administration and Management	MBA, MSM
	Mathematical Business	BS
	Dual Degree	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
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## 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, LL.M., MSL- online, SJD
Dual Degree		JD/MA in Bioethics, JD/MA in Religious Studies, JD/MA in Sustainability, JD/MBA, JD/MDiv
Business Law & Compliance		Certificate
Health Law & Policy		Certificate
Human Resources		Certificate
Workplace Legal Fundamentals		Certificate

## Liberal Studies

Code	Title	Hours
Liberal Arts Studies		MA

## Life and Physical Sciences

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

## Mathematics and Statistics

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

## Medicine

Code	Title	Hours
Medicine		MD, MD/ PhD*, MD/ MA in Bioethics,

	MD/MS in Translational and Health System Science	
Nurse Anesthesia	DNP	
Nursing Practice	DNP	
Physician Assistant	MMS, MMS/ PhD in Molecular Medicine and Translational Science	

MDiv/  
MA in  
Bioethics,  
MDiv/  
MA in  
Counseling,  
MDiv/  
MA in  
Sustainability

## Professional Studies

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

## Social and Behavioral Sciences

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

## Theology

Code	Title	Hours
Divinity		MDiv
Dual Degree		MDiv/ JD, MDiv/ MAEd,

## 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 Student Health Service.

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 30 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.

*Alumni Hall* houses University Advancement, the University Police Department, and the Department of Parking and Transportation.

*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 is the only Top-30 national university to own 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 2022

School	Men	Women	Total
Undergraduate Schools	2445	3002	5447
The Graduate School (Reynolda Campus)	227	566	793
The Graduate School (Bowman Gray Campus)	158	242	400
The School of Law	242	316	558
Divinity School	28	37	65
School of Business (Graduate)	452	348	800
The Wake Forest School of Medicine (Includes Physician Assistant, Nurse Anesthesia and Doctor of Nursing Practice)	294	544	838
<b>University Totals</b>	<b>3,876</b>	<b>5,087</b>	<b>8,963</b>

Geographic Distribution—Undergraduates

### By State (2022)

State	Number
Alabama	35
Alaska	2
Arizona	8
Arkansas	7
California	204
Colorado	55
Connecticut	210
Delaware	24
District of Columbia	31
Florida	318
Georgia	247
Hawaii	2
Idaho	2
Illinois	225
Indiana	20
Iowa	4
Kansas	8

Kentucky	48
Louisiana	35
Maine	14
Maryland	244
Massachusetts	239
Michigan	20
Minnesota	48
Mississippi	4
Missouri	44
Montana	3
Nebraska	2
Nevada	5
New Hampshire	13
New Jersey	368
New Mexico	3
New York	494
North Carolina	885
North Dakota	0
Ohio	89
Oklahoma	8
Oregon	6
Pennsylvania	193
Rhode Island	10
South Carolina	127
South Dakota	3
Tennessee	120
Texas	176
Utah	2
Vermont	6
Virginia	232
Washington	25
West Virginia	15
Wisconsin	15
Wyoming	2

### Countries Represented (Fall 2022)

- Argentina
- Austria
- Bahamas
- Bahrain
- Bolivia
- Brazil
- Canada
- China
- Colombia
- Croatia
- Cyprus
- France
- Germany
- Guatemala
- Iceland
- India



- Indonesia
- Ireland
- Italy
- Japan
- Mexico
- Netherlands
- New Zealand
- Oman
- Pakistan
- Peru
- Philippines
- Russia
- South Africa
- South Korea
- Spain
- Sweden
- Switzerland
- Taiwan
- Tunisia
- Turkey
- United Kingdom
- Unknown
- Vietnam

International Students: 466

## University Policies

- Family Educational Rights and Privacy Act
- Intellectual Property and Copyright Policies
- Non-Discrimination Statement
- Policy on Sexual Harassment
- 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://ocras.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 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 <http://www.wfu.edu/hr/policies/II-3.pdf>.

## 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 this policy, 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 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 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". These policies may be updated, shortened, or expanded from time to time.

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

## University Services

- Global Affairs
- Information Systems
- Libraries
- Parking and Transportation
- Student Health and Wellbeing
- 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 Village Living and Learning Community (<https://global.wfu.edu/global-campus/global-villages/>), Global Laureates Academy (<https://global.wfu.edu/global-laureates-academy/>), and the WISE Conference (<https://global.wfu.edu/global-campus/wise-conference/>) for International Educators.

## 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 cultural activities and immigration information sessions throughout the year to educate campus stakeholders on various processes and procedures. The experts in ISS also advocate for services that will enhance the experience of our international population on campus. You may contact ISS by email at [iss@wfu.edu](mailto: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](mailto:raise@wfu.edu)

## Information Systems

The Office of Information Systems (<https://is.wfu.edu/>) (IS) is the primary resource for all things computing at Wake Forest University (WFU). Our

mission is to empower the WFU community in the use of information and digital technologies towards intellectual exploration, informed institutional decisions, and the creation and dissemination of knowledge. Driven by the core values of innovation, collaboration, and leadership, IS provides secure, reliable, and integrated technology resources that advance Wake Forest students' academic goals.

All students are given a WFU Account. This account is maintained as long as the student is enrolled and provides access to networked computer resources such as email, client software packages, various courseware applications, and administrative services. Students are able to reset their forgotten password or change their expired password through a self-service password management portal, [account.wfu.edu](https://account.wfu.edu) (<https://account.wfu.edu/pwm/public/>). Eduroam provides a secured WiFi network for visiting students to use their home institution's WiFi credentials to access WiFi network services. Our students can take advantage of this service by using their Wake Forest credentials when visiting other eduroam participating institutions.

All undergraduate students are required to have a laptop with minimum configuration requirements to be able to handle all academic software. Students have the choice to bring their own device or purchase a laptop through the WakeWare (<http://wakeware.wfu.edu/>) program. WakeWare provides students the opportunity to purchase a specially selected laptop configured to run academic technology at a negotiated price, bundled with extended warranties and protection, and provided with on-campus support. WakeWare evaluates new models, as available, to offer the most up-to-date technology to our students. WakeWare (<http://wakeware.wfu.edu/>) laptops have been thoroughly tested to ensure compatibility with academic software. 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.

The IS Service Desk, located on the main floor of the Z. Smith Reynolds Library, provides on-campus support for all IT-related questions and assistance. The Tech Shop, located in the IS Service Desk, is an authorized Apple, Dell, Lenovo ThinkPad, and Microsoft Surface service center. With extended Service Desk hours, the online help portal, AskDeac (<https://help.wfu.edu/>), as well as Live Chat, there are extensive options for getting IT help. In addition, the IS website (<https://is.wfu.edu/>) provides timely announcements and in depth service-related content.

All students have free access to licensed software and tools, via Software@WFU (<http://software.wfu.edu/>), for coursework, degree projects, and research. Available software includes Adobe Creative Cloud (Photoshop, Illustrator, Premiere, InDesign and others), Canvas, Google Workspace, Maple, MatLab, Microsoft Office 365 and more.

For advanced software with high computing requirements, WFU offers cloud-based virtualization. Engineering, among other departments, utilize a performance Workspace to run software, such as AutoCAD and COMSOL, needed for their Capstone Projects. The Wake Forest University Distributed Environment for Academic Computing (DEAC) cluster, a Linux-based High Performance Computing cluster, provides supercomputing services for academic research and coursework. These systems are available to students 24 hours a day through the Wake Forest University Network.

Information Systems maintains an extensive array of online resources, the Wake Information Network (WIN), Workday, Banner, and more, that support University admissions, student registration, grade processing, and other academic applications.



Wake Forest has a student-run makerspace, named the WakerSpace (<https://is.wfu.edu/academic-technology/wakerspace/>). The space allows students to not only build physical projects using technology such as 3D printers, laser cutters, and solder stations, but also to learn skills such as podcasting, knitting, sewing, and woodworking through workshop partnerships with Facilities, Information Systems, and other resources across campus. By offering both academic and non-academic programs, the WakerSpace serves a broad range of interests across campus. Students also have unlimited access and full-time support using the One Button Studio (<https://is.wfu.edu/services/one-button-studio/>), a fully automated video production facility, located in Z. Smith Reynolds Library behind the IS Service Desk.

Information Systems supports cable television and streaming services. All residence hall rooms are equipped with cable TV connections and/or the ability to stream cable TV. Cable and/or streaming services provide access to campus information, news, weather, select HDTV channels and DVR recording via Stream2 (<https://is.wfu.edu/services/stream2/>).

The expanded cybersecurity strategy (<https://is.wfu.edu/infosec/>) and policies (<https://policy.wfu.edu/>), including an annual awareness campaign and KnowBe4 security awareness training maximizes Information Systems' ability to keep the campus community and its assets safe while delivering all the necessary tools and support to ensure successful learning and teaching.

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

- The Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data.
- EDUCAUSE, 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 Wake Forest credentials.

## Libraries

### Overview

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

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

### Collections

The three library collections total over 2.7 million titles, including over 1.7 million e-books, more than 150,000 electronic journals and

over 15,000 DVDs as well as streaming media and other formats. The ZSR Library serves as a congressionally designated selective federal depository. The Law Library holds over 45,000 volumes and the Coy C. Carpenter Library holds over 35,000 volumes. The three libraries share an online search portal, which provides access to books, electronic resources, journals and databases. Through interlibrary loan service (<https://zsr.wfu.edu/delivers/ill/>), students, faculty and staff may obtain materials from other libraries at no charge.

## Z. Smith Reynolds Library

The Z. Smith Reynolds Library (ZSR) provides comprehensive reference and research services (<https://zsr.wfu.edu/research/>) in-person and online. Research Librarians work with individual classes across the disciplines on research papers and library users can request personal research sessions (<https://zsr.wfu.edu/research/support/sessions/>) with Research Librarians at all phases of their research process. Library faculty also teach elective courses in the fundamentals of research and information literacy and upper-level courses geared towards research in the disciplines and special topics in information. The Digital Initiatives & Scholarly Communication (<https://zsr.wfu.edu/digital-scholarship/>) librarians and staff support and empower faculty scholarship through digital tools, methods, publication, and preservation.

Special Collections & Archives (SCA) (<https://zsr.wfu.edu/special/about/>) in the ZSR Library is the repository for the Baptist Historical Collection of North Carolina, Manuscripts, the Rare Book Collection, and the University Archives (<https://zsr.wfu.edu/special/collections/archives/>). The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists, as well as the personal papers of prominent ministers, educators, and government officials with ties to Wake Forest. SCA's Manuscripts include the papers of alumnus Harold Hayes (editor of *Esquire* magazine in the 1960s and 1970s) and other alumni, the Maya Angelou Film & Theater Collection, and the records of the Irish Dolmen Press. The Rare Books Collection, which includes the collections of Charles H. Babcock, Charles Lee Smith, and other donors, has collection strengths in 18th-20th century British, American, and Irish literature, African-American history and literature, and the history of material texts. SCA maintains the University Archives which serves as the primary repository for the historical records of Wake Forest University. The University Archives collects, describes, preserves, and exhibits University records (including electronic and born-digital) that contain historical, administrative, legal, or fiscal value. The records include documentation of the student experience, departmental records, and the papers of faculty. All are welcome to use the SCA collections, many of which are available online in SCA Digital Collections (<https://zsr.wfu.edu/special/collections/digital/>). Please contact [archives@wfu.edu](mailto:archives@wfu.edu) for access to the collections by appointment or submitting 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/>). Publicly available Windows and Macintosh computers are available in the Scholars Commons, and media viewing stations are available in the Media Room. Multimedia equipment, Chromebooks, tablets, and other technology devices may be reserved for checkout. Reference (<https://zsr.wfu.edu/research/support/>) and online chat (<https://zsr.wfu.edu/chat/>) are available to help library visitors to find resources and research assistance. The library has a 118-seat auditorium that is available for use by Wake Forest community groups for programs, lectures, and film screenings.



ZSR houses the Information Systems Service Desk (<https://is.wfu.edu/>), the Center for the Advancement of Teaching (<https://cat.wfu.edu/>), and The Writing Center (<http://writingcenter.wfu.edu/>). The Center for the Advancement of Teaching is a resource center for Wake Forest faculty at all stages of their careers. 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/>. A room located to the right of the entrance to the library and may be accessed by keycard when the library is closed, offering access to multifunctional printers/copiers/scanners, and the library's bank of touchless smart lockers for pickup of requested materials. The study room on the left of the entrance houses the Coffee Shop (<https://dining.wfu.edu/locations/starbucks-zsr-library/>). 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) (<https://zsr.wfu.edu/>).

## Bowman Gray Campus and Innovation Quarter

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

## Parking and Transportation

### Motor Vehicle Registration and Fees

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

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

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

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

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

Parking permits are not transferable from vehicle to vehicle or person to person. A vehicle is not considered registered until permits have been ordered, picked up and placed on the vehicle, as instructed on the permits.

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

## Parking Options

- First-year students are required to register their vehicle and park off campus in Lot Z5 in the designated area.
- Sophomore students are required to register their vehicle and park off campus in Lot Z2, which is located on the north side of Polo Rd. Parking in the sophomore parking lot (Z2) is limited.
- Junior and senior resident students are required to register their vehicle.
- Commuting upper-class students are required to register their vehicle and have the option to park on campus (on-campus commuter permits are limited and sold on a first-come first-serve basis), off campus (Winston-Salem First and the designated lot in Reynolda Village). Commuting upper-class students may also purchase an evening permit. A waitlist will be available, if/when on-campus or Winston Salem First/Reynolda Village commuter permits sell out. If Parking Services determines space is available in either of these areas at a later time. Additional permits may be offered to those on the waitlist, if your waitlist number is chosen. Students are encouraged to register for a permit, even if on the waitlist. There is no guarantee the waitlist will be honored.
- The evening parking permit is available to those who ride the shuttle to campus from apartment complexes or students who otherwise reside in off-campus housing and walk or bike to campus between 8:00 a.m. and 4:00 p.m., Monday-Friday. The permits must be placed on the vehicle to be considered registered to park on campus after 4:00 p.m. on weekdays and on weekends.

Fees for parking options can be found online (<https://parking.wfu.edu/parking-info/student-parking-information/>) during the vehicle registration process.

### Online Registration and Permit Distribution

All permits can be ordered online (<https://wfuparking.t2hosted.com/cmn/>). WFU IDs are required to pick up permits.

### First Year Students Permit Distribution Information

- Permits ordered on or before August 16, 2023:
  - **Pickup Date:** August 23, 2023
  - **Pickup Time:** 8:00 a.m. – 4:00 p.m.
  - **Pickup Date:** LJVM Coliseum (2825 University Parkway)
- Permits ordered after August 16, 2023:
  - **Pickup Date:** August 25 - August 27
  - **Pickup Time:** 10:00 a.m. – 3:00 p.m.
  - **Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
  - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 16, 2023 OR you did not pick up permits on the above dates:
  - **Pickup Date:** Monday, August 28, 2023 and thereafter
  - **Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
  - **Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
  - Your Wake Forest ID is required to pick up your permit.
  - **First-year students Permits Will Not Be Mailed to a Campus P.O. Box.**

### Sophomore Students Permit Distribution Information

- Permits ordered on or before August 18, 2023:
  - Pickup Date:** August 25 - August 27
  - Pickup Time:** 10:00 a.m. – 3:00 p.m.
  - Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
  - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 18, 2023 OR you did not pick up permits on the above dates:
  - Pickup Date:** Monday, August 28, 2023 and thereafter
  - Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
  - Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
  - Your Wake Forest ID is required to pick up your permit.
  - Sophomore students Permits Will Not Be Mailed to a Campus P.O. Box.**

### Resident Upper-class Students Permit Distribution Information

- Permits ordered on or before August 17, 2023:
  - Pickup Date:** August 25 - August 27
  - Pickup Time:** 10:00 a.m. – 3:00 p.m.
  - Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
  - Your Wake Forest ID is required to pick up your permit
- Permits ordered after August 17, 2023 OR you did not pick up permits on the above dates:
  - Pickup Date:** Monday, August 28, 2023 and thereafter
  - Pickup Time:** Mon. – Thurs. 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
  - Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
  - Your Wake Forest ID is required to pick up your permit.
  - Resident students Permits Will Not Be Mailed to a Campus P.O. Box.**

### Undergraduate Commuter, Arts and Sciences Graduate Student or Divinity Student

- Permits ordered on or before August 21, 2023:
  - Pickup Date:** August 25 - August 27
  - Pickup Time:** Between 10:00 a.m. and 3:00 p.m.
  - Pickup Location:** First Assembly Christian School (3730 University Parkway) located on the north side of the church
  - Your Wake Forest ID is required to pick up your permit.
- Permits ordered after August 21, 2023 OR you did not pick up permits on the above dates:
  - Pickup Date:** Monday, August 28, 2023 and thereafter
  - Pickup Time:** Monday through Thursday 8:30 a.m. – 4:30 p.m. and Friday 8:30 a.m. – 3:00 p.m.
  - Pickup Location:** Transportation and Parking Services Office in Alumni Hall.
  - Your Wake Forest ID is required to pick up your permit.

Fines are assessed for violating parking regulations and range from \$25 to \$250. Visitors are subject to all parking rules and regulations (<https://parking.wfu.edu/policies-procedures-forms/>). Students are responsible for their visitors. Students will be held financially responsible for citation fines issued to vehicles driven by family members or by friends who use

a Wake Forest student's vehicle. Visitors who plan to park on campus for more than one day require a visitor parking pass. Visitor parking passes can be obtained from the Transportation and Parking Services office.

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

For more information call 336-758-PARK or email ([parking@wfu.edu](mailto: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, The TransLoc Rider, is designed to make the shuttle service more convenient for all riders.

### Deacon's Downtown Shuttle

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

### Bicycle

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

### Zipcar

Wake Forest offers a car-sharing program as an alternative to bringing your own car to campus. Zipcars are an affordable option that are available by the hour or by the day. Cars are parked on campus near the first-year residence halls, Parking Lots C and W1.

## Student Health and Wellbeing

- Campus Recreation
- CARE Team
- Center for Learning, Access, and Student Success
- Chaplain's Office and Religious Life
- Office of Wellbeing
- Student Health
- 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, Student Health Service, 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, Boulderling 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 serves the Wake Forest University community by evaluating and responding to disruptive, troubling, or threatening behaviors brought to the attention of the Team.** As a part of this work the Team also seeks to help identify members of the Wake Forest community who are in need of support, guidance, or other intervention and to refer them to appropriate campus and community resources. The CARE Team is empowered by the University President to make decisions and take appropriate action in fulfillment of its mission. The Vice President for Campus Life provides administrative oversight for the Team. The CARE Team is composed of representatives from throughout the University who have specific expertise and professional training in the assessment of, and intervention with, individuals who may present a threat to themselves and/or the University community. The CARE Team serves to follow up with persons who display behaviors of concern and connect them with supportive resources as warranted. The CARE Team also educates the campus community about how to identify and promptly report concerning behaviors.

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://careteam.wfu.edu>)

CARE Team Case Manager – 336.758.2464

## 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.  
Student Health Service  
P.O. Box 7386  
Winston-Salem, NC 27109  
Email ([price@wfu.edu](mailto: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](mailto: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 multifaceted character of the chaplaincy** and its relationship to some 16 religious life affiliates. The office acknowledges the importance of faith, both in our individual and collective lives,

and strives to provide opportunities for members of the Wake Forest community to express and explore their faith in a supportive community. The core work of chaplaincy is rooted in the care of the whole person – body, soul and spirit. As such, a key aspect of our office is to make available pastoral care and advisement for any member of the Wake Forest community – students, staff, faculty, and alumni. This can happen through individual counsel, programming on critical spiritual themes, intervention in medical emergencies, mortality concerns and presiding at key life rituals.

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

Chaplains and Campus Ministers also offer spiritual direction or guidance to members of the Wake Forest community seeking to discern God's call in the midst of everyday life and assistance to persons wishing to grow closer to God through disciplines such as prayer, spiritual reading, and meditation.

Location: Suite 8 Reynolda Hall  
Phone: 336.758.5210

## Office of Wellbeing

### Office of Wellbeing

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

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

## Student Health

### Student Health Service

The mission of Student Health Service (SHS) 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.

### Student Health Portal

Students can schedule most appointments online through the Student 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 Student Health Portal, or

by contacting us at [apptshs@wfu.edu](mailto:apptshs@wfu.edu) or 336.758.5218. SHS cannot guarantee the availability of a medical provider if you choose to come to the clinic without an appointment.

### Medical Charges

Most services at SHS are covered by the Student Health Fee (learn more (<https://shs.wfu.edu/services/fees/>)). 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. SHS does not participate in nor file insurance claims on behalf of the patient.

### Radiology

Through a partnership with Atrium Health/Wake Forest Baptist, SHS 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 responsibility for excusing students from class rests with the faculty. Consequently SHS does not issue excuse notes for students. Students who are evaluated at SHS are encouraged to discuss their situations with their professors. A receipt documenting visits is available to students at checkout. Information concerning hospitalization and prolonged illnesses is sent, with the student's permission, to the appropriate Dean.

### 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) (<https://shi.wfu.edu/>).

### Inclement Weather

When the University is closed due to inclement weather, SHS 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.



\*

Certain part-time students are not eligible.

## Student 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 Student Health Portal (<https://wfu.studenthealthportal.com/PyramedPortal/>). For steps to upload your documentation visit the Student Health website (<https://shs.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) (<https://go.wfu.edu/shs-vaccine/>)

## University Counseling Center

### University Counseling Center

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

## University Police and Safety Services

### University Police

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

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

## Safety Services

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

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

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

Features:

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

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

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

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

## Governing and Advisory Boards

### The Board of Trustees

*\*Effective as of July 1, 2023*

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 Mr. David F. Couch, *Summerfield, NC*  
 Mr. Matthew Starbuck Crawford, *Austin, TX*  
 Mr. Frederick W. Eubank, II, *Charlotte, NC*  
 Mr. Curtis C. Farmer, *Dallas, TX*  
 Rev. Dr. Prince R. Rivers, *Durham, NC*  
 Mr. Gerald F. Roach, *Raleigh, NC*  
 Mr. John M. Vann, *Bristol, TN*

Dr. Susan R. Wente, President, *ex officio, Winston-Salem, NC*

#### Young Alumni Trustees

##### 2022-2024

Mrs. Hannah VanderWeide Shue, *Aspen, CO*

##### 2023-2025

Mr. James M. O'Connell, *Brooklyn, NY*

##### 2023-2026

Mr. Matthew B. Teller, *New York, NY*

#### Student Trustee

##### 2023-2024

Mr. William Rittenhouse Culbreth, Jr., *Harrisonburg, VA*

#### Life Trustees:

Mr. Jerry H. Baker, *Macon, NC*  
 James L. Becton, M.D., *Augusta, GA*

Ms. Ranlet S. Bell, *Hobe Sound, FL*  
 Mr. W. Louis Bissette, Jr., *Asheville, NC*  
 Mrs. Louise Broyhill, *Winston-Salem, NC*  
 Dr. Donna A. Boswell, *Winston-Salem, NC*  
 Mrs. Janice W. Calloway, *Dallas, TX*  
 Mr. Ronald E. Deal, *Hickory, NC*  
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 Mr. A. Doyle Early, Jr., *Winston-Salem, NC*  
 Mr. Victor I. Flow, Jr., *Winston-Salem, NC*  
 Mr. Murray C. Greason, Jr., *Winston-Salem, NC*  
 Mr. William B. Greene, Jr., *Boone's Creek, TN*  
 Mr. Harvey R. Holding, *Ponte Vedra Beach, FL*  
 Mrs. Beth Norbrey Hopkins, *Winston-Salem, NC*  
 Mrs. Alice Kirby Horton, *Durham, NC*  
 Mr. Albert R. Hunt, *Washington, DC*  
 Ambassador Jeanette W. Hyde, *Raleigh, NC*  
 Mr. James W. Johnston, *Jensen Beach, FL*  
 Mr. Donald D. Leonard, *Myrtle Beach, SC*  
 Mrs. Dee Hughes LeRoy, *Winston-Salem, NC*  
 Mr. James J. Marino, *Johns Island, SC*  
 Mr. William L. Marks, *New Orleans, LA*  
 Mr. Theodore R. Meredith, *Vero Beach, FL*  
 Mr. Russell W. Meyer, Jr., *Wichita, KS*  
 Mr. L. Glenn Orr, Jr., *Winston-Salem, NC*  
 Mrs. Celeste M. Pittman, *Rocky Mount, NC*  
 Mrs. Frances P. Pugh, *Raleigh, NC*  
 Rev. Michael G. Queen, *Wilmington, NC*  
 Mr. Harold O. Rosser, *Naples, FL*  
 Mrs. Deborah K. Rubin, *Winston-Salem, NC*  
 Mr. Andrew J. Schindler, *Winston-Salem, NC*  
 Ms. Adelaide A. Sink, *Thonotosassa, FL*  
 Dr. Lloyd P. Tate, Jr., *Southern Pines, NC*  
 Kyle A. Young, M.D., *Greensboro, NC*

## Board of Trustees Officers 2023-2024

**Chair:** Mr. Matthew A. King

**Vice Chairs:** Ms. Jeanne Whitman Bobbitt, Mr. Curtis C. Farmer

**Treasurer:** Dr. Jacqueline A. Travisano

**Secretary:** Mr. J. Reid Morgan

**Assistant Secretary:** Ms. Anita M. Conrad

## Wake Forest College Board of Visitors

**Chairperson:** David M. Curtis, *Marietta, GA*

*Terms Expiring June 30, 2024*

Roland H. Bauer, *Silver Lake, OH*  
 Beth C. Becton, *Augusta, GA*  
 Andrew G. Blaisdell, *Atlanta, GA*  
 David M. Curtis, *Marietta, GA*  
 Amy Dunham, *Indianapolis, IN*  
 Kevin E. Felder, *Columbia, SC*  
 Donna B. Gaut, *Houston, TX*  
 Douglas M. Hartman, *Austin, TX*  
 Rhoda Juckett, *Charlotte, NC*  
 Fareed Khan, *Evanston, IL*  
 Nancy R. Kuhn, *Washington, DC*  
 Andrew Lawrence, *Washington, DC*  
 Richard B. McCaslin, *Wellesley Hills, MA*  
 Marc Miller, *Chicago, IL*  
 Brenda M. Moreira, *Coral Gables, FL*  
 Joe J. Mullany, *Bloomfield Hills, MI*

Angie Peterman Ponatoski, *Annapolis, MD*  
 Tisha S. Turner, *Raleigh, NC*  
 Kara Van Duzee, *Dallas, TX*

*Terms Expiring June 30, 2025*

James A. Breckenridge, *Greenwich, CT*  
 Nancy R. Breckenridge, *Greenwich, CT*  
 Constance H. Carlson, *Charlotte, NC*  
 Ilya Degter, *Stamford, CT*  
 Chris P. Donahue, *Manakin Sabot, VA*  
 John J. Earnhardt, *Menlo Park, CA*  
 Polly R. Fields, *Boulder, CO*  
 Ajay K. Gupta, *Potomac, MD*  
 Karen C. Hess, *Westport, CT*  
 Hannah F. Kehaya, *Hobe Sound, FL*  
 Sonja M. Kelly, *Hingham, MA*  
 Masha Kogan, *Stamford, CT*  
 Cathy L. LoDuca, *Briarcliff Manor, NY*  
 Scott W. Mohr, *Greenwich, CT*  
 Brandt A. Sakakeeny, *Larchmont, NY*  
 Martelia C. Sakakeeny, *Larchmont, NY*  
 Jamey T. Spencer, *Berkeley, CA*  
 William C. Taylor, *Wellesley, MA*  
 J. David Vega, *Decatur, GA*  
 Charlene L. Warren-Davis, *Sandy Spring, MD*

*Terms Expiring June 30, 2026*

Carol B. Adams, *Winston Salem, NC*  
 Aditya Bhasin, *Charlotte, NC*  
 Erik J. Bissonnette, *Owings Mills, MD*  
 Alice G. Brown, *Atlanta, GA*  
 Bridget W. Chisholm, *Greensboro, NC*  
 Melissa M. Hawks, *Greenwich, CT*  
 Jennifer Kassabian, *Scarsdale, NY*  
 Simon Kassabian, *Scarsdale, NY*  
 Ellen B. Landers, *Atlanta, GA*  
 Katie H. Lamont, *Charlotte, NC*  
 James W. Lewis, *Washington, DC*  
 Lori A. Martin, *Charlotte, NC*  
 William A. Martin, *Charlotte, NC*  
 Mac A. McFarland, *Manhattan Beach, CA*  
 Michael D. McKinley, *Brooklyn, NY*  
 Jeffrey M. Saltzman, *Nashville, TN*  
 June Slowik, *New York, NY*  
 Christina M. Thornton, *Burlington, CT*  
 Mary M. Wallace, *Houston, TX*

## Wake Forest University School of Business Board of Visitors

**Chairperson:** Stephen L. Lineberger, *Winston-Salem, NC* & R. Kent Griffin, Jr., *Mount Pleasant, SC*

*Terms Expiring June 30, 2023*

Mary E.W. Bourne, *Charlotte, NC*  
 Michael L. Carter, *West Orange, NJ*  
 Brian Cochrane, *New York, NY*  
 John E. Cogan, *New York, NY*  
 Sharon French, *Summitt, NJ*  
 Michael J. Genereux, *New York, NY*

R. Kent Griffin, Jr., *Mount Pleasant, SC*  
 Marybeth Torbert Hays, *Winston Salem, NC*  
 Gregory M. Keeley, *Fairfield, CT*  
 Stephen L. Lineberger, *Winston-Salem, NC*  
 Cathy J. Pace, *Winston-Salem, NC*  
 Billy D. Prim, *Winston-Salem, NC*  
 Patricia A. Shields, *Montclair, NJ*  
 William C. Sinclair, *New York, NY*  
 Gerald F. Smith, Jr., *Winchester, VA*  
 Ralph M. Snow, III, *Charlotte, NC*  
 Anthony W. Thomas, *Little Rock, AR*  
 David I. Wahrhaftig, *New York, NY*

*Terms Expiring June 30, 2024*

Piyush Agrawal, *New York, NY*  
 Margaret G. Beasley, *Charlotte, NC*  
 Susan M. Benz, *New York, NY*  
 Gene Castagna, *New Providence, NJ*  
 Rick Diamond, *New York, NY*  
 Carmine Di Sibio, *New York, NY*  
 Thomas P. Gibbons, *New York, NY*  
 Douglas Gilstrap, *Houston, TX*  
 Jessica B. Good, *Greensboro, NC*  
 Craig A. Gunckel, *Duluth, GA*  
 Ameet K. Gupta, *Delhi, India*  
 Mark W. Kehaya, *Raleigh, NC*  
 Zena Keita, *Oakland, CA*  
 Alan J. Kelly, *Breckenridge, CO*  
 Steven LaDew, *New York, NY*  
 John R. Miller, IV, *New York, NY*  
 Phillip J. Neugebauer, *Fairfield, CT*  
 Mitchell W. Perry, *Durham, NC*  
 Jason Strife, *Charlotte, NC*  
 Darren Thompson, *Scottsdale, AZ*  
 Howard Upchurch, *Winston-Salem, NC*

*Terms Expiring June 30, 2025*

John A. Allison, IV, *Lewisville, NC*  
 Steven C. Anderson, *Arlington, VA*  
 Nevin Chitkara, *Westwood, MA*  
 Ann A. Johnston, *Winston Salem, NC*  
 Caroline Limehouse, *Atlanta, GA*  
 W. Guy Lucas, *Raleigh, NC*  
 Andrea Malik Roe, *Atlanta, GA*  
 R. Doyle Parrish, *Raleigh, NC*  
 Scott M. Purviance, *Charlotte, NC*  
 José R. Rodriguez, *Greensboro, NC*  
 Brian Sewell, *Brentwood, TN*  
 Theodor C. Swimmer, *Charlotte, NC*  
 A. Coleman Team, *Winston Salem, NC*  
 C. Jeffery Triplette, *Oxford, MS*  
 David Vickerman, *Washington, DC*  
 William Wang, *Shanghai, China*  
 Gregory J. Wessling, *Cornelius, NC*  
 Eric C. Wiseman, *Greensboro, NC*

*Lifetime Member*

Janice W. Calloway, *Dallas, TX*

## Wake Forest University School of Divinity Board of Visitors

**Chairperson:** Mark Boyce, *Matthews, NC*

*Terms expiring June 30, 2026*

Ann Brinson, *High Point, NC*  
Alexis B. Johnson, *Weston, CT*  
Brandon C. Jones, *Madison, MS*  
Nathan E. Kirkpatrick, *Durham, NC*  
Jared G. Lilly, *New York, NY*  
Amy Palmer, *Austin, TX*  
Elizabeth O. Seely, *Columbus, OH*

*Terms expiring June 30, 2025*

Darryl W. Aaron, *Greensboro, NC*  
Cassandra M. Baker, *Macon, NC*  
Jerry H. Baker, *Macon, NC*  
Shelmer D. Blackburn Jr., *Purlear, NC*  
Mark Boyce, *Matthews, NC*  
Tabetha Childress, *Kernersville, NC*  
M. Beth Hopkins, *Winston-Salem, NC*  
Emily Hull McGee, *Winston-Salem, NC*  
Leigh Longhurst, *Winston-Salem, NC*  
Alan Sherouse, *Greensboro, NC*

*Terms expiring June 30, 2024*

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

## The Administration

*Administration reflects leadership as of July 1, 2023. Year following name indicates year of hire.*

### Administration—Reynolda 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

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, Office of Personal and Career Development  
BA, MBA, Stanford

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

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

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

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

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

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

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

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

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

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

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

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

Corey D.B. Walker (2020)  
Interim Dean, School of Divinity  
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

## College

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 Faculty  
BPE, MEd, Western Australia; PhD, Arizona State

Rebecca W. Alexander (2000)

Associate Dean for Research and Community Engagement and Director  
of Academic Planning for Wake Downtown  
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

T. Nathaniel French (1995)

Director, Magnolia Scholars  
BA, Wake Forest University; MA, PhD, UNC-Chapel Hill

Adam Friedman (2007)

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

Laura Giovanelli (2014)

Associate Dean for Learning Spaces  
BA, UNC-Chapel Hill; MFA, North Carolina State University

Mike Haggas (2010)

Assistant Dean of College Development  
BA, Clark University

Eric Ashley Hairston (2019)

Associate Dean for Academic Advising  
BA, Wake Forest University; MA, PhD, University of Virginia; JD, UNC-  
Chapel Hill

Cherise James (2009)

Director of Orientation, New Student, and Transitions Programs  
BS, University of Florida; MS, Nova Southeastern University; PhD, UNC-  
Greensboro

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 Stottlemeyer (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

Kimberly Wieters (2007)

Assistant Dean for Finance and Administration  
BS, College of Charleston

## Provost

Michele K. Gillespie (1999)

Provost  
BA, Rice; MA, PhD, Princeton University

Keith D. Bonin (1992)

Vice Provost for Research and Scholarly Inquiry and Professor of Physics  
BS, Loyola University; PhD, University of Maryland

Kenneth Gilson (2020)

Assistant Provost for Academic Administration and University Registrar  
BA, Wheaton College (IL); MS, UIC John Marshall Law School; EdD,  
University of Southern California

Philip G. Handwerk (2013)

Assistant Provost of Institutional Research  
BA, Wake Forest University; MS, NC State; PhD, University of  
Pennsylvania

Anne E. Hardcastle (2002)

Associate Provost for Academic Affairs and Associate Professor of  
Spanish  
BA, Texas A&M University; MA, PhD, University of Virginia

J. Kline Harrison (1990)

Vice Provost for Global Affairs and Kemper Professor of Business  
BS, Virginia; PhD, Maryland

Beth Hoagland (2004)

Senior Assistant Provost for Budget and Administration  
BA, UNC-Charlotte

Michael Lamb (2016)

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

Matthew Phillips (2009)

Senior Advisor for Strategic Initiatives and Exxon-Calloway Fellow in the  
School of Business  
BA, JD, Wake Forest University; MDiv, Duke University

Christina T. Soriano (2006)

Vice Provost for Arts and Interdisciplinary Initiatives, Director of Dance  
and Professor  
BA, Trinity College; MFA, Smith College

José Villalba (2011)

Vice President for Diversity and Inclusion and Chief Diversity Officer  
BS, MEd, EdS, PhD, Florida

## Graduate School

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

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

Ron Von Burg (2012)  
Associate Dean for Academic Initiative, Reynolda Campus  
BS, BA, Arizona State University; MA, PhD, University of Pittsburgh

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

## School of Business

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

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

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

Mercy Eyadiel (2011)  
Chief Corporate Engagement Officer  
BA, Southern Nazarene University; MEd, Oklahoma City University

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

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

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

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

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

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

John Montana (2011)  
Executive Director, Online Strategy and Instructional Technology Innovation

BA Hartwick College; MEd Northeastern University; MBA Wake Forest University

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

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

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

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

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

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

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

Julie H. Wayne (1998)  
Area Chair of Strategy, Management, Law, and Entrepreneurship  
BA, Furman University; MS, PhD, University of Georgia

## School of Divinity

Jonathan Lee Walton (2019)  
Dean  
BA, Morehouse College; MDiv, PhD, Princeton Theological Seminary

Kevin Jung (2007)  
Associate Dean of Academic Affairs  
BA, Seoul Theological University; MDiv, Princeton Theological Seminary; STM, Yale Divinity School; PhD, University of Chicago

## School of Law

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

Tanya Marsh (2010)  
Vice Dean  
BA, Indiana University; JD, Harvard Law School

Richard C. Schneider (1992)  
Associate Dean for International Affairs and Professor of Law  
BA, Colorado; MA, Yale; JD, New York

Ronald Wright (1988)  
Associate Dean of Research



AB, William and Mary; JD, Yale

Christopher Knott (2012)

Associate Dean for Information Services and Technology and Professor of Law

BA, Iowa; MLIS, Indiana; JD, Michigan

Simone Rose (1993)

Associate Dean for Innovation and Entrepreneurship

BS, University of Pennsylvania; JD, University of Maryland

Aurora Edenhart-Pepe (2020)

Chief Administrative Officer

BS, West Chester

## Wake Forest School of Medicine

Julie A. Freischlag (2018)

CEO, Wake Forest Baptist Medical Center, Dean of Wake Forest School of Medicine and Chief Academic Officer of Atrium Health Enterprise

BS, University of Illinois; MD, Rush University

Evelyn (Lynn) Y. Anthony (2017)

Senior Associate Dean of Faculty Affairs

BS, University of North Carolina, Chapel Hill; MD, Duke University School of Medicine

C. Randall Clinch (2011)

Associate Dean for MD Program Academic Affairs (Interim); Associate

Dean Faculty Development; Medical Director, Employee Health; and

Professor of Family and Community Medicine

BS, College of New Jersey; DO, University of Medicine and Dentistry of New Jersey - School of Osteopathic Medicine; MS, Wake Forest University

Michael T. Fitch (2018)

Associate Dean for Faculty Affairs, Professor and Vice Chair for Academic Affairs, Emergency Medicine

BS, College of William and Mary; PhD, Case Western Reserve School of Medicine; MD, Case Western Reserve School of Medicine

Beth Gianopulos (2018)

Associate Dean of Faculty Relations and Retention, Senior Counsel, Wake Forest Baptist Medical Center Legal Department, and Assistant Professor of Surgery

JD, Wake Forest University

Gregory L. Burke, MD, MSc (2017)

Senior Associate Dean for Research and Professor of Public Health Sciences and Chief Science Officer

MD, MSc, University of Iowa

Stephen Kritchevsky (2012)

Associate Dean of Research Development and Director of the Sticht Center on Aging

MSPH, PhD, University of North Carolina, Chapel Hill

Donald A. McClain (2016)

Associate Dean for Clinical and Translational Science

MD, PhD, The Rockefeller University, Cornell Medical College

Lynne Wagenknecht (2013)

Associate Dean for Interdisciplinary Research

BS, Lenoir-Rhyne, Dr PH, Alabama-Birmingham

Terry L. Hales, Jr. (2014)

Senior Vice President, Academic Administration and Operations & Executive Vice Dean

BSBA, Appalachian State; MBA, Wake Forest University

Christopher O'Byrne, (2016)

Vice President and Associate Dean of Research Administration and Operations

BA, Stonehill College; MS, Northeastern University

Terri S. Yates (2015)

Vice President and Associate Dean, Healthcare Education Administration

BS, MA, Wake Forest University; PhD, University of North Carolina-Greensboro

James Hoekstra (2018)

Senior Vice President and Associate Dean, Clinical and Academic Network Development

MD, University of Michigan Medical School

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

Brenda Latham-Sadler (2012)

Associate Dean of Student Inclusion and Diversity

BS, Pace; MD, Wake Forest University

Marcia M. Wofford (2013)

Associate Dean of Student Affairs

BA, Millsaps College; MD, University of Mississippi Medical Center

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

Daryl Rosenbaum (2019)

Associate Dean of Admissions and Student Financial Aid

BA, University of Michigan; MD, Wake Forest University

Modupeola Akinola (2019)

Assistant Dean of Admissions and Student Financial Aid

BS, MB, University of Ibadan Medical School - Nigeria

Marquita Hicks (2019)

Assistant Dean of Student Inclusion and Diversity

Ba, Hendrix College; MD, University of Kansas

## Admissions and Financial Aid

Eric Maguire (2019)

Vice President for Enrollment

BA, Muhlenberg College; MA, Indiana University

Karen Vargas (2017)

Dean of Admissions

BA, Haverford College; MSM Rosemont College

Dawn E. Calhoun (1999)

Sr. Associate Dean of Admissions - Admissions Programming

BA, MA, Wake Forest University

Sheena Ramirez (2021)

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

Paul M. Gauthier (2003)

Associate Dean of Merit-Based Scholarships  
BA, Wake Forest University; MA, St. Louis University

Nicole McInteer (2015)

Associate Dean of Admissions  
BA, Wake Forest University; PhD, Penn State

Adrian Greene (2018)

Associate Dean of Admissions  
BA, MA, Wake Forest University; PhD, UNC-Chapel Hill

Janessa Dunn (2021)

Associate Dean of Admissions  
BA, Georgia Southern University; Med, Vanderbilt University; EdD, Vanderbilt University

Susan Faust (2014)

Assistant Dean of Admissions  
BA, MA, University of Arkansas at Fayetteville

Lowell Tillett (2014)

Assistant Dean of Admissions  
BA, Wake Forest University; JD, Quinnipiac University

Thomas Ray (2014)

Assistant Dean of Admissions, Diversity Admissions  
BA, Wake Forest University

Rose Brown (2022)

Assistant Dean of Admissions  
BA, UNC-Chapel Hill; MS, John Hopkins University

Magdalena Perez Vicente (2022)

Assistant Dean of Admissions  
BA, Wake Forest University; MA, Duke University

Jeremiah Fields (2023)

Assistant Dean of Admissions  
BS, Winston Salem State University

Matthew Avara (2017)

Admissions Counselor  
BS, Wake Forest University

Cesar Grisales (2019)

Admission Counselor  
BA, Wake Forest University

Jessie Birnbaum (2022)

Admissions Counselor  
BA, Wake Forest University

Eric Haddleton (2022)

Admissions Counselor  
BA, Wake Forest University

Jarrett Hall (2022)

Admissions Counselor

BA, Wake Forest University

Danielle Key (2022)

Admissions Counselor  
BA, Wake Forest University

Ikira Terrell (2022)

Admissions Counselor  
BA, Wake Forest University

Kavasia Heath (2022)

Admissions Counselor  
BA, Wake Forest University

Christopher R. Franklin (2013)

Admissions Business/Systems Analyst  
BS, University of Maryland

Terri E. LeGrand (2005)

Director of Enrollment Compliance & Technology  
BS, Iowa State; JD, Wake Forest University

Kenya Lee (2023)

Enrollment Data Analyst

Thomas P. Benza Jr. (2006)

Director of Financial Aid  
BA, BS, Appalachian State; MA, Wake Forest University

Dionnia Brown (2021)

Associate Director of Financial Aid  
BA, Wake Forest University; MAEd, McKendree 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

Roberta L. Powell (2007)

Assistant Director of Financial Aid  
BA, Asbury College; MS, Kentucky

Lauren Trethaway (2013)

Assistant Director of Financial Aid & Student Employment Coordinator  
BS, North Carolina State University

Elizabeth G. Sandy (2013)

Coordinator for Study Abroad, External Scholarships & State Grants  
BS, MA, Rider University

Courtney Kim (2020)

Financial Aid Counselor & VA Specialist  
BA, University of Pittsburgh

Lisa A. Myers (1996)

Financial Aid Counselor

Marisa Hancock-Hernández (2020)

Financial Aid Counselor  
BA, University of North Carolina at Chapel Hill; MSM Wake Forest University

Erneatka Webster (2021)

Financial Aid Counselor  
BS, Wesley College; MSM, Wilmington University

Brittany Ray  
Financial Aid Assistant  
UNCG

John Royal (2017)  
Data Coordinator  
BA, Western Carolina University

Rhonda Myrick (2008)  
Reporting Analyst III  
BS, High Point University; MA, Appalachian State University

## Athletics

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

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

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

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

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

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

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

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

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

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

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

Michael Piscetelli (2005)  
Senior Associate Athletics Director, Development

BA, Wake Forest University

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

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

## 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)  
Assistant Vice President & Dean of Residence Life and Housing  
BA, Davidson College; MEd, University of South Carolina; EdD, University  
of North Florida

Adam Goldstein (2014)  
Associate Vice President & Dean of Students  
BA, Indiana University of PA; MEd, University of Georgia; PhD, University  
of Georgia

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

Warrenetta Mann (2021)  
Director, University Counseling Center  
BA, Vanderbilt University; MA, University of Louisville; PsyD, Spalding  
University

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

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

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

James Byrd (2012)  
Director of Deacon One in the Office of Physical Security Technology  
BA, Gardner-Webb University; MA, New Orleans Baptist Theological  
Seminary

Stephanie Carter (2017)  
Director of Residency Life and Housing

BA, Florida State University; MEd, University of Georgia; EdD, Capella University

Aishah Casseus (2020)

Title IX Director

BS, Troy University; JD, North Carolina Central University

Joseph Cassidy (2016)

Executive Director for Campus Fitness & Recreation

BA, Bellarmine University; MS, Eastern Illinois University; MBA, University of Notre Dame

Denisha Champion (2010)

Director of University Counseling Center

BA, Clemson University; MA, University of North Carolina at Greensboro;

PhD, University of North Carolina at Greensboro

Candice Epps Jackson (2021)

Associate Dean of Students for Community Response and Caring Outreach

BS, North Carolina State University; MS and EdS, University of Chapel Hill at Greensboro; PhD, University of Chapel Hill at Greensboro

Ashleigh Hala (2021)

Director, Office of Wellbeing

BSW, Wheelock College; MSW, Boston University

Cathy Higginbotham (2023)

Executive Director of Student Health Service

BS, University of Charleston West Virginia; MA, East Carolina University;

Marianne Magjuka (2011)

Assistant Dean of Students, Executive Director

BA, University of Notre Dame; MEd, University of Notre Dame; EdD, University of Pennsylvania

Cherise James (2009)

Associate Director of Orientation and Lower Division Programming

BS, University of Florida; MA, Nova Southeastern University; PhD, University of North Carolina at Greensboro

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

Tim Wilkinson

Senior Associate Dean of Students

BA, West Chester University; MA, Rider University; EdD, Appalachian State University

Harriet Williams (2019)

Director of Campus Life Talent Management

BA, Stonybrook University; MA, Stonybrook University, EdD, University of Vermont

## Chaplain's Office

Timothy L. Auman (2001)

Chaplain

BA, Wofford College; MDiv, Duke University; PhD, Interfaith Seminary

Kellee Monet (K. Monet) Rice (2012)

Associate Chaplain

BA, Louisiana State; MDiv, Princeton Theological Seminary

Elizabeth Orr (2014)

Associate Chaplain, Spiritual Formation

BA, Stonehill College; MA, Boston College School of Theology and Ministry

Gail H. Bretan (2014)

Associate Chaplain, Jewish Life

BS, Temple University; BBA, Northwood University; MS, University of Arizona; PhD, UNC-Greensboro

Naijla Faizi (2017)

Associate Chaplain, Muslim Life

BS, Wake Forest University; MS University of Pennsylvania

## Finance and Administration

Jacqueline Travisano (2023)

Executive Vice President and CFO

BS, Robert Morris University; MBA, Chatham University; EdD Nova Southeastern University

Kenneth Basch (2008)

Executive Director, Wake Forest Properties

BA, Ohio State; MBA, Case Western Reserve

Dedee DeLongpré Johnston (2009)

Vice President, Human Resources and Sustainability

BS, Southern California; MBA, Presidio

Mur K. Muchane (2015)

Vice President, Information Technology/CIO

BA, Warren Wilson College; MS, University of Tennessee

Emily G. Neese (2006)

Vice President, Finance, Strategy and Planning

BS, Wake Forest University

John J. Shenette (2014)

Vice President, Facilities & Campus Services

BS, Central New England College

John K. Wise (2002)

Associate Vice President, Hospitality & Auxiliary Services

BS, Wisconsin (Stout)

## Global Wake Forest

J. Kline Harrison (1990)

Associate Vice President

Associate Provost for Global Affairs and Kemper Professor of Business

BS, Virginia; PhD, Maryland

Leigh Hatchett Stanfield (1999)

Executive Director of Global Engagement and Administration

BA, Wake Forest University

David F. Taylor (2005)

Assistant Dean of Global Study Away

BA, Princeton; MALS, Wake Forest University

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

Nelson Brunsting (2008)  
Director of Global Research & Assessment  
BA, Wake Forest University; MA, Victoria University of Wellington, New Zealand; PhD, UNC-Chapel Hill

Kelia Hubbard (2016)  
Director of International Student & Scholar Services  
BA, UNC-Charlotte; MPA, Grand Canyon University

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

Regina George (2022)  
Associate Director of International Student & Scholar Services  
BA, University Southern Mississippi

Patrick Bingham (2021)  
Research Coordinator  
BA, Virginia Commonwealth University, George Mason University; MA, PhD, University of East Anglia

Janice W. Claybrook (2006)  
Assistant Director & Program Coordinator for Global AWAKEnings  
BA, UNC-Chapel Hill; MS, UNC-Greensboro

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

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

Tara Grischow (2016)  
Senior Advisor for International Students and Scholars  
BA, Youngstown State; MA Youngstown State

Greta Smith (2018)  
Senior Advisor for International Students and Scholars  
BA, UNC-Greensboro

Rayna Minnigan (2017)  
International Student Advisor  
BS, Shaw University; MS, Georgetown University

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

Cody Ryberg (2016)  
Senior Study Abroad Advisor  
BA, Luther College; MS, St. Cloud State

Anna Marter (2016)  
Senior Study Abroad Advisor  
BFA, Tisch-New York University; MA, SIT Graduate Institute

Sean McGlynn (2017)  
Senior Study Abroad Advisor  
BA, Plymouth State

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

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

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

Kylie Holloway (2022)  
Center Coordinator  
BS, Appalachian State University

Robbye Ramirez (2021)  
Administrative Assistant  
BS, NC State University

Kim Snipes (2008)  
Project Coordinator for Global Campus Programs  
Attended Bob Jones

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

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

## Graylyn International Conference Center

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

Alex Crist (2010)  
Director Parking and Transportation  
BS, University of Indianapolis

T. Matthew Pack (2004)  
Director of Conference Services  
BA Kentucky Wesleyan; MA, Murray State

Alyssa Armenta (2015)  
Marketing Manager  
BA, Salem College

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

Shelley Brown (2010)  
Director of Sales  
BA, Austin Peay State

Mark McFetridge (2006)  
Director of Rooms  
BS, University of Florida

## Information Systems

Mur Muchane (2015)  
Vice President for Information Technology & CIO



BA, Warren Wilson College; MS, University of Tennessee

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

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

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

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

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

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

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

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

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

Sarah Wojcik-Gross (2007)  
Assistant Director Client Services  
BA, Mansfield University; MSED, Elmira College

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

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

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

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

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

George Campbell (2019)  
Assistant Director Analytics & Data Governance

BA, Wake Forest University; MA, Indiana University-Bloomington

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

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

## Institutional Research

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

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

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

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

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

## Legal Department

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

William K. Davis (2012)  
Senior Counsel  
AB, Davidson; MBA, UNC-Chapel Hill; LLB, Wake Forest University

Anita M. Conrad (1999)  
Counsel and Assistant Secretary of the Board of Trustees  
BA, Akron; JD, Wake Forest University

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

K. Carter Cook (2004)  
Counsel  
BS, MBA, JD, Wake Forest University

Brian J. McGinn (2007)  
Associate Counsel  
BA, JD, Wake Forest University

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

## Libraries

Timothy Pyatt (2015)

Dean, Z. Smith Reynolds Library  
AB, Duke University; MLIS, NC Central

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

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

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

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

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

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

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

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

E. Parks Welch III (1991)  
Director of the Coy C. Carpenter Library  
BS, UNC-Chapel Hill; MBA, Wake Forest University; MLS, UNC-Greensboro

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

## Personal and Career Development

Andrew Chan (2009)  
Vice President, Office of Personal and Career Development  
BA, MBA, Stanford

Vicki L. Keslar (2009)  
Office Operations Manager & Executive Assistant to the Vice President  
BS, Indiana University of PA; MPM, Carnegie Mellon

Allison McWilliams (2010)  
Director, Mentoring Resource Center & Alumni Career Development  
BA, Wake Forest University; MA, PhD, Georgia

Amy Willard (2011)  
Assistant Director, Career Education & Coaching  
BA, NC State

Caleigh McElwee (2011)

Associate Director, Career Coaching, School of Business  
BA, Wake Forest University; MS, EdS, UNC-Greensboro

Shan Woolard (2001)  
Assistant Director, Career Education and Coaching  
BA, Salem College; MS, UNC-Greensboro

Jessica Long (2014)  
Assistant Director, Career Education & Coaching  
BA Wake Forest, MS, UNCG

Cheryl Hicks (2014)  
Assistant Director, Career Education & Coaching  
BS, Texas A&M

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

Patrick Sullivan (1997)  
Interim Director, Career Education & Coaching  
BA, MBA, Wake Forest University

Heidi Robinson (2011)  
Part-time Associate Professor of the Practice in Education  
BA, Washington State; MA, Wake Forest University

Dana Hutchens (1991)  
Employer Experience Manager  
BS, UNC-Greensboro

Amy Bull (2013)  
Employer Experience Manager  
BS, Grove City College

Amy Wagner (1986)  
Office Manager

ShaShawna McFarland (2010)  
Receptionist  
BS, Winston-Salem State

Rhonda Stokes (2007)  
Associate Director, Family Business Center- Charlotte Metro  
BA, Georgia

Polly Black (2010)  
Director, Center for Innovation, Creativity and Entrepreneurship  
BA, Vassar College; MA, Columbia; MBA, Virginia

Elisa Burton (1998)  
Program Coordinator, Office of Innovation, Creativity and Entrepreneurship  
BA, High Point

Michael A. Crespi (2004)  
Sr. Associate Director, Career Coaching, School of Business  
BA, BS, New Hampshire; MBA, Wake Forest University

Lori Sykes (2004)  
Associate Director, Corporate Relations  
BS, MBA, Appalachian State

Lisa Simmons (2002)  
Associate Director, Employer Experience

BS, Rollins College; MALS, Wake Forest University

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

## University Advancement

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

Robert T. Baker (1978)  
Senior Associate Vice President, University Development  
BA, MS, George Peabody (Vanderbilt)

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

Brett Eaton (2010)  
Senior Associate Vice President, Communications and External Relations  
and Executive Director of Wake Will Lead  
BA, Clemson; MBA, American

Michael Haggas (1994)  
Assistant Dean of Development, College  
BA, Clarke University

Maria Henson (2010)  
Associate Vice President and Editor-at-Large Wake Forest Magazine  
BA, Wake Forest University

Shaida Horner (1993)  
Associate Vice President, Gift Planning  
BA, UNC-Chapel Hill; M.Acct., UNC-Chapel Hill; JD, Wake Forest University

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

Minta A. McNally (1978)  
Associate Vice President, Office of Family Engagement  
BA, Wake Forest University

William T. Snyder (1988)  
Associate Vice President, Alumni and Donor Services  
BA, Wake Forest University

Mary Tribble (1982)  
Associate Vice President and Senior Advisor for Engagement Strategies  
BA, MA, Wake Forest University

T.J. Truskowski (2002)  
Executive Director of Development, School of Business  
BS, Eastern Michigan University; MBA, Davenport University

Sheila Virgil (1988)  
Assistant Dean of Development, School of Divinity  
BA, St. John's College; MNO, Case Western Reserve University

Logan Roach (2015)  
Assistant Dean of Development, School of Law

BS, Wake Forest University

## University Registrar

Kenneth Gilson (2020)  
Assistant Provost for Academic Administration and University Registrar  
BA, Wheaton College (IL); MS, UIC John Marshall Law School; EdD,  
University of Southern California

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

Sasha Suzuki (2006)  
Associate Registrar  
BA, MA, Wake Forest University

Candace Speaks (2010)  
Office Manager

Shemeka Ceasar (2008)  
Assistant Registrar  
BA, East Tennessee State University; MA, Strayer University

Grace Lee-Seo (2022)  
Assistant Registrar  
BS, Baylor University; MS, PhD, University of North Carolina at Greensboro

Fagueye Ndiaye-Dalmadge (2008)  
Assistant Registrar  
BS, MBA, Southern Illinois

Damian Patterson (2019)  
Data Services Specialist  
BA, Bridgewater College

Susan Parrott (2007)  
Certification Officer  
BA, Duke University; JD, University of North Carolina at Chapel Hill

Leah Farrow Steele (2021)  
Assistant Registrar  
BS, High Point University

Richard Titus (2019)  
Assistant Registrar  
BA, MA, University of North Carolina at Greensboro

Alicia Trent (2022)  
Assistant Registrar  
BS, Radford University; MS, University of North Carolina at Greensboro

## University Theatre

Jonathan Christman (2019)  
Director of University Theatre  
AB, Franklin & Marshall College; MFA, University of Massachusetts at  
Amherst

Evan Shuster (2019)  
Technical Director  
BA, Susquehanna University; MFA Virginia Tech

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

Clare Parker (2018)

Costume and Wardrobe Assistant

BFA, Southern Oregon University; MFA, UNC School of the Arts

Faculty Director of Flow House (Vienna)

BA, MA, University of California-Los Angeles; PhD, Ohio State University

## Other Administrative Offices

Jarrod Atchison (2010)

Director of Debate

BA, MA, Wake Forest University; PhD, Georgia

Sam L. Beck (2008)

Director, Student Professional Development (EY Professional Development Center, School of Business)

BA, MA, Wake Forest University

Paul Bright (2004)

Director of Art Galleries and Programming

BFA, South Carolina

Jessica Burlingame (2007)

Collections Manager

BA, Edinboro University of Pennsylvania; MA, UNC-Greensboro

Brian Gorelick (1984)

Director of Choral Ensembles

BA, Yale; MM, Wisconsin-Madison; DMA, Illinois

Andrew W. Gurstelle (2015)

Academic Director of the Museum of Anthropology

BA, University of Wisconsin-Madison; MA, PhD, University of Michigan

David Hagy (1995)

Director of Orchestra

BM, Indiana; MM, MMA, DMA, Yale

Katy J. Harriger (1995)

Faculty Director of the Wake Washington Program (Washington, D.C.)

BA, Edinboro State University; MA, PhD, University of Connecticut

Peter D. Kairoff (1988)

Program Director of Casa Artom (Venice)

BA, California (San Diego); MM, DMA, Southern California

Benjamin T. King (2007)

Director of Interdisciplinary Programs (School of Business)

BA, Virginia; MBA, Wake Forest University

Martine Sherrill (1985)

Visual Resources Librarian and Curator of Print Collection

BFA, MLS, UNC-Greensboro

Peter M. Siavelis (1996)

Faculty Director of the Southern Cone Program (Argentina and Chile)

BA, Bradley; MA, PhD, Georgetown

Kathy Smith (1981)

Faculty Director of Worrell House (London)

BA, Baldwin-Wallace University; MA, PhD, Purdue University

Rebecca Thomas

# 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) (<http://sps.wfu.edu/>).

## Academic Calendar

### Fall 2023

Date	Day	Event
August 28	Monday	Mini 1 Start
October 18	Wednesday	Mini 1 End
October 23	Monday	Mini 2 Start
December 13	Wednesday	Mini 2 End

### Spring 2024

Date	Day	Event
January 8	Monday	Mini 1 Start
February 28	Wednesday	Mini 1 End
March 4	Monday	Mini 2 Start
April 24	Wednesday	Mini 2 End

### Summer 2024

Date	Day	Event
April 29	Monday	Mini 1 Start
June 19	Wednesday	Mini 1 End
June 24	Monday	Mini 2 Start
August 14	Wednesday	Mini 2 End

## Programs

### Degree Programs

- Communications, Master
- Curriculum and Instruction, Master
- Digital Marketing, Master
- Educational Leadership, Master
- Financial Technology and Analytics, Master
- Health Administration, Master
- Health Informatics, Master
- Project Management, Master

### Certificates

- Agile Leadership, Certificate
- Digital Marketing & Analytics, Certificate
- Ethical and Inclusive Leadership, Certificate
- FinTech, Certificate
- Project Management, Certificate

## Degree Programs

### C

- Communications, Master
- Curriculum and Instruction, Master

### D

- Digital Marketing, Master

### E

- Educational Leadership, Master

### F

- Financial Technology and Analytics, Master

### H

- Health Administration, Master
- Health Informatics, Master

### P

- Project Management, Master

## 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 & 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
<b>Select 1 Elective</b>		<b>3</b>
CMS 750	Champion Corporate Branding	
LDR 720	Negotiation and Conflict Management	
LDR 722	Leadership and Change Management	
LDR 724	Leading Business Communications	
LDR 726	Financial Management for Today's Leaders	
<b>Total Hours</b>		<b>30</b>

## Curriculum and Instruction, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
CUI 710	Curriculum and Instruction Fundamentals	3
CUI 724	Instructional Leadership	3
CUI 714	Assessment and Evaluation	3
CUI 712	Social Foundations of Education	3
CUI 722	Differentiated Instruction	3
CUI 720	Instructional Design and Digital Learning Technologies	3
CUI 726	Curriculum Mapping for DEI	3
EDL 714	Using Research and Data to Lead School Improvement	3
CUI 799	Capstone in Education	3
<b>Select 1 Elective</b>		<b>3</b>
EDL 710	Foundations of Educational Leadership	
EDL 722	Administration, Supervision, and Community	
PMP 710	Project Management Essentials	
LDR 722	Leadership and Change Management	
<b>Total Hours</b>		<b>30</b>

## Digital Marketing, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
DMG 710	Strategic Digital Marketing	3
DMG 712	Digital Marketing Research, Journey Mapping, and Consumer Analytics	3
DMG 720	Marketing Analytics and Data Visualization	3
DMG 724	Digital Design Thinking and the User Experience (UX)	3
DMG 722	Branding, Storytelling, and Writing Content for the Digital World	3
DMG 714	Leadership, Ethics, and the Legal Landscape of Digital Marketing	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
<b>Select 1 Elective</b>		<b>3</b>
PMP 710	Project Management Essentials	
DMG 751	Website, Visual Content, and Video Development	
DMG 752	Digital Consumer Psychology and Decision Making	
DMG 753	The Customer Journey: Website and eCommerce Marketing	
<b>Total Hours</b>		<b>30</b>

## Educational Leadership, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
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 & Ethics	3
EDL 722	Administration, Supervision, and Community	3
EDL 724	Human Resources & School Finance	3
EDL 730	Internship: School Executive I (15 weeks)	3
<b>Select 1</b>		<b>3</b>
EDL 732	Internship: School Executive II (15 weeks)	
CUI 799	Capstone in Education	
<b>Select 1 Elective</b>		<b>3</b>
CUI 714	Assessment and Evaluation	
CUI 720	Instructional Design and Digital Learning Technologies	
CUI 722	Differentiated Instruction	
CUI 726	Curriculum Mapping for DEI	
<b>Total Hours</b>		<b>30</b>

## Financial Technology and Analytics, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
FTA 710	Financial Analytics	3
FTA 712	Data Management	3
FTA 714	Visual Analytics & Influencing	3
FTA 720	Financial Technology Today	3
FTA 722	Emerging Technologies	3
FTA 724	Machine Learning & Artificial Intelligence	3
FTA 730	Decision Making & Risk Management	3
FTA 732	Managing Disruption & Innovation	3

FTA 799	Capstone in Financial Technology & Analytics	3
<b>Select 1 Elective</b>		<b>3</b>
LDR 722	Leadership and Change Management	
DMG 720	Marketing Analytics and Data Visualization	
FTA 751	Financial Markets & Institutions	
FTA 752	Emerging Applications & Entrepreneurship	
<b>Total Hours</b>		<b>30</b>

## Health Administration, Master Requirements

Code	Title	Hours
<b>Required Courses</b>		
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 & the American Healthcare System	3
HIF 732	Healthcare Leadership & Impact	3
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
<b>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, FTA 730, and HIF 752</b>		<b>3</b>
<b>Total Hours</b>		<b>36</b>

## Health Informatics, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
HIF 710	Health Informatics Today	3
HIF 712	Population Health & 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 & Impact	3
HIF 734	Quality and Patient Safety Management in Healthcare	3
HIF 799	Capstone in Health Informatics	3
<b>Select 1 Elective</b>		<b>3</b>
HIF 751	Telehealth Today and Tomorrow	

HIF 752	Artificial Intelligence (AI) in Health Informatics	
PMP 710	Project Management Essentials	
<b>Total Hours</b>		<b>30</b>

## Project Management, Master Requirements

Code	Title	Hours
<b>Core Courses</b>		
PMP 710	Project Management Essentials	3
PMP 712	Mastering the Project Life Cycle	3
PMP 730	Agile Fundamentals	3
PMP 714	Portfolio and Program Management	3
LDR 720	Negotiation and Conflict Management	3
PMP 732	Advanced Agile: Frameworks and Techniques	3
LDR 722	Leadership and Change Management	3
PMP 799	Capstone in Project Management	3
<b>Select 2 Electives</b>		<b>6</b>
PMP 750	Lean Six Sigma	
PMP 751	PMP Leadership Preparation	
PMP 752	ScrumMaster Leadership Preparation	
PMP 753	Leading Construction and Engineering Projects	
<b>Total Hours</b>		<b>30</b>

## Certificates

- A**
  - Agile Leadership, Certificate
- D**
  - Digital Marketing & Analytics, Certificate
- E**
  - Ethical and Inclusive Leadership, Certificate
- F**
  - FinTech, Certificate
- P**
  - Project Management, Certificate

## Agile Leadership, Certificate Requirements

Code	Title	Hours
PMP 730	Agile Fundamentals	3
PMP 732	Advanced Agile: Frameworks and Techniques	3
LDR 720	Negotiation and Conflict Management	3

LDR 722	Leadership and Change Management	3
<b>Total Hours</b>		<b>12</b>

## Digital Marketing & Analytics, Certificate

### Requirements

Code	Title	Hours
DMG 710	Strategic Digital Marketing	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
<b>Total Hours</b>		<b>12</b>

## Ethical and Inclusive Leadership, Certificate

### Requirements

Code	Title	Hours
EIL 710	Moral and Ethical Dimensions of Inclusive Leadership	3
EIL 712	Decision Making and Conflict Management	3
EIL 714	Shaping an Ethical and Inclusive Organization	3
<b>Total Hours</b>		<b>9</b>

## FinTech, Certificate

### Requirements

Code	Title	Hours
FTA 710	Financial Analytics	3
FTA 712	Data Management	3
FTA 720	Financial Technology Today	3
FTA 722	Emerging Technologies	3
<b>Total Hours</b>		<b>12</b>

## 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
<b>Total Hours</b>		<b>12</b>

## Courses A-Z

### C

- Communication (CMS)
- Curriculum & Instruction (CUI)

### D

- Digital Marketing (DMG)

### E

- Educational Leadership (EDL)
- Ethical and Inclusive Leadership (EIL)

### F

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

### H

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

### L

- Leadership (LDR)

### P

- Project Management (PMP)

## Communication (CMS)

### CMS 710. Communications Today. (3 h)

Today's professionals encounter an increasingly complex organizational environment. The course introduces students to foundational concepts of the Information Economy, focusing on media's recent evolution and the impact of this digitization, including subsequent changes in the work environment and human interaction, 21st century literacies, and relevant theories to shed light on how to manage current and emerging social trends.

### 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 & 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 organization mission and values and serve the broader goals of business and society. Learn more about the ESG framework and be able to apply it to communications initiatives, building trust and making a positive, authentic impact. Effective leaders communicate consistently and in alignment with organizational missions that represent the highest of ethical standards.

**CMS 732. Leading through Intercultural Communications. (3 h)**

It is necessary for communications leaders to develop intercultural awareness and build communications strategies that reflect diversity of thought, culture, and experience. Equitable practices foster trust and commitment to organizations and brands. Diverse workforces are more creative and innovative. Learn how to assess and design aligned, inclusive communications strategies.

**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, Gagne'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.

## Digital Marketing (DMG)

**DMG 710. Strategic Digital Marketing. (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)**

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 751. Website, Visual Content, and Video Development. (3 h)**

Effective visual design and video production that leads to engaging user experiences require a unique set of skills and a deep understanding of consumer psychology. To help students enhance their ability to create effective designs and videos, this course will combine the highly creative and analytical sides of digital marketing in these domains.

**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 & 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 & 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.

## 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 & 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 & 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 & 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 & Risk Management. (3 h)**

A practical overview of making decisions in an uncertain business environment.

**FTA 732. Managing Disruption & Innovation. (3 h)**

An empowering course that highlights the forces of disruptive innovation in the finance industry.

**FTA 751. Financial Markets & 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 & 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 & 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)**

This course aims to thread content learned throughout the program into a culminating capstone experience. Students are offered an opportunity to apply theory to practice in a shadowing or internship experience. The program requires students to complete a certain number of shadowing/ internship hours observing leaders in healthcare leading and managing health related issues. Ultimately the exposure assists students in transferring theory into practice.

## 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 & 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/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 & 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.

## 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 causes 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 724. Leading Business Communications. (3 h)**

To have impact, today's leaders must understand today's landscape and communicate their message to key stakeholders informally through social networks or formally through presentations.

**LDR 726. Financial Management for Today's Leaders. (3 h)**

Is there such a thing as "non financial" leadership today? Leading effectively in today's complex economy requires a confident understanding of the numbers side of the business. Communications professionals often read and interpret spreadsheets, numbers, and financial projections. Their work will become the internal and external messaging for the organization. This course provides critical financial competencies - the basics of cash flow and income, reading a balance sheet effectively, analyzing to ask the right questions, and presenting a strong business case.

**LDR 728. Human Resources Management and Organizational Development. (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. These include processes and systems related to performance management, talent management, diversity, and employee wellness. Students will also engage leadership and change management processes. This course emphasizes gaining the knowledge, leadership skills, and tools necessary to successfully undertake organizational change.

## Project Management (PMP)

**PMP 710. Project Management Essentials. (3 h)**

This course introduces the foundational concepts of project management (PM). It provides an overview of the PM life cycle as defined in the Project Management Body of Knowledge. Several PM knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others, will be introduced. Distinctions between project, program, and portfolio management are explored. Achieving literacy in Microsoft Project software is an additional goal of the course.

**PMP 712. Mastering the Project Life Cycle. (3 h)**

This course pursues a comprehensive and in-depth exploration of the different phases of a project from initiation to closure, with an emphasis on the myriad of factors that contribute to successful project management (PM) throughout the life cycle. Students will leave with a set of best practices for effective PM in setup, planning, and execution. P - PMP 710.

**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 732. Advanced Agile: Frameworks and Techniques. (3 h)**

This course builds on the foundation established in the "Agile Fundamentals" course, placing an emphasis on building the practical skills necessary for leading agile projects in organizations. In addition to learning about predominant agile frameworks, the course emphasizes continuous improvement through retrospectives, lean-agile thinking, and the use of agile metrics. P - PMP 730.

**PMP 750. Lean Six Sigma. (3 h)**

Continuous improvement projects (CIPs) 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 complementing methodologies that are suited to the pursuit of operational excellence. The participants will 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.

**PMP 751. PMP Leadership Preparation. (3 h)**

The Project Management Professional (PMP) Leadership Preparation course is designed to prepare project managers to be exceptional project leaders for their organizations. Obtaining leading industry certification is important for many. This course provides the knowledge and skills aligned with the PMI PMP Exam Content Outline (ECO), including universal competencies for all project managers; predictive, agile, or hybrid.

**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 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.

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