### JAN 1044 JAN 381 A An Introduction to Dental Medicine

**Charlie Bass**  
*Instructor Permission Required*

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<thead>
<tr>
<th>Enrollment: 8/8</th>
<th>0800 - 1700 MTWRF</th>
<th>RMSC 308</th>
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</thead>
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Designed for students seriously considering careers in dental medicine, this project provides an opportunity to serve a number of apprenticeships with practicing dental professionals. Each student will work with a General Dentist, an Orthodontist, a Periodontist, and an Endodontist (and an Oral Surgeon if possible) during three weeks of the interim. The remaining week of the interim will be spent at the Medical University of South Carolina attending classes, doing clinical rotations, and meeting with admissions counselors. Grades on this project will be based on daily updates via e-mail, a presentation, a daily journal, and the participation of the student in each dental professional's practice as evaluated by that professional.

**Eligibility:** Open to all students with instructor's consent - preference is given to juniors and seniors. Anticipated cost: Cost of travel to dental offices (Greenville) and to Charleston along with housing in Charleston which is the responsibility of the student.

### JAN 1054 JAN 382 A Pre-Law

**John Fort**  
*Instructor Permission Required*

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<th>Enrollment: 18/20</th>
<th>0900 - 1200 MTWRF</th>
<th>MAIN 302</th>
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Students will learn about the legal profession and law school. They will discuss the admission process for law school and the ethics required for being in a law office. Students will discuss realistic views of the legal profession and it means to be a "lawyer". They will visit and hear arguments before the South Carolina Supreme Court and the Fourth Circuit Court of Appeals. Students will intern and shadow an attorney for approximately two weeks.

Billed amount: $250

### JAN 1022 JAN 383 A Capitol Hill Internship Program

**Amy Lancaster**  
**Sara Milani**  
*Instructor Permission Required*  
Graded Interim (A-F)

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<tr>
<th>Enrollment: 15/16</th>
<th>TBA MTWRF</th>
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<td>Billed Fee: $1,682.00</td>
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CHIP students seek internships in Washington, DC. These placements can include government agencies, nonprofit organizations, associations, lobbying firms, and private corporations, in addition to the Capitol and its House and Senate offices. Students will stay in premium housing in the immediate vicinity of Capitol Hill. Note: this program does not place the students in internships. It is the student's responsibility to find his/her own placement. For more information, see [https://wofford.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=50882](https://wofford.studioabroad.com/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=50882).

**Project Cost:** $1682 (includes the application fee, housing, cable service, internet and computer access, laundry facilities, and instruction)

**Estimated Additional Expenses:** $900-1000 (airfare to Washington, DC, meals, local transportation)

### JAN 1145 JAN 385 A Pre-Pharmacy Internship

**Bryan Splawn**  
*Instructor Permission Required*

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<th>Enrollment: 5/8</th>
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<tbody>
<tr>
<td>Billed Fee: $0.00</td>
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Office of Information Management  
Report Author: Franklin Pettitt & Tim McClimon  
Data Date: Sunday, February 1, 2015, 8:58 am
Students will get an intensive, "hands on" introduction to medicine. Each student will work one-on-one with approximately six health care professionals, in a number of different settings, including hospitals, clinics, and private practice. Students may work with physical therapists, physician's assistants, genetic counselors, and nurses. This is truly the best way of solidifying your decision to pursue a career in health care. Each student will work five full days a week at the assigned locations. Hours may vary. A day in surgery may run 7 a.m. to noon, while a day in obstetrics may run 7 a.m. to 7 p.m. Therefore, students must be flexible. Throughout the internship, students will keep a daily journal. In addition, students will work on and turn in personal essays, which are required for their medical school applications. On the last day of interim, there will be a seminar at Wofford, where each student will give a 10-15 minute presentation on some aspect of his/her experience, such as a particularly interesting case or treatment.

Billed amount: $140

A student will identify an educational goal and supporting objectives which he or she wishes to pursue in the workplace. He or she will seek out an internship suitable for achieving the stated goal and obtain a commitment from a supervisor in that workplace who will oversee the student's four 40-hour work weeks in that position. Emphasis will be placed on 1) identifying an appropriate goal and objectives; 2) identifying a work situation that is a good match for the student and the organization offering the internship; 3) carrying out the work responsibilities fully and effectively; and, 4) fulfilling accompanying academic requirements of one workplace-based communication emailed to the instructor each week -- an executive summary of "Swans-A-Swimming: A Guide to a Good Internship," a progress report, a memo regarding work-related reading, and a thank you letter to the student's supervisor. As the student pursues identifying an internship prior to January 2015, emphasis will be placed on regular communication with the instructor. This will include the mandatory interim meeting in the fall as well as a required personal interview in which the instructor can meet the student and discuss the proposed internship and at which the student will sign an agreement with the instructor.
A student will identify an educational goal and supporting objectives which he or she wishes to pursue in the workplace. He or she will seek out an internship suitable for achieving the stated goal and obtain a commitment from a supervisor in that workplace who will oversee the student's four 40-hour work weeks in that position. Emphasis will be placed on 1) identifying an appropriate goal and objectives; 2) identifying a work situation that is a good match for the student and the organization offering the internship; 3) carrying out the work responsibilities fully and effectively; and, 4) fulfilling accompanying academic requirements of one workplace-based communication emailed to the instructor each week -- an executive summary of "Swans-A-Swimming: A Guide to a Good Internship," a progress report, a memo regarding work-related reading, and a thank you letter to the student's supervisor. As the student pursues identifying an internship prior to January 2015, emphasis will be placed on regular communication with the instructor. This will include the mandatory interim meeting in the fall as well as a required personal interview in which the instructor can meet the student and discuss the proposed internship and at which the student will sign an agreement with the instructor.

There are many reasons for using the internship experience as a first step in pursuing a career in accounting. First, the work experience you gain during an internship, along with the contacts you make and the skills you develop, may give you an advantage in the search for a first job. In addition to enhancing your background and resume, the experiences you gain during an internship help you to mature as an accounting professional. But ultimately, the value of internships is perhaps best summarized by the following Chinese proverb: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." Students in this project will gain on-the-job accounting experience with a public accounting firm or in a business accounting department. Tasks to be performed will be those ordinarily assigned to new accounting employees. These will vary depending on the needs of the sponsor during January. This project is open only to Accounting Majors who will have passed Accounting 351. Permission of the instructor is required.

Other expenses: Participants will be responsible for the cost of getting to/from the job site, as well as the cost of appropriate professional wardrobe.
he Senior Seminar is the final professional education course prior to clinical practice for teacher candidates. To enroll, candidates must have successfully completed all course requirements in the Teacher Education Program. The course is composed of on-campus seminars and a 100-hour field experience in an assigned high school. Teacher candidates remain at the same field site for clinical practice. During this field experience candidates observe secondary students, teach a minimum of 7 specific lessons and, as permitted, observe and work with a special needs student. On-campus seminars focus on legal issues in education, classroom management, and other pertinent topics to enhance the work accomplished during the field experience component.