## JAN

### 1084 JAN 381 A  
**An Introduction to Dental Medicine**  
Charlie Bass  
Instructor Permission Required  
Enrollment: 9/9  
TBA  
RMSC 308

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.

Additional Estimated Expenses: Cost of travel to dental offices (Greenville) and to Charleston along with housing in Charleston which is the responsibility of the student.

### 1085 JAN 382 A  
**Pre-Law Internship**  
Dawn McQuiston  
John Fort  
Instructor Permission Required  
Enrollment: 21/21  
0900 1200 MTWRF  
RMSC 330

The Pre-Law Interim is designed to introduce students to both the theory and practice of the legal profession in the United States. There are three main features of the course. First, students will be introduced to the theoretical foundations of the American legal system and have the opportunity to participate in a Moot Court case. Also, we will visit the South Carolina Supreme Court and the United States Fourth Circuit Federal Court where we will meet the judges and hear oral arguments. Second, students will have the chance to move beyond the classroom and into the courthouses and offices of judges, public defenders, solicitors, and private attorneys. During the interim, you will be assigned to work with an attorney or judge. The purpose of the internship is not only to gain some knowledge of the practice of the legal profession but to prepare students to make an informed choice regarding whether this profession is the best fit for your vocation. Finally, Wofford has been offered the unique opportunity to meet with the Admissions officers of Charleston College of Law, University of South Carolina Law School, and the University of Richmond School of Law. We will visit each of these programs where students will be given the opportunity to attend classes and presentations by the faculty.

### 1001 JAN 383 A  
**Capitol Hill Internship Program**  
Amy Lancaster  
David Alvis  
Instructor Permission Required  
Enrollment: 10/16  
TBA  
RMSC 330

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. Students must submit the required application via the Office of International Programs' website to be considered. Applicants must be of at least sophomore standing and have a 3.0 GPA.

Billed fee above includes application fee, housing (cable service, internet, and computer access, laundry facilities), instruction, and risk management fee.

Additional Estimated Expenses: $1000 (meals, local transportation, airfare)
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.

Additional Expenses: Participants will be responsible for the cost of getting to/from the job site, as well as the cost of appropriate professional wardrobe.

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.

Note: 3.4 minimum GPA is required. Preference is given to JUNIORS having passed two Wofford biology courses with grades of B or better, and 3.5 GPA.

Additional Estimated Expenses: Students are responsible for meals as desired and transportation to/from physician's offices.

This is a four-week course designed to expose students to the pharmacy healthcare occupation. During the four-week period, students will work in commercial retail, free health clinics, and hospital systems. In addition, students will shadow pharmacy students and instructors in various pharmacy school institutions. This course provides an excellent introduction to the field of pharmacy.

Additional Estimated Expenses: $380 (meals and a lab coat)
During this interim project students will intern with a public policy or government related organization. This may include work for government officials, local, county, or state humanitarian organizations, community development organizations, political parties, or political campaigns. This internship opportunity enables students to apply what is learned in the classroom to real-world political, governmental, and organizational situations. The combination of experience in a work setting and analytic assignments helps students connect theory and practice, prepare for future employment, and clarify their vocational goals. The student will develop specific learning objectives for their internship experience and seek out a four week, 30-40 hour per week internship. In addition, during the internship all students will compose weekly reflective essays on their internship experience, attend one evening meeting, and write a 5-7 page assessment paper at the end of their internship. Students will need to be in regular communication with the instructor during the fall semester, including a personal meeting with the instructor to obtain approval for the proposed internship and attending a mandatory pre-interim meeting.

Additional Estimated Expenses: $175 (students may have out-of-project transportation costs depending on where they intern)

Students are invited to complete an internship over Interim, working 30-40 hours a week for four weeks, in an area they have identified as significant to their academic and career-related goals. Each student is responsible for securing the internship and identifying a supervisor at the workplace, who will then in turn contact me by email to confirm the student's acceptance and briefly outline work duties. Securing the internship and having the supervisor contact me is to be completed by the time of fall registration for the Interim. (Please note that students will likely be expected to have resumes for their internship hosts.) During Interim, students will also provide me with weekly updates, summarizing their experiences and communicating any work-related issues. Following the four-week commitment, students will send me a copy of their thank-you letters to their supervisors and provide a final confirmation from the supervisor that the internship has been successfully completed.

Additional Estimated Expenses: Students are responsible for all of their own expenses.

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Additional Estimated Expenses: Students are responsible for all of their own expenses.
This Interim creates a community of students involved in intensive civic engagement and service. Students will individually pursue service projects that they have designed, in consultation with the project leader, in communities here and in places around the globe. On campus before and after their service, they will find common cause in our community – mutual support, thoughtful reflection, and meaningful contextualization of their work locally, nationally, and internationally. Each person or team will work closely with their faculty mentor to build individualized reading and film lists to inform their service. Then we will gather on campus for pre-service meetings in early January, and then students will head off into their civic engagement experiences. During the last week of the January term, we’ll come together again to share experiences, polish presentations, and challenge one another to take the next steps in service and learning.

This Interim is designed to provide supervision and oversight for all students wishing to conduct independent, scientific, research projects. Any student interested in proposing their own scientific investigation during the Interim period, should contact Dr. Dave Pittman as soon as possible to receive guidance in planning a proposal, the logistics of conducting the experiment, and identifying a faculty research mentor. Proposals of independent research are due to Dr. Pittman 2 weeks prior to the independent Interim due date. Students may work with professors at another institute or on-campus. The Interim will culminate with formal paper and a showcase of student research presentations.

Additional Estimated Expenses: Students are responsible for all expenses associated with their research project. In some cases, students may make specific arrangements with their faculty research mentors to provide support of experimental expenses.

The primary component of this course is composed of a 100- hour field experience to be completed in the public schools of Spartanburg County, S.C. The course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. Teacher candidates will observe secondary students, teach a minimum of 7 specific lessons using a variety of techniques based on ADEPT; As permitted: observe and work with a special needs student, study the IEP, follow an IEP in planning and teaching a lesson to the student. Teacher candidates will plan for individual, small group and large group instruction; integrate the latest technology in teaching; construct, administer and evaluate an alternative assessment while using higher order thinking skills in the design and implementation of all instructional activities. Candidates will complete the Contextual Part of the Case Study and a Long-Range Plan. Class sessions will also be conducted on-campus to complement and facilitate the work accomplished during the field experience component.