



THE UNIVERSITY OF
TOLEDO
1872

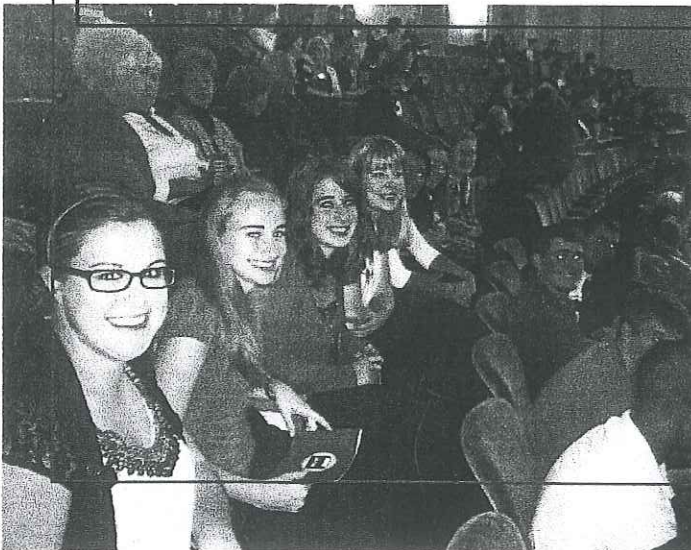


My main goal in life, after moving off to college and making a life of my own, is to become financially stable. I've always been frugal, and I probably always will be, but I've never enjoyed that moment of having extra cash that I can spend without guilt. I'm not saying it's a bad thing. I just want to eliminate the stress of cash flow from my life. Although making and saving money was a big deciding factor in my college choice, I am not carving my life out based on it. I am choosing to pursue bioengineering because I can put all of my science skills to use to make a difference in a life and in the medical field.

Personal, Educational and Career Goals

Throughout most of my educational career, I wanted to major in mathematics. I never knew what I wanted to do with it, but I enjoyed the analytical and practice uses of it. Just before my senior year, I discovered an interest in neuroscience/neurobiology and decided to pursue that educational path. I finally settled on a major that allows me to do both with a high demand in making a difference: bioengineering. After a five year degree in Bioengineering from the University of Toledo, I will have the options of landing a very favorable job or pursuing a medical degree. I believe my plan after the bachelor's degree, for now, is to take a job in the bioengineering industry, probably one which I've CO-OPed in through the program and/or pursue a master's degree in neurobiology. A medical degree may or may not enter the floor plan as the time comes closer.

As a professional, I am still searching for my ideal job. With a degree in bioengineering, I will be in high demand and there will be a range of difference jobs available to me. I have an interest in smaller scale biology and will probably explore medical research jobs. After performing three CO-OPs through UToledo, I hope to know what my career path will be.



Service Overview



For both first and second semester, I volunteered in Mrs. Laboe's classroom in the Perry Intermediate School. She is the teacher of a cross-categorical classroom with special needs students. While in class, we read a story everyday and responded to those stories with our feelings, our thoughts, our personal connections, and we gradually began incorporating these statements into paragraph structure. The children have individual book bins, which I restock every two weeks or so, with short stories at their reading level. As the children have been more capable of developing their own paragraphs, the aides write them down (physical restraints and attention deficits tend to make written communication difficult). In May, the school published these paragraphs in a collection for Young Author's Night. The children are very proud of their work.

Most of my contributions appear in tutoring or support. During math time, I usually work one on one with the kids, with an occasional group of two. During story time or when they go to their homeroom classrooms, I serve as moral support and a mood booster, not that they aren't happy already. Sometimes I read the story and/or lead story responses. When Mrs. Laboe has a substitute teacher, I have the teaching role.

One challenge in the classroom in an area is the wide distribution of talents and skills. A few may be really strong in math, and the others not so much, while reading may be one's strength or weakness. Mrs. Laboe, the teaching associates, and I work hard to create a lesson for each individual student.

