The sophomore level U-M BME student has a strong interest and ability in science and mathematics. He finds his freshman year courses (mathematics, physics, chemistry, and biology) challenging, but manageable. Despite favoring courses that are quantitative in nature, the student is able to adapt well to courses in the biological sciences, which tend to require more rote memorization.

The student’s motivations for learning stem from his desire to benefit the health and well-being of people. He is also naturally competitive and wants to be successful in all of his courses. The student is genuinely interested in and enjoys the material that he is learning. He is excited to take actual BME courses this year and hopes that they will be more hands-on as opposed to the standard lecture approach of his freshman year courses. While registering for classes, the student notices that the sophomore year courses listed in the BME sample schedule are all required. Consequently, there is little flexibility for him to add any non-required classes to his schedule, unless he wants to overload. The student has expressed interest in taking some non-required classes such as business, but he does not want his grades in his BME courses to suffer as a result of him having less time to spend on them.

The student knows that BMEs have a wide range of job opportunities after earning their bachelor’s degree. He also knows that, in general, there are three different paths that he can take after graduating: graduate school to pursue an MS or PhD, professional school to pursue an MD, DDS, or JD, or industry. The student is currently in the process of determining his future career plans and wants research and internship experiences to help narrow down the possibilities. He is just starting to get to know professors in the department and their research areas. The student hopes that doing this will allow him to select a specialty (biomechanics, bioelectricity, biomaterials, etc.) that best matches his interests.