Student Objective & General Education Component

Name Nhat Pham Date 3/4/2014

Student Objective

Student General Education Reflection:

My interest in electronics during my youth is now the outcome of my profound interest in electrical engineering. As an undergraduate electrical engineer student, I am willing to expose myself to the engineering world, where the secret behind every machine comes to reality. I can never forget the joyful experiences after solving a problem or successfully building a system during labs. Therefore, these happy moments are the reasons why I believe I could go far into this special world. However, with my solid foundation and experiences in engineering, there are many ways I can proceed far beyond in this professional world. I wish to explore new concepts, new knowledge, and new expertise. I would devote myself to the program with outstanding performance.

My future goal is to work in a third-world country. I know that engineering is a worldwide profession, so enhancing my skills and knowledge in different countries will benefit my future. Therefore, I want to use my engineering skills in a company with international perspectives to develop my skills as a professional in a position that demands the abilities and knowledge of electrical engineering. To accomplish my goals, I have to work very hard. In addition to achieving great academic success, I believe searching for different opportunities is also another preparation for my future. Either working for an internship or joining a research opportunity would be a great way to gain knowledge, enhance my skills, and experience work as an engineer in the real world. Without enhancement, it is quite possible that the skills a person presents can become obsolete.

While exploring new technical skills at Iowa State University, I believe developing my knowledge with general education is another great way to proceed in the real world. Therefore, Eon 101 was the first step I took during my first semester at ISU. This class provided me with the basic theories of production, consumption, pricing and the market system. I also think it would be beneficial to take liberal arts and culture courses due to my international career goal. For example Las 325 and Chinese 272 are two courses I took the during my sophomore year. General education courses also allow me to step away from my intense technical classes and explore different diverse societies.

General Education Component

•	Requirements are: 1) 3 cr. of U.S. Diversity, 2) 3 cr. of International Perspective 3) 6 cr. of 300/400 level courses 4) At least 15 credits total.		You may NOT have: Any Engineering, Computer Science, Math, or physical sciences courses or courses with substantial applied science – Check the "Not Allowable" GEC Course Listing in your course packet for a complete list of non-allowable General Education courses		
	defined as those students of the land of t				
Transfer courses can appropriate lines be Education requireme	audit on AccessPlus in t	eneral Education require r courses that can be ap ne "General Education E	oplied toward meeting	ng your General	
, , , ,	d toward your General E	·			
	Dept & Course Number	Course		Credits	Transfer Credit? No
U.S. Diversity: International Perspective: 300/400 level:	LAS 325 MUSIC 102	Introduction to Asian		3 Cr. 3 Cr.	— No
	LAS 325		troduction to Music Listening troduction to Asian American Studies		— No
300/400 level:					No
Other:	CHIN 272	Introduction to Chine	uction to Chinese Culture		No
Other:	ECON 101	Principles of Microed	onomics	3 Cr.	No
				Cr.	No
		Must tota	ol (15) credits To	otal <u>12</u> (Credits
Signatures		PE Academic Adviser an EE/CprE Faculty N	* *	sign this form fi	rst before
(ECPE Academic Adv	iser) Approved (Yes/	No) (Date)			
			Student		Date

(Date)

(EE/CprE Faculty Member)

Approved (Yes/No)