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General Resume Guidelines

YOUR RÉSUMÉ MAY TAKE HOURS TO PREPARE

Give yourself time to write and rewrite; then have your résumé critiqued by a mentor, friend, trusted advisor, or email it to a career consultant in the Career Development Center.

A ONE-PAGE RÉSUMÉ IS SUFFICIENT FOR MOST STUDENTS

Your résumé does not have to list every position you've held or every activity in which you've been involved. If you have a lot of experiences, only include what is relevant to the position for which you are applying.

AVOID TEMPLATES/WIZARDS

Résumé templates or wizards may seem helpful, but it can be very hard to make changes or move things around when using one. It is important to customize your résumé to best represent your strengths. We recommend using a blank Word document that will give you the flexibility you need.

CUSTOM DESIGN YOUR RÉSUMÉ FOR EACH POSITION

You should change your objective/summary with each position for which you apply, and if necessary, change the content and/or the format so that it best compliments each specific position.

CATCH THE READER'S EYE

Readers prefer statements that begin with bullets, bold print, and indentions to guide their eyes quickly to the main points. Stick to one font so that your résumé doesn't look cluttered and organize the information so that it is visually appealing and easy to follow.

ACCENTUATE THE POSITIVE

Your résumé is the first impression most employers will have of you, and how well you write indicates what type of employee you might be. Highlight accomplishments, not mere duties. Don't just list what you did; show how you contributed to the organization. Quantify your statements with numbers, statistics, and percentages when possible.

USE ACTION VERBS

Most of the résumé is devoted to accomplishment statements. These statements should begin with action verbs (e.g., created, delegated, developed) because they are more engaging than passive verbs (e.g., took, had). For activities you are currently engaged in, use present tense verbs (e.g., supervise, develop, implement). For past activities, use past tense verbs (e.g., supervised, developed, implemented).

DO NOT INCLUDE

Do not include religion, race, gender, marital status, height/weight, birthplace, date of birth, or a photograph. High school information should only be included if you are applying for an internship and/or it is relevant.

HELPFUL TIPS!

- Be consistent with fonts, dates, margins, and tabs.
- Use a professional email address.
- Be brief and succinct in your descriptions.
- Use an easy to read font (10 to 14 pt. font).
- Name should be the only text bigger than 10 – 14 pt. font (up to 18 or 20 pt. font size is sufficient).
- Do not go overboard with bold, underline, and italics.
- Spell things out (followed by its acronym in parentheses).
- Remember to write to the reader – What is important to them? What are they interested in? Use the job description.
- A GPA of 3.0 and above is considered competitive and can be listed. A GPA below 3.0 should never be listed, unless specifically asked for by the entity/company to which you are applying.
- Once you're finished writing your résumé, put it away for a day; then PROOFREAD it again!



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Resume Section Headers

Start with your name at the top of your résumé, including your contact information (e.g. phone number, email address).

Next, you will need to decide which section headers are best to showcase your strengths and are consistent with the position to which you are applying. In most cases, you will have a section for *Education* and a section for *Work Experience*. If you are applying for a technical position, it may be important to include a section for *Technical Skills*. In other cases, *Community Service* or *Campus Involvement* may be significant enough to warrant a section. Keep in mind, you don't want to have too many sections; four to five are usually sufficient.

Under most section headers, information is organized in reverse chronological order (most recent information should be provided first). For example, under the *Experience* section header your current or most recent job is listed first, then your prior position, and so on. But, for some section headers, such as *Computer Skills* or *Objective*, chronological order is irrelevant.

Common Resume Section Headers

Objective or...

Accomplishments
 Areas of Expertise
 Career Profile
 Focus
 Highlights of Qualifications
 Key Skills
 Knowledge, Skills & Abilities
 Significant Accomplishments
 Personal Attributes
 Professional Objective
 Professional Overview
 Profile
 Related Skills
 Relevant Skills
 Summary
 Summary of Qualifications
 Core Competencies

Computer Skills or...

Computer
 Hardware/Software
 Technical Skills
 Technology Skills

Education

Related Coursework or...

Coursework
 Relevant Coursework
 Selected Courses

Certifications or...

Additional Training
 Licenses
 Professional Development
 Seminars
 Special Training
 Workshops

Leadership Experience or...

Campus Leadership
 Leadership Roles
 Supervision
 Management

Work Experience or...

Employment History
 Experience
 Professional Experience
 Related Experience
 Relevant Experience

Volunteer Experience or...

Campus Activities
 Campus Involvement
 Community Involvement
 Community Service
 Extracurricular Activities
 Related Activities

Clubs/Organizations or...

Affiliations
 Memberships
 Professional Affiliations
 Professional Associations
 Professional Organizations
 Scientific Societies

Honors and Awards or...

Awards
 Honors
 Honors and Activities
 Honors, Awards & Scholarships
 Scholarships
 Selected Awards
 Selected Honors

Additional Section Headers...

Accreditations
 Achievements
 Communications Experience
 Laboratory Experience
 Presentations
 Publications
 Research Experience
 Research Interests
 Sales Experience
 Special Skills
 Teaching Experience



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Top Attributes Employers Seek on a Candidate's Resume

Attribute	% of Respondents
Problem-solving skills	91.2%
Ability to work in a team	86.3%
Strong work ethic	80.4%
Analytical/quantitative skills	79.4%
Communication skills (written)	77.5%
Leadership	72.5%
Communication skills (verbal)	69.6%
Initiative	69.6%
Detail-oriented	67.6%
Technical skills	65.7%
Flexibility/adaptability	62.7%
Interpersonal skills (relates well to others)	62.7%
Computer skills	54.9%
Organizational ability	47.1%
Strategic planning skills	45.1%
Friendly/outgoing personality	29.4%
Entrepreneurial skills/risk-taker	24.5%
Tactfulness	24.5%
Creativity	23.5%
Fluency in a foreign language	2.9%

Courtesy of the National Association of Colleges and Employers: Job Outlook 2020



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Action Verbs

Action verbs are used to compose concise, persuasive, reader-centered accomplishment statements on your résumé. Below are examples of some commonly used action verbs, but there are many others. All of the verbs here are stated in the past tense and should be used to refer to past activities. For activities you are currently engaged in, you can use the present tense of the same verbs (e.g., approve, arrange, catalogue, categorize). The verbs below are grouped according to skill set.

CLERICAL/DETAIL

Approved
 Arranged
 Catalogued
 Categorized
 Classified
 Collected
 Compiled
 Dispatched
 Documented
 Executed
 Generated
 Implemented
 Inspected
 Monitored
 Operated
 Organized
 Outlined
 Prepared
 Prioritized
 Processed
 Purchased
 Recorded
 Resolved
 Restored
 Retrieved
 Revised
 Screened
 Systematized
 Tabulated
 Transformed
 Validated

COMMUNICATION

Addressed
 Appraised
 Arbitrated
 Arranged
 Articulated
 Authored
 Clarified

Collaborated
 Conferred
 Consulted
 Convinced
 Cooperated
 Coordinated
 Corresponded
 Counseled
 Debated
 Defined
 Developed
 Directed
 Drafted
 Edited
 Enlisted
 Explained
 Expressed
 Formulated
 Influenced
 Informed
 Inspired
 Interpreted
 Interviewed
 Lectured
 Mediated
 Moderated
 Motivated
 Negotiated
 Participated
 Persuaded
 Presented
 Promoted
 Publicized
 Reconciled
 Recruited
 Represented
 Spoke
 Suggested
 Summarized
 Translated
 Unified

Verbalized
 Wrote

CREATIVE

Abstracted
 Acted
 Adapted
 Composed
 Conceptualized
 Created
 Customized
 Designed
 Developed
 Directed
 Established
 Fashioned
 Founded
 Generated
 Illustrated
 Imagined
 Improvised
 Initiated
 Innovated
 Instituted
 Integrated
 Introduced
 Invented
 Originated
 Performed
 Planned
 Problem solved
 Restructured
 Revamped
 Revitalized
 Shaped
 Synthesized
 Visualized

FINANCIAL

Administered
 Allocated

Analyzed
 Appraised
 Audited
 Balanced
 Budgeted
 Calculated
 Computed
 Developed
 Estimated
 Figured
 Forecasted
 Maintained
 Managed
 Marketed
 Planned
 Prepared
 Projected
 Researched
 Tracked

HELPING

Advised
 Advocated
 Aided
 Assessed
 Assisted
 Assured
 Attended
 Cared
 Comforted
 Coordinated
 Counseled
 Demonstrated
 Diagnosed
 Educated
 Empathized
 Expedited
 Facilitated
 Familiarized
 Furnished
 Furthered



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Planned
 Prioritized
 Produced
 Recommended
 Reconciled
 Regulated
 Reported
 Reviewed
 Scheduled
 Strengthened
 Supervised
 Yielded

RESEARCH

Acquired
 Adjusted
 Analyzed
 Ascertained
 Calculated
 Cataloged
 Charted
 Clarified
 Coded
 Collected
 Computed
 Conducted
 Correlated
 Diagnosed
 Discovered
 Dissected
 Evaluated
 Examined
 Experimented
 Explored
 Extracted
 Extrapolated
 Gathered
 Identified
 Inspected
 Interpreted
 Interviewed



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Experience

Investigated
 Monitored
 Observed
 Organized
 Reviewed
 Summarized
 Surveyed
 Systematized
 Tested
 Utilized
 Validated
 Verified

TEACHING

Adapted
 Clarified
 Coached
 Communicated
 Coordinated
 Developed
 Elicited
 Emphasized
 Enabled
 Encompassed
 Encouraged
 Enforced
 Enhanced
 Enlightened
 Evaluated
 Explained
 Facilitated
 Fostered
 Guided
 Individualized
 Informed
 Initiated
 Instructed
 Interacted
 Involved
 Lectured
 Motivated



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Persuaded
 Set goals
 Supplied
 Supported
 Stimulated
 Stressed
 Trained
 Tutored
 Taught

TECHNICAL

Adapted
 Applied
 Assembled
 Built
 Calculated
 Computed
 Constructed
 Converted
 Debugged
 Designed
 Devised
 Engineered
 Expanded
 Fabricated
 Installed
 Maintained
 Modified
 Operated
 Overhauled
 Programmed
 Rectified
 Remodeled
 Repaired
 Simulated
 Solved
 Trained
 Upgraded

Guided
 Improved
 Insured
 Intervened
 Mentored
 Motivated
 Provided
 Referred
 Rehabilitated
 Related
 Represented
 Served
 Volunteered

MANAGEMENT

Achieved
 Administered
 Analyzed
 Assigned
 Attained
 Chaired
 Consolidated
 Consulted
 Contracted
 Controlled
 Coordinated
 Decided
 Delegated
 Developed
 Directed
 Established
 Evaluated
 Executed
 Implemented
 Improved
 Increased
 Initiated
 Maximized
 Negotiated
 Organized
 Oversaw



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Transferable Skills

As you begin your job search, it is important to know what you are good at and what you enjoy doing. Over the years, you will develop many skills from coursework, extracurricular activities, internships, jobs, and your total life experiences. Whether learning the value of teamwork by playing sports, developing editing skills working on your high school newspaper, or developing presentation skills while completing your college courses, each of your experiences has laid the groundwork for building transferable skills. Transferable skills are “portable skills” that you take with you from one experience to the next until you have built a collection of skills in which an employer will be interested. Transferable skills, incorporated on your résumé and discussed in your interviews, provide an employer concrete evidence of your qualifications for a position. The ability to identify your transferable skills and communicate them to potential employers will greatly increase your success during the job search. Below are examples of skills you may use to help you identify and develop your own transferable skills.

Helpful Tips!

- Make a list of every job you have held, a list of courses you have completed, and activities you have been involved in. Write down the skills you acquired from your experiences.
- Use a potential job description that interests you to help you identify the skills employers are seeking.
- Attend job fairs and employer events to learn about the skills valued by companies and industries.

Critical Thinking / Problem Solving

- Design an experiment, plan, or model that systematically defines a problem.
- Use and identify a variety of sources for information appropriate to special needs or problems.
- Formulate questions relevant to clarifying a problem, topic, or issue and define the parameters of a problem.
- Quickly and accurately identify critical issues when decision making or solving a problem.
- Identify and analyze general principles that explain interrelated events, ideas, and experiences of factual data from several perspectives.
- Identify reasonable criteria for assessing the value or appropriateness of an action or behavior and applicability to strategies and action plans.
- Adapt one's concepts and behavior to changing conventions and norms.
- Create innovative solutions to complex problems.

Oral / Written Communication

- Listen with objectivity and be able to paraphrase the content of a message.
- Use various mediums and styles of communication to present ideas imaginatively.
- Speak effectively to individuals and groups.
- Express one's needs, wants, opinions and preferences without offending the sensitivities of others.
- Identify and communicate value judgments effectively.

Technical Application

- Select and use appropriate technology to accomplish a given task.
- Apply computing skills to solve problems by sorting data and objects; compiling and ranking information; and synthesize facts, concepts, and principles.

Career Development & Management

- Analyze and learn from life experiences and develop personal growth goals that are motivating.
- Relate the skills developed in one environment (school) to the requirements of another environment (work).
- Match knowledge about one's own characteristics and abilities to information about job or career opportunities.



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- Identify, describe, and assess the relative importance of one's needs, values, interest, strengths, and weaknesses.
- Identify and articulate skillsets acquired through formal education and general life experiences and be able to market one's self to prospective employers.
- Learn from constructive criticism; be willing to take risks; and accept consequences for one's actions.

Teamwork & Collaboration

- Build collaborative relationships with colleagues, customers, peers, superiors, and subordinates representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
- Interact effectively by demonstrating effective social behavior in a variety of settings and under different circumstances.
- Actively cooperate in meetings, participate in discussions, and support overall goals.
- Understand the feelings of others and express one's own feelings appropriately.
- Use appropriate techniques to persuade others.
- Assist in keeping a group moving toward the achievement of a goal.
- Teach a skill, concept, or principle to others.
- Analyze behavior of self and others in group situations.

Professionalism & Work Ethic

- Demonstrate personal accountability and effective work habits (e.g. punctuality, time management, working productively with others).
- Understand the importance of a professional work image.
- Demonstrate integrity and ethical behavior, acts responsibly with the interests of the community in mind, and can learn from his/her mistakes.
- Use social media responsibly.

Leadership

- Leverage the strengths of others to achieve common goals.
- Use interpersonal skills to coach and develop others.
- Organize people, prioritize projects, and delegate responsibility for successful completion of tasks.
- Assess and manage your emotions by using empathetic skills to guide and motivate.
- Define and clarify roles, objectives, and processes.

Global Perspective

- Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.
- Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences.
- Understand one's own biases and use that awareness to work to eliminate them.



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Accomplishment Statements

WHAT IS AN ACCOMPLISHMENT STATEMENT?

An accomplishment statement on your résumé is meant to demonstrate your relevant skills and accomplishments through previous experiences. Rather than emphasizing the tasks performed in a role, accomplishment statements will show how you can make a positive contribution.

FORMULA FOR WRITING A STRONG ACCOMPLISHMENT STATEMENT

ACTION VERB + WHAT YOU DID (TASK) + RESULT (*quantifiable when possible*)

EXAMPLE:

Developed a new customer service plan, which resulted in a 15% increase in repeat business.

EXERCISE:

1. List some of your past job titles, student leadership positions held, volunteer experiences, or significant academic projects
2. Write the duties and tasks associated with each of these experiences
3. Think of the skills/accomplishments associated with these tasks
4. Write an accomplishment statement! Don't forget to start with an action verb (See action verb handout for suggestions)

BEFORE: TASK

Supervised staff

Followed up with customers

Operated cash-register

AFTER: ACCOMPLISHMENT STATEMENT

Trained and supervised two employees in compliance with policies and procedures

Communicated with customers to discuss new products and services during routine follow-up calls, resulting in a 25% increase in upselling

Managed cash and credit transactions and balanced register at the end of each shift with consistent accuracy

NOW YOU TRY!

EXPERIENCE: _____

TASK:

ACCOMPLISHMENT STATEMENT:



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Basic Resume Template

NAME

Phone Number | Email | URL to your LinkedIn Profile (if you have a strong online profile) or professional website/portfolio (if applicable)

SUMMARY OF QUALIFICATIONS

- Margins should be half an inch (0.5) or three-quarters on an inch (0.75) or one inch (1.0) on all four sides.
- Font size of résumé content should be anywhere between 10 and 14 pt. dependent upon font used.
- Use traditional fonts and bullet points.
- The summary should grab the reader's attention and should include 5 to 7 accomplishments.
- Use action verbs throughout your résumé.
- Omit all uses of pronouns, including "me", "my," or "I"; also, the use of "an", "the", and "a".

EDUCATION

Current Degree and Major

(ex: Bachelor of Arts in Psychology)

(Spell this out; do not use abbreviations an employer will not understand)

Month Year (anticipated date/completion date)

(ex: Anticipated: Dec. 2020)

Name of Institution, City, State

Include GPA if 3.0 or better

(Do not include schools from which you did not obtain a degree)

EXPERIENCE

Current or Most Recent Job Title

Month Year-Month Year

Company Name, City, State

- Each résumé sections should be reverse chronological order (most recent first).
- Target/tailor your résumé content for each specific opportunity to which you apply.
- List relevant accomplishments within your job duties. Do not just list job duties and tasks.
- Use accomplishment statements to format your job duties. 3-5 statements is sufficient for each experience.
- Use transferable skills and action verbs to show what you accomplished and how it is of benefit to an employer.

LEADERSHIP EXPERIENCE

- Keep your résumé to one (1) page. The only exception is a curriculum vitae (CV) and/or someone with well over 7+ years of experience in their field/industry.
- School and Professional Memberships—Position held, Year-Year.
- Awards, Certifications, Publications, Scholarships, etc.
- Don't be vague! State specific examples of things you have done.

ADDITIONAL RÉSUMÉ SECTIONS

- Do not list high school content if you are classified as a sophomore, junior, or senior; unless it is relevant to your field/industry.
- You can list relevant coursework as a résumé section, but do not list every course completed.
- You can include any of the following sections: Technology | Projects | Volunteer Experience | Honors/Awards/Scholarships | Clubs/Organizations/Professional Membership, etc.
- A Relevant Projects section is a great way to show how you can apply your educational knowledge, skills, and abilities to an employer.



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No Experience Resume

ART N. SCIENCE

Phone: 817-123-4567 | artnscience@mavs.uta.edu | Arlington, TX | LinkedIn link

EDUCATION

Bachelor of Business Administration in Information Systems

University of Texas at Arlington, Arlington, TX

May 20XX

GPA: 3.0

RELEVANT COURSES

- Financial Accounting
- Management of Organizations
- International Business
- Decision Support Systems
- Computer Network Architecture
- Programming Business Applications

COMPUTER SKILLS

- Microsoft Office (Word, Excel, PowerPoint, Access)
- Programming Languages: C++, PHP, XML
- Competent with Accounting and Financial Management

COMMUNITY SERVICE

Volunteer

Fall 20XX

Mission Arlington, Arlington, TX

- Assisted with organizing monthly newsletter to provide a consistent and reader-friendly document
- Facilitated 20XX Mission Arlington Annual Fundraiser which generated 25% more donations than previous two years combined
- Answered telephones and customers questions to maintain a positive customer service experience

CAMPUS & PROFESSIONAL ASSOCIATIONS

- Delta Sigma Pi, member
- International Business Society, member
- Business Professionals of America (BPA), member

AWARDS/HONORS

- Dean's List

(20XX—20XX)



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Chronological Resume

JANE DOE

817-123-4567 | janedoe@mavs.uta.edu

SUMMARY OF QUALIFICATIONS

- Top-notch administrator with more than 5 years of experience in finance.
- M.B.A. with extensive training in seminars for working professionals.
- Outstanding productivity both as a loan officer and as a supervisor.
- Unique combination of expertise in mortgage banking, training, sales, and finance.
- Dynamic leader and team builder, consistently motivating others toward success.

EDUCATION

Master of Business Administration

University of Texas at Arlington, Arlington, TX

May 20XX

Bachelor of Business Administration in Marketing

West Virginia University, Morgantown, WV

May 20XX

PROFESSIONAL EXPERIENCE

Mortgage Madness, Pleasant Hill CA

Month 20XX—Present

Director of Sales and Training

- Manage eight loan officers, with responsibility for \$288 million in production, plus full responsibility for all training.
- Design and lead seven monthly training sessions, including broker education and product knowledge seminars, sales strategy and training.
- Report directly to the president of the company.

Dale Carnegie, Inc., San Rafael CA

Month 20XX– Present

Dale Carnegie Instructor

- Train top-level managers of Fortune 500 companies to provide a foundation for great leaders.
- Named "Bay Area Instructor of the Year" in 20XX.
- Consistently reach 93 percent figure for students graduating.

Maudlin Mortgage, Rustic City CA

Month 20XX— Month 20XX

Loan Officer

- Developed expertise in all areas of residential financing, including builder business, portfolio loans, Fannie Mae, and Freddie Mac investor loans.
- Top producing loan officer for Maudlin in 20XX.
- Built a large client base by successfully implementing relationship selling.



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Combination Resume

B. A. MAVERICK

(817) 272-5555 | b.a.maverick@mavs.uta.edu | www.linkedin.com/bamaverick

SUMMARY OF QUALIFICATIONS

- Over 5 years of experience working with youth ages 3-11
- Ability to effectively communicate with parents, staff, and supervisors
- Proven classroom management skills
- Dedicated, energetic, and dependable professional

EDUCATION

**Bachelor of Science in Interdisciplinary
Studies, EC-6 Generalist with Bilingual Delivery**
University of Texas at Arlington, Arlington, TX
GPA 3.4

Expected May 2015

RELEVANT COURSE WORK

Educational Psychology Early Childhood Environments
Spanish I-IV Language and Society
Child Development Multicultural-Bilingual Education

RELATED EXPERIENCE

Residency, (Pre-Kindergarten Classes)
D.B. White Elementary, Learning, TX

May 2015 to Present

- Develop daily lesson and unit plans to create a positive learning experience for students
- Instruct diverse student population including ESL students
- Participate in district curriculum alignment
- Assist with after-school tutoring program

Internship, (Professional Development Classes)
Duff Elementary School, Arlington, TX

May 2012-August 2014

- Taught beginning reading to group of 6 students
- Developed learning stations in reading and science
- Worked closely with 3 special needs students

Coordinator/Teacher

ABC Child Care Center, Arlington, TX

August 2010- June 2012

- Oversaw 8 staff and 6 age appropriate learning areas
- Wrote and designed monthly newsletter for parents

WORK HISTORY

Sales Associate, CVS, Arlington, TX

October 2007-July 2010

Barista, Starbucks, Arlington, TX

March 2006-September 2007

Host, Olive Garden, Mansfield, TX

April 2004-February 2006



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Engineering / Computer Science Resume

NAME

name@mavs.uta.edu • 817-123-4567 • Website URL (if applicable) • LinkedIn URL (if applicable)

CORE COMPETENCIES

- These bullets would reflect your more important skills as they relate to the job description
- Advertise your knowledge, skills and abilities in your field/industry
- Be specific. Target your summary to match the position
- Use standard round or square bullets (do not use arrows, checkmarks, stars, etc.)

TECHNICAL SKILLS

Languages: C++, Java, C, ASP.NET, SQL

Applications: MS Visual Studio, Eclipse

Application Server: JBoss, Tomcat

Operating Systems: Windows, Unix, Linux

Database Applications: SQL Server, MySQL

Certifications: CCNA, Unicenter Certified Engineer

More Technical Skills to Potentially Highlight:

- *Hardware*
- *Networking/Protocols*
- *Additional programming languages*
- *Microprocessors*
- *All other relevant tools*

EDUCATION

The University of Texas at Arlington, Arlington, TX

Master of Science in _____

May 20XX

Thesis: *"Title of Thesis" (if applicable)*

Bachelor of Science in _____

December 20XX

RELEVANT PROJECTS

UTA Emergency Alert

Developed website for university and college students utilizing PHP/MySQL; iPhone app communicating with JSON protocol; site with full login / registration system, user profile, admin side, and caller dispatch for emergency calls.

PROFESSIONAL EXPERIENCE

Sunny Software Inc., Sunny, CA

Spring and Summer 20XX

Software Engineer Co-Op

- Developer on the Sunny Software Engine Team
- Worked on new functionality in the 7.0 release of the Sunny Software Dynamic Sourcing Engine
- Developed in C++ in Unix and Windows Visual Studio
- Also worked on a solo project to add multithreaded capabilities to Sunny Software's engines

MEMBERSHIPS/ACTIVITIES

- Only relevant memberships/activities (i.e. IEEE, American Civil Engineering, NSBE)
- Other community/campus-based volunteer experiences are can be included