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Your Thesis Title

Firstname Middlename Lastname

A Thesis Submitted to the Graduate Faculty of

GRAND VALLEY STATE UNIVERSITY

In

Partial Fulfillment of the Requirements

For the Degree of

Master of Science

Computer Information Systems

December 2020

Thesis Approval Form

The signatories of the committee members below indicate that they have read and approved the thesis of <your full legal name> in partial fulfillment of the requirements for the degree of <Master of XXXX>.

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<name of member>, Committee member Date

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<name of member>, Committee member Date

Accepted and approved on behalf of the <Name of Academic College>

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Dean of the College

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Date

Accepted and approved on behalf of the Graduate Faculty

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Dean of The Graduate School

_____

Date

Dedication

For Kramer, my loyal fish.

Acknowledgments

I’d like to thank my advisors.

Abstract

This is a thesis abstract.

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CHAPTER 1

Introduction

Insert thesis introduction here. This is a template for a simple thesis or dissertation (Ph.D. or master's degree) or technical report, in XeLaTeX. For more information, please visit

https://github.com/zachscrivena/simple-thesis-dissertation

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CHAPTER 2

Insert Chapter Title Here

2.1 Introduction

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Insert chapter footnote here. The chapter footnote could include citations to related publications by the author ("The material in this chapter was presented in part in ....").

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Related Work: Our work is related to [1–3, 7, 8]. Nulla malesuada porttitor diam. Donec felis erat, congue non, volutpat at, tincidunt tristique, libero. Vivamus viverra fermentum felis. Donec nonummy pellentesque ante. Phasellus adipiscing semper elit. Proin fermentum massa ac quam. Sed diam turpis, molestie vitae, placerat a, molestie nec, leo. Maecenas lacinia. Nam ipsum ligula, eleifend at, accumsan nec, suscipit a, ipsum. Morbi blandit ligula feugiat magna. Nunc eleifend consequat lorem. Sed lacinia nulla vitae enim. Pellentesque tincidunt purus vel magna. Integer non enim. Praesent euismod nunc eu purus. Donec bibendum quam in tellus. Nullam cursus pulvinar lectus. Donec et mi. Nam vulputate metus eu enim. Vestibulum pellentesque felis eu massa.

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Proofs of theorems are deferred to Section 2.5.

2.2 Some Examples

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2.2.1 Examples of Glossary Terms

The Latex typesetting markup language is specially suitable for documents that include mathematics. Formulas are rendered properly an easily once one gets used to the commands.

Given a set of numbers, there are elementary methods to compute its Greatest Common Divisor, which is abbreviated GCD. This process is similar to that used for the Least Common Multiple (LCM).

2.2.2 Examples of Figures and Tables

This is a reference to Figure 2.1. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Donec odio elit, dictum in, hendrerit sit amet, egestas sed, leo. Praesent feugiat sapien aliquet odio. Integer vitae justo. Aliquam vestibulum fringilla lorem. Sed neque lectus, consectetuer at, consectetuer sed, eleifend ac, lectus. Nulla facilisi. Pellentesque eget lectus. Proin eu metus. Sed porttitor. In hac habitasse platea dictumst. Suspendisse eu lectus. Ut mi mi, lacinia sit amet, placerat et, mollis vitae, dui. Sed ante tellus, tristique ut, iaculis eu,

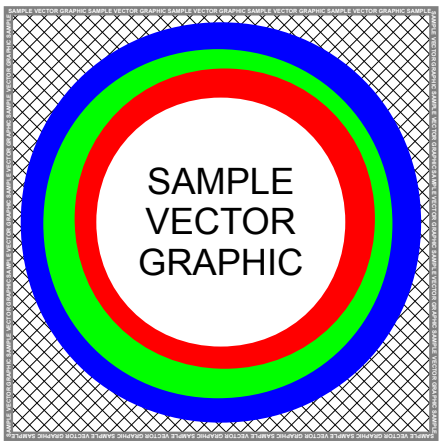

FIGURE 2.1 Insert the full caption here for this floating figure.

TABLE 2.1 Insert the full caption here for this floating table.

Symbol	Definition
α	insert definition of α here, $\alpha \geq 1$
β	insert definition of β here, $\beta \geq 2$
γ	insert definition of γ here, $\gamma \geq 3$
δ	insert definition of δ here, $\delta \geq 4$

malesuada ac, dui. Mauris nibh leo, facilisis non, adipiscing quis, ultrices a, dui.

Here we say something about Figures 2.1 and 2.2. Note how the effect in Figure 2.2 is stronger that in Figure 2.1. Morbi luctus, wisi viverra faucibus pretium, nibh est placerat odio, nec commodo wisi enim eget quam. Quisque libero justo, consectetuer a, feugiat vitae, porttitor eu, libero. Suspendisse sed mauris vitae elit sollicitudin malesuada. Maecenas ultricies eros sit amet ante. Ut venenatis velit. Maecenas sed mi eget dui varius euismod. Phasellus aliquet volutpat odio. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Pellentesque sit amet pede ac sem eleifend consectetuer. Nullam elementum, urna vel imperdiet sodales, elit ipsum pharetra ligula, ac pretium ante justo a nulla. Curabitur tristique arcu eu metus. Vestibulum lectus. Proin mauris. Proin eu nunc eu urna hendrerit faucibus. Aliquam auctor, pede consequat laoreet varius, eros tellus scelerisque quam, pellentesque hendrerit ipsum dolor sed augue. Nulla nec lacus.

We summarize our notation in Table 2.1. Suspendisse vitae elit. Aliquam arcu neque, ornare in, ullamcorper quis, commodo eu, libero. Fusce sagittis erat at erat tristique mollis. Maecenas

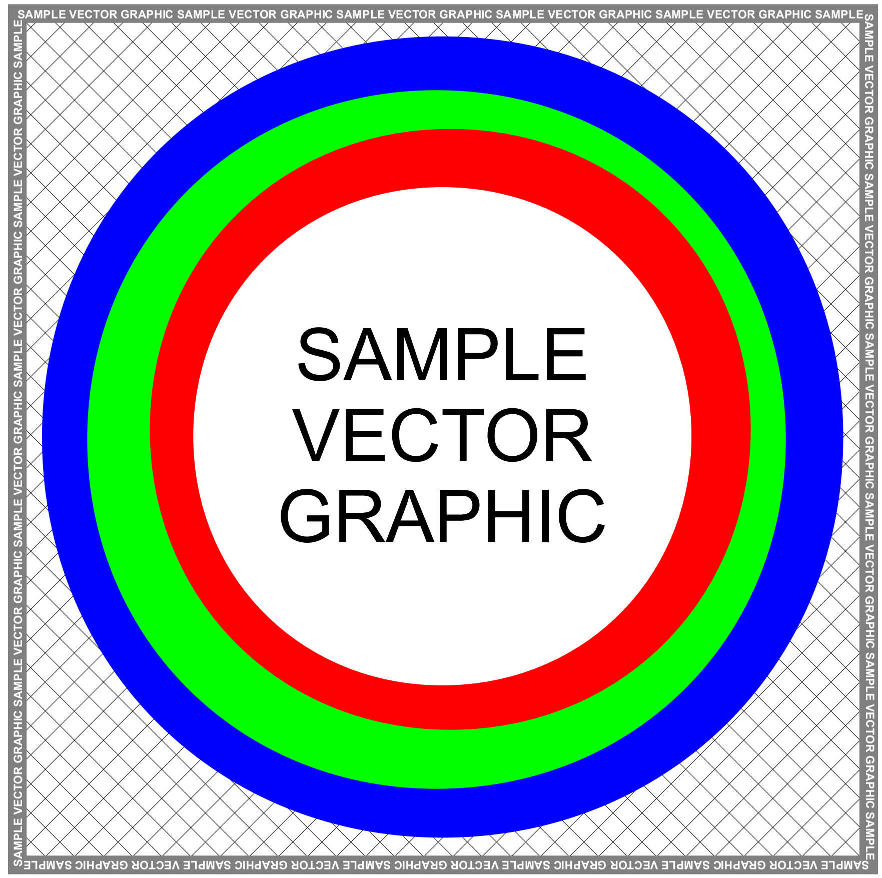

FIGURE 2.2 Insert the full caption here for this floating figure. The caption should provide sufficient context to interpret the figure. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris.

TABLE 2.2 Insert the full caption here for this floating table. The caption should provide sufficient context to interpret the table. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris.

Variable	Initial Value	Value at $t = 100$
c	0.012	3.456
δ	0.312	1.416
γ	0.042	3.252
h	0.012	3.353
c	0.012	4.446
δ	0.015	3.556
γ	0.612	6.656
h	0.072	7.456
c	0.018	8.756
δ	0.912	9.456
γ	0.092	5.956
h	0.012	2.326

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Table 2.2 summarizes our simulation results. Sed feugiat. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Ut pellentesque augue sed urna. Vestibulum diam eros, fringilla et, consectetuer eu, nonummy id, sapien. Nullam at lectus. In sagittis ultrices mauris. Curabitur malesuada erat sit amet massa. Fusce blandit. Aliquam erat volutpat. Aliquam euismod. Aenean vel lectus. Nunc imperdiet justo nec dolor.

TABLE 2.3 Example of a `longtable`. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Ut purus elit, vestibulum ut, placerat ac, adipiscing vitae, felis. Curabitur dictum gravida mauris.

Index	Variable	Initial Value	Value at $t = 100$
1	c	0.012	3.456
2	δ	0.312	1.416
3	γ	0.042	3.252
4	h	0.012	3.353
5	c	0.012	4.446
6	δ	0.015	3.556
7	γ	0.612	6.656
8	h	0.072	7.456
9	c	0.018	8.756
10	δ	0.015	3.556
11	γ	0.612	6.656
12	h	0.072	7.456
13	c	0.018	8.756
14	δ	0.912	9.456
15	γ	0.092	5.956
16	h	0.012	2.326
17	c	0.012	3.456
18	δ	0.312	1.416
19	γ	0.042	3.252

TABLE 2.3 (continued)

Index	Variable	Initial Value	Value at $t = 100$
20	h	0.012	3.353
21	c	0.012	4.446
22	δ	0.015	3.556
23	γ	0.612	6.656
24	h	0.072	7.456
25	c	0.018	8.756
26	δ	0.912	9.456
27	γ	0.092	5.956
28	h	0.012	2.326
29	c	0.012	3.456
30	δ	0.312	1.416
31	γ	0.042	3.252
32	h	0.012	3.353
33	c	0.012	4.446
34	δ	0.015	3.556
35	γ	0.612	6.656
36	h	0.072	7.456
37	c	0.018	8.756
38	δ	0.912	9.456
39	γ	0.092	5.956

TABLE 2.3 (continued)

Index	Variable	Initial Value	Value at $t = 100$
40	h	0.012	2.326
41	c	0.012	3.456
42	δ	0.312	1.416
43	γ	0.042	3.252
44	h	0.012	3.353
45	c	0.012	4.446
46	δ	0.015	3.556
47	γ	0.612	6.656
48	h	0.072	7.456
49	c	0.018	8.756
50	δ	0.912	9.456
51	γ	0.092	5.956
52	h	0.012	2.326

Table 2.3, which uses a `longtable`, shows the full details of our simulation. Suspendisse vel felis. Ut lorem lorem, interdum eu, tincidunt sit amet, laoreet vitae, arcu. Aenean faucibus pede eu ante. Praesent enim elit, rutrum at, molestie non, nonummy vel, nisl. Ut lectus eros, malesuada sit amet, fermentum eu, sodales cursus, magna. Donec eu purus. Quisque vehicula, urna sed ultricies auctor, pede lorem egestas dui, et convallis elit erat sed nulla. Donec luctus. Curabitur et nunc. Aliquam dolor odio, commodo pretium, ultricies non, pharetra in, velit. Integer arcu est, nonummy in, fermentum faucibus, egestas vel, odio.

2.2.3 Examples of Enumerated and Itemized Lists

Here are some citations [3–5, 9–11]. The following is an enumerated list, or numbered list, with multiple levels:

1) First level item
2) First level item
    a) Second level item
    b) Second level item
        i) Third level item
            A) Fourth level item
            B) Fourth level item
        ii) Third level item
    c) Second level item
3) First level item

We draw your attention to items 1 and 3 in particular because they are very important in our study. The following is an itemized list, or unnumbered list, with multiple levels:

- First level item
- First level item
    - Second level item
    - Second level item
        * Third level item
            · Fourth level item
            · Fourth level item
        * Third level item
    - Second level item
- First level item

2.3 Some More Examples

According to [6], this behavior can be explained this way. Etiam euismod. Fusce facilisis lacinia dui. Suspendisse potenti. In mi erat, cursus id, nonummy sed, ullamcorper eget, sapien. Praesent pretium, magna in eleifend egestas, pede pede pretium lorem, quis consectetuer tortor sapien facilisis magna. Mauris quis magna varius nulla scelerisque imperdiet. Aliquam non quam. Aliquam porttitor quam a lacus. Praesent vel arcu ut tortor cursus volutpat. In vitae pede quis diam bibendum placerat. Fusce elementum convallis neque. Sed dolor orci, scelerisque ac, dapibus nec, ultricies ut, mi. Duis nec dui quis leo sagittis commodo.

2.3.1 Examples of Mathematical Expressions, Definitions, and Theorems

We have the following unnumbered mathematical equation:

$$E = mc^2.$$

On the other hand, the following is a numbered mathematical inequality:

$$x \leq \frac{\sum_{i=1}^{n} y^2 \cdot 1\left[y > 1\right]}{\int_{-\infty}^{\infty} x^3 \, \mathrm{d}z \cdot \binom{\alpha}{\beta} \frac{\left\lfloor \frac{a}{b} \right\rfloor}{\left\lceil \frac{c}{d} \right\rceil}}. \tag{2.1}$$

Inequality (2.1) will be applied multiple times to prove our theorems, in a manner similar to [12,13]. We now introduce the following definition:

DEFINITION 2.1 (Name of Term Being Defined) This is the definition of the term, along with relevant conditions, trivial cases, exceptions, etc.

We can rewrite the result of [12, Theorem 2.5] in the following convenient form for our problem:

PROPOSITION 2.2 *For all $a, b, c \in \mathbb{Z}^+$, we have*

$$a^2 + b^3 \leq c^4.$$

Based on our numerical observations, we make the following conjecture about the upper bound:

CONJECTURE 2.3 *If $x \geq 3$ and $0 < y < x^2$, then for all $n \in \mathbb{Z}^+$,*

$$\sum_{i=1}^{n} x_i = x_1 + x_2 + \cdots + x_n \leq T_{\text{all}}.$$

Here is a lemma that will be quite useful in deriving our results:

LEMMA 2.4 (Name of Lemma if any) *If $x, y, z \in \mathbb{Z}_0^+$, then $f(x + y + z) = 1$.*

Applying Lemma 2.4 to [6, Theorem 4.2] produces the following theorem:

THEOREM 2.5 (Name of Theorem if any) *If $x + y \geq z$, then*

$$\sum_{i=x}^{y} f(i) \leq z.$$

As a special case of Theorem 2.5, we have the following corollary:

COROLLARY 2.6 *If $x = 4$ and $y = z$, then $\sum_{i=x}^{y} f(i) = 5$.*

Aliquam lectus. Vivamus leo. Quisque ornare tellus ullamcorper nulla. Mauris porttitor pharetra tortor. Sed fringilla justo sed mauris. Mauris tellus. Sed non leo. Nullam elementum, magna in cursus sodales, augue est scelerisque sapien, venenatis congue nulla arcu et pede. Ut suscipit enim vel sapien. Donec congue. Maecenas urna mi, suscipit in, placerat ut, vestibulum ut, massa. Fusce ultrices nulla et nisl.

2.4 Conclusion and Future Work

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Nulla in ipsum. Praesent eros nulla, congue vitae, euismod ut, commodo a, wisi. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Aenean nonummy magna non leo. Sed felis erat, ullamcorper in, dictum non, ultricies ut, lectus. Proin vel arcu a odio lobortis euismod. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Proin ut est. Aliquam odio. Pellentesque massa turpis, cursus eu, euismod nec, tempor congue, nulla. Duis viverra gravida mauris. Cras tincidunt. Curabitur eros ligula, varius ut, pulvinar in, cursus faucibus, augue.

2.5 Proofs of Theorems

Remember to manually disable (and re-enable) updates to the table of contents (TOC), using

`\DisableTOCUpdates` and `\EnableTOCUpdates`,

if you want to omit subsections, tables, figures, etc., from the table of contents.

2.5.1 Proof of Lemma 2.4

Nulla mattis luctus nulla. Duis commodo velit at leo. Aliquam vulputate magna et leo. Nam vestibulum ullamcorper leo. Vestibulum condimentum rutrum mauris. Donec id mauris. Morbi molestie justo et pede. Vivamus eget turpis sed nisl cursus tempor. Curabitur mollis sapien condimentum nunc. In wisi nisl, malesuada at, dignissim sit amet, lobortis in, odio. Aenean consequat arcu a ante. Pellentesque porta elit sit amet orci. Etiam at turpis nec elit ultricies imperdiet. Nulla facilisi. In hac habitasse platea dictumst. Suspendisse viverra aliquam risus. Nullam pede justo, molestie nonummy, scelerisque eu, facilisis vel, arcu.

Curabitur tellus magna, porttitor a, commodo a, commodo in, tortor. Donec interdum. Praesent scelerisque. Maecenas posuere sodales odio. Vivamus metus lacus, varius quis, imperdiet quis, rhoncus a, turpis. Etiam ligula arcu, elementum a, venenatis quis, sollicitudin sed, metus. Donec nunc pede, tincidunt in, venenatis vitae, faucibus vel, nibh. Pellentesque wisi. Nullam malesuada. Morbi ut tellus ut pede tincidunt porta. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Etiam congue neque id dolor.

■

2.5.2 Proof of Theorem 2.5

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The following lemma will be quite useful in deriving the theorem:

LEMMA 2.7 *If $a, b, c \in \mathbb{Z}$, then $g(a \cdot b \cdot c) \leq -1$.*

Proof of Lemma 2.7: Nulla non mauris vitae wisi posuere convallis. Sed eu nulla nec eros scelerisque pharetra. Nullam varius. Etiam dignissim elementum metus. Vestibulum faucibus, metus sit amet mattis rhoncus, sapien dui laoreet odio, nec ultricies nibh augue a enim. Fusce in ligula. Quisque at magna et nulla commodo consequat. Proin accumsan imperdiet sem. Nunc porta. Donec feugiat mi at justo. Phasellus facilisis ipsum quis ante. In ac elit eget ipsum pharetra faucibus. Maecenas viverra nulla in massa.

Nulla ac nisl. Nullam urna nulla, ullamcorper in, interdum sit amet, gravida ut, risus. Aenean ac enim. In luctus. Phasellus eu quam vitae turpis viverra pellentesque. Duis feugiat felis ut enim. Phasellus pharetra, sem id porttitor sodales, magna nunc aliquet nibh, nec blandit nisl mauris at pede. Suspendisse risus risus, lobortis eget, semper at, imperdiet sit amet, quam. Quisque scelerisque dapibus nibh. Nam enim. Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Nunc ut metus. Ut metus justo, auctor at, ultrices eu, sagittis ut, purus. Aliquam aliquam.

■

Etiam pede massa, dapibus vitae, rhoncus in, placerat posuere, odio. Vestibulum luctus commodo lacus. Morbi lacus dui, tempor sed, euismod eget, condimentum at, tortor. Phasellus aliquet odio ac lacus tempor faucibus. Praesent sed sem. Praesent iaculis. Cras rhoncus tellus sed justo ullamcorper sagittis. Donec quis orci. Sed ut tortor quis tellus euismod tincidunt. Suspendisse congue nisl eu elit. Aliquam tortor diam, tempus id, tristique eget, sodales vel, nulla. Praesent tellus mi, condimentum sed, viverra at, consectetuer quis, lectus. In auctor vehicula orci. Sed pede sapien, euismod in, suscipit in, pharetra placerat, metus. Vivamus commodo dui non odio. Donec et felis.

Applying Lemma 2.7 yields the following:

$$\begin{aligned} &A + B + C + D + E + F + \alpha + \beta + \gamma + \delta + \Gamma \\ &\qquad \leq \Omega + \Sigma + \omega + \sigma + \Theta + \theta + \epsilon + S + T + U + V + W + X + Y + Z. \end{aligned} \tag{2.2}$$

Finally, the desired result is obtained by substituting $A = b$ into (2.2). ■

2.6 Acknowledgment

Insert chapter acknowledgment here. Etiam suscipit aliquam arcu. Aliquam sit amet est ac purus bibendum congue. Sed in eros. Morbi non orci. Pellentesque mattis lacinia elit. Fusce molestie velit in ligula. Nullam et orci vitae nibh vulputate auctor. Aliquam eget purus. Nulla auctor wisi sed ipsum. Morbi porttitor tellus ac enim. Fusce ornare. Proin ipsum enim, tincidunt in, ornare venenatis, molestie a, augue. Donec vel pede in lacus sagittis porta. Sed hendrerit ipsum quis nisl. Suspendisse quis massa ac nibh pretium cursus. Sed sodales. Nam eu neque quis pede dignissim ornare. Maecenas eu purus ac urna tincidunt congue.

CHAPTER 3

Summary and Future Work

3.1 Summary

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Nulla malesuada porttitor diam. Donec felis erat, congue non, volutpat at, tincidunt tristique,

libero. Vivamus viverra fermentum felis. Donec nonummy pellentesque ante. Phasellus adipiscing semper elit. Proin fermentum massa ac quam. Sed diam turpis, molestie vitae, placerat a, molestie nec, leo. Maecenas lacinia. Nam ipsum ligula, eleifend at, accumsan nec, suscipit a, ipsum. Morbi blandit ligula feugiat magna. Nunc eleifend consequat lorem. Sed lacinia nulla vitae enim. Pellentesque tincidunt purus vel magna. Integer non enim. Praesent euismod nunc eu purus. Donec bibendum quam in tellus. Nullam cursus pulvinar lectus. Donec et mi. Nam vulputate metus eu enim. Vestibulum pellentesque felis eu massa.

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3.2 Future Work

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eget, dui. Morbi ultrices rutrum lorem. Nam elementum ullamcorper leo. Morbi dui. Aliquam sagittis. Nunc placerat. Pellentesque tristique sodales est. Maecenas imperdiet lacinia velit. Cras non urna. Morbi eros pede, suscipit ac, varius vel, egestas non, eros. Praesent malesuada, diam id pretium elementum, eros sem dictum tortor, vel consectetuer odio sem sed wisi.

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Glossary

formula A mathematical expression. 15

GCD Greatest Common Divisor. 15

latex Is a mark up language specially suited for scientific documents. 15

LCM Least Common Multiple. 15

mathematics Mathematics is what mathematicians do. 15

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CV SAMPLE

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EDUCATION

Doctor of Philosophy in Civil and Environmental Engineering — Expected Fall 20XX
University of Illinois at Urbana-Champaign
Dissertation title: "Visualizing Geotechnical Engineering Principles"
Advisor: Professor Ted S. Visor

Bachelor of Science in Civil Engineering — May 20XX
Universidad Nacional de San Juan, San Juan, Argentina (UNSJ)

RESEARCH INTERESTS

Investigations to improve seismic force-resisting systems through simulations and various visualization techniques.

RESEARCH EXPERIENCE

Graduate Research Assistant — **20XX - Present**
Department of Civil Engineering, University of Illinois
- Design and execute small-scale testing to validate control algorithms derived to simulate seismic force-resistance.
- Contribute to multi-disciplinary project aimed at developing visualizations and simulations to predict seismic force damage to various materials.
- Collaborate and coordinate with faculty, staff scientists, and fellow graduate students across departments.

Undergraduate Consultant — **20XX**
Departamento de Ingeniería, UNSJ
- Selected by the General Director of the City Planning Department of San Juan, to participate in the structural analysis and seismic assessment of the Dr. Guillermo Rawson Hospital, one of the largest construction projects to date in the most hazardous seismic area in Argentina.
- Collaborated with two other members of a team to carry out a nonlinear static analysis of the structure - primary objective and main focus of the project - in agreement with FEMA 356 Pre-standard for the Seismic Rehabilitation of buildings.

TEACHING AND MENTORING EXPERIENCE

Teaching Assistant, Introduction to Structural Engineering — **Spring 20XX - Present**
College of Engineering, University of Illinois
- Prepared lectures and class activities focusing on the analysis of determinate and indeterminate structures for 15-25 freshman and sophomore level undergraduates.
- Created and graded course assessments to ensure students understood material and stayed on track.
- Recognized as *List of Teachers Ranked Excellent by Their Students*.

Instructor, Latino/a Culture — **Spring - Fall 20XX**
Anthropology Department, University of Illinois
- Integrated multimedia approaches and used instructional technology to enhance pedagogical approach.
- Explained challenging concepts using planned lessons, assignments and targeted discussions for 75 freshmen and sophomore students.

Graduate Mentor, Illinois Summer Research Opportunities Program — **Summer 20XX, 20XX**
The Graduate College, University of Illinois
- Mentored two undergraduate students in data collection and analysis to visualize the properties of various geotechnical materials.
- Guided the students in preparation and presentation of research findings.

TEACHING AND MENTORING EXPERIENCE CONTINUED

Graduate Mentor, Illinois Summer Research Opportunities Program **Summer 20XX, 20XX**
The Graduate College, University of Illinois

- Mentored two undergraduate students in data collection and analysis to visualize the properties of various geotechnical materials.
- Guided the students in preparation and presentation of research findings.

HONORS AND AWARDS

Fulbright Scholarship to pursue a PhD **20XX**

- 20 scholarships awarded in Argentina that year

Flag Honor Guard Member **20XX**

- Qualified by graduating with honors and ranking 4th among engineering majors at UNSJ

GRANTS

Granting Agency, "Title of Grant", $00,000 **20XX - 20XX**

PUBLICATIONS

Garcia, J., other authors. (Year). Title. *Journal, Volume (Issue)*, page numbers. doi:.

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CONFERENCE PRESENTATIONS

ORAL PRESENTATIONS

Garcia, J., other authors. (Year, Month). *Title*. Minisymposium on subject, Meeting, City, State.

Garcia, J., other authors. (Year, Month). *Title*. Meeting, City, State.

POSTER PRESENTATIONS

Garcia, J., other authors. (Year, Month). Title. Poster session presented at Meeting, City, State.

Garcia, J., other authors. (Year, Month). Title. Paper presented at Meeting, City, State.

PROFESSIONAL EXPERIENCE

Civil Engineer at consulting firm **20XX - 20XX**
TOSS Ingeniería, La Paz, Peru

- Engineer in charge of the implementation of seismic validation at La Paz Central hospital.
- Developed extensive modeling and visualization algorithms to expedite validation.

UNIVERSITY SERVICE

Facilitator **July 20XX**
College of Engineering, University of Illinois

- Participated in the organization of the Principal's Scholars Program 20XX GEAR UP College Bound Summer Program, where a group of minority children from elementary and middle school visited the college to learn about different paths in engineering.
- Prepared a bridge design competition using popsicle sticks and glue, where the children demonstrated their skills and their creativity.

Student Assistant **July 20XX**
Office of International Student and Scholar Services (ISSS), University of Illinois

- Assisted with check-in procedures for incoming international students.
- Helped incoming international students with information on procedures and resources for their successful arrival on campus.

TECHNICAL SKILLS

- Programming languages and mathematical packages: Matlab, Mathematica, C, C ++
- Computer aided design/engineering: optical imaging, AutoCAD, Patran, Abaqus.
- Other: SPSS, Linux (openSUSE, Ubuntu), Mac OS, Windows OS

LANGUAGES

Spanish: Fluent
English: Proficient

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