# OVERVIEW OF THE CURRICULUM VITAE (CV)

## WHAT IS A CV? HOW IS IT DIFFERENT THAN A RESUME?

A *curriculum vitae* or "CV" may be a new and unfamiliar term for you. A CV is a structured outline of your education, publications, projects, awards and employment history. It can vary in length from one to several pages, depending upon the variety and number of your experiences. A resume, in contrast, is normally a brief, one page overview of your job experiences. A curriculum vitae is used primarily when applying for *academic, education, scientific or research positions.* It is also applicable when applying for fellowships or grants.

As with a resume, you may need different versions of a CV for different types of positions. Based upon your education and experience, you will need to include sections that are most relevant and pertinent to your career goal. We suggest you ask a graduate advisor or other faculty member to review your vitae for specific content and format, as they are experts in their field. In addition to the basics of your name, contact information, education and experience, a CV may include:

- Research Experience
- Teaching Experience
- Related Leadership Experience
- Internship or Rotation Experience
- Presentations & Publications

- Awards, Grants and Fellowships
- Professional Affiliations
- Licensure
- Skills (lab techniques and equipment, computer programs, languages, etc.)

## WHAT DO EMPLOYERS LOOK FOR ON CVS?

While each employer will have an ideal candidate in mind, the following are traits that most employers will look for and/or be cautious of when reviewing a CV. Things employers look for:

- Signs of achievements
- Willingness to work hard
- Specifics in job descriptions

- Patterns of stability and career direction
- Completeness of resume
- Neatness/Professional presentation (including grammar and spelling)

## WHAT SHOULD YOU AVOID PUTTING ON A CV?

Equal opportunity employment clauses state that some of the items listed below could provide a basis for discrimination. Potential employers typically don't WANT to know anything that could put them at risk of a discrimination suit later on. Include only information that is pertinent to the professional nature of the position for which you are applying. Leave all these things **off** your CV:

- Social Security #
- Citizenship
- Age or Birth date
- Marital status
- Description of health
- License numbers
- Travel history (unless for study abroad)

- Recreational activities or hobbies
- Previous pay rates
- Irrelevant awards, publications, and memberships
- Reasons for leaving previous jobs
- The phrase "References available upon request." (This is assumed).

### FORMATTING AND LAYOUT TIPS

- ✓ Stay away from templates. They are unoriginal and difficult to edit.
- ✓ Use 10-12 point font size and 1 inch margins (most popular). Anything smaller is difficult to read.
- ✓ Print on a high quality resume paper in white or off-white.
- ✓ ☐Be careful not to overuse bullets, as it may lead to a cluttered appearance.
- ✓ Do not use more than two types of font on your resume.
- ✓ Include a header or footer on each additional page indicating your name and page number.
- ✓ Spell out names and do not use abbreviations (for example, heme/onc is wrong, Hematology/Oncology is correct).
- ✓ Be consistent in using (or not using) periods at the end of your descriptions.

### GRAMMAR TIPS

- ✓ Do not use personal pronouns (I, me, you, we, etc).
- ✓ Try to use short, simple phrases that begin with action verbs.
- ✓ Use past tense verbs for experience you are no longer involved in.
    - A common mistake: "Lead" vs. "Led" (Led is correct past tense version)

### REFERENCES

http://www.careers.ucr.edu/Students/Graduates/CV/index.html

http://psych.hanover.edu/handbook/vita2.html

http://www.hsph.harvard.edu/careers/guide-samplecv.html

http://recruit.sciencemag.org/feature/advice/cvsource.shl

http://www.physicianboard.com/cv.php3

http://www.free-resume-tips.com/resumetips/curriclm.html

http://www.unf.edu/dept/cdc/publications/curriculum/welcome.htm#When

http://technicaljobsearch.com/resumes/center_7.html

http://www.quintcareers.com/curriculum_vitae.html

http://www.handsoncv.co.uk/subadvice.asp

http://www.ufps.edu/cv.htm

http://www.uky.edu/Libraries/ptvita.html

http://ucdavis.placementmanual.com/resume/resume-20.html

http://jobsearch.about.com/cs/curriculumvitae/a/curriculumvitae.htm

http://www.utexas.edu/research/eureka/resources/vitae/index.php

http://www.student-services.utoledo.edu/career

http://www.docstoc.com/docs/7203498/The-CV-Presenting-yourself-professionally-on-paper

*Curriculum Vitae*

# Jonathan A. Smith, Ph.D.

*Street, City, State, Zip*
*Phone: 555-555-5555*
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*email@email.com*

## EDUCATION

**Ph.D., Candidate, Clinical Psychology**, San Francisco Graduate School of Psychology (Expected 2006)
Concentrations: Clinical, Development Psychology
Recipient:  Israeli Student Scholarship (Academic)

**M.A., Psychology**, University at Albany, 2003
Concentrations: Psychology, Special Education
Thesis: Communication Skills of Learning Disabled Children

**B.A, Psychology**, California State University, Long Beach, CA, 2000

## TEACHING EXPERIENCE

**Instructor**, 2004 - 2006
*San Francisco Graduate School of Psychology*
Course: Psychology in the Classroom

**Teaching Assistant**, 2002 - 2003
*University at Albany*
Courses: Special Education, Learning Disabilities

## PRACTICA

**Counselor**, 1999 – 2001
*San Francisco Center for Child Study*, San Francisco, CA
  Observing and assisting with individual child and adolescent therapy, including testing, diagnosis, and care presentation.

**Intern,** 1999 (March to July)
*Private Practice of Richard X. Lamping, Ph. D.*, Carmel, CA
  Obtained psycho-medical histories, observed therapy sessions, discussed treatment plans and therapeutic techniques with the doctor.

## RESEARCH

**Research Assistant,** 1998 – 1999
*San Francisco Psychological Services*, San Francisco, CA
  Assisted Dr. Richard Servatti with an anxiety research project.  Served as an actor-facilitator, creating anxiety-response behaviors in subjects during videotaped session.

**PRESENTATIONS**

Smith, Jonathan (2006). The behavior of learning disabled adolescents in the classrooms. Paper presented at the Psychology Conference at the University of Minnesota.

**PUBLICATIONS**

Smith, Jonathan (2005). The behavior of learning disabled adolescents in the classroom. Journal of Educational Psychology, 120 - 125.

**GRANTS & FELLOWSHIPS**

RDB Grant (University of Minnesota Research Grant, 2005), $2000
Workshop Grant (for ASPA meeting in New York, 2004), $1500

**AWARDS & HONORS**

Treldar Scholar, 2005
Academic Excellent Award, 2003

**SKILLS & QUALIFICATIONS**

Proficient in Microsoft Office, Internet
Programming ability in C++ and PHP
Fluent in German, French and Spanish
Extensive knowledge of SPSSX and SAS statistical programs.

**REFERENCES**

*(can be a separate last page. Make sure to include your contact information at the top, in case it gets separated when copies of your vitae are made)*

Post doctoral Adviser
University
Address
City, State, Zip Code
(999) 999-9999
Email address

Doctoral Adviser
University
Address
City, State, Zip Code
(999) 999-9999
Email address

Undergrad Recommender
University
Address
City, State, Zip Code
(999) 999-9999
Email address

*Curriculum Vitae*

# DANIEL A. WOODS, ED.D.

*7669 Chesterfield Road • Baltimore, MD 21201*
*Home: 410-224-6649 • Cell: 410-224-6647*
*Email: dawoods@baltimore.k12.md.us*

## EDUCATION

**Ed.D., Educational Finance and Policy**, The Catholic University of America, Washington, DC, 1988
> DISSERTATION: *An Analysis of the Program Cost and Intensity of Service of Public and Nonpublic Special Education in Maryland*

**M.Ed., Educational Management and Supervision,** Loyola College, School of Management and Administration, Baltimore, MD, 1978

**B.S., Elementary and Special Education**, Towson State University, Towson, MD, 1976

## ACADEMIC HONORS AND AWARDS

- Recipient, Graduate Assistantship Award, Loyola College, 1977 to 1978
- Graduated Magna Cum Laude, Towson State University, 1976

## HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

**Principal,** Bethesda-Chevy Chase High School, Montgomery County Public Schools, Bethesda, MD
1995 to Present

- Principal for 1,200-student high school serving grades 9-12. Direct all aspects of school operations, including instructional leadership, grant writing and management, program planning and implementation, staff selection and evaluation, student placement and discipline, school finance, and plant supervision.
- Administer a $500,000 annual operating budget and supervise 130 classified staff members.
- Chair Gettysburg Area High School Diversity Committee; built strong ties with the minority community to create a climate of acceptance for minorities where all students feel accepted.
- Procured and administered $300,000 grant for Classrooms for the Future, and $400,000 grant for Project 720 (high school reform initiative) over a 4-year period through the Pennsylvania Department of Education.
- Achieved measurable success with at-risk students through the development of an alternative education program for at-risk freshman as well as implementation of Project 720.
- Developed, proposed, and implemented block scheduling, JROTC, and student advisory programs.
- Consistently meet/exceed Annual Yearly Progress goals set forth by the No Child Left Behind Act.
- Involved in all aspects of $40 million high school construction project as well as relocation of students and staff members into the new facility.

## HIGHLIGHTS OF PROFESSIONAL EXPERIENCE (continued)

**Principal,** Montgomery Blair High School; Montgomery County Public Schools, Silver Spring, MD
1991 to 1995

- Principal for 1,000-student high school serving grades 9-12. Managed program development and evaluation, curriculum and instruction, teacher training, and district responsibilities. Served as Special Education Coordinator.
- Administered a $100,000 annual operating budget and supervised 100 professional and classified staff members.
- Implemented an alternative education program; created a climate conducive to academic achievement by reducing class sizes. Program resulted in a 70% success rate among at-risk youth.
- Served on a task force that was instrumental in defining the relationship between Washington County Public Schools and local law enforcement agencies.
- Organized and directed annual Teacher Expectations and Student Achievement (TESA) workshop for faculty.
- Achieved numerous citations from Washington County for improved school attendance.

**Assistant Principal,** Walt Whitman High School; Baltimore County Public Schools, Baltimore, MD
1988 to 1991

- Assistant Principal for 2,000-student high school serving grades 9-12. Primary responsibilities included student discipline, attendance, instructional supervision, and staff evaluation.
- Administered a $300,000 annual operating budget and supervised 150 professional and classified staff members.
- Instrumental in the development and implementation of the Saturday School for Disruptive Students program.
- Received accolades from teachers for enhancing the success of ninth grade students through the creation of alternative education program and coordination of ninth grade teams.

**Principal/Assistant Principal,** Calvert School, Baltimore, MD
1980 to 1988

- Assisted in successfully transformed private education institution on the brink of closing its doors into a major provider of special education services for emotionally disturbed and learning disabled students.
- Hired staff, developed and administered budget, coordinated educational and clinical services, supervised students and activities, selected and assigned staff in-service programs, and astutely observed staff performance.
- Garnered support from Maryland Association of Nonpublic Special Education Facilities on dissertation that confirmed it was less expensive to pursue quality special education services in the private sector.

## TEACHING EXPERIENCE

**Adjunct Associate Professor,** Goucher College, Baltimore, MD, 1997 to Present
- Teach Educational Psychology, Foundations of American Education, and Classroom Management to classes averaging 20 students. Supervise Student Teachers at Gettysburg Area High School.

**Adjunct Instructor,** University of Maryland, College Park, MD, 1997 to Present
- Teach Current Trends in Education, Students with Special Needs and Diverse Learning Styles, and Learning Theory and Human Development to graduate students in class sizes averaging 20 students.

**Senior Lecturer,** Coppin State University, Baltimore, MD, 1991 to 1996
- Taught course on the Nature and Needs of Exceptional Children to classes of 25 to 30 undergraduate students.

**Lecturer,** The Johns Hopkins University, Baltimore, MD, 1984 to 1996
- Taught course on Adapting the Secondary Curriculum for Special Education Students to graduate students in class sizes averaging 15 students.

## COURSES TAUGHT

**Undergraduate**
- Nature and Needs of Exceptional Children
- Educational Psychology
- Foundations of American Education
- Classroom Management
- Current Trends in Education

**Graduate**
- Adapting the Secondary Curriculum for Special Education Students
- Students with Diverse Learning Styles
- Learning Theory and Human Development

## EARLY CAREER EXPERIENCE

**Learning Problems Resource Teacher**, Chesapeake High School, Baltimore, MD, 1976 to 1980
**Fourth Grade Teacher**, General Wolfe Elementary School, Baltimore, MD, 1976
**Special Education Teacher**, John Eager Howard, Baltimore, MD, 1976

## PRESENTATIONS

Woods, Daniel, A. (1990), "Staff Development for Mid-Career Faculty." Presented at the Maryland Association of Secondary School Principals and Assistant Principals annual conference, Columbia, MD.

Woods, Daniel, A. (1989), "Youth Suicide Prevention." Presented to Carroll County Public School Special Education Teachers in Inservice Day, New Windsor, MD.

Woods, Daniel, A. (1984), "Creating Effective Schools," seminar at the Maryland Association of Nonpublic Special Education Facilities Inservice Conference, Columbia, MD.

## PROFESSIONAL AFFILIATIONS

Advisory Board Member, No Child Left Behind (NCLB) Task Force, The Maryland Association of Elementary and Secondary School Principals, 2007

Chairman, Diversity Committee, Baltimore Area School District, 2005 to 2008

Executive Board Member, Maryland Association of Secondary School Principals, 1991 to 1995

Executive Board Member, Maryland Public Secondary Schools Athletic Association, 1991 to 1995

Chairman, Legislative Committee, Maryland Association of Secondary School Principals, 1991 to 1995

President, Association of Public School Administrators and Supervisors of Carroll County, 1995

Chairman, Spring Conference Committee, Maryland Association of Secondary School Principals, 1994

Member, Visiting Committee, Middle States Evaluation of Northeastern High School, 1989

Chairperson, Conference Committee, Maryland Association of Nonpublic Special Education Facilities, 1988

## PROFESSIONAL DEVELOPMENT

### Certifications

Maryland Letter of Eligibility for Superintendent, Assistant Superintendent, Director, Assistant Director, Principal, Assistant Principal, 1987

Trained Assessor, National Association of Secondary School Principals, 1995

### Conferences

National Association of Secondary School Principals (NASSP) Annual Conference, Atlanta GA; Orlando, FL; San Diego, CA; San Francisco, CA; Reno NV; Las Vegas, NV; 2002 to 2007

Maryland Department of Education Seminars: Project 720, Baltimore, MD 2004; Classrooms for the Future, Baltimore, MD, 2007

### Workshops

Institute for Instructional Leadership and Human Relations, Maryland Professional Development Academy, 1989 and 1990

Student Assistance Program Training, Maryland State Department of Education, 1988

Institute for Teacher Effectiveness, Maryland Professional Development Academy, 1987 and 1988

## COMMUNITY SERVICE

Board Member, Communities that Care, Baltimore, MD, 2005 to 2007

Member, Baltimore County Task Force, Baltimore, MD, 2005 to 2006

Board Member, Baltimore Community Athletic League, Baltimore, MD, 1991 to 1995

## PROFESSIONAL REFERENCES

Full Name, Title
Institutional Name
Institutional Address
City, State, Zip Code
(999) 999-9999
Email address

Full Name, Title
Institutional Name
Institutional Address
City, State, Zip Code
(999) 999-9999
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Full Name, Title
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Institutional Address
City, State, Zip Code
(999) 999-9999
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