

THE UNIVERSITY OF
MEMPHIS[®]

University College

THE EXPERIENTIAL LEARNING CREDIT PORTFOLIO
UNDERGRADUATE STUDENT HANDBOOK

I.

INTRODUCTION

The University College believes that rigorous professional and/or personal development occurs in settings outside the traditional classroom and grants experiential learning credit to students who can demonstrate the academic merit of such experiences.

The purpose of this handbook is to assist students in preparing a portfolio that appropriately documents qualified experiential learning. The portfolio will include documentation of professional/personal development experiences and justification as to the learning which took place. Please read the entire handbook first, then study the materials carefully and follow the directions as conscientiously as you can. A successful portfolio is the result of good planning, organizing, and preparation. Contact University College if you have any questions.

II.

IMPORTANT FACTS YOU NEED TO KNOW ABOUT EXPERIENTIAL LEARNING

- Experiential Learning Credit (ELC) is college credit which is awarded based on formal and informal learning that results from worksite training, professional organization certification, community volunteerism, and unique life experiences. ELC is most helpful if you have had long, rich, and varied learning experiences.
- A non-refundable ELC Portfolio Evaluation Deposit of \$90.00 must be paid prior to submission of your portfolio.
- ELC is awarded based on a faculty/industry expert evaluator's determination that the portfolio provides sufficient evidence that the knowledge and skills a student has acquired are equivalent to what a student would acquire in a college-level course.
- The amount of ELC granted is based upon guidelines established by the Southern Association of Colleges and Schools (SACS).
- **ELC is NOT guaranteed** with the exception of some licenses, certifications, and specialized training that have been pre-assessed for college credit. A listing of pre-assessments is available on the ELC homepage.
- Students pursuing ELC must successfully complete all ELC training.
- ELC cannot be used to meet or replace any general education, thematic studies, or senior project requirements.

- ELC may be granted at the lower (1000/2000) and/or upper (3000) division level. No grade is given for experiential learning. If credit is granted, an “S” for satisfactory will be posted to your transcript.
- Any ELC that is granted will be included in your total number of earned hours; however, it will **not** be calculated into your GPA.

III.

ELIGIBILITY FOR EXPERIENTIAL LEARNING CREDIT

In order to be considered for ELC, you must be:

1. a fully admitted, degree-seeking student at the University of Memphis,
- and**
2. admitted to the University College and have an approved program of study.

IV.

IS EXPERIENTIAL LEARNING FOR YOU?

1. Does your experience relate to your major and academic goals?
2. Can you document your experience and write a clear statement to explain what you have learned?
3. Did your experience produce significant learning at the college level?

V.

FOLLOW THESE STEPS WHEN PREPARING YOUR ELC PORTFOLIO

1. You should complete the ELC Tutorial presentation posted at <http://www.memphis.edu/univcoll/experiential-learning.php>.
2. Complete the [ELC Quiz](#) and electronically save quiz results in PDF format ... [1] Go to “File” and select “Save As;” [2] On the “Save as type” dropdown box, select “Text File;” [3] Save file; and [4] Right-click on the saved file and select “Convert to Adobe PDF.” For additional information, contact the University College at 901-678-2716 or at univcoll@memphis.edu.

3. Submit the ELC Portfolio Evaluation Deposit of \$90.00 to the Bursar's Office by visiting the [Experiential Learning U-Store](#).
4. You will receive an email confirmation of your ELC Portfolio Evaluation Deposit to your UoM email account.
5. Forward the email confirmation of your ELC Portfolio Evaluation Deposit and attach your ELC Quiz results and send to the University College ELC Undergraduate Director.
6. You will be sent instructions from the University College ELC Undergraduate Director via UoM email regarding portfolio development and submission procedures.
7. Electronically submit your ELC portfolio for evaluation, per the instructions given by the University College ELC Undergraduate Director.
8. Your portfolio will be reviewed by a faculty/industry expert evaluator. All reviews are completed anonymously.
9. You will be notified of the evaluator's decision via UoM email. You will also receive instructions on how to pay for credit-hours awarded. The cost is \$30.00 per credit-hour minus the ELC Portfolio Evaluation Deposit which covers the first three credit-hours.
10. Credit will be awarded based on the evaluator's determination that the portfolio provides sufficient evidence that the knowledge and skills a student has acquired outside the classroom are equivalent to what one would acquire in undergraduate-level coursework.

VI.

PREPARATION OF THE PORTFOLIO

I. **Introduction**

This section provides a general overview of your training/learning experience(s) and informs the assessor how the experiential learning relates to your academic program.

II. **Professional/Personal Resume**

Compile a list all activities that relate to the portfolio being submitted. The resume should be concise, but complete. Assistance with your resume is available through the University of Memphis Career Center, 400 Wilder Tower, 901.678.2239 or at <http://www.memphis.edu/careerservices/>.

III. **Explanation of Your Learning**

List each Category of Learning separately, with an academic title. For example, one section may focus on human resource management and another on computer training.

- A. In each section, a brief description of the unique professional/personal development experiences should be included as well as how each contributed to your intellectual development.
- B. Document experience by including dates, amount of time spent (estimate if exact number is not known) and description(s) of the activity/activities (e.g., certificate earned).
- C. Describe when and where your learning took place. Include the employer, agency, or experience provider and location as appropriate. A letter from an employer or volunteer coordinator verifying your work activities should be included in your portfolio. A letter of verification is **not** the same as a letter of recommendation.
- D. Explain how the learning was acquired.
 - 1. Was the learning formal or informal? For instance, did your company have a formal training program or did you pursue the training on your own?
 - 2. Were you engaged in independent study or continuing education courses?
 - 3. Did you have a mentor?
 - 4. Were you involved in an apprenticeship?
 - 5. Did you go through some formal training experience?
 - 6. Did you learn by observation, by doing, or both?

IV. **Identify Learning**

- A. Show what learning took place as a result of each experience.
- B. Listed below are some ways to help you identify the kinds of learning acquired in each experience and some hints on how to decide what to include.
- C. Include learning if it...
 - 1. Relates to your academic goals.
 - 2. Is generally applicable outside the setting where it was learned.

3. Is related to a knowledge base and is not a manual or routine skill.
4. Is verifiable.

V. **Indicate Learning** by:

- A. Describing changes in yourself, your understanding, or your skills that occurred as a result of the activity and showing what learning the changes produced.
- B. Explaining if your duties required the acquisition of new skills or an understanding of complex procedures or techniques.
- C. Defining ways of learning to identify and resolve problems or improve processes.
- D. Showing instances of new programs initiated, or forms, or procedures developed.
- E. Documenting training, teaching, supervisory or production roles.
- F. Differentiating between practical skills and general concepts.
- G. Formulating broad concepts about the areas of knowledge and skills represented in the experience.
- H. Analyzing and synthesizing the kinds of differing and similar concepts found in various experiences.
- I. Generalizing from the specific experience to a broad principle.
- J. Noting instances in which the learning resulted in successful completion of a specific project, task, or activity.

Example: Chaired ABC Company's 2005 United Way Campaign and affected a 25% increase in dollar pledges over the previous year.

VI. **Document the Experience**

- A. Documentation must demonstrate that the student successfully completed requirements and/or performed duties described.
- B. Documentation should be appropriate to the kind of experience claimed.
- C. A letter of verification must be included that states specifically the writer's relationship to the student and experience (e.g., supervisor, director, etc.) and describe what duties were performed/knowledge was achieved. Support materials need to be specific as this is a verification of what has been accomplished and/or learned.

- D. Documentation should include only relevant materials.
- E. Letters that cover multiple areas of learning should be copied and placed in each relevant section of the portfolio. Another option would be to place the letter or document in an appendix and reference it in the body of the portfolio.
- F. Documentation may include, but is not limited to, the following:
 - 1. Non-collegiate sponsored learning such as trainings, certifications and licenses (further explanation of licenses or certificates may be necessary, such as, was an exam or complete series of courses required?).
 - 2. Letters of verification.
 - 3. Copies of training records (most large companies keep these on their employees).
 - 4. Outlines & syllabi of training programs and workshops.
 - 5. Lists of workshops, conferences and seminars.
 - 6. Copies of presentations, manuals and other documentation.
 - 7. Copies of your work products (check with employer to make sure company policy allows this).
 - 8. Non-credit or continuing education courses. Be sure to include course description or syllabus.
 - 9. If you are a musician, a copy of original music on a CD or submission of an original musical score.
 - 10. If you are an artist, photos of your artwork.
 - 11. If you are an actor, include programs or credit lists, still photos.
 - 12. Awards and other types of recognition earned.
 - 13. Job descriptions.
 - 14. Letters or logs of hours from volunteer experiences.
 - 15. Performance evaluations.

16. For those with teaching experience (primary/high school or employee training), include copies of course plans and other materials you developed.

G. Please do not submit originals of licenses or certificates.

VII. Portfolio Organization & Submission

A. Each portfolio must contain an introduction, a resume, and supporting documentation.

B. A table of contents is recommended for large or complex portfolios.

C. Tabs should be used to divide portfolio into different areas of experience.

VIII. Evaluation Process and Posting of Credit

A. Your portfolio review will be completed anonymously.

B. The evaluator's decision is final -- with no appeal or re-submission of your portfolio.

C. Credit will be awarded once a receipt is provided demonstrating that student has paid the appropriate balance due to the Bursar's Office. As explained in the experiential learning PowerPoint presentation that you reviewed, any credit awarded in excess of three credit-hours will require additional fees. Each additional credit-hour is \$30.00.

D. The Dean of University College has the final decision on what credit will be posted to a student's transcript and how it can be used towards a degree program.

Sample Portfolio

Please note that this is a small sample. The purpose is to give you suggestions as to the format and organization of your portfolio. An actual portfolio would contain sections for other experiences and additional documentation applicable to the individual.

Goal Statement

This portfolio contains information and documentation of my knowledge and skills acquired over 20 years in accounts payable, human resource management and upper management. I am submitting it for consideration of Experiential Learning credit as any credit awarded in these areas would help me achieve my goal of earning a Bachelor's of Professional Studies degree with a concentration in Business Psychology. I believe that I have gained valuable knowledge that is equivalent to what I would have learned in a college classroom.

Resume

JOHN Q. PUBLIC
4 Wheel Drive
Memphis, TN 01234
(555) 555-5555

EXPERIENCE

2000-present: EAP, Inc. – Memphis, TN

Team Leader – Vendor Payables

- Facilitate production in team of eight responsible for processing non-trade expenses, audit and payment of travel/entertainment expenses and associated reporting activity. Oversaw initial start-up of team in newly created TCB Tours through field observation, collateral contact, procedural development and staff training.
- Hire, train and evaluate staff. Train field-office colleagues. Conduct orientation seminars.
- Implemented productivity measurement program to guarantee proper staffing level and assure equitable distribution workload for enhanced productivity and quality.
- Interface with management and collateral departments. Participate in horizontal meeting program and in-house training sessions to foster teamwork, employee development and workplace diversity.

1999-2000: ASAP, Inc. – Washington, D.C.

Accounts Payable Manager

- Managed department of sixteen responsible for processing trade and non-trade expenses, account reconciliation and associated period-ending processes.
- Hired, trained and evaluated staff.
- Implemented incentive reward program for special achievement in productivity and quality; utilized measurements to re-deploy staff.
- Interfaced with vendors, management and collateral departments.
- Oversaw implementation of enhanced automated processing through procedural development and staff training.

1997-1999: Texas State Judicial Branch – Houston, TX

Accounts Payable Manager

- Managed department of six responsible for processing all operating expenses, audit and payment of travel/entertainment expenses, account reconciliation including multi-company ledger activity and associated period-ending processes.
- Hired, trained and evaluated staff. Oversaw annual incentive bonus review for direct reports.
- Interfaced with vendors, management and collateral departments.
- Developed team-oriented approach to workflow that enhanced productivity, increased morale and improved quality.
- Oversaw completion of software conversion through procedural development and staff training.

1981-1997: Successful Gambling, Inc. – Las Vegas, NV

Accounts Payable Manager (1992-1997)

Assistant Accounts Payable Manager (1981-1991)

- Managed department responsible for processing all non-trade invoices, audit and payment of travel/entertainment expenses, account reconciliation including multi-company ledger activity and associated period-ending processes.
- Hired, trained and evaluated staff. Cross-trained staff, reducing reliance on procedural specialists.
- Interfaced with vendors, management, and collateral departments.
- Maintained productivity and quality while consistently reducing staff size (1980 = 23; 1996 = 6) during implementation of automation and through program downsizing.
- Oversaw conversion of department to fully automated processing and later migration to upgraded system, through creation of databases, procedural development and staff training.
- Managed cash allocation and short-term investment program.

EDUCATION and Professional Training

Liquid State University

A.A.S. in Business

- Graduated with highest honors.
- Member of Phi Theta Kappa – the national junior college honor society.
- GPA: 3.58

State of Mind University

- Liberal arts: 73 credits earned.
- GPA: 3.37

The University of Memphis

- Currently pursuing a Bachelor of Professional Studies in Business Psychology

CdRoma Software Training Center

- Attended software training classes in Microsoft Office and Enron Accounting System

The University of Memphis Continuing Education Courses

- completed 3 hour course in business etiquette
- completed the preparation course for the SHRM Exam

Professional Licenses:

- certification from the Society of Human Resource Management
- Microsoft Office certification

Professional Associations:

- Society of Human Resource Management
- Memphis Rotary Club
- Memphis Area Chamber of Commerce

Accounts Payable

John Q. Public

DETAIL OF EXPERIENCE AT EAP, Inc.

GENERAL OVERVIEW

EAP, Inc. is the world's largest Elvis Presley vacation tour company with gross annual revenue exceeding seven billion dollars. It is a component of the EAP & TCB Companies (ETC), which include, among others, TCB Tours, the Heartbreak Hotel chain, and the Hound Dog Kennel chain. ETC employs over 55,000 individuals throughout the world.

In addition to vacation tour operations, EAP's Memphis location houses one of five regional Elvis Presley official souvenir shops, each of which provides knick-knacks and clothing to souvenir locations throughout the local geographic region. The TCB Tours' 38 employees support the three EAP offices in the mid-south United States. The TCB Tours branch, along with its Las Vegas counterpart, is one of two newly created tour companies established to handle the increased tourist volume brought about by EAP's acquisition of its own commercial airline fleet of "Lisa Marie" replica planes. Functional activity commenced in May 2000.

SPECIFIC POSITION

- Title: Team Leader – Vendor Payables
- Report To: Bertha Rock Enroll, Vice President, Entertainment Coordinator
- Period of Employment: Actively employed since May 3, 2000

A. PLANNING AND DECISION MAKING/PROBLEM SOLVING

As a start-up operation, the primary issue to be resolved at TCB Tours was the acquisition of sufficient numbers of quality staff. This situation was clouded, to a certain degree, by management's decision to operate the facility in team format, rather than through the more traditional manager/subordinate structure. As such, direct translation of workload measurement from EAP's two older Elvis Presley companies (Hound Dog Kennels and Heartbreak Hotel chain) was deemed to be only a reasonable starting point, not a concrete certainty. Further, in order to insure that the team format functioned effectively, serious emphasis was placed on the hiring process with respect to identifying candidates who not only met each position's technical requirements, but who were each equipped with the interpersonal skill set necessary for success in this environment.

Using the Hound Dog Kennel's workload/manpower equivalent as a basis, I initially identified eight team members, excluding myself, as sufficient staff to accommodate our anticipated workload. Not wanting to overstaff, I endeavored to hire cautiously, bringing six team members on board by the time we had acquired our maximum volume. Work seemed to be moving on a timely basis, with few inaccuracies. Rather than simply deduce that six members constituted a sufficient team, I developed a weighted productivity measurement matrix. Over the seven weeks following introduction, during which I continued to observe timely, accurate processing, this device confirmed that we were not only sufficiently staffed, but that certain team members had additional capacity which could be employed for coverage during their colleagues' absences. Hence, rather than bring two additional team members on board, I recommended to management that we add only a full-time intern for duties such as filing, mail distribution and light intensity special projects.

With regard to identifying the most qualified candidates for success of our team-oriented environment, management developed a hiring process encompassing:

- A resume review to identify technical skill and education consistent with each position's requirements
- An in-depth interview of the applicant, employing behavioral questioning, by a human resource professional to identify those applicants with positive interpersonal and customer service capabilities
- A profiling evaluation of the applicant to both confirm the results of the in-depth interview and identify areas where improvement may be needed
- An in-depth personal interview of the applicant by the Team Leader and, concurrently or subsequently, his or her Manager to solidify the finding of the three previous processes, leading to an ultimate decision.

Because of scheduling difficulties, the second, third and fourth components of this process did not necessarily follow in order.

While each of the four elements of our hiring procedure is accorded equal value in the process, the ultimate decision to offer a position to a specific candidate remains with me. Here is an example of a situation in which I employed additional resources to support my decision to hire a candidate in whom I had confidence despite evidence to the contrary in two of our four component factors:

I was exceptionally impressed with a certain applicant based on both her strong customer service experience and the rapport we developed during our interview. My human resource colleague, however, detected an inability to address, tackle, and rebound from confrontational situations, a deficiency confirmed by the profiling series, and suggested that, in light of a number of other qualified candidates, we not offer this individual the position. This would ordinarily signal termination of the process.

I strongly maintained my opinion that this candidate was a good fit, and that if this deficiency truly existed, it could be alleviated through remedial action. Contacting the firm we employ for profiling services, I questioned the evaluation process, expressing my concern that perhaps this reported deficiency was either incorrect, or a situation that could be resolved through behavioral development. They provided both a series of detailed follow-up questions, focusing on the specific area of weakness, and a list of developmental exercises. I re-interviewed the applicant, together with our human resource professional, focusing only on the topic of confrontation. The candidate's responses confirmed my initial confidence in her ability, resulting in our offering the position. Today she is one of the most valued members of my team. Although I have not observed any, I continue to monitor her performance for evidence of the implied deficiency, ready to utilize remedial action should the need arise.

B. COORDINATION OF WORK ASSIGNMENTS/SCHEDULING

Recognition of each team member's strengths and weaknesses is key to insuring timely and accurate completion of any project. This information must be employed to assign each staff member to a specific function where his or her capabilities will best serve the team as it functions to complete its goal.

Routine processing of expenses, the primary function of my team, presents such a challenge. To best satisfy the demands of the locations we service, a specific team member is assigned to handle each office. Because of the variance in work volume received from each, a team member may actually be assigned more than one location. While this method of assignment gives the comfort of consistency to the local office, insuring that they can always contact the same individual, it runs afoul of any attempt to take advantage of each person's specific strengths. For example, the team member assigned to service our Memphis office may excel at processing vendor invoices, but fall short when it comes to auditing employee travel/entertainment reports.

While I prefer every team member to be a generalist, capable of handling all functions, I realize that during times of peak volume this is not totally effective. As such, having identified individuals with specific strengths, I undertook the reassignment of work, by type, during such periods. While this process is transparent to the location being serviced, it provides for the most effective use of our resources.

I have also addressed special non-routine reporting projects, such as annual processing of 1099 forms, a manual function at EAP, in this manner. Having identified certain team members who possess stronger abilities in researching and compiling data, I've assigned these tasks to them, while enlisting certain of their colleagues to cover their routine processing during the special deployment.

C. NUMBER OF EMPLOYEES SUPERVISED

My team at EAP consists of eight members:

- Myself, the Team Leader
- Six Accounts Payable Technicians
- One full-time Intern, a college student utilized for filing, mail distribution and kindred activities

D. RESPONSIBILITY FOR PERFORMANCE EVALUATION

As Team Leader, it is my responsibility to provide each member of my team with an annual critical performance evaluation. Day-to-day, I have always maintained a personal obligation to immediately visit with each of my subordinates whenever a performance issue arises that impedes their ability to work productively and accurately, rather than wait to address the

situation during a formal evaluation. Likewise, I believe in positive reinforcement by pointing out a subordinate's successes as they occur.

To this end, I maintain a written log detailing incidents, both positive and negative, which I need to address with each team member. This device also serves as a basis, or support, for the annual formal evaluation. I rely heavily on comments made by colleagues in the offices we service, as well as those in collateral departments, with whom the team member interfaces.

Further, my development of a weighted productivity measurement matrix, allows me to quantify the productivity aspect of each team member's performance, as well as identify those individuals who may be the victim of incomplete or inaccurate work produced at the local office level.

E. TRAINING/DEVELOPMENT OF SUBORDINATES

Because EAP's TCB Tours is a nascent entity, staffed by newly hired personnel, it has been my responsibility to first learn every function for which my team is responsible, and then, in turn, train each team member.

Early in my employment, I spent two weeks at EAP's Nashville location, observing the performance of each function, questioning clerical personnel and managers, taking detailed notes, and reading documentation, where available. From the knowledge I gathered via this process, I have been able to codify procedures, which, combined with one-on-one instruction, I have utilized to train each new member of my team.

Six months into my tenure at EAP, I organized a three-day meeting in Memphis with my counterparts from each of the other two ETC branches. At our sessions we shared experiences and described enhancements, or shortcuts, each of us had developed with respect to specific processes. We discussed successes, and failures, encountered in training and development. As a result, we were able to identify certain *best practices* and bring this knowledge back for use by our respective teams.

Beyond learning the specifics of their regular duties, I continually encourage the members of my team to take advantage of other learning opportunities offered by EAP. These include tuition reimbursement for individual courses deemed of value to the company, course work in pursuit of a degree in an area of concentration deemed useful to the company and in-house training on various software applications.

I encourage my team members to review the internal postings of open positions, and I guarantee them my support, provided they are performing satisfactorily, in securing any of these openings for which they may be qualified.

In addition to training and development of my own staff, I am a contributing presenter at orientation sessions for new TCB employees. Typically, new hires spend their first three or four days in a series of seminars focusing on our business, our goals and our workplace practices. I have conducted the segments of these sessions that focus on diversity, change and culture.

Finally, I have visited the local retailers we service, training administrative and line personnel with respect to the work they forward to my team. The object of these sessions is the development of standard practices enabling us to deliver quality service on a consistent basis.

F. INVOLVEMENT WITH QUALITY ASSURANCE METHODS

Production of accurate works on a timely basis, and positive response to the inquiries and special needs of the offices we service, are the quality goals my team seeks to achieve.

I am able to quantify my team's productivity by utilizing the weighted measurement matrix I developed. Additionally, this device allows me to identify those local offices turning in work requiring follow-up to correct errors and omissions. Hence, I am able to confront these locations and enlist their assistance in quality control.

Additionally, I have taken a proactive stance with regard to the work we produce. I routinely query the beneficiaries of my team's efforts, staff accountants and local office administrators, about their satisfaction with the product. I am always open to constructive criticism and, where warranted, I will involve the specific team member whose work is in question, inviting their contribution to the resolution process.

Finally, I spot-check work, unannounced, to insure the each member is functioning according to prescribed procedure, and I insist on reviewing and initialing each specific incidence where a team member makes a dollar-value correction or exercises personal judgment to deviate from standard operating procedure.

Letters of Recommendation

January 23, 2005

The University of Memphis
218 Brister
Memphis, Tennessee 38152

Dear Sir or Madam:

Please accept this letter as acknowledgement that John Public continues to report directly to me at EAP, Inc. in his capacity as Team Leader – Vendor Payables, a position he has held since May 3, 2001.

Following my careful review of his resume, I confirm that the information John has presented, in both outline and anecdotal form, is a true and accurate description of his duties and experiences while under my supervision.

Yours truly,
Bertha Rock Enroll

Bertha Rock Enroll
Vice President, Entertainment Coordinator

February 12, 2005

University College
The University of Memphis
218 Brister Hall
Memphis, Tennessee 38152

Dear Sir or Madam:

Please accept this letter as acknowledgement that John Q. Public reported directly to me at ASAP, Inc. in the position, and for the term of service, indicated on his resume

It was my privilege to work with John Q. Public during the time he worked as Accounts Payable Manager at ASAP, Inc. I found him to be very knowledgeable and he brought a high degree of organizational skills to our company during his employment. He supervised our Accounts Payable Department collecting over \$600 million in sales.

Sincerely,

Alex Blaine Laider

Alex Blaine Laider
President, Crisis Control
ASAP, Inc.

Documentation

*In a portfolio, documentation of other positions
and areas of experience would follow.*

Professional Certifications

CERTIFICATE OF COMPLETION

John Q. Public

**Successfully completed the 50 hours
preparation course for the SHRM Exam**

Course outline

SHRM EXAM

The University of Memphis
Continuing Education & Professional Training

A 50 hour preparation course for the Society of Human Resource Management Certification Exam taught by Dr. Hum, PhD. Management.

Ten, five hour sessions

Session 1: Overview of topics covered in exam and exam format

Session 2: Payroll and Federal Withholding Taxes

Session 3: Payroll and State Withholding Taxes

Session 4: Wage Garnishment and Leans

Session 5: Insurance

Session 6: Insurance

Session 7: Staff Training and Development

Session 8: Labor Law

Session 9: Ethics and Theory of Human Resource Management

Session 10: Course review and tips on taking the exam

Example Certificate

John Q. Public

Certified Human Resource Management Specialist

John Q. Public
Is Hereby Certified as a
Microsoft Office Specialist

In a portfolio, copies of other certifications and awards would follow.

Professional Associations / Awards

Memphis Chapter of the Society for Human Resource Management

- Member since 2000
- Faithfully attended bi-monthly meetings and annual conference
- Co-Chair of Speaker Committee. Responsible for securing guest speakers for bi-month meetings
- Chair of Hospitality Committee for 2003 annual conference

Memphis Chapter of Rotary Club International

- Member since 2001
- Attended monthly luncheon meetings
- 2004-present, member of scholarship awards committee

In a portfolio, documentation such as conference programs and letters of verification should be included.