



COLLEGE OF BUSINESS

Illinois State University

MGT 352: Recruitment and Selection

Fall 2026 Syllabus

COURSE INFORMATION

Instructor: Dr. Faezeh (Mehr) Amirkamali

Email: famirka@ilstu.edu (best way to reach me)

Office: SFHB 246

Class meetings: Wednesdays, 2:00 to 3:15 p.m., SFHB 354. Mondays are asynchronous, except August 17 and November 30, when we meet in person.

Student hours: Wednesdays, 10:30 a.m. to 1:30 p.m., and by appointment

Appointments: [Schedule a meeting](#)

Zoom: [My Zoom room](#)

Student hours are the time I keep free for you. Come to ask about the course, work through something you are stuck on, or just introduce yourself. You do not need a crisis or a prepared question. Drop in any time or book a slot using the link above. If none of those times work, email me and we will find another.

COURSE DESCRIPTION

Advanced course focusing on the relationship between recruitment and selection activities and their impact on other human resource functions and organizational performance. Formerly MQM 352.

Prerequisite: Grade of C or better in MGT 323.

COURSE PURPOSE

MGT 352 develops your ability to design, evaluate and communicate evidence-based, legally and ethically defensible recruitment and selection systems; to analyze how recruitment and selection activities interact with other human resource functions; and to align staffing decisions with organizational strategy so that they contribute to organizational performance.

COURSE COMPETENCIES (LEARNING OBJECTIVES)

By the end of this course, you will be able to:

CLO 1: Analyze how staffing strategy and recruitment and selection practices interact with other HR functions and influence organizational performance, workforce quality and retention, and use outcome evidence to recommend improvements.

CLO 2: Conduct a job requirements analysis and translate the evidence into duties, KSAOs and competencies, a job requirements matrix, a job description, a job specification, and demonstrably job-related recruitment and selection criteria.

CLO 3: Forecast staffing requirements and workforce availability, identify staffing gaps, and recommend an appropriate workforce and staffing strategy for a defined organizational context.

CLO 4: Design and justify internal and external recruitment strategies for a defined staffing need, addressing sources, the employee value proposition and employment brand, messaging, recruitment technologies and channels, candidate experience, equity considerations and metrics.

CLO 5: Evaluate selection measures and methods using job relatedness, reliability, validity, utility, applicant reactions, fairness, and applicable legal and ethical requirements.

CLO 6: Integrate applicant evidence using structured decision rules to recommend and professionally communicate a defensible hiring decision and job-offer approach, including offer contingencies and candidate response, and hand off the resulting staffing information to the function responsible for organizational entry, within established organizational and compensation parameters.

CLO 7: Select, use and adapt to discipline-appropriate and emerging technologies, including AI, to analyze and present staffing data and decisions, and evaluate resulting outputs for validity, bias, fairness, transparency, and legal and ethical compliance.

RESOURCES/MATERIALS

Judge, T. A., and Kammeyer-Mueller, J. D. Staffing Organizations, 10th edition. McGraw-Hill.

ISBN: 9781260703054

GRADING

We will use several methods to assess and recognize your progress in this course. Your performance will be measured on a 1000-point scale, and final grades will be assigned as follows:

Assessment	Basis	Points	Weight
<i>Individual</i>			
Class Participation	2 rating periods x 90 points each	180	18%
Quizzes	7 quizzes x 25 points each, drop the lowest score	150	15%
AI in Staffing Analysis	Completed and submitted individually	45	4.5%
Measurement and Validation Analysis	Completed and submitted individually	45	4.5%
Final Examination	-	150	15%
<i>Team</i>			
Team Staffing System Portfolio	The team project, built across the semester	430	43%
Total	-	1000	100%

Letter Grade	Description	Final Percentage, Rounded	Point Range
A	Excellent	90.00% to 100.00%	899.95 or higher
B	Good	80.00% to 89.99%	At least 799.95 but less than 899.95
C	Satisfactory	70.00% to 79.99%	At least 699.95 but less than 799.95
D	Poor, but passing	60.00% to 69.99%	At least 599.95 but less than 699.95
F	Failing	0.00% to 59.99%	Less than 599.95

Your final percentage is rounded once, to two decimal places, using standard rounding: if the third decimal is 5 or higher, the second decimal rounds up. The rounded percentage determines your letter grade. Rounding happens once, at the end of the semester.

ASSESSMENTS

Full assignment requirements and guidelines will be posted on Canvas. An overview of each assignment appears below.

Class Participation (18%)

Hiring decisions are rarely made alone. HR professionals bring evidence to the table, explain their reasoning, listen to people who read the same file differently, and help a group reach a decision it can defend. Class is where you practice that.

Participation means your observable contribution during scheduled class sessions. Merely attending class does not constitute a contribution. It is not a measure of how often you speak to the whole room.

Participation is graded in two periods, each worth 90 points. Period 1 is Weeks 1 through 8. Period 2 is Weeks 9 through 16. You receive one overall rating each period, formed from three things judged together:

- what you contribute to in-class case and workshop work;
- how you use course concepts and evidence;
- how you help your classmates learn.

The form it takes does not matter. Small-group work, calculations, written in-class responses, peer feedback, a good question, reporting for your group, and whole-class discussion all count. If speaking up in class is hard for you, come see me early in the semester. There is more than one route to a strong rating, and we will find the one that fits you.

After each session, I note what I saw. At the end of each period, you complete a short self-assessment: the level you believe you earned, your overall pattern, and two representative examples from class. I read your statement against my record and assign the rating.

Your selected level is not the grade, and two examples do not earn a high rating on their own. If you do not submit the self-assessment, I will still rate you from my record. There is no extra penalty. You lose only the chance to tell me what I may have missed. After Period 1, you receive your rating and brief feedback. The

Period 1 rating is final, and Period 2 is rated separately. Participation Grades are assigned based on your participation level as follows:

Level	What it looks like	Points
Consistent	You contribute in most sessions, you work from course concepts and evidence, and you regularly help your classmates learn.	90
Regular	The same quality of contribution in many sessions, but less steady across the period.	72
Occasional	You contribute in some sessions, with uneven use of course concepts or uneven support for your classmates.	54
Minimal	Contributions are rare or thin and show little engagement with the class work.	36
No evidence	No meaningful participation observed.	0

The difference between Consistent and Regular is steadiness.

Quizzes (15%)

You will take a short quiz at the end of seven of the Wednesday in-person sessions. Quiz dates are listed in the course schedule. Each quiz is worth 25 points and will consist mostly of 10 multiple-choice questions. You will have 10 minutes to complete the quiz, usually through Canvas at the end of class, followed by a 5-minute review in which I share the correct answers. If you have an approved accommodation, tell me in advance and an alternative will be arranged.

Each quiz covers the immediately preceding Monday preparation block. If you have worked through that preparation and are attentive during class, you should have no difficulty with these quizzes. Please bring your laptop to class, and install the [Respondus LockDown Browser](#) ahead of time. Should our class ever need to meet via Zoom, please note that quizzes must be completed with your video turned on.

Of the seven quizzes you take, your best six count. Your lowest score is dropped and that drop is your only cushion, so there are no make-up quizzes and no replacement scores for ordinary absences. If you miss a quiz, a zero is entered, and it is normally the score that is dropped. If you miss two, only one zero is dropped, and the other one counts. There is no second drop and no bonus or extra quiz. Approved and protected absences are treated differently and are covered under Absence and Late Arrival Policy below.

AI in Staffing Analysis (4.5%)

This is an individual applied assessment in which you evaluate an AI tool against validity, adverse impact, transparency and human oversight, and present the resulting data. You will be given a hiring scenario and the materials to work from. Working individually, you put an AI tool to work on a realistic staffing task, record what it actually does, analyze the results, and judge whether the tool should be used for that role and under what conditions. You will submit this as a report on Canvas. Full instructions, grading criteria, and rubric will be available on Canvas.

Measurement and Validation Analysis (4.5%)

You work individually on a set of selection measures from a retail organization, and answer four questions about them. What do the scores actually mean? How consistent are they? Do they predict what they are supposed to predict? And what does the organization gain by using them? Those four questions are measurement, reliability, validity, and a bounded piece of utility analysis. You will submit your calculations as well as your conclusions as a report on Canvas. Full instructions, grading criteria, and rubric will be available on Canvas.

Final Exam (15%)

The Final exam is comprised of multiple-choice questions. It draws on material from the whole semester, but it does not test everything you covered, only selected material from each part. About 40% comes from Weeks 1 through 8, and about 60% comes from Weeks 9 through 16. Check the course schedule for the exact date and time.

Team Staffing System Portfolio (43%)

This is the central project of the course. Working in teams of three or four, you build a complete staffing system for a retail organization across the semester. The portfolio has seven interconnected parts:

Part 1: Staffing Strategy and Fit

Part 2: Workforce Planning and Representation

Part 3: Job Analysis and Requirements

Part 4: Recruitment Strategy and Metrics

Part 5: Applicant Flow and Adverse Impact

Part 6: Selection Plan and Interview Design

Part 7: Selection Decision and Offer

You submit three formative portfolio checkpoints. They are ungraded and carry no points. Their purpose is to give you feedback while you can still act on it. Due dates are listed in the course schedule.

Portfolio Checkpoint 1: Parts 1 and 2

Portfolio Checkpoint 2: Parts 3 and 4

Portfolio Checkpoint 3: Parts 5 and 6

Part 7 does not pass through a submitted checkpoint. It is handed in with the final submission.

Your individual portfolio grade

The portfolio gets one team grade. That team grade is your grade, unless the Final Team Contribution Review changes it. In most teams, everyone does what they agreed to do, and everyone earns the same grade.

Twice during the semester, you will complete a short form rating your teammates. The first form, the Team Contribution Check-In, is for feedback only and cannot change anyone's grade. The second form, the Final Team Contribution Review, can. Both forms are required, and the due dates are listed in the course schedule. Both forms must be submitted through Canvas. Please do not email the form to me directly.

Only I will see your ratings and comments. Your teammates will not see them or know who said what.

If the Final Team Contribution Review affects your grade, it can only lower it, never raise it. No one can receive a grade higher than the team's grade. If I propose taking off points, I will explain the concern to you

in writing and ask for your side before your grade is posted. If you skip the Final Team Contribution Review after a reminder, you will lose 2 percentage points from your own portfolio grade. Skipping it never gives points to anyone else.

How AI affects team contribution

Volume is not a contribution. A teammate can paste 2,000 generated words in one edit, and a teammate can supply the decisive analytical judgment in forty words. Contribution in this course is judged by what you contributed to your team's reasoning and to the product, not by how much text you entered. Document version history may show when something was delivered and who entered it. It does not establish how much anyone contributed, and neither your team nor I may treat an edit count as evidence. A team may agree that one member assembles and edits everything while others draft the analysis. That is a legitimate division of labor, and that member will not be marked down for it.

If there is a problem in your team

Tell me early. No penalty attaches to raising a concern. The process is: raise it inside the team in writing; if it continues, put the concern and what is needed in a short written note; then notify me, which the team or any individual member may do. I then give the member written notice and an opportunity to respond, and if the concern stands, agree a short recovery plan giving at least 10 working days to improve. *Raise concerns by Friday, November 6.* After that date, a recovery plan cannot finish before the portfolio is due, so I handle late concerns through the Final Team Contribution Review instead. Raise them anyway. It changes the instrument, not whether I act.

You may contact me directly, without completing the internal steps, where safety, harassment, retaliation, privacy, or another serious concern makes speaking to the person directly inappropriate.

COURSE POLICIES

Course Communication

Access to Canvas is required for this course, as announcements, assignments, and course files will be posted and communicated through Canvas. I will communicate all important information via Canvas announcements, which will also be sent to your ISU email, so please ensure your notification settings for MGT 352 are set to “Notify immediately” for Announcements. You are expected to regularly check your ISU email for course communications. If you do not regularly check Canvas or your ISU email, you should have your emails forwarded to the account you check daily. I reserve the right to modify this syllabus as needed to support the evolving needs of the class, and any updates will be communicated through Canvas.

Absence and Late Arrival Policy

You are expected to arrive on time for each class session, with ‘on time’ defined as being seated and ready to begin at the scheduled class start time. Repeatedly arriving late for class will significantly reduce your participation grade. If classes must be held remotely, Zoom’s waiting room will be used, and late arrivals will be admitted only once, about 15 minutes after class begins to reduce interruptions.

If you miss a class, you are expected to review the relevant course materials and obtain notes from your classmates. One or two absences do not necessarily prevent a strong participation rating if you otherwise participate consistently. However, multiple absences would impact your participation grade. There is no penalty if you can document that a valid exception applies (see below). Missed quizzes cannot be made up

during the semester; however, only your highest six quiz scores will count toward your grade, as noted earlier. If you miss several classes due to valid exceptions, you may arrange to complete all missed quizzes together during finals week.

Valid exceptions

- **Absence for bereavement, active military duty, or serious communicable disease.** If you need to miss class due to [ISU bereavement absence policy](#), active military duty, fulfillment of a religious obligation, or [required quarantine/isolation for a serious communicable disease](#), contact the [Dean of Students Office to request that a formal excused absence](#) notice be sent to me. The Dean of Students Office can send a courtesy notice to your instructors about other absences, but many other absences (including routine illness for which isolation/quarantine are not indicated) are governed by the absence policy for this course and are not excused under university policy.
- **Absence for university-authorized activity.** If you need to miss class due to a university-authorized activity, as defined by [University policy](#), it is your responsibility to (1) inform me of scheduled absences in advance, (2) provide a schedule of all semester absences, as soon as you know, where possible, and, (3) arrange to complete missed class work. Ultimately, it is your responsibility for any material covered in missed classes.
- **Absent for extraordinary circumstances.** If you need to miss class for an *extraordinary circumstance* (such as a job interview), I will work with you, provided you submit appropriate documentation before the absence. You must discuss these circumstances with me as soon as they arise; accommodations cannot be granted retroactively.

These absences will not count against your class participation score, provided you notify me in advance whenever possible and submit appropriate documentation.

Late Submissions

Work must be submitted on time, just as in professional settings. All assignments are due on Canvas by 9 p.m. on the specified date (see the course calendar). Submissions received after 9 p.m. but within 24 hours will incur a 20% penalty. Any assignment submitted more than 24 hours late will receive a zero.

Use of Electronic Devices

All quizzes in this course are administered via Canvas using the Respondus LockDown browser, so please always bring your laptop to class with you (as this browser generally does not work on phones or tablets). You will also need your laptop for the workshops, where we do calculations and draft portfolio work. Cell phone use during class is not allowed. Silence your phone and keep it away.

Use your laptop for our work. Social media, shopping, messaging, streaming and unrelated browsing pull attention from the people around you as much as from you, which is why this is a shared-space rule rather than a personal one. If device use is disrupting a session, I will ask you to stop, and if it continues, I may ask you to leave for that session.

Look after your own equipment. Back up your work regularly and keep a copy somewhere other than one laptop, because a device failure the night before a deadline is difficult to fix after the fact. A computer problem is not, on its own, a reason for an extension.

If you do not have reliable access to a computer or the internet, contact the [Technology Support Center](#) or (309) 438-4357. Walk-in support is in Julian Hall, Room 115. They can discuss options, including campus

WiFi and a loaner laptop program that any student may request. University computers and short-term laptop loans are also available at Milner Library.

Grade Appeals

If you believe a grade does not accurately reflect the quality of your work, you may submit a written appeal within 7 days of the grade being posted or the assignment being returned. Appeals must be submitted via email and explain why the grade does not reflect your work, specify the number of points requested, and include evidence from course materials (e.g., textbook references). The 7-day window cannot extend past the University's grade submission deadline, so a shorter window applies to work returned in the final two weeks of the semester.

Academic Integrity and Plagiarism Policy

You must be honest in all academic work, consistent with the academic integrity policy as outlined in the [Code of Student Conduct](#). Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work as your own, is plagiarism. Also, content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper authorization and attribution is a form of plagiarism. The penalty for plagiarism is failure of the assignment and the violation will be referred to [Student Conduct and Community Responsibilities \(SCCR\)](#).

All work should be appropriately cited when it is borrowed, directly or indirectly, from another source. If you are unsure about whether something used in your work requires attribution, please reach out to me to discuss it as soon as possible. You can also consult the [Milner Library's guide](#) to avoiding plagiarism.

Peer evaluations are graded coursework. A knowingly false or coordinated peer rating is an act of deception. Where I suspect one, the matter may be referred to [SCCR](#) through the academic dishonesty referral process. Any course-grade consequence will be handled consistently with the Code of Student Conduct and the University's academic-integrity procedures.

Artificial Intelligence Use Policy

You may use generative AI tools, such as ChatGPT, Adobe Firefly, or other text, image, or content generators, only for specific assignments where I explicitly permit their use and their use is properly disclosed through in-text citations, quotations, and references. When used, you must provide proper attribution (name the tool, how it was used, and what part of the work it influenced). Use of AI tools for any other coursework is strictly prohibited and will be considered academic dishonesty under the Illinois State University Academic Integrity Policy.

How this policy applies in MGT 352. The University statement above permits AI use only for specific assignments where I explicitly permit it.

What this rule does not cover. This policy does not restrict assistive technology used under an accommodation approved by Student Access and Accommodation Services, spelling and grammar checking built into Word, Canvas, or your browser, or any tool I provide or direct you to use in class. If you are unsure whether a tool you rely on falls here, ask me before you use it and I will answer in writing.

If I have a concern. Where I have a concern about AI use on a submission, I will raise it with you directly and ask for your account of how you produced the work before I make any referral or assign any penalty. You will have the opportunity to walk me through your process, your drafts, or your sources.

Your responsibility. You are responsible for everything you submit. If a tool invents a source, a statistic, or a legal rule, that becomes your error the moment you submit it. AI tools are frequently wrong about employment law and about statistics, and both are central to this course.

Do not enter another student's work, another student's personal information, or any confidential material into an AI tool.

Classroom Behavior

This class adheres to Illinois State's [Mission, Vision, and Core Values](#). In the classroom, you are expected to conduct yourself in a manner consistent with Illinois State University's [Code of Student Conduct](#), and you should familiarize yourself with the University [Classroom Disruption Policy 4.1.17](#).

Disruptive student conduct is behavior in a classroom or other learning environment (including in-person and virtual learning environments in both on and off-campus locations) that disrupts the educational process. Examples of disruptive behavior include, but are not limited to, the following:

- threatening, intimidating, or other inappropriate behavior toward the instructor or classmates
- persisting in disruptive personal conversations with other class members
- unreasonable interference with class discussion or activities
- repeated interruptions by electronic devices
- refusing to follow the direction of the instructor or other university official
- leaving and entering class frequently without notifying the instructor of illness or other extenuating circumstances

Students who demonstrate disruptive class behavior may be removed from the classroom for the remainder of that class session and may be referred to Student Conduct and Community Responsibilities under Policy 4.1.17. SCCR determines whether the referral proceeds under the Code of Student Conduct.

Recording of Class and/or Lectures

This is a notice that your instructor may record class sessions. Recordings made available at the discretion of the instructor are for use only by students enrolled in the class and only for the purpose of individual or group study. The recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to publicly accessible web environments. Students may not use phones or other audio or video recording devices to record classroom lectures/class discussions or to take photographs except with an approved accommodation from [Student Access and Accommodations Services](#). Violation of this classroom rule may result in referral to [Student Conduct and Community Responsibilities \(SCCR\)](#) for disciplinary action.

Accommodation for Students with Disabilities

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact [Student Access and Accommodation Services](#) at 308 Fell Hall, Office Phone [\(309\) 438-5853](#), Video Phone [\(309\) 319-7682](#) , or visit the website at [StudentAccess.IllinoisState.edu](#).

Students' Basic Needs

Student Navigator Program The Student Navigator program is a student-led, peer-to-peer initiative in the Dean of Students Office designed to assist students facing economic hardships and basic needs crises. Referrals are available to resources for food, textbooks, housing, finances, health, and more. For more information, visit the [Student Navigator program page](#).

Mental Health Support

Life at college can get very complicated. It's common to face challenges in college, whether they relate to academics, identity, relationships, mental health, or other personal matters. If you're feeling stressed, overwhelmed, anxious, depressed, or simply need someone to talk to, you're not alone—help is available.

[Student Counseling Services \(SCS\)](#) provides FREE and confidential counseling to all students, inclusive of all backgrounds, identities, and experiences. You can visit SCS in person at 320 Student Services Building, make an appointment online through the [Secure Student Health Portal](#), or call (309) 438-3655 to access services. Additional information can be found at [Counseling.IllinoisState.edu](#).

In addition, TimelyCare is a free, 24/7 virtual mental health and well-being platform for ISU students. It offers immediate access to mental health support, including on-demand mental health counseling, scheduled counseling visits, health coaching, and digital self-care. You can access [TimelyCare](#) by visiting online or through the [Redbird Well](#) page on the ISU mobile app, or by downloading the [TimelyCare](#) app.

Please don't hesitate to use these services, and feel free to reach out to your professor if you need help connecting with campus support. Your health and well-being matter.

Religious Accommodations

The University provides reasonable accommodations for students' sincerely held religious beliefs or practices except where such an accommodation would fundamentally alter the curriculum or academic program. Students seeking religious accommodations should submit a completed request for [accommodation form](#) to [Student Access and Accommodation Services](#). Ten (10) days' notice prior to the proposed start date for the requested accommodation is requested.

Anti-Harassment & Non-Discrimination

ISU is committed to creating and maintaining a learning environment that is welcoming, supportive, respectful, inclusive, diverse, and free from discrimination and harassment. University classrooms are perhaps the most diverse learning environment in which you have ever been. We will most often be speaking across differences—sex, gender, sexuality, race, nation, economic class, religion, age, ability, political views, and more. This diversity will be an asset to our discussions and other learning experiences in this course. I encourage you to consider the experiences of your classmates to be equally valuable as your own. For resources on reporting concerns, please contact the [Dean on Duty](#).

Title IX Assistance

Illinois State University's Title IX Coordinator is available to assist students with facilitating supportive measures and to discuss options as a result of sexual assault, intimate partner violence, or stalking. All ISU faculty and staff are responsible for reporting disclosures of these crimes to the Title IX Coordinator, so that the student may be contacted about their rights and resources available to them. The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access at (309) 438-

3383, EqualOpportunity@IllinoisState.edu, or by mail at Campus Box 1280, Normal, IL 61790-1280. More information is available 24/7 at TitleIX.IllinoisState.edu.

FINAL NOTE: If you are falling behind, say so early. Almost every problem in this course is easier to solve in week three than in week thirteen.

COURSE CALENDAR

Dates, topics, assignments, and requirements may change at the instructor's discretion. The schedule below may not include every reading and assignment; additional ones may be announced in class or posted on Canvas.

Week	Mo.	Date	Topic	CLOs Covered	Deadlines	Activities
1	AUG	Mon 17*	Staffing Models, Strategy, and Fit	CLO1	•	- Form your team and complete the team charter - Begin Part 1 of your team's Staffing System Portfolio
		Wed 19				
2		Mon 24	The Legal and Social Environment of Staffing	CLO1	Team charter due in Canvas Sunday, Aug. 30 th at 9:00 pm	- Complete the Monday module - Keep drafting Part 1
		Wed 26				
3		Mon 31	Workforce Planning and Forecasting	CLO1, CLO3	Quiz 1 on Wed 2 nd	- Complete the Monday module - Finish Part 1 for Checkpoint 1, then start Part 2
	SEP	Wed 2				
4		Mon 7	<i>Labor Day – No Class</i>			
		Wed 9	Workforce Planning in Practice	CLO3		•
5		Mon 14	Job Requirements Analysis	CLO2	- Portfolio Checkpoint 1: Parts 1 and 2 due Sunday, Sep. 20th at 9:00 pm - Quiz 2 on Wed 16th	- Complete the Monday module - Start Part 3
		Wed 16				
6		Mon 21	Competencies, Job Relatedness, and the Employee Value Proposition	CLO2, CLO4	•	- Complete the Monday module
		Wed 23				
7		Mon 28	External Recruitment: Sources, Messaging, and Candidate Experience	CLO4	•	- Complete the Monday module - Finish Part 3 and start Part 4
		Wed 30				
8	OCT	Mon 5		CLO4	Quiz 3 on Wed 7 th	

Week	Mo.	Date	Topic	CLOs Covered	Deadlines	Activities
		Wed 7	Internal Recruitment and Recruitment Metrics			- Complete the Monday module. - Write up Part 4 after Wednesday's workshop
9		Mon 12	Measurement Fundamentals and Correlation	CLO5	- Portfolio Checkpoint 2: Parts 3 and 4 due Sunday, Oct. 18th at 9:00 pm - Team Contribution Check-In (Feedback only) due Sunday, Oct. 18th at 9:00 pm - Quiz 4 on Wed 14th	Complete the Monday module
		Wed 14				
10		Mon 19	Reliability, Validity, and Utility	CLO5	Quiz 5 on Wed 21 st	- Complete the Monday module - Start Part 5 - Start Measurement and Validation Analysis
		Wed 21				
11		Mon 26	Selection Planning and Structured Interviews	CLO5	- Measurement and Validation Analysis due Sunday, Nov. 1st at 9:00 pm - Quiz 6 on Wed 28th	- Complete the Monday module - Start Part 6
		Wed 28				
12	NOV	Mon 2	Staffing Technology, AI, and System Metrics	CLO5, CLO7	Quiz 7 on Wed 4 th	- Complete the Monday module - Start AI in Staffing Analysis - Run your Part 6 interview pilot
		Wed 4				
13		Mon 9	Internal Selection and Legal Standards	CLO5	Portfolio Checkpoint 3: Parts 5 and 6 due Sunday, Nov. 15 th at 9:00 pm	- Complete the Monday module - Bring your pilot results to Wednesday's debrief
		Wed 11				
14		Mon 16	Scoring Assessments and the Job Offer Process	CLO6	AI in Staffing Analysis due Sunday, Nov. 22 nd at 9:00 pm	- Complete the Monday module - Draft Part 7 after Wednesday's workshop
		Wed 18				
15		Mon 23	<i>Fall Break – No Class</i>			
		Wed 25				
16		Mon 30*				

Week	Mo.	Date	Topic	CLOs Covered	Deadlines	Activities
	DEC	Wed 2	Job Offers, Turnover, and Staffing Outcomes	CLO1, CLO6	- Team Staffing System Portfolio: final submission due Friday, Dec. 4th at 9:00 pm - Final Team Contribution Review due Friday, Dec. 4th at 9:00 pm	- Complete the Monday module
Final Exam: Tuesday Dec. 8th, 12:10 pm - 2:10 pm at SFHB 354						

*The Monday sessions on Aug. 17 and Nov. 30 will meet in person.