I. COURSE DOMAIN AND BOUNDARIES

The Integrated Learning Experience (ILE) is driven by three guiding principles:

• The ILE is a **new, distinctive learning experience** for students during their final two semesters of graduate study.

• The ILE requires students to invest thought and effort in the practical application of **Transdisciplinary Problem Solving**. The CE is an **integrative** opportunity to develop a better understanding and/or solutions to complex public health challenges.

• The ILE is an opportunity for students to **advance and display knowledge gained** in the Brown School Program in Public Health.

Each MPH student is required to complete a student-initiated capstone project. This capstone project will integrate and synthesize selected MPH foundational and specialization competencies in a high-quality written product that demonstrates student mastery of such competencies. The purpose of Capstone I is to prepare students for the development of their capstone project by providing capstone guidelines, direction in competency selection, workshops and practice in scientific writing, proposal/outline development, and small group presentations and feedback on project ideas. This one-credit course is required of all MPH students before completion of their capstone project.

II. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

A. Foundational Knowledge

**Profession and Science of Public Health**

• Explain public health history, philosophy and values.
• Identify the core functions of public health and the 10 Essential Services.
• Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.

Factors Related to Human Health
• Explain effects of environmental factors on a population’s health.
• Explain biological and genetic factors that affect a population’s health.
• Explain behavioral and psychological factors that affect a population’s health.
• Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.

B. Foundational Competencies (and or Specialization Competencies as applicable)

Evidence-based Approaches to Public Health
• Apply epidemiological methods to the breadth of settings and situations in public health.
• Select quantitative and qualitative data collection methods appropriate for a given public health context.
• Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
• Interpret results of data analysis for public health research, policy or practice.

Public Health & Health Care Systems
• Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
• Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

Planning & Management to Promote Health
• Assess population needs, assets and capacities that affect communities’ health.
• Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
• Design a population-based policy, program, project or intervention.
• Explain basic principles and tools of budget and resource management.
• Select methods to evaluate public health programs.

Policy in Public Health
• Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
• Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
• Advocate for political, social or economic policies and programs that will improve health in diverse populations.
• Evaluate policies for their impact on public health and health equity.

Leadership
• Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
• Apply negotiation and mediation skills to address organizational or community challenges.

Communication
• Select communication strategies for different audiences and sectors.
• Communicate audience-appropriate public health content, both in writing and through oral presentation.
• Describe the importance of cultural competence in communicating public health content.

Interprofessional Practice
• Perform effectively on interprofessional teams.

Systems Thinking
• Apply systems thinking tools to a public health issue.

Epidemiology and Biostatistics Specialization Competencies
• Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
• Apply and interpret common statistical methods for inference (e.g., ANOVA, linear and logistic regression, survival analysis) found in public health studies.
• Explain the principles of study design for identifying risk factors for outcomes (e.g., sampling strategies, data collection, study design trade-offs).
• Describe principles and the application of key concepts from probability and inference (e.g., random variation, measurement error, confounding bias, effect modification) to colleagues without extensive statistical training.
• Demonstrate an understanding of systematic biases (selection and information biases) that affect observational, quasi-experimental, and experimental studies.
• Demonstrate an understanding of the components of reproducible research.

Global Health Specialization Competencies
• Describe the basic biology and epidemiology of major infectious diseases and health conditions in global health [infectious diseases (diarrhea, HIV/AIDS, NTDs, malaria, etc.); mental health; malnutrition; and chronic diseases (diabetes, cardiovascular disease, etc)].

• Evaluate risk factors including socio-cultural, political, economic, and environmental determinants underlying major global health conditions.

• Develop population-based policy, program, or intervention strategies to address health equity and social justice challenges in local and global health settings.

• Apply ethical approaches in global health research, program evaluation, and implementation.

• Analyze the roles, relationships, and resources of the entities influencing global health.

Health Policy Analysis Specialization Competencies

• Demonstrate core understanding of the wide-ranging issues that dominate the modern health policy debate at all levels of government. Apply and interpret common statistical methods for inference (e.g., ANOVA, linear and logistic regression, survival analysis) found in public health studies.

• Understand the policy process and the principles, values, and pressures that guide public health policy making. Select and perform (with computer packages) appropriate descriptive statistics and tests for differences in continuous and categorical variables.

• Analyze the effects of political, social, and economic policies on public health systems at the local, state, national and international level using a transdisciplinary approach (i.e. apply paradigms from economics, sociology, political science and theory, and law). Demonstrate an understanding of systematic biases (selection and information biases) that affect observational, quasi-experimental, and experimental studies of health and healthcare policies.

• Learn how to employ methods pertaining to policy analysis, analysis of health systems, and application of economics and evaluation techniques in the health/public health sector to conduct and the design original policy analysis and research.

• Demonstrate an ability to synthesize complex information for a decision maker, addressing the issues of costs, benefits, distribution, effectiveness, efficiency, administrative ease, legality, equity, and political acceptability and make and support recommendations affecting health policy and practice.

• Understand the effects of markets and political processes on the allocation of resources to health services and public health programs.

Urban Design Specialization Competencies

• Understand, discuss, and contextualize public health and urban design history including important advancements, challenges, and theories at the nexus between the two.
• Identify contemporary features of urban design that are associated with human health.
• Explain how systematic differences in urban design across populations – such as access (i.e., presence and proximity), affordances, amenities, attributes, and accessibility (i.e., universal design and American with Disabilities Act) – contribute to health disparities.
• Employ essential methodologies, including Geographic Information Systems and Health Impact Assessments, to enumerate and address current public health challenges and inequities associated with urban design.
• Find, select, and apply appropriate evidence based programs and policies that support healthy environments and ameliorate urban inequalities.

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded
community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umphath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's
strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

There are no additional or required texts for Capstone I. Students are expected to review previously required materials and readings for core public health courses and/or conduct literature reviews as needed for the development of the capstone project. Lecture or presentation slides or supplemental material from these lectures will be provided on a class-by-class basis and will be accessible through Canvas.

VI. ORGANIZATION OF COURSE

A combination of lectures and in-class activities will provide resources for assisting the students from the identification of the capstone project to creating the outline for the written product.

VII. ROLE OF FACULTY AND STUDENT

The student will:

• Contribute content for the course with questions and comments. To do this well, you should come prepared to participate in class.
• Create a positive learning experience for you and your classmates.

The course master will:

• Be familiar with details and process for the capstone project and provide this information to students through email, Canvas, and the Capstone I classes.
• Provide guidance on developing a capstone project.
• Be available to meet with students to discuss questions about the capstone project during office hours or by appointment.
• Respond to student questions via email within 2 business days.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Following instructions for the capstone project is considered part of professionalism.

The capstone project may take the form of one of the four following types:
• **Program Plan** - Students creating a plan for a new program will conduct a needs assessment, create a program mission, goals, and objectives, develop an intervention, describe how the program will be implemented, and explain how the program would be evaluated.

• **Program or Policy Evaluation** - Students evaluating an existing program or policy will provide a description of the program or policy, explain the purpose of the evaluation, and describe the methods and procedures used to evaluate the program or policy, identify the logistics of carrying out the evaluation, and present the results of the evaluation.

• **Research/Grant Proposal** - Students writing a grant proposal for a public health initiative will identify the problem for which the grant could be used, explain the significance, list the hypotheses/questions to be answered, review the literature associated with the problem, create aims and objectives, methods, create a time line and budget, and explain how the intervention would be evaluated.

• **Research Report** - Students conducting a research project will identify a problem to be studied, review the literature associated with the problem, identify data about the problem (quantitative &/or qualitative), analyze the data in order to either support or refute a pre-selected hypothesis or answer research questions, discuss the findings, present conclusions, and make recommendations based on the study. Please note that the appropriate IRB approval may need to be obtained for any project that uses data gathered from human subjects. Consult with your faculty advisor and course instructor if you unsure about this requirement.

Using a previous course or practicum project as a basis for the Capstone Project:
The capstone may build on prior experience with work, information, programs, policies, or data that the student has had involvement with or application of in class, practicum, or employment. Students choosing to build upon work from a prior experience, currently underway or completed, MUST provide a new and distinctive analysis or application of this work for their capstone project. Examples of new and distinctive learning may include additional analyses of an existing dataset, an evaluation of an additional program at your practicum site, a new policy analysis for your employer, etc. The capstone must incorporate an application of learning and demonstration of transdisciplinary problem solving above and beyond the student’s prior experience, representing a singular effort to present the public health skills and knowledge gained.

In addition, the completion of the following assignments will be considered when assigning a final grade for the course:

A. **Attendance (25%) and class participation (15%)**
You are expected to attend all class sessions. Not attending class sessions will risk having an “incomplete” or “fail” grade for the semester. In addition to class attendance, your participation in class discussions should reflect critical thinking, analysis and synthesis of the content presented during class.
B. Completion of Memorandum of Understanding (MOU) (20%) – due 10/11
To help students procure the necessary resources for completing the project, students will fill out a Memorandum of Understanding (MOU) and get all applicable signatures, including from their advisor, and submit on Canvas by Friday, October 11th.

The MOU provides the following information:

1. **Proposed Title**: A descriptive, yet concise title that allows the reader to understand the topic of your project.
2. **Issue Identification**: Three to four sentences that summarize the problem or public health issue that will be addressed in the capstone project.
3. **Design and Methods**:
   a. **Project type** (see above for the description of the four types)
   b. **Materials and Methods**: A brief description of the materials and methods that will be used in the development of the capstone project, including but not limited to: literature reviews, data collection methods, statistical software and methods, and/or other resources necessary for successful completion of the capstone project.
4. **Signatures**: A completed MOU also requires all applicable signatures, including from the student’s advisor and from any other faculty, field instructor, or employer who may be directly providing guidance on or information/data to the project.

C. Completion of detailed project outline (15%) – due 11/8
A detailed project outline should be submitted on Canvas by Friday, November 8th. See section D: Project proposal below for the seven main sections that should be included in the outline. Note that sections (6) Results and (7) Conclusions and Potential Implications may only have placeholders as these activities won’t have been completed by the due date of this outline.

D. Project proposal (15%) – due 12/6
The purpose of the Capstone project idea proposal is for students to provide an initial definition and understanding of their capstone project. This includes defining the project type, the public health issue to be addressed, the intended methods, and the selected competencies to be addressed. The proposal is developed under the guidance of and approval from a student’s faculty advisor and capstone course instructor. Other advisors, including but not limited to research mentors and practicum field instructors, may be consulted during the proposal and project development. The written proposal builds directly from the MOU and project outline.

The proposal of the capstone project will include seven main sections, of which the first five are required for the draft proposal submitted during Capstone I (see descriptions below):

1. **Introduction and Objectives**
2. **Approach**
3. **Competencies addressed**
4. **Timeline**
5. **Bibliography**
6. **Results** (due in Capstone II)
7. **Conclusions and Potential Implications** (due in Capstone II)

Students must submit a draft of the first five sections of the proposal to their advisors and to Dr. Caburnay on Canvas by **Friday, December 6th**. In Capstone II, two more proposal sections: (6) Results, and (7) Conclusions and Potential Implications will also be developed for the final version of the proposal, due early in Capstone II. The student will bring this proposal and outline to Capstone II during which the faculty facilitator will work to provide feedback on the complete proposal and outline to the student.

1. The **Introduction and Objectives** section should be between 3-5 paragraphs and include the following information:
   - Well-documented background support (literature review) for the importance of your project – HINT: if you are not doing an epi/biostats type project, this is where you will be demonstrating your mastery of epidemiology concepts.
   - Be sure to answer “so what?” – who should/would care about this, to whom it will be important
   - Use references properly
   - State objectives (“The objectives of this project are to: (a), (b), (c).”)
   - Indicate type of project

2. The **Approach** section should be around 1 page and include the following information:
   - Provide a *detailed* description of the methods for your project
     - Include design and scope as part of the description
     - If your project involves the collection or analysis of information from human participants, please specify whether or not you have and/or need IRB approval.

3. **Competencies addressed**: In consultation with a faculty advisors, students should select a minimum of four foundational competencies from at least two competency domains and three specialization competencies that will addressed in the capstone project. The possible MPH competencies are listed earlier in this syllabus. In this section, describe how you intend to integrate the competencies that you have selected and will address in the project. This can be formatted as a bulleted list of the competencies with a sentence about how your project addresses each of them.

4. **Timeline**: The timeline should be broken down in units of 1- to 2-weeks at a time through April, 2020. This timeline will help you & your advisor assess “is this feasible?” and help keep you on track.
5. **Bibliography:** All literature and other sources used for the proposal should be referenced using either APA or AMA format -- choose one citation style and use it throughout.

**E. Oral pitch of project proposal (10%) – due 12/6**

Each student will present the main parts of their project proposal to the class during the final class of the course. Presentations are expected to carefully integrate the statement of the problem, project objectives, and proposed approach. Presentations can be supported with the use of programs such as Powerpoint, but slides should not be read verbatim. Students will be expected to have practiced their presentations beforehand to ensure they are within the time allotted. Each presentation will be limited to 5 minutes and will be timed. An additional 5 minutes will be allocated for a Q&A period.

**Grading Scale**

| 94-100: | A |
| 90-93: | A- |
| 88-89: | B+ |
| 82-87: | B |
| 80-81: | B- |
| 77-79: | C+ |
| 74-76: | C |
| 70-73: | C- |
| ≤ 69: | F |

Grades are assigned based on the following criteria: A grade of A is for outstanding work that incorporates course materials with original thought and creativity and includes a demonstration of mastery of the concepts. A grade of B is given for doing all of the work well. A grade of C is given for meeting course requirements. In order to obtain a high grade, students must exceed expectations by integrating and extending lectures, discussions, and your own critical perspective.

**IX. MPH COMPETENCY ALIGNMENT TO ASSESSMENT OPPORTUNITY**

All competencies listed in Section II above could potentially be selected to be addressed in the students’ capstone project. Students should prepare themselves to be able to justify the inclusion of competencies selected from those listed above.
## X. COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class 1 – September 6, 2019</th>
<th>Assigned for homework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Orientation to ILE, Capstone I and II</td>
<td>Schedule 15-30 minute meeting with faculty advisor between 9/14 - 10/3 to discuss potential project ideas</td>
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<tr>
<td>Overview of allowed ILE projects, IRB requirements</td>
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<tr>
<td>How to choose a topic</td>
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<tr>
<td>Competency selection</td>
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<tr>
<td>Review ILE grading rubric</td>
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<table>
<thead>
<tr>
<th>Class 2 – September 13, 2019</th>
<th>Assigned for homework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review project idea and timeline/workplan template</td>
<td>Prepare draft of project idea and timeline/workplan to bring to meeting with faculty advisor</td>
</tr>
<tr>
<td>Memorandum of Understanding</td>
<td>Schedule 15-30 minute meeting with faculty advisor before 10/4 and to get MOU signed by 10/11</td>
</tr>
<tr>
<td>Outlining for public health writing</td>
<td>Bring laptop to next class</td>
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<tr>
<td>Writing the discussion/conclusions section</td>
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<table>
<thead>
<tr>
<th>Class 3 – September 27, 2019</th>
<th>Assigned for homework:</th>
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</thead>
<tbody>
<tr>
<td>Brown School Library: Database and key word searching</td>
<td>Upon meeting with faculty advisor, prepare approved project idea into a detailed outline</td>
</tr>
<tr>
<td>Practicing doing searching on library databases</td>
<td>Completed and signed MOU due next class</td>
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<tr>
<td>Provide feedback on project ideas</td>
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<thead>
<tr>
<th>Class 4 – October 11, 2019</th>
<th>Signed MOU due today</th>
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<tbody>
<tr>
<td>Submit completed and signed MOU</td>
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<tr>
<td>WU Writing Center: Timeline of writing process and Synthesizing a literature review/research</td>
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<tr>
<td>Practicing organizing lit review</td>
<td></td>
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<tr>
<td>Provide feedback on project ideas</td>
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Assigned for homework: |
- Upon meeting with faculty advisor, prepare approved project idea and timeline/workplan |
- Review existing capstone projects for critiquing at next class
| Class 5 – October 25, 2019 | Writing seminar: “Better Writing, Better Work”  
Provide and critique samples of existing capstone projects | Assigned for homework:  
• Bring laptop to next class  
• Detailed project outline due 11/8 |
| Class 6 – November 8, 2019 | Submit detailed project outline to advisor (by email)  
and Dr. Caburnay (on Canvas)  
Data visualization: Best practices  
Practice: provide a small dataset in Excel to create figures, tables | • **Detailed project outline due today**  
Assigned for homework:  
• Draft project proposal (bring laptop to next class for presentation)  
• |
| Class 7 – December 6, 2019 | Submit draft project proposal to Dr. Caburnay (on Canvas)  
Practice and give peer feedback on pitch  
(10 groups of 6 each, 15 min per person) | • **Project pitch presentation due today**  
• **Draft project proposal due today** |