

| **Georgetown University, BA Liberal Studies****NEW VENTURE CREATION (BLHS-398)****Fall B 2021** |
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**Credits:** 3

**Dates:** Wednesday, October 15 to Sunday, December 6, 2021

**Location:** Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

**Instructor:** Professor John Jabara

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me at [jfj11@georgetown.edu](mailto:jfj11@georgetown.edu).

**Virtual Office Hours:** You can contact me to set up an appointment.

| **Course Description** |
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This course provides you with a hands-on, step-by-step approach to launching a for-profit entrepreneurial venture with social impact. You will work in teams to deeply understand a problem or opportunity and use the lean startup methodology to iteratively develop solutions with both commercial and social impact potential. You will conduct weekly customer discovery interviews to validate your assumptions and will be encouraged to utilize a mentor to provide industry-specific perspectives on your project findings. The course includes team presentations and concludes with a fun online pitch event if time allows. Pitch decks and business plans produced in this course can be used to compete in Georgetown University and external pitch competitions.

| **Course Learning Objectives** |
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By the end of the semester, you will be able to:

1. Create a business plan that addresses both a business problem/need and a social problem/opportunity
2. Apply the lean startup methodology to manage new venture creation
3. Iteratively devise solutions to achieve product-market fit in an ethical manner
4. Measure and increase social impacts of business solutions
5. Present information clearly for business audiences through appropriate forms and media

| **Required Materials for Purchase** |
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1. MacMillan, I. C. & Thompson, J. D. (2013). *The social entrepreneur's playbook: Pressure test, plan, launch and scale your social enterprise*. Wharton Digital Press.
2. Jabara, J. (2019). *Mastering customer interviews for entrepreneurs: The fastest way to great customer feedback*.
3. Jabara, J. (2020). *Mastering social impact for entrepreneurs: Transform your lean startup with social impact.*
4. [Harvard Business Publishing Course Pack](https://hbsp.harvard.edu/import/764925). Use the link to access and purchase the Harvard Business Publishing course pack for this course. The course pack includes all of the HBP articles and cases you will read in this class. **(Note to students who have already taken BLHS 226 Introduction to Entrepreneurship: Check to see if you have already purchased these readings before buying.)**

| **Overview of Course Structure** |
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This course consists of 8 modules, plus the orientation module. Each module corresponds to one week of study in this 8-week term.

Two modules are open and available to you throughout the course for your planning purposes. However, the modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. Please do not submit work ahead of the schedule. Instead, we progress through each week as a cohort. See the [Weekly Schedule](#_h9ajlzzdjnmr) for details.

| **Assignments** |
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Your course grade will be based on your completion of the following activities and assignments. You will read full details about each of them in the Canvas course. Each assignment category will be weighted according to the percentages below.

| **New Venture Team Assignments *Team Grade*** During this course, you will be working in teams to progress a new venture project. Your team members will work together to complete team assignments, compare notes on customer interviews, and meet regularly throughout the term to create an actual new venture.  Each week, there are between 3-5 team assignments that must be submitted. These assignments will walk you through the lean startup methodology of managing new venture creation. They will help you iteratively devise solutions to achieve product-market fit and measure and increase the social impact of your business solution.  Each written assignment should be between half and one (1) page long and will link to the learning goals from that module. There are also two short video pitches that each team will submit, which should be about 4-minutes long. You will read details about each team assignment in the modules. | **25%** |
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| **Customer Interviews *Individual Grade*** A core element of this course is interviewing customers to discover their problems and needs, and to get feedback on your project ideas. When we say customers, we are talking about a number of different stakeholders that could be important to your venture. These could include paying customers, users, stakeholders, experts, and others. Each week you will be individually tasked to identify, reach out to, and interview three (3) customers as per the weekly assignment prompts. This almost certainly will require you to reach out to more than three customers to ensure you hear back from at least three. The course text titled *Mastering Customer Interviews for Entrepreneurs* describes in detail how to plan and do each aspect of this process. Customer interview results should be written up and submitted for grading, and also shared with teammates to learn faster across multiple interviews each week. | **30%** |
| **Peer Reviews of Team Video Pitches  *Individual Grade*** In Modules 4 and 7, you will complete a peer review of another team’s video pitch. Peer reviews help your classmates to think about their work from a different perspective and invite you to reflect on your own work.  You should use the knowledge you’ve gained from the course to guide the content of your feedback. You might even refer to specific learning materials to back up your points. Use these talking points to guide your feedback:   * What you learned * What you liked * What you think needs further explanation or could be improved—and how the team might improve it | **10%** |
| **Final Business Plan and Video Pitch Deck Presentation *Team Grade*** ***Business Plan***  In the final week of the course, your team will submit a final business plan. Considering all of the modules that you have examined this term, the team assignments you have completed, and the input that you have gleaned from your research and peer and instructor feedback, please provide a 10-15 page business plan that addresses each of the major areas that we have covered in this course. Please utilize business writing and the key entrepreneurship and business concepts learned to concisely show how your new venture plans solve a specific problem. Include your thoughts on how this could continue to develop as a viable, profitable business.  ***Video Pitch Deck Presentation***  In the final week of the course, your team will also submit a recorded pitch deck presentation. Use Zoom and a slide deck to record a 5-minute video summarizing a pitch deck you have prepared on your new venture. All team members should participate. In your narrative, answer the question of whether or not you think this would be a good investment opportunity and why. Choose 10 slides from the final business plan topics, plus one introduction and one conclusion slide to present in your video, focusing on key findings that you have developed through the course objectives. Be persuasive and have fun with this. | **25%** |
| **Individual Team Contribution *Individual Grade*** In addition to your individual submitted work, you will be graded on your contribution to your team project. Most work today is done in teams, so your ability to work effectively with your team to complete the tasks is important both to your class grade and also your skills in the job market. The instructor will consider the results of your Team Member Contribution Evaluations as well as any other interactions observed for this grade. Please note that the instructor reserves the right to also adjust individual final course grades based on individual contributions including customer interview quality & completion and team member evaluations & submissions. | **10%** |
| **TOTAL** | **100%** |

| **Grading** |
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Each type of assignment has a detailed grading rubric that you will reference as you complete your assignments. I will grade all of your work using these rubrics. You can find them in the Canvas course.

For final course grades, please reference the grading scale below:

A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

| **Course Policies** |
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#### **Attendance Policy**

Since this is an online course, you do not need to ‘attend’ Canvas at specific times. However, be aware that there are assignment deadlines at the end of every week (every **Sunday** at 11:59 p.m. EST). You will also need to attend your new venture team meetings (on Zoom).

#### **Time Commitment**

Online courses meet the same academic standards as on-campus courses. Each week is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For an 8-week, 3-credit course, you should allocate *16-18 hours per week*.

#### **Submission Policy**

Submit all assignments to the Canvas course site. Assignments submitted through email are not acceptable and will be considered missing/and or late.

#### **Late Work Policy**

**No late submissions or extensions are available for any of the following:**

* The last week of class
* Customer Interviews
* Peer Reviews

For other course assignments not listed above, as stated in the [Student Handbook](http://static.scs.georgetown.edu/upload/kb_file/mps.studenthandbook.15-16.pdf), you must notify me and obtain my approval if you are unable to complete any assignment by the published submission deadline. I will gladly consider granting extensions for assignments as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. If you fail to give both a date and a time, however, the request will not be honored. Late responses with no previous arrangements for all assignments will be penalized by 10% for each day or portion of a day that the assignment is late, unless previous arrangements have been made.

#### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

#### **Turnitin.com**

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](http://turnitin.com/en_us/support).

#### **Communication Policies**

##### **Communication with Instructor**

During the course, I will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q&A discussion board*. If you have a private concern, please send me an email. You can expect a response within two days. I can hold virtual office hours by appointment.

##### **Communication with Peers**

You will be expected to communicate with your peers frequently to complete the team project.

##### **Announcements**

I will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

#### **Instructor Feedback/Turnaround**

If you have a concern and send me a message, you can expect a response within 2 business days. Please allow 4-7 business days for assessment submission feedback.

#### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

#### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

#### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

#### **Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

#### **Accommodation Policy**

##### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note-takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

| **Technical Requirements** |
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#### **Computer Requirements Outside Canvas**

You will need to have access to a laptop or desktop computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). You will also need the most up-to-date [Flash plugin](https://helpx.adobe.com/flash-player.html). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

##### **Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

##### **Mobile Operating System Native App Support**

*Note that not all course features are available on the mobile app, so cell phones and tablets can enhance but do not replace desktop and laptop access.*

* iOS 7 and newer
* Android 2.3 and newer

##### **Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

##### **Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

##### **Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built-in.

#### **Technical Skills Requirements**

As an online student, your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

| **Student Support and Help** |
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#### **Academic Support**

##### **Library Research Guide**

The BA Liberal Studies program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. Access the [BA Liberal Studies Guide](https://guides.library.georgetown.edu/BALS). For this course, you will find the [BA Liberal Studies: Introduction to Entrepreneurship Guide](https://guides.library.georgetown.edu/c.php?g=217208&p=7218619) especially useful.

##### **Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

##### **eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

##### **Writing Lab**

The Writing Lab provides assistance to SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](http://scswritinglab.georgetown.domains/).

#### **Technical Support**

##### **Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower-left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

##### **Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

##### **Turnitin Support**

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website](http://turnitin.com/en_us/support).

##### **GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact your instructor if you have any questions relating to course content.

#### **Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

#### **Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility).

#### **Sexual Misconduct**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator, will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the Sexual Misconduct Website: https://sexualassault.georgetown.edu/resourcecenter

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

* Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
* Counseling and Psychiatric Services (CAPS): 202. 687.6985 or after hours, call 202. 444.7243 and ask for the on-call CAPS clinician

Thank you for supporting our students impacted by sexual violence. If interested, other helpful more general resources are included below:

* Georgetown Self-Care Resource Guide:<https://studenthealth.georgetown.edu/self-care>
* Georgetown Wellness Wheel:<https://studenthealth.georgetown.edu/Hoya-Wellness-wheel>
* Georgetown Guide to Recognizing Students in Distress:<https://studenthealth.georgetown.edu/resourceguide>

#### **Pregnancy Adjustments and Accommodations**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at the [Title IX at Georgetown University website](https://titleix.georgetown.edu/student-pregnancy).

| **Weekly Schedule** |
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| Date | Module | Assignments Due |
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| **Week 1**  10/15-10/17 | **Orientation *and* Module 1: New Ventures for Social Entrepreneurs** | 1. Discussion: Introduce Yourself 2. Team Assignment - Team Charter 3. Team Assignment - Business Idea Summary 4. Customer Interview Plan 5. (Optional) Team Mentor Nomination |
| **Week 2**  10/18-10/24 | **Module 2: The Lean Startup Methodology, Problems, Customer Segments, and Social Change** | 1. Customer Interviews focusing on Problem & Customer 2. Team Assignment - The Problem 3. Team Assignment - Customer Segments 4. Team Assignment - Business Model Canvas Draft |
| **Week 3**  10/25-10/31 | **Module 3: The Solution & Value Proposition, Business Models, and Revenue Streams** | 1. Customer Interviews focusing on Solution and Expert 2. Team Assignment - The Solution 3. Team Assignment - Value Proposition 4. Team Assignment - The Business Model 5. Team Assignment - Revenue Streams 6. Team Assignment - Online Survey (Note that you should create and send the survey early in the week so you have time to receive the results) 7. Team Assignment - Video Pitch 8. Team Member Contribution Evaluation #1 9. (Optional) Mentor Feedback |
| **Week 4**  11/01-11/07 | **Module 4: Market Opportunity, Key Activities, Competition, and Customer Relationships** | 1. Customer Interviews focusing on Competitor and Supplier 2. Team Assignment - Market Opportunity 3. Team Assignment - Key Activities 4. Team Assignment - Competition 5. Team Assignment - Customer Relationships 6. Peer review of Video Pitch #1 7. Mid-semester Survey |
| **Week 5**  11/08-11/14 | **Module 5: Scaling, Channels, Team, and Key Resources** | 1. Customer Interviews focusing on Channel and Expert 2. Team Assignment - Scaling 3. Team Assignment - Channel 4. Team Assignment - Team 5. Team Assignment - Key Resources 6. Team Member Contribution Evaluation #2 |
| **Week 6**  11/15-11/21 | **Module 6: Minimum Viable Product, Go-to-Market, and Key Partners** | 1. Customer Interviews focusing on Solution and Stakeholder 2. Team Assignment - MVP and Plan 3. Team Assignment - Go-to-Market 4. Team Assignment - Key Partners 5. Team Assignment - Video Pitch #2 6. (Optional) Mentor Feedback |
| **Week 7**  11/22-11/24  **Thanksgiving Recess**  11/24-11/28 | **Module 7: Finance and Fundraising** | Assignments due Monday, November 29:   1. Customer Interviews focusing on Funding and Pricing 2. Team Assignment - Finance Profit & Loss Statement 3. Team Assignment - Finance Notes 4. Team Assignment - Social Impact Metrics 5. Team Assignment - Fundraising 6. Team Assignment - MVP Experiment Launch Report Part 1 7. Peer review of Video Pitch #2 |
| **Week 8**  11/29-12/05 | **Module 8: Business Plans and Pitches** | 1. Team Assignment - MVP Experiment Launch Report Part 2 2. Team Assignment - Final Business Plan 3. Team Assignment - Video Pitch Deck Presentation 4. Team Member Contribution Evaluation #3 5. (Optional) Mentor Feedback 6. Final Course Evaluation |