

BMED 8813: Fundamentals of Biotechnology Commercialization

Sprint 2026

3 Credits

Instructors: Adam McCallum, Ph.D.

Office: UAW 4104

Office Phone: (404)-385-5020

Email: adam.mccallum@bme.gatech.edu

Class Times and Location: MW 3:30–4:45 PM, ES&T L1116

Office Hours: MW 1:30–3:00 PM, or by appointment

Canvas ID: 202602

Course Description:

This course is designed to expose graduate-level biomedical engineering students at Georgia Tech and Emory University to the fundamental concepts and processes involved in the commercialization of biomedical technologies. The course will be heavily project-focused. At the beginning of the course, students will be asked to propose a technology/idea from a current project in their dissertation research, previous research project, or research paper/patent; assess the commercial potential of that technology; and carry it through every stage of the technology transfer and commercialization processes that will be taught in the course, starting with simulating the submission of an invention disclosure and preparing parts of a mock provisional patent application, all to help advance the technology from a research project to a potentially commercially viable product. Throughout these steps, students will be continually refining the commercialization strategy of their technology to ultimately assess whether the technology is better-suited for licensing or venturing. At the end of the course, students will be asked to prepare and deliver a business-oriented pitch of their technology to the class to simulate pitching to a panel of venture capitalists and other investors. Each of the topics and associated projects is intended to expose students to real-world milestones that entrepreneurs and innovators encounter during the development of academic technology innovations. Several lectures in this course will be delivered by both internal and external (with respect to Georgia Tech/Emory) subject matter experts, who also serve as resources for innovators at Georgia Tech and Emory who are interested and/or engaged in commercialization.

Pre-/Co-requisites:

There are no pre- or co-requisites to this course, other than being enrolled fulltime as either a Ph.D. or M.S. student in BME.

Course Goals and Learning Objectives:

1. **Describe** on a fundamental level research translation, technology commercialization, and technology transfer as well as the role and operations of technology transfer offices in the commercialization of technologies as products of academic research.
2. **Assess** the commercial potential of an idea or technology by evaluating the novelty of the idea, researching the prior art, identifying the target market(s), and assessing the current competitive landscape.
3. **Draft** an invention disclosure (ID) and simulate the submission of the ID to the technology transfer office.
3. **Explain** the patent prosecution process, **understand** the anatomy of a patent, and **draft** a list of claims that would describe your invention in a patent application.
4. **Analyze** the role of customer discovery and human-centric innovation in the commercialization process and **conduct** customer discovery interviews to **validate** and **refine** your business model, using the business model canvas as a framework to organize the hypotheses you developed from your interviews.
5. **Devise** an FDA regulatory strategy for your technology based on your understanding of the various FDA regulatory pathways and regulatory requirements.
6. **Compare** and **contrast** the two main commercialization pathways (licensing versus venture formation).
7. **Understand** the venture formation process, including how to start a company, license the technology from the university, report COI, find incubator space, and choose a team that investors will want to invest in.
8. **Deliver** a successful business pitch of your technology to a panel of “investors”.

Description of Graded Components:

Understanding and retention of the course material will be assessed via four main components—quizzes, progress reflections, participation, and projects—based on the percentages listed below:

- Quizzes (20% of overall grade):** Quizzes will be used to assess comprehension of a specific lecture or set of lectures. Each quiz will be made available on Canvas immediately following the (last) relevant lecture and will remain open until the start of the next class period (closing at 3:30 PM ET the following class period); however, the instructor reserves the right to make changes to the schedule (including assignment due dates) as deemed necessary. Students will be allowed *two attempts* per quiz, with the higher of the two scores recorded. Additional information regarding the late work policy for quizzes is provided below in the **Late Work and Regrading Policies** section.
- Participation (10% of overall grade):** Participation will be evaluated through in-class attendance. Attendance will be recorded via completion of a one-question “attendance quiz” during the first 5 minutes of each lecture. The attendance quiz will assess material covered in the previous class period. Students who miss the attendance quiz without an excused absence but are physically present for the lecture—i.e. show up to class late—will be recorded as having a half-absence. For additional details about the attendance policy, consult the **Attendance Policy** section below.
- Progress Reflections (20% of overall grade):** Progress reflections will be short, individually written responses to instructor-provided prompts submitted through Canvas. These posts are not visible to other students and do not involve peer reflection; rather, they serve as structured check-ins throughout the semester. Progress reflections are designed to help students reflect on their learning and development while allowing the instructor understand students’ backgrounds and research interests, assess progress on assignments—especially projects—and gather post-project feedback to inform future course development. These reflections will follow the same due date policy as quizzes (i.e. closing at 3:30 PM ET the following class period); however, the instructor reserves the right to make changes to the schedule (including assignment due dates) as deemed necessary.
- Projects (50% of overall grade):** Projects constitute the largest component of the course grade and include four projects, one for each module in the course. As stated in the **Course Description**, these projects are intended to expose students to real-world milestones that academic innovators and aspiring entrepreneurs encounter while developing technologies with commercialization potential. The first three projects will each be worth 10% of the overall course grade, while the final project (an “investor” pitch) will be worth 20% of the overall course grade. Detailed project descriptions and grading rubrics will be provided for each project.

All assignments shall be completed in (or uploaded to) Canvas *unless otherwise instructed*. Below (Table 1) is a summary of the information provided above as well as the corresponding due dates for each assignment.

Table 1. Summary of the graded components (excluding participation)

Assignment	Due Date	Points
Quizzes (20%)		
Quiz 1.1 (Module 1)	02/02/2026 (3:30 PM ET)	20
Quiz 2.1 (Module 2)	02/20/2026 (11:59 PM ET)	20
Quiz 3.1 (Module 3)	03/13/2026 (11:59 PM ET)	20
Quiz 4.1 (Module 4)	04/08/2026 (3:30 PM ET)	20
Progress Reflections (20%)		
Progress Reflection 1.1 (Module 1)	01/21/2026 (3:30 PM ET)	10
Progress Reflection 1.2 (Module 1)	01/26/2026 (3:30 PM ET)	10
Progress Reflection 3.1 (Module 3)	03/04/2026 (3:30 PM ET)	10
Progress Reflection 3.2 (Module 3)	03/30/2026 (3:30 PM ET)	10
Progress Reflection 4.1 (Module 4)	04/29/2026 (3:30 PM ET)	10
Projects (50%)		
Project 1 (Invention Disclosure)	02/11/2026 (11:59 PM ET)	100
Project 2 (Patent Claims Set)	03/02/2026 (11:59 PM ET)	100
Project 3 (BMC and Customer Discovery)	03/20/2026 (11:59 PM ET)	100
Project 4 (Investor Pitch) ^{a,b}	04/29/2026 (11:59 PM ET)	200

^aFinal project pitches will comprise an oral component and a written component. The date listed above in Table 1 corresponds to the final due date of the written component.

^bFinal project pitches (oral component) will take place over the course of 2–3 days. Specific schedules for presentations will be assigned later in the semester. Depending on the level of enrollment, the instructor reserves the right to use the final exam period for any additional presentations that are not completed during the final three instructional days of the semester.

The grading scale that will be used to assess proficiency of the course material is summarized in Table 2 below:

Table 2. Grading scale

Letter Grade	Point Range
A	85–100
B	75–84
C	65–74
D	55–64
F	0–54

The letter grades assigned to each student correspond to the Georgia Tech academic grading scale shown below in Table 3:

Table 3. Description of grading system per the Registrar's Office

Letter	Description	Quality Points per Credit Hour
A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Satisfactory	2 quality points per credit hour
D	Passing	1 quality point per credit hour
F	Failure	0 quality points per credit hour

For more information on the grading system at Georgia Tech, please visit: <https://registrar.gatech.edu/info/grading-system>

Course Expectations and Guidelines:

Course Materials and Website:

All course materials, including case studies, readings, and lecture materials, will be available at no cost to the student and will be posted to Canvas prior to their respective lectures with sufficient time for preparation. While there are **no required textbooks** for this course, I have provided a list of recommended books for students who are interested in entrepreneurship and biotechnology commercialization to engage with the topics of the course:

- Yock, Paul G., et al. *Biodesign: The Process of Innovating Medical Technologies*. 2nd ed., Cambridge University Press, 2015.
- Ries, Eric. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*, 2011.
- Constable, G., et al. *Talking to Humans: Success Starts with Understanding your Customers*, 2014.
- Osterwalder, A., et al. *Business Model Generation*. John Wiley & Sons, 2010.

Course Communication:

All official course-related announcements—including updates, reminders, clarifications, and schedule changes—will be communicated through Canvas to all students enrolled in the course. I will send out periodic announcements through Canvas to provide reminders about upcoming assignments, clarify expectations, and communicate other relevant course information. However, these announcements are intended to supplement—*not replace*—the information provided in the syllabus. Students are responsible for regularly consulting Canvas and the syllabus for referencing deliverable deadlines, course policies, and expectations. In addition, students are responsible for regularly checking Canvas and email inboxes to ensure that course communications are being received and are not being filtered to a spam or junk folder.

I welcome any and all conversations with students whenever possible. Feel free to ask questions after class, during office hours, or by email. However, outside of class and office hours, I ask that all course-related questions and inquiries—including those regarding content, assignments, grading, policies, or logistics—shall be submitted to the instructor through Canvas; this ensures that all course-related communication is centralized, documented, and accessible to students when needed. If you cannot attend the designated course office hours, you are encouraged to schedule an individual meeting—whether by Zoom/Teams or in person—with me using the link provided in Canvas.

For topics not directly related to course administration—such as career development, research pathways, professional goals, or broader academic interests—students are welcome to contact me directly via email, schedule a meeting with me through Canvas, or come to office hours.

Academic Integrity:

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities:

If you are a student with learning needs who requires special accommodation, contact the Office of Disability Services at (404)-894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Attendance Policy:

Attendance will count toward the participation component of the graded components. Out of respect of the instructor and guest lecturers, all attendance is necessary. Each student is allowed two unexcused absences (without notification) over the course of the semester without penalty, after which each additional *unexcused* absence will result in a one-point deduction from the participation component of the overall grade, unless the absence qualifies as an excused absence and has been documented appropriately and communicated to the instructor. As stated above, students who enter class after the attendance quiz has been closed, without a valid excuse. Excused absences, which include institute-approved absences and religious observance days, should be made aware to the instructor at the earliest possible time, with a minimum of three days advanced notice. For information regarding institute-approved absences, please visit <https://registrar.gatech.edu/faculty-and-staff/institute-approved-absences>. Absences that are not institute-approved or otherwise documented will be considered unexcused. Determinations regarding excused versus unexcused absences—other than those that are institute-approved—will be made at the discretion of the instructor.

Late Work Policy:

All assignments in this course are designed to keep students engaged with the course material and progressing with the course timeline. As such, all posted due dates for should be treated as **firm**.

Quizzes and Homework:

Late submissions of quizzes and homework will not be accepted for full credit. Students will be allowed to complete and submit *one* quiz or homework assignment after the posted due date for partial credit (50% of the maximum possible score), provided the assignment is submitted by 11:59 PM ET on the calendar date on which it is due. Students will not be allowed to submit assignments after this window, resulting in a score of zero for the assignment. Students are responsible for monitoring the course schedule as well as communications made by the instructor, as the instructor reserves the right to make changes to the course calendar as necessary.

Projects:

The deadlines for projects are also **firm**, as these assignments are tied to on-going course progress and require prompt feedback. However, in certain circumstances—e.g., religious observations, documented emergencies, or substantial challenges associated with the assignment—extensions may be granted on an as-needed basis if requested in advance (or initiated by the instructor). Flexibility with project deadlines is not guaranteed and should not be assumed, so be sure to plan ahead and communicate early. Otherwise, late projects will not be accepted. Furthermore, students must be sure to adhere to the project guidelines to make sure that they are submitting the project in the appropriate format as requested.

Project Regrading Policy:

If a student is not satisfied with the grade received on a project (excluding the final project), they may elect to resubmit *one* project for regrading for *up to* full credit. The regrading requests must adhere to the following guidelines:

- The original submission must be used as a template.
- All revised or newly added material must be clearly identified using red text. If the student elects to rewrite an entire section, not just adding a couple of details, the rewritten section (in red) should be placed below the original text. If the student elects to simply add details to their original text, the added text can simply be inserted into the original text but highlighted in red.
- Only the revised material will be re-evaluated; unchanged portions of the submission will not be regraded.

Projects may be resubmitted to the instructor at any time throughout the semester *after* the original grade has been recorded. The final deadline to submit a project for regrading is April 29, 2026 at 11:59 PM ET. For any regraded submission, students must submit the revised document(s) to the instructor via email with an appropriate message stating that they wish to have their project regraded.

Collaboration and Group Work:

All projects assigned in the course are designed to be completed individually. However, depending on the level of enrollment, the instructor holds the right to make changes to the syllabus to reflect a change from individual projects to group projects. Should this change be made, teams of two students will be assigned at random, and each team will work together equitably on each project. However, quizzes will be completed, and participation will be evaluated, on an individual basis.

Student Success:

As the instructor, I am committed to fostering an environment in which every student has the opportunity to be successful in achieving their own learning outcomes as well as the learning objectives set forth in the syllabus. Success in this course is not only defined by grades but also by the growth in knowledge, skills, and confidence that students gain throughout the semester. Here are some key principles to guide you on your path to success:

1. **Active participation:** Engage fully in class discussions, activities, and assignments. Your active involvement is crucial for your learning and contributes to a richer classroom experience for everyone.
2. **Consistent effort:** Success is built on consistent, dedicated effort. Set aside regular time to complete assignments on time and seek help when needed, whether from the instructor, peers, or strategic partners in or outside of the department.
3. **Curiosity and open-mindedness:** Approach the material with curiosity and a willingness to think outside the box. Be open to different perspectives and be ready to challenge your own thinking. Keep in mind that, with respect to research translation and commercialization, there is no right or wrong answer; we are not solving mathematical functions.
4. **Collaboration and support:** Support your peers throughout the course and work together when necessary. For many of you, this material is brand new and not something that is typically learned from a textbook. Remember, asking for help is a sign of strength and a step towards understanding.
5. **Responsibility and integrity:** Take responsibility for your learning. Practice academic integrity in all your work. Honesty and ethical behavior are fundamental to your success.

Classroom Decorum and Learning Environment:

As the instructor, I fully recognize that a positive, respectful, and professional classroom environment is essential for student success and productive learning. I am committed to fostering a learning space in which all students feel supported in contributing fully to the course. To maintain this standard, I ask that all students adhere to the following expectations:

1. **Respect for all:** Treat your classmates, instructor, and guest speakers with respect, courtesy, and professionalism at all times. This includes using respectful language and behavior, being present and attentive during class discussions, and avoiding disruptive behavior.
2. **Active (engaging) participation:** Engage actively and thoughtfully in class discussions and activities. Your contributions are valuable, and I encourage you to share your perspectives while also listening attentively to others.
3. **Collaborate:** Work cooperatively with peers and be mindful of different communication styles and learning preferences.
4. **Constructive feedback:** Offer feedback in a constructive and respectful manner. Focus on ideas and behaviors, not personal attributes.
5. **Open communication:** If you have concerns or feel uncomfortable at any point, please communicate those with me or relevant support services. I am here to support your success in this course.

I invite all students to actively participate in building a community, both within and outside the classroom, that reflects these values. If you encounter any obstacles that may hinder full participation in the course or have suggestions for how we can improve our efforts toward building a successful and productive learning environment, please feel free to reach out to me. Our classroom is a safe space for learning, growth, and mutual respect.

Student Use of Technology and Classroom Etiquette:

Students are allowed to use personal devices, such as laptops, tablets, and smartphones, for *educational purposes* during class sessions. However, devices should be used in a manner that does not disrupt the learning environment. This means that all devices should be set to silent/mute to avoid interruptions. Activities unrelated to the class, such as social media, gaming, and non-academic web browsing, are prohibited during instructional time. The instructor reserves the right to limit or ban the use of technology in the classroom, as well as the right to dismiss students from the classroom, if use of technology is deemed disruptive or if it detracts from the learning objectives. In addition, the use of technology must comply with institute policies on privacy and data security. Students should be aware of the risks associated with digital communication and take appropriate measures to safeguard personal information.

Statement About the Use of Artificial Intelligence (AI):

As instructor, I recognize the potential of generative AI tools such as ChatGPT, Microsoft Copilot, and others as a **resource** on assignments and projects. As such, students are permitted (and even encouraged) to use AI tools as references to support their learning, provided they do so ethically and responsibly. AI tools may only be used to complement students' own intellectual contribution, not replace it. If AI-generated content is used in this course, it must be properly cited and acknowledged. Furthermore, it is important to remember that generative AI is a nascent and emerging technology. As such, IP laws have not yet evolved to adequately address the challenges AI poses to traditional concepts of patentability. The ways in which AI platforms manage uploaded data and maintain confidentiality are not fully understood. In this course, because we are working with technologies that have not been officially disclosed or protected, AI tools shall **in no way** be used on any undisclosed or unprotected inventions; this includes, but is not limited to, unique ideas, inventions, or proprietary data. Do not upload any enabling information—details that allow others to make and use the invention—about your research or inventions to AI platforms, as this is a violation of GT policy.

The University System of Georgia (USG) has created a student guide to the use of generative AI. The guide has been posted to Canvas under the Course Orientation and Resources module for students to read.

Course Calendar and (Tentative) Schedule¹ of Topics – BMED 8813

Course structure: The course will be divided into four modules:

1. Introduction to Technology Commercialization and Overview of the Commercialization Process
2. Intellectual Property – Protecting Your Invention
3. Customer Discovery and Validation: Strategies for Market Alignment and Stakeholder Engagement
4. Choosing a Commercialization Path

Date	Day	Discussion Topics and Assignments
Module 1: Introduction to Technology Commercialization and Overview of the Commercialization Process		
Course expectations and framework; syllabus overview; personal elevator pitch		
January 12	Monday	<p><u>After class:</u></p> <ul style="list-style-type: none"> • <u>Progress Reflection 1.1:</u> Respond to prompt on Canvas with 1) personal elevator pitch from class and 2) what your expectations for the course are and what you hope to take away. Due Wednesday, January 21st by 3:30 PM ET. • Think about possible ideas about a technology you developed in current or past research (or read about) that could be deemed an invention that you may want to disclose.
		<p><u>Lecture 1.1:</u> Introduction to technology commercialization; overview of the biomedical industry; barriers to biomedical technology commercialization</p>
January 14	Wednesday	<p><i>Note: Friday, January 16, 2026 at 11:59 PM ET is the last day to register, make schedule changes, and/or drop without a W. See registrar.gatech.edu for more details.</i></p>
January 19	Monday	<p><u>Official Institute Holiday (Labor Day):</u> no class</p>
January 21	Wednesday	<p><u>Lecture 1.2:</u> The roles of universities, industry, and government organizations in technology transfer and commercialization; overview of the commercialization and technology transfer processes</p>
		<p><u>After class:</u></p> <ul style="list-style-type: none"> • <u>Progress Reflection 1.2:</u> 1) briefly describe (2–3 sentences) the type of research you are working on or what your research interests are, and 2) present 3 potential ideas of technologies that you want to “disclose”. Due Monday, January 26th by 3:30 PM ET.
January 26	Monday	<p><u>Lecture 1.3a:</u> Assessing the commercializability of your research; market research for early-stage biomedical technologies</p>
		<p><u>After class:</u></p> <ul style="list-style-type: none"> • Continue to identify possible ideas about a technology you developed in current or past research (or read about) that could be deemed an invention that you may want to disclose.
January 28	Wednesday	<p><u>Lecture 1.3b:</u> Assessing the commercializability of your research; market research for early-stage biomedical technologies; resources for market research</p>
		<p><u>After class:</u></p> <ul style="list-style-type: none"> • <u>Quiz 1.1:</u> due Monday, February 2nd by 3:30 PM ET.
February 2	Monday	<p><u>Lecture 1.4:</u> Invention disclosures: principles and practices</p>

		<u>Lecture 1.5</u> : Prior art searching; Project #1 discussion
February 4	Wednesday	<p><u>After class</u>:</p> <ul style="list-style-type: none"> • Project #1 (Invention Disclosure): identify which research invention you want to use throughout the course for each project and fill out an invention disclosure using the template provided on Canvas. Due Wednesday, February 11th by 11:59 PM ET.
Module 2: Intellectual Property (IP) – Protecting your Invention		
February 9	Monday	<u>Lecture 2.1a</u> : Types of IP and role of academic tech transfer offices in IP protection; patent prosecution process
February 11	Wednesday	<u>Lecture 2.1b</u> : Types of IP and role of academic tech transfer offices in IP protection; patent prosecution process
February 16	Monday	<p><u>Lecture 2.2</u>: Anatomy of a patent</p> <p><u>After class</u>:</p> <ul style="list-style-type: none"> • <u>Quiz 2.1</u>: due Monday, February 20th by 11:59 PM ET.
February 18	Wednesday	<p><u>In-class studio</u>: Drafting claims set workshop</p> <p><u>Guest lecturer</u>: Hailey Bureau, J.D., Ph.D. (Patent Attorney)</p>
Module 3: Customer Discovery and Validation: Strategies for Market Alignment and Stakeholder Engagement		
February 23	Monday	<p><u>Lecture 3.1</u>: Project #2 discussion; Introduction to the customer development model</p> <p><u>After class</u>:</p> <ul style="list-style-type: none"> • Project #2 (Patent Claim Set). Draft a patent abstract and a set of 8–10 claims, including <u>both</u> independent and dependent claims. Instructions and rubric will be posted on Canvas. Due Monday, March 2nd by 11:59 PM ET.
February 25	Wednesday	<p><u>Lecture 3.2</u>: Introduction to customer discovery and validation; human-centered design; business model canvas (BMC)</p> <p><u>After class</u>:</p> <ul style="list-style-type: none"> • <u>Progress Reflection 3.1</u>: briefly discuss your experience with the invention disclosure and claims set. See details on Canvas. Due Wednesday, March 4th by 3:30 PM ET.
March 2	Monday	<u>Lecture 3.3</u> : Evidenced-based entrepreneurship (EBE), business theses, hypotheses, value propositions
March 4	Wednesday	<p><u>Lecture 3.4</u>: Research methods in customer discovery; how to conduct customer discovery interviews</p> <p><u>After class</u>:</p> <ul style="list-style-type: none"> • <u>Quiz 3.1</u>: due Monday, March 13th by 11:59 PM ET.
March 9	Monday	<p><u>Lecture 3.5</u>: Cognitive bias and pivoting</p> <p><u>After class</u>:</p> <ul style="list-style-type: none"> • Project #3 (BMC and Supplement): fill out a BMC and corresponding BMC supplement. Details will be provided on Canvas. Due Friday, March 20th by 11:59 PM ET.
March 11	Wednesday	<u>Lecture 3.6</u> : Overview of the FDA regulatory pathways of therapeutics

Lecture 3.6: Overview of the FDA regulatory pathways of medical devices

Guest lecturer: **Scott Hollister, Ph.D. (BME Professor, Georgia Tech)**

March 16 **Monday**

After class:

- Progress Reflection 3.2: based on the information you learned in the two lectures on FDA regulatory strategy, consider what regulatory pathways would be necessary for the commercial application of your technology and respond to the prompt on Canvas. Due Monday, March 30th by 3:30 PM ET.

Module 4: Choosing a Commercialization Path

March 18 **Wednesday** Lecture topic: Company creation and choosing a team

March 23 **Monday** Lecture topic: Strategies for securing funding for technology development: dilutive versus non-dilutive funding

March 25 **Wednesday** Spring break: no classes

March 30 **Monday** Spring break: no classes

Lecture topic: Choosing a commercialization pathway; licensing agreements

April 1 **Wednesday**

Guest speaker: **Kashmira Kulkarni, Ph.D. (Commercialization Catalyst, GT Office of Technology Licensing)**

Lecture topic: Funding your company: angel investing, venture capital investing, leveraging your network to find investors; accelerators and incubators

April 6 **Monday**

After class:

- Quiz 4.1: due Monday, April 8th by 3:30 PM ET

Lecture topic: How to pitch to investors

Guest speaker: **John Nicosia, Ph.D. (COO, Vasarya Therapeutics)**

April 8 **Wednesday**

After class:

- Begin working on your investor pitch using the guidelines provided in Canvas. Bring any questions you have to the pitch workshop on Wednesday, April 20th.

April 13 **Monday** In-class office hours: Pitch workshop via Zoom (instructor out of town)

No class: instructor out of town

April 15 **Wednesday**

After class:

- Continue to work on your pitch decks. Feel free to email me with any questions you may have.

Project #4: Investor Pitches

April 20 **Monday**

After class:

- Progress Reflection 5.1: discuss your experience with drafting and presenting a technology pitch. See Canvas for details. Final slide decks are due Wednesday, April 29th by 3:30 PM ET.

April 22 **Wednesday** **Project #4**: Investor Pitches

April 27 **Monday** **Project #4**: Investor Pitches

April 29 **Wednesday** Reading Period: no class

April 30–May 7 Final Exams
Final Exam Period for FBC: Friday, May 1, 2026, 2:40–5:30 PM

¹The instructor reserves the right to make changes to the schedule of the syllabus, as deemed fit, to ensure that the material being taught aligns most effectively with the course objectives and learning outcomes.