



[Dream, Plan, Execute! Case studies from a real dental inventor]

Meeting Days, Times, Location: [Once every Wednesday for 6 consecutive weeks, 3 hours per week, online]

Semester: [1], Year: [1]

Units: [3], Section(s): [TBA]

Instructor information

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Office location
New Hyde Park, NY, USA

**Office hours Mon-Tue-
Thu-Fri-Sat By
appointment only**

TA Information [If applicable]

TA name [N/A]

TA Contact Info [N/A]

Office location [N/A]

Office hours N/A

Course Description

- What will students learn (i.e., knowledge or skills as opposed to topics) in your course? How will this information help them develop as scholars, learners, or future professionals? What will students experience in the course (e.g., instructional methods, assessments, etc.)?
- Are there any prerequisites for your course? NO

Learn how to take an idea and patent it.

How to bring it to market

Understand the challenges involved

To patent or not

Learning Objectives

- What, specifically, will students be able to do or demonstrate once they've completed the course? Identify 3-8 course-level learning objectives for the course syllabus.

Learning Resources

- What materials are required for your course (e.g., textbooks, software, lab equipment, etc.)?

Assessments

The final course grade will be calculated using the following categories:

Assessment	Percentage of Final Grade
20 Points Midterm Exam	20%
30 Points Final Project	30%
20 Points Weekly Online Posts	20%
30 Points Weekly Assignments	30%

- [Brief description of assessment 1]: What are students expected to do in this assignment (e.g., problem sets, short answer responses, multiple-choice questions, etc.)? How does this assignment connect to the learning objectives of the course? How will students submit this assignment (e.g., online or during class)? Will students complete the assignment individually or in-groups?
- [Brief description of assessment 2]
- [Brief description of assessment 3]

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage Interval
A	90-100% points
B	80-89 points
C	70-79 points
D	<70 points
R (F)	

Grading Policies

- **Late-work policy:** Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation (e.g., doctor's note)?
- **Make-up work policy:** Will you allow students to make-up assignments and/or assessments? If so, how should they request to make-up the work (e.g., in writing, at least 24-hours prior to the due date, etc.)? Will you require any sort of documentation (e.g., doctor's note)?
- **Re-grade policy:** If students ask you to re-grade their work, will you? If so, how should they request a re-grade (e.g., in writing, in office hours, within one week of receiving the graded assignment)?
- **Attendance and/or participation policy:** Is attendance and/or participation a graded component of your course? If so, how will you measure student performance (e.g., a sign-in sheet, a tally sheet, etc.)?

Course Policies

- **Attendance & Participation** (if applicable): Is attendance and/or participation a graded component of your course? If so, how will you measure student performance
- **Academic Integrity & Collaboration:** How is the policy motivated by the positive dimensions of academic integrity? What is and is not permitted with respect to collaboration and/or outside assistance for each type of graded work in your course?
- **Late-work/Make-up work policy:** Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation
- **Accommodations for students with disabilities and student wellness:** Sample Text *"If you have a disability and require accommodations, please contact _____, _____. If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate."*
- **Mobile Devices:** Are there times when having a mobile device would benefit student learning? If you have a zero-tolerance policy for mobile devices, how will you enforce it?
- **Any other policies:** _____

