

**ENT 3650 Experiential Entrepreneurship
Spring, 2019 Syllabus**

Professors:

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Classroom: TBD

Days and Times: TUESDAY 4:00-6:30 pm

Biographies of Professors:

John Palmer, PhD is an associate teaching professor within the Global Leadership and Management Department at the University of Missouri – St. Louis. He was formerly Chair of the Graduate School of Business and Management at Argosy University, Chicago and Schaumburg (IL) campuses. Prior to that appointment, he was a faculty member and held a variety of administrative positions at Quincy University and the University of Illinois at Springfield. He earned a PhD in strategic management from the Gatton School of Business at the University of Kentucky and earned MS Administrative Science and BS Business Administration (Marketing emphasis) degrees at the University of Wisconsin – Green Bay. Additionally, he completed the Experiential Classroom entrepreneurial instructional training program at Oklahoma State University. Dr. Palmer has owned and operated successful consulting, training, and real estate management businesses. He has also published dozens of research articles that have appeared in scholarly journals and proceedings publications. The focus of much of this research has been on innovation and performance in small businesses, entrepreneurial opportunity recognition, and enhancements to student learning environments. On a regular basis, he provides professional training and consultation to a variety of organizations and is a subject matter expert for the nationally recognized Ameren/UMSL Accelerator Program. Dr. Palmer is a veteran of both the U.S. Coast Guard, where he served as a search and rescue and aids to navigation specialist, and the Army National Guard, where he served in operations within a mechanized infantry unit. He also has professional experience in the consumer lending and agricultural equipment industries.

Chris Miller is the Founder and CEO of The Mission Center L3C, Founder and Managing Member of The Mission Center Nonprofit Services LLC, Founder of The Missouri Community Healthcare Co-Op Inc. and serves as the Assistant Teaching Professor and Director of Interdisciplinary

Entrepreneurship for the College of Business Administration at University of Missouri-St. Louis.

COMMON COURSE INFORMATION

Overview

An experiential learning/ entrepreneurship course with shared student teams from participating disciplines (Business, Science, Social Science, and Engineering).

Course Description (3 credit hours)

Students will work in teams mentored by experienced entrepreneurs to generate innovative ideas and transform them into business models for economically viable knowledge tech companies. Experiential learning will be used in live customer discovery, prototyping and market validation.

Extended Course Description

This course provides real world, hands-on learning of what goes into making a decision to start a high-tech company. It is based on the work and material developed by Steve Blank and others, which has been adapted from their Stanford course for this introduction.

This class combines theory with substantial hands-on practice. Our goals are for the students to:

1. Understand and apply a framework that develops and tests the business model of a startup through extensive customer discovery and analysis.
2. Develop skills in team operation, questioning and listening, and critical analysis required through real world use and feedback.
3. Experience the high value of uncovering key issues and problems early, and adapting the approach quickly.
4. Gain understanding of issues you will face as you move forward in forming an organization to further develop your ideas and where and how to secure outside help.
5. Contribute to and accelerate development of a community of entrepreneurship at S&T.

You will be getting your hands dirty talking to customers, partners and competitors as you encounter the chaos and uncertainty of how a startup actually works. You will practice evidence-based entrepreneurship as you learn how to use a *business model* to brainstorm each part of a company and *customer development* to get out of the classroom to see whether anyone, other than you, would want/use your product. Finally, based on the customer and market feedback you gathered, you will use *agile development* to rapidly iterate your product or concept to build/design something customers would actually buy and use. Each block will be a new adventure outside the classroom as you test each part of your business model and then share the hard-earned knowledge with the rest of the class.

Learning Materials (Texts and Launchboard provided by I-Corps Site Program during Week 3)

- *How to Build a Startup - Udacity Lectures*, <https://www.udacity.com/course/viewer#!/c-ep245/l-48743167/m-48751039>
- Launchboard (online BMC tool) – provided by course, no fee required. This resource will

be available after the third week of classes.

<http://enterprise.launchboard.io/sessions/new>

- *Business Model Generation*, Osterwalder, et al, John Wiley & Sons, 2010, ISBN 13: 978-0470-87641-1.
- *Value Proposition Design*, Osterwalder, et al, John Wiley & Sons, 2014, ISBN 978-1-118-96805-5.
- *Talking to Humans*, How to interview and more. Constable, free PDF at <http://www.talkingtohumans.com/>.

Instructional Methods: The Flipped Classroom

Unlike a traditional classroom where the instructor presents lecture material, our lectures (videos) are online at Udacity. Watching the assigned lectures will be part of your weekly *homework*. Understanding the information in them is essential for you to complete your weekly interviews and present the insights the teaching team will expect in your presentation for that week. We will expect you to watch the assigned lectures for the upcoming week **before** class and we will use time in class to discuss questions about the lecture material and to provide supplemental material. You will be expected to come to class prepared with questions and comments about the lecture and reading materials, and to participate in discussions and activities.

Example of work order:

Watch “Customer Relationships” videos.

Go to class and present “Channels”.

Discuss “Customer Relationships” in class.

Do the “Customer Relationships” homework and watch “Revenue Streams” following the class.

In the next class you present “Customer Relationships” and talk about “Revenue Streams”.

Class Participation

Due to the nature of the course it is important that all students attend all sessions. Much of the success of this course will rely on class discussion, exercises, and your input as mentioned above. Attendance is obviously necessary, but it is not sufficient. Contribution to the discussion of class material is expected of everyone. If you make a reasonable effort to implement the following suggestions, it will improve the overall effectiveness of our discussions:

- Prepare for class by reading/watching assigned materials prior to class.
- Enter discussions enthusiastically.
- Try to confine your comments to the topic.
- Listen alertly and jot down useful information.
- Provide constructive feedback and receive it appropriately.

Team Participation

Project teams will be 2-4 students working together to develop a business model for their idea. These teams will be expected to interview many prospective customers and industry members whose input can help the team develop and validate key issues. This is a team activity, and all are expected to participate in most of the interviews, and to share in the analysis of the interviews which leads to progress on the business mode. **Each team member is also expected**

to both give and receive feedback about the interview process and the skills needed in questioning, listening, and analysis.

Experiential Learning

You will be spending a significant amount of time between lectures, talking to customers. Each week your team will conduct customer interviews outside of class focused on a specific part of the business model canvas (BMC). This class is a simulation of what startups and entrepreneurship are like in the real world: chaos, uncertainty, impossible deadlines with insufficient time, conflicting input, etc. Reflection occurs during your weekly narrative and updated BMC using Launchboard and in-class PowerPoint (Ppt) presentations.

Team Teaching and the Inverted Lecture Hall

Sitting in the back of the classroom will be experienced instructors and professionals who have built and/or funded startups and have worked with entrepreneurial teams. We will not be “lecturing” in the traditional sense, but will be commenting on and critiquing each team’s progress. While the comments may be specific for each team, the insights are almost always applicable to all teams. Each week (starting week 3) we will introduce the theme for next week’s Ppt. Other mentors will be present in class to add to the feedback each team receives.

Peer-to-Peer Comments

The members of the teaching team and mentors will not be the only ones in the room with insights and valuable perspectives. Startups need a highly collaborative culture, and that means each student is an asset to every other student and team. While other teams are presenting the results of their weekly experiments, the rest of the class is expected to attentively listen, engage, and react to what they see and hear. Sharing questions, insights, experience, and contacts with each other is a key way to achieve results.

Class Culture

Startups communicate in a dramatically different style from the university or large company culture you may be familiar with. With critical time pressure, getting to the heart of key issues quickly is critical. The teaching team will challenge you to learn quickly and objectively, and to appreciate that, as entrepreneurs, you need to learn and evolve faster than you ever imagined possible. As part of the process, we also expect you to question us, challenge our point of view if you disagree, and engage in a real dialog with the teaching team.

Google Classroom

Google Classroom will be used for announcements, assignment posting, grading, articles, general administration, etc. for the class.

ASSIGNMENT INFORMATION

Pre-class Preparation

This class will hit the ground running. It assumes each week you will come into class having skimmed the assigned reading, **viewed the online lectures**, and prepared a set of contacts for next round of interviews. All narratives, updated BMC and interviews must be logged into the online tool, Launchboard.

Deliverables

Meaningful customer discovery requires the development of a minimum viable product (MVP). Therefore, each team should have the following applicable goals but it will depend on how far along each team is. Discussions with instructors regarding these deliverables are required.

1. Teams building a physical product must show an estimated or real bill of materials and a prototype (or drawing).
2. Teams building a software product/service will need to build the site or a mock-up of the product/service, create demand and have potential customers trying it. See <http://steveblank.com/2011/09/22/how-to-build-a-web-startup-lean-launchpad-edition/>.
3. Your weekly **documented interviews** are an integral part of your deliverables. This is required and is part of how we measure your progress. Post them on Launchboard.
4. Your team will present a weekly in-class Powerpoint (Ppt) **summary** of progress using a specified format (see below for format and schedule for dates of presentations and type. At least 2 of these presentations will be done by one student alone so everyone gets practice presenting. However, each week should have equal contribution from all team members to interview and create the slide show.
5. A final **“lessons learned” presentation** (Ppt) is required.

I-Corps Site Program Funding

Each team will receive, after successful application, around \$3K from the NSF/S&T I-Corps Site Program for monies spent on your project. Receipts are sent to or delivered to Misty House, I-Corps Site Program Coordinator (housem@mst.edu) and will be reimbursed through the financial process. Guidelines for the use of these funds can be found on the Google Classroom course site. In general, funds are to be used for customer discovery (travel expenses) and/or prototyping. If not spelled out clearly in the guidelines, please consult with your instructor or Misty (housem@mst.edu) before purchasing items.

GRADING POLICY

Grading Criteria

Grading will be done based on individual and team contribution to achievement of the goals of the course. This is not a business plan competition, but rather a process of developing the understanding of whether your idea is viable, what potential form it might take, and developing your skills to operate in a startup world.

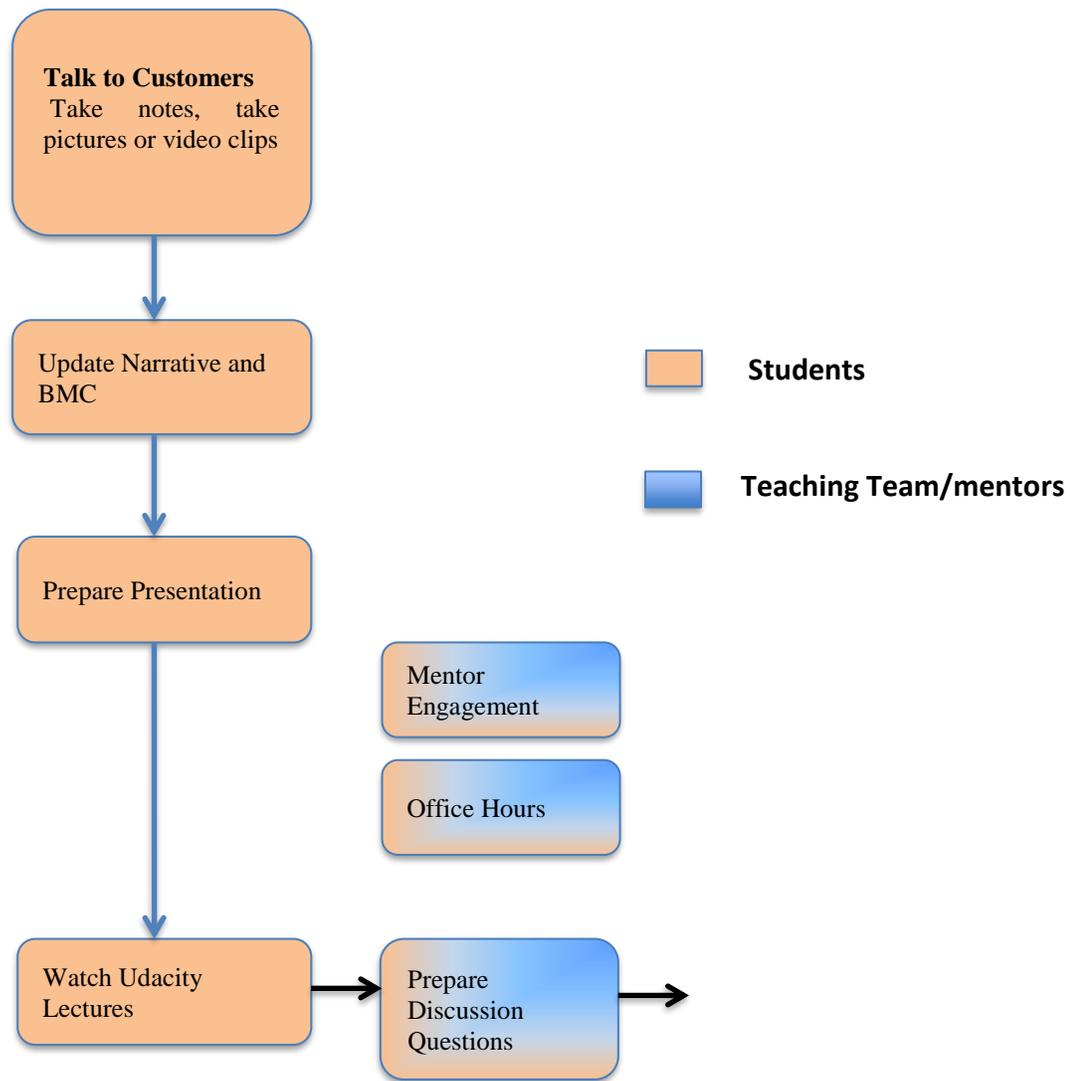
Course Grading Policy: The primary vehicle for accomplishing the course objectives is through class discussions built around presentations of the instructor, cases, and other materials. The intent of this methodology is to create an environment in which preparation for each class session results in each student’s ability to make a meaningful contribution to their own learning.

Grades for students will consist of the following points:

Out-of-the-building progress as measured by interview write-ups and presentations each week:
Weekly Lessons Learned PowerPoint Presentations: 100 points each x 8 presentations = 800
3. Final presentation: 200 points. Total Points: 1000

CLASS ROADMAP

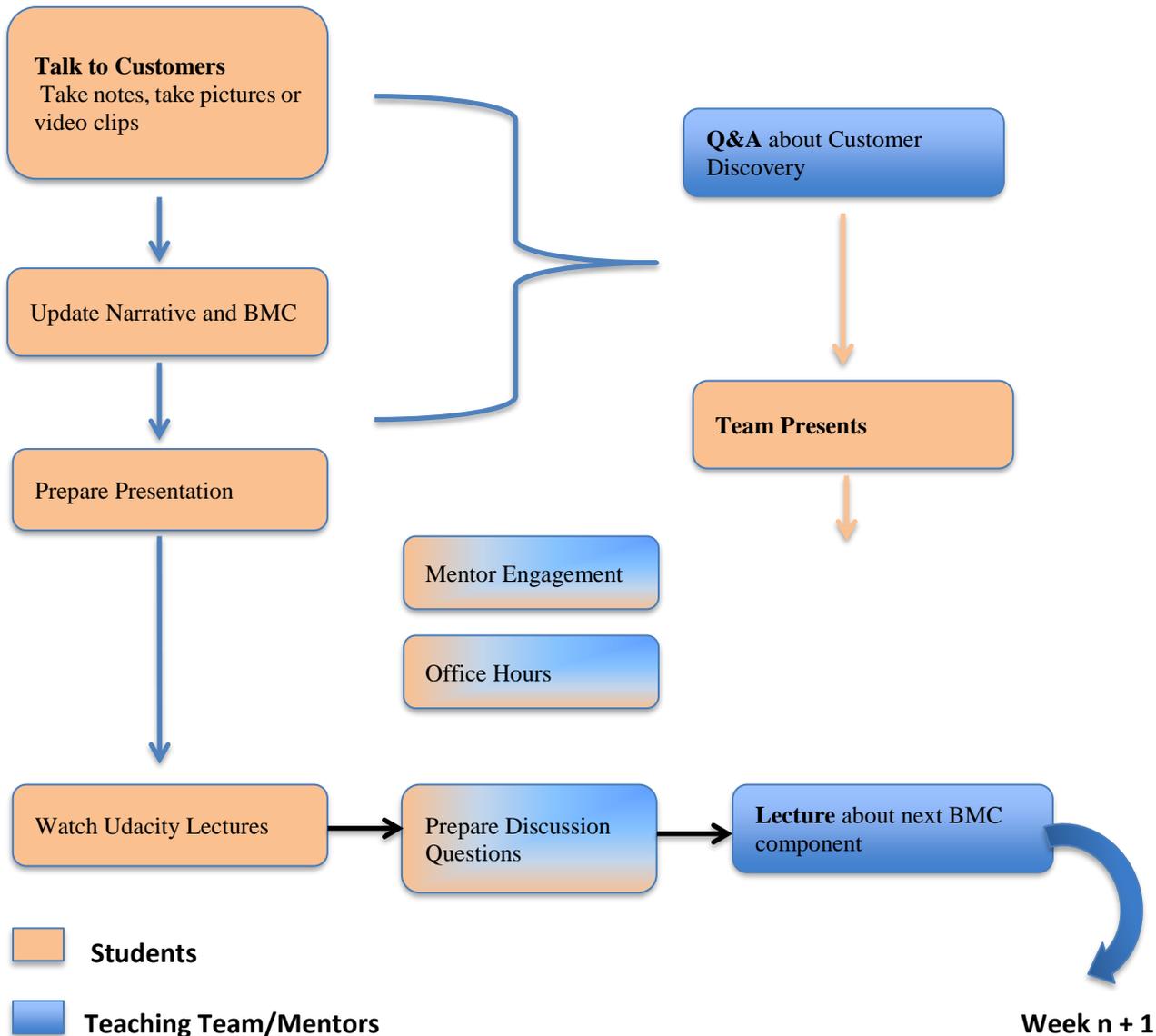
Students have weekly activities inside and outside the classroom.



Outside the classroom testing of the Business Model includes:

- Talk to customers in person or via video conference each week.
- Capture customer discovery progress and update the BMC on Launchboard.
- Take what is learned, assemble a 10-minute Lessons Learned Presentation and post on Google Classroom.
- Engage with their mentors as needed.
- Attend mandatory weekly office hours with mentors as a team (one hour).
- Review and develop customer discovery strategy with team members.
- Watch the video lectures on Udacity, speed read assigned chapters for the week and come prepared for classroom discussion.

Week n



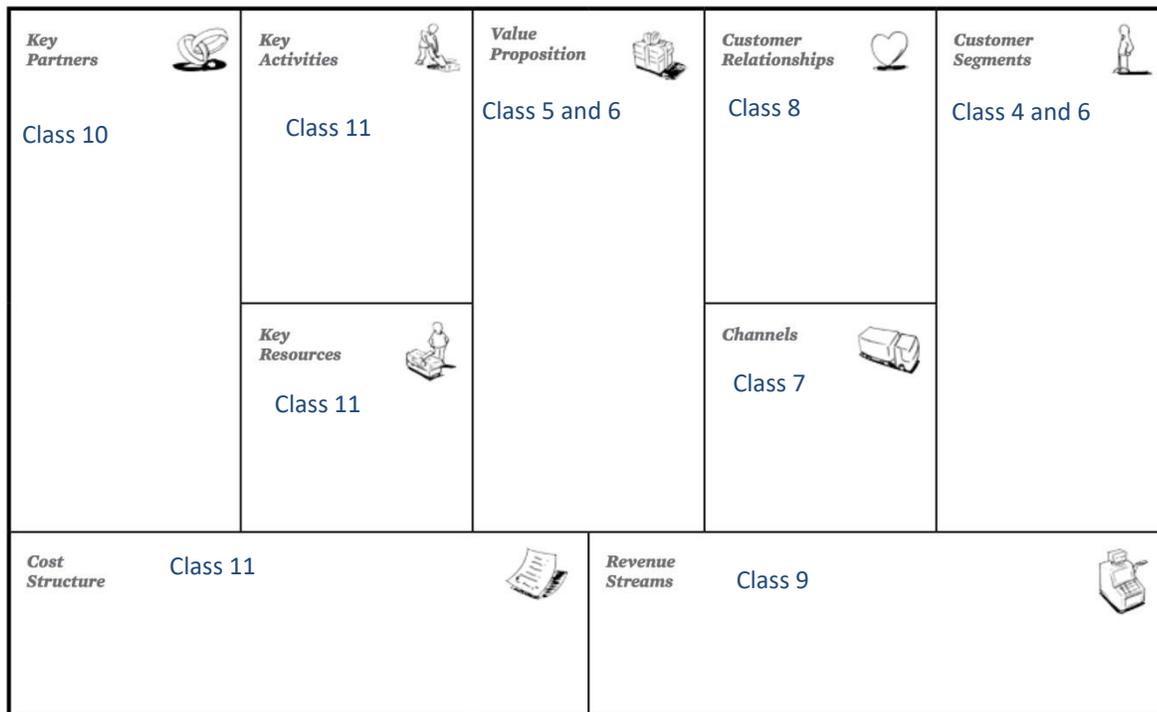
Inside the classroom:

- All teams meet as a group and engage in Q&A about what happened during the past week's Customer Discovery.
- Teams present and receive instructor and cohort critiques.
- Teaching team offers lecture on domain specific advice on one of the 9 business model building blocks or other areas to help prepare you for next week's Discovery (see diagram below, taken from Business Model Generation).
- Instructors conduct panel session where they compare and contrast similarities and differences of that week's BMC components.

Note: The work you will be presenting will be based on the Udacity video lecture assigned the prior week. The in-class video summary lecture will cover the upcoming week's BMC topic to prepare you for the discovery tasks for this week. That means we expect you to have watched that lecture prior to the following class.

Each week you are expected to have an updated version of your entire BMC, but your customer discovery should focus especially on the topic discussed in the prior week's class as well as discovery for areas you are still vetting.

The diagram below shows which BMC block your team will present for Customer Discovery at each class. Udacity lecture viewing is one week ahead of this schedule.



Guidelines for Weekly Team Interviews (Use “Launchboard to record your interview notes).

Interviews must include the following:

1. Who did you interview (name, title, company).
2. Type of engagement (in person, phone, email, video chat) and interview date.
3. Key insights (this is not a summary of your interaction. This is the Ah-Ha moment you experienced).
4. Interview description (use the following framework: What we thought before this meeting, what we learned from this meeting, and what we are doing as a result of this meeting).
5. Recordings, photos, or attachments.
6. Which parts of the BMC does the interview address (CS, VP, C, CR, RS, KP, KR, KA, CS).
7. Which hypotheses were validated or invalidated (for each hypothesis, select: don't care, nice to have or must have).

Guidelines for Cover Slide for Every Presentation

1. Name of team.
2. Team members' names.
3. Photo of each team member.
4. Graphic that describes product, service, or idea.

5. Value Proposition Statement: Who is product or idea for, what does it do, and why would they buy it.

Guidelines for Weekly Team Presentations

Each team is expected to speak to at least 7 customers every week. The 10-minute weekly team presentations are summaries of the team's findings during that week. Each week you are expected to have an updated version of your entire BMC, but **your customer discovery should focus primarily on the topic listed for the week, e.g., what was discussed at the end of previous class.** This is true regardless of whether you have pivoted and are re-exploring topics from earlier lectures. In the case of a pivot, which can be indicative of successful customer discovery, you will have to work doubly hard to cover earlier class topics and touch on current class topics in your weekly presentation.

WEEKLY STUDENT PRESENTATIONS

- **Class 4: Present Customer Segments Profile**
- **Class 5: Present Value Proposition Map**
- **Class 6: Product Market Fit**
- **Class 7: Channels**
- **Class 8: Customer Relationships**
- **Class 9: Revenue Streams**
- **Spring break week**
- **Class 10: Key Partners**
- **Class 11: Key Activities, Key Resources, and Cost Structure**
- **Break from classes to work on final project**
- **Class 12: Telling Your Customer Discovery Story**

Guidelines for Final Presentation

Deliverable: Each team will presentation a 5-7 minute "Lessons Learned" presentation about your business covering your journey after Week 4 (4-5 minutes for actual presentation plus 2-3 minutes for Q&A).

SUPPORT

- **What kind of support will our team have?**

The teaching team consists of instructors and mentors. A mentor is an experienced entrepreneur, investor or consultant. They've *volunteered* to help with the class and/or your team because they love startups and building an entrepreneurial mindset. Their job is to guide you as you get out of the building. You can meet with either instructors or mentors.

- **How often can we/should we meet with our instructors/mentor?**

They are expecting to meet with you *at least* every two weeks face-to-face or by Skype (or similar technology). You can email them or meet with them more often if they have time.

- **I have a busy schedule and my instructors/mentor can't meet when I want them to.**

Mentors have day jobs. Asking them to meet or reply to you ASAP is not acceptable. Please plan ahead to allow for a reasonable amount of time for a reply or meeting. Be concise with your request and be respectful of their time.

Team Dynamics

- **What roles are in each team?**

Traditionally, each team member is part of the “customer development team”. You have to figure out how to allocate the work.

- **What if my team becomes dysfunctional?**

Prepare to work through difficult issues. If the situation continues, approach the teaching team. Do *not* wait until the end of the semester to raise the issue.

- **What if one of my teammates is not "pulling his/her weight"?**

Try to resolve it within your team. If the situation continues *longer than a week*, please approach the teaching team. Final grades will also reflect individual participation and contribution.

- **What kind of feedback can I expect?**

Continual feedback

CLASS SCHEDULE

Key for resources:

SOM: Startup Owner’s Manual

BMG: Business Model Generation

VPD: Value Proposition Design

GC: Google Classroom

Date/Class	Topics	Team Presentation	Resources	Assignments Due
Class 1 22-Jan	<ul style="list-style-type: none"> • Welcome and Intros • Course overview and expectations • The 5 Whys? • Owelt IBMC Video: https://www.youtube.com/watch?v=f-8v_RgwGe0 • Reading Assignment 		Udacity Videos: Lesson 1 Lesson 2 3 Youtube Videos listed on GC	
Class 2 29-Jan	<ul style="list-style-type: none"> • Systems Thinking as a Method for Innovation • Problem Definition and Asset Mapping • Design Thinking as Method for Venture Development • Project/Team Selection • Project Pitch Assignment 		Udacity Videos: Lesson #6 Customer Segments Books: -BMG:14-49 -SOM: 1-75, 472, 112-122, 457-458	
Class 3 5-Feb Week 1	<ul style="list-style-type: none"> • Profile/Trigger • Communication: Overview, Feedback 		Udacity Videos: Lesson #5	

I-Corps Site	<p>and Interviewing Questions</p> <ul style="list-style-type: none"> • Class activity – Customer Segment Profile 		<p>Value Propositions</p> <p>Books: -BMG:14-49 -SOM: 1-75, 472, 112-122, 457-458 -VPD: Ch 1 and 2</p>	
Class 4 12-Feb Week 2 I-Corps Site	<ul style="list-style-type: none"> • Value Proposition Map/Trigger Questions • Class Activity-Value Proposition Map 	Present Customer Segment Profile	<p>Udacity Videos: Lesson 3 Lesson 4</p> <p>Books: -BMG: 134-145, 161-169, 200-211 -SOM: 85-97, 203-226, 260-266, 476 -VPD: Ch 3</p>	<p>Ppt Presentation: (Customer Segment Profile) due on Google Classroom by midnight before class 4.</p> <p>Minimum of 7 interviews posted on LB by midnight before class 4.</p>
Class 5 19-Feb Week 3 I-Corps Site	<ul style="list-style-type: none"> • Product Market Fit Map 	Present Value Proposition Map	<p>Udacity Videos: Lesson 7</p> <p>Books: -BMG: 134-145, 161-169, 200-211 -SOM: 85-97, 203-226, 260-266, 476 -VPD: Ch 4</p>	<p>Ppt Presentation (Value Proposition Map) due on Google Classroom by midnight before class 5.</p> <p>Minimum of 7 interviews posted on LB by midnight before class 5.</p>
Class 6 26-Feb Week 4 I-Corps Site	<ul style="list-style-type: none"> • Channels 	Present Product Market Fit	<p>Udacity Videos: Lesson #8</p> <p>Books: -BMG: 147-159</p>	<p>Ppt Presentation (Product Market Fit) due on Google Classroom by midnight before class 6.</p>

			-SOM: 98-111, 243-244, 332-343, 406-412, 478	Minimum of 7 interviews posted on LB by by midnight before class 6.
Class 7 5-Mar	<ul style="list-style-type: none"> • Customer Relationships 	Present Channels	<p>Udacity Videos: Lesson #9</p> <p>Books: -SOM: 126-168, 296-351, 480-482, 490</p>	<p>Ppt Presentation (Channels) due on Google Classroom by midnight before class 7.</p> <p>Minimum of 4 interviews posted on LB by midnight before class 7.</p>
Class 8 12-Mar	<ul style="list-style-type: none"> • Revenue Streams 	Present Customer Relationships	<p>Udacity Videos: Lesson #10</p> <p>Books: -SOM: 180-188,260-269, 438-456, 528</p>	<p>Ppt Presentation (Customer Relationships) due on Google Classroom by midnight before class 8.</p> <p>Minimum of 4 interviews posted on LB by midnight before class 8.</p>
Class 9 19-Mar	<ul style="list-style-type: none"> • Key Partners 	Present Revenue Streams	<p>Udacity Videos: Lesson #11</p> <p>Books: -SOM: 176-179, 406-411, 484</p>	<p>Ppt Presentation (Revenue Streams) due on Google Classroom by midnight before class 9.</p> <p>Minimum of 4 interviews posted on LB by midnight before class 9.</p>
Class 10 2-Apr	<ul style="list-style-type: none"> • Key Resources • Key Activities 	Present Key Partners	You are done with video	Ppt Presentation (Key Partners)

	<ul style="list-style-type: none"> • Key Costs 		lessons.	<p>due on Google Classroom by midnight before class 10.</p> <p>Minimum of 4 interviews posted on LB by midnight before class 10.</p>
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Class 11 9-Apr	<ul style="list-style-type: none"> • Storytelling 	Present Key Resources, Activities, Costs		<p>Ppt Presentation (Key Resources, Activities, Costs) due on Google Classroom by midnight before class 11.</p> <p>Minimum of 1 interview posted on LB by midnight before class 11.</p>
No Class 16-Apr	Use this week to work on your final project.			
Class 12 23 Apr.	View Missouri S&T Student Final Presentations and Discuss	None		N/A
Class 14 30-Apr		Final Presentation- Story of your Journey		Ppt Presentation (Story of your Journey) due on Google Classroom by midnight before class 12.
Class 15 7 May	Wrap-up Session			N/A

Watch these videos before 22-Jan:

Watch these videos before class 2, on YouTube along with the required Udacity videos for the week.

- Steve Blank, “How to Build a Startup course overview,”

- <https://www.youtube.com/watch?v=VZvgi6B2JZs>
- Strategyzer, “Business Model Canvas Explained,”
<https://youtu.be/QoAOzMTLP5s>
- Strategyzer, “Ep 1 - Getting From Business Idea to Business Model”,
<https://youtu.be/wwShFsSFb-Y>

Required Online Lectures are on Udacity:

<https://www.udacity.com/course/viewer#!c-ep245/l-48743167/m-48751039>

Other Videos of Interest:

- <http://startupweekend.wistia.com/projects/zt618zz0r7> (The Phases of Customer Discovery) and
- <http://startupweekend.wistia.com/projects/8ss0rm03pj> (Conducting Customer Discovery Interviews)
- <http://businessmodelalchemist.com/blog/2012/08/achieve-product-market-fit-with-our-brand-new-value-proposition-designer.html> (Alexander Osterwalder)
- <http://businessmodelalchemist.com/blog/2012/09/test-your-value-proposition-supercharge-lean-startup-and-custdev-principles.html> (Alexander Osterwalder)
- http://www.slideshare.net/dmc500hats/startup-metrics-for-pirates-nov-2012?qid=3220f1fe-6ab3-4d09-8dff-30dfe44c8508&v=default&b=&from_search=2
- <http://www.slideshare.net/markleslie01/0110-business-model02>
- <http://www.slideshare.net/sblank/lessonslearned-day-presentation-skills-training>
- <http://www.slideshare.net/sblank/>

OTHER COURSE AND UNIVERSITY POLICIES

Class Policies:

Academic Integrity/Plagiarism:

- You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Student Conduct Code.
- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. Plagiarism and cheating will not be tolerated.
- Academic dishonesty must be reported to the Office of Academic Affairs for possible action. The instructor shall make an academic judgment about the student’s grade on that work and in that course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website: <http://www.umsl.edu/services/academic/policy/academic-dishonesty.html>

Access, Disability and Communication:

- Students who have a health condition or disability, which may require accommodations in order to participate effectively in this course, should contact

the **Disability Access Services Office**. Information about your disability is confidential.

- **144 Millennium Student Center**
- Phone: **(314) 516-6554**
- Website: <http://www.umsl.edu/services/disabled/>
- If you have difficulty communicating in English with the instructor of this course, contact the **Office of International Students and Scholar Services**:
 - Phone: (314) 516-5229
 - Email: iss@umsl.edu
 - Website: <http://www.umsl.edu/~intelstu/contact.html>

Student Support and Services:

Technical Support:

- Canvas: If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**
 - Phone: (314) 516-6034
 - Email: helpdesk@umsl.edu
 - Website: <http://www.umsl.edu/technology/tsc/>

Academic Support:

- **The Online Writing Lab**: At our My Gateway site, students can send their papers to our tutors, who will read them and send them back with suggestions. Students can also access Turnitin, which identifies quoted material in their essays.
 - Visit the online Writing Lab page on MyGateway to submit drafts online.
 - We try to respond within 48 hours, but it may take longer, so allow ample time.
- **NetTutor**: Online tutoring in many subjects is now available through NetTutor. In your courses on MyGateway, click on Tools and select NetTutor® to log in.

Student Services:

- The **Student Retention Services** offers assistance tailored to specific student needs.

Grading Scale:

90 or above	A	90.00 o 91.99	A-
88.00 to 89.99	B+	82.00 to 87.99	B
80.00 to 81.99	B-	78.00 to 79.99	C+
72.00 to 77.99	C	70.00 to 71.99	C-
68.00 to 69.99	D+	62.00 to 67.99	D
60.00 to 61.99	D-	Below 60.00	F