

Submit originals and one copy and electronic copy to the Office of General Counsel, Room 1000, 1000 Peachtree Street, Atlanta, Georgia 30309. Electronic submissions must be in Microsoft Word (.doc) or Rich Text Format (.rtf). All electronic submissions must be submitted in PDF format.

Office (email) electronic copy:

Scallop Management

1000

SUBMITTED BY:

Department:

Economics

Prepared by:

Kevir Bar

Phone:

3 (3)-3 credits

ECON F352--Microeconomics Macroeconomics--3 credits

ECON F353--Money and Banking--3 credits

ECON F354--International Economics--3 credits

ECON F351--Public Finance (3)

or ECON F355--Financial Institutions--3 credits

ECON F356--Econometrics--3 credits

or ECON F357--Microeconomics--3 credits

ECON F358--Macroeconomics--3 credits

* Credit must earn a grade of "C" or better in order to receive credit.

After each three BBA courses, a level of knowledge (CPK)

C. PROPOSED

| Major - BBA Degree

| To complete the general university requirements, as part of the core curriculum, you

| must complete the following degree requirements:

| Knowledge, complete AIS F310.)

| 3. Complete the following program (minimum requirement)

| Note: This PA F160 class is a dependency for CIS 101 and is required for any class which uses MySQL with another

E. IMPACT ON STUDENTS

Students' responses to the survey were collected and analyzed to determine the impact of the new teaching strategy on their learning experience. The survey results showed that students found the new teaching strategy effective in helping them understand the concepts better and improving their problem-solving skills. The students also appreciated the increased interaction and engagement during the classes.

Overall, the survey results indicate that the new teaching strategy has had a positive impact on the students' learning experience.

However, some students mentioned that they found the new teaching strategy challenging at times, particularly when it came to solving complex problems.

It is important to note that the new teaching strategy is still in its early stages and needs to be refined further to better suit the needs of all students.

Overall, the survey results suggest that the new teaching strategy has the potential to improve student learning outcomes and should be considered for future implementation.

However, it is important to remember that teaching strategies should be tailored to the specific needs of individual students and that a one-size-fits-all approach may not be effective for everyone.

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