

ETS Major Field Test (Practice Test): Bachelor's Degree in Business

The common characteristic possessed by all assets is

- a) Long life
- b) Great monetary value
- c) Tangible nature
- d) Future economic benefit

d) Future economic benefit

Which Foreign Direct Investment (FDI) attempts to acquire particular resources at a lower real cost than could be obtained in the home country?

- a) Market-seeking FDI
- b) Efficiency-seeking FDI
- c) Resource-seeking FDI
- d) Strategic asset-seeking FDI

c) Resource-seeking FDI

Under the Uniform Commercial Code (UCC) statute of frauds, which of the following terms must be included in writing in order to satisfy the writing requirement?

- a) The price of the goods.
- b) The quantity of the goods.
- c) The signatures and names of the buyer and the seller
- d) The time and place for delivery

b) The quantity of the goods

Which of the following is an appropriate Federal Reserve action to stimulate the United States economy?

- a) Selling government bonds on the open market
- b) Increasing the discount rate
- c) Reducing the reserve requirement
- d) Cutting taxes

c) Reducing the reserve requirement

Which of the following is true with regard to an exculpatory clause?

- a) An exculpatory clause excuses one party from liability for his/her own tortious conduct.
- b) Where one party has a superior bargaining position that has enabled him/her to impose an exculpatory clause upon the other, the courts are inclined to nullify the provision.
- c) An exculpatory clause may be unenforceable for unconscionability.

Ets Major Field Test Study Guide

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Weathersby, Thomas Heinzen, Robin
Freyberg**



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The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S.

Brophy, 2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume Handbook contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The Handbook s first volume emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field Statistics for the Behavioral Sciences Study Guide

& SPSS Manual Susan A. Nolan, Robert Weathersby, Thomas Heinzen, Robin Freyberg, 2008-06-10 This manual for the statistical packages SG SPSS accompanies Statistics for the Behavioral Sciences The Sociology Student's Guide to Writing Angelique Harris, Alia R. Tyner-Mullings, 2016-12-20 The Sociology Student s Guide to Writing by Angelique Harris and Alia R Tyner Mullings is a brief economical reference work that gives practical advice about the writing tasks and issues that undergraduate students face in their first sociology courses Along with more traditional topics it incorporates valuable information about composing emails writing for online forums and using technology for information gathering and note taking Used by itself or in combination with other texts this book will increase the quality of student writing and enhance their knowledge of how sociologists communicate in writing Assessing Student Outcomes - Why, Who, What, How? J.

Fredericks Volkwein, 2011-11-22 This volume offers administrators and practitioners a summary guide to assessment in higher education from the reasons for undertaking assessment to the delivery of findings It opens with the questions that precede an effective study and drive research design To what extent is the study aimed at educational improvement and to what extent is it aimed at external accountability Are the results expected to demonstrate goal attainment improvement comparison to others meeting standards cost effective investment What is the population from whom assessment data are being collected Are we measuring the knowledge and skills of individuals and making decisions about their remediation certification or development Or are we sampling from particular groups of students and comparing them to each other or

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thinking can enhance all areas of life Ramani Durvasula California State University Los Angeles The single most impressive aspect is the concrete plan outlined for how students can plan for applying to graduate school as early as their freshman year Stacy Bender Alfred University

Assessing Student Learning Linda Suskie, 2018-02-13 Assessing Student Learning is a standard reference for college faculty and administrators and the third edition of this highly regarded book continues to offer comprehensive practical plainspoken guidance The third edition adds a stronger emphasis on making assessment useful greater attention to building a culture in which assessment is used to inform important decisions an enhanced focus on the many settings of assessment especially general education and co curricula a new emphasis on synthesizing evidence of student learning into an overall picture of an integrated learning experience new chapters on curriculum design and assessing the hard to assess more thorough information on organizing assessment processes new frameworks for rubric design and setting standards and targets and many new resources Faculty administrators new and experienced assessment practitioners and students in graduate courses on higher education assessment will all find this a valuable addition to their bookshelves

Improving Quality in American Higher Education Richard Arum, Josipa Roksa, Amanda Cook, 2016-05-02 An ambitious comprehensive reimagining of 21st century higher education Improving Quality in American Higher Education outlines the fundamental concepts and competencies society demands from today's college graduates and provides a vision of the future for students faculty and administrators Based on a national multidisciplinary effort to define and measure learning outcomes the Measuring College Learning project this book identifies essential concepts and competencies for six disciplines These essential concepts and competencies represent efforts towards articulating a consensus among faculty in biology business communication economics history and sociology disciplines that account for nearly 40 percent of undergraduate majors in the United States Contributions from thought leaders in higher education including Ira Katznelson George Kuh and Carol Geary Schneider offer expert perspectives and persuasive arguments for the need for greater clarity intentionality and quality in U S higher education College faculty are our best resource for improving the quality of undergraduate education This book offers a path forward based on faculty perspectives nationwide Clarify program structure and aims Articulate high quality learning goals Rigorously measure student progress Prioritize higher order competencies and disciplinarily grounded conceptual understandings A culmination of over two years of efforts by faculty and association leaders from six disciplines this book distills the national conversation into a delineated set of fundamental ideas and practices and advocates for the development and use of rigorous assessment tools that are valued by faculty students and society Improving Quality in American Higher Education brings faculty voices to the fore of the conversation and offers an insightful look at the state of higher education and a realistic strategy for better serving our students

Measuring College Learning Responsibly Richard Shavelson, 2010 This book examines current practices in assessment of learning and accountability at a time when accrediting boards the federal government and state legislatures are requiring higher

education to account for such outcomes as student retention graduation and learning

Resources in Education ,2000

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