

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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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 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 perhaps to themselves over time

The core of the volume is devoted to the objects of assessment basic skills general education knowledge attainment in the major personal growth attitudes and satisfaction and alumni outcomes keeping in mind both cognitive and noncognitive measures One chapter describes common obstacles to effective assessment others describe conceptual models research methods and data collection strategies and instruments The concluding chapter underscores the importance of communicating research results effectively This is a special volume of the Jossey Bass higher education quarterly report series New Directions for Institutional Research Always timely and comprehensive New Directions for Institutional Research provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination information analysis program evaluation and institutional management

Assessment Essentials Trudy W. Banta, Catherine A. Palomba, 2014-09-09 A comprehensive expansion to the essential higher education assessment text This second edition of Assessment Essentials updates the bestselling first edition the go to resource on outcomes assessment in higher education In this thoroughly revised edition you will find in a familiar framework nearly all new material examples from more than 100 campuses and indispensable descriptions of direct and indirect assessment methods that have helped to educate faculty staff and students about assessment Outcomes assessment is of increasing importance in higher education especially as new technologies and policy proposals spotlight performance based success measures Leading authorities Trudy Banta and Catherine Palomba draw on research standards and best practices to address the timeless and timeliest issues in higher education accountability New topics include Using electronic portfolios in assessment Rubrics and course embedded assessment Assessment in student affairs Assessing institutional effectiveness As always the step by step approach of Assessment Essentials will guide you through the process of developing an assessment program from the research and planning phase to implementation and beyond with more than 100 examples along the way Assessment data are increasingly being used to guide everything from funding to hiring to curriculum decisions and all faculty and staff will need to know how to use them effectively Perfect for anyone new to the assessment process as well as for the growing number of assessment professionals this expanded edition of Assessment Essentials will be an essential resource on every college campus

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

Getting Into Graduate School Gregory J. Privitera, 2014-07-15 In this exciting new book experienced author professor and teacher Gregory J Privitera 2013 Advisor of the Year at St Bonaventure University and recipient of the SBU Award for Professional Excellence in teaching in 2014 draws on his extensive expertise to give students a step by step plan for success in preparing for and applying to graduate school Broad in scope and rich in detail Getting Into Graduate School includes insights into how graduate school selection committees decide on candidates a concrete freshman to senior year plan and samples of application materials resumes and cover letters This empowering book provides everything students in psychology and the behavioral sciences need to map their course to academic and professional success Privitera helps students to keep their eye on a goal and a prize from day one of college and he helps them to understand that long term 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

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

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

Resources in Education ,2000

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