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This book is the first and only study guide available to help students prepare for the Major Field Test for the MBA. It provides over 120 sample test questions, key business ratios, and a helpful roadmap for taking the examination. In addition, it provides key business concepts with definitions. As a bonus, several concepts are accompanied with additional references, examples, and go-to web sites to provide more depth and insight. In the second edition all mathematical questions are accompanied with detailed solutions.

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Developed by the best subject matter experts in the business field, South-Western's Certified MBA Exam Prep Guide delivers nearly 1700 highly-targeted practice exam questions aligned directly with the objectives for the 10 key subject areas covered in the actual CMBA Exam: Financial Accounting, Management Accounting, Quantitative Analysis, Microeconomics, Macroeconomics, Finance, Marketing Management, Operations Management, Organizational Behavior and Strategy.These subject areas reflect the four core curriculum areas required across all accredited MBA programs.Complete with answers and test-taking tips, this CMBA Exam Prep Guide also provides study inventories to measure your understanding and lists of additional resources all designed to help fully prepare you for success on the CMBA Exam. Now, more than ever, your future depends on taking responsibility for your individual success as a business professional. Step up.

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While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning, the higher education community is divided between those who support national standardized tests to compare institutions' educational effectiveness, and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their educational journeys. This book espouses the latter philosophy—what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning. She believes that assessment needs to be humanized, as opposed to standardized, to take into account the demographics of institutions, as students do not all start at the same place in their learning. Students also need the tools to assess their own progress. In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years, such as the development of technology-enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning, Maki focuses on ways to deepen program and institution-level assessment within the context of collective inquiry about student learning. Recognizing that assessment is not initially a linear start-up process or even necessarily sequential, and recognizing that institutions develop processes appropriate for their mission and culture, this book does not take a prescriptive or formulaic approach to building this commitment. What it does present is a framework, with examples of processes and strategies, to assist faculty, staff, administrators, and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning. This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels. It provides the tools for collective inquiry among faculty, staff, administrators and students to develop evidence of students' abilities to integrate, apply and transfer learning, as well as to construct their own meaning. Each chapter also concludes with (1) an Additional Resources section that includes references to meta-sites with further resources, so users can pursue particular issues in greater depth and detail and (2) worksheets, guides, and exercises designed to build collaborative ownership of assessment. The second edition now covers: * Strategies to connect students to an institution's or a program's assessment commitment * Description of the components of a comprehensive institutional commitment that engages the institution, educators, and students--all as learners * Expanded coverage of direct and indirect assessment methods, including technology-enabled methods that engage students in the process * New case studies and campus examples covering undergraduate, graduate education, and the co-curriculum * New chapter with case studies that presents a framework for a backward designed problem-based assessment process, anchored in answering open-ended research or study questions that lead to improving pedagogy and educational practices * Integration of developments across professional, scholarly, and accrediting bodies, and disciplinary organizations * Descriptions and illustrations of assessment management systems * Additional examples, exercises, guides and worksheets that align with new content

The Handbook of Understanding and Measuring Intelligence provides an overview of recent studies on intelligence to help readers develop a sound understanding of results and perspectives in intelligence research. In this volume, editors Oliver Wilhelm and Randall W. Engle bring together a group of respected experts from two fields of intelligence research, cognition and methods, to summarize, review, and evaluate research in their areas of expertise. The chapters in this book present state-of-the-art examinations of a particular domain of intelligence research and highlight important methodological considerations, theoretical claims, and pervasive problems in the field.

Peterson's CompetitiveEdge: A Guide to Graduate Business Programs 2013 is a user-friendly guide to hundreds of graduate business programs in the United States, Canada, and abroad. Readers will find easy-to-read narrative descriptions that focus on the essential information that defines each business school or program, with photos offering a look at the faces of students, faculty, and important campus locales. Quick Facts offer indispensable data on costs and financial aid information, application deadlines, valuable contact information, and more. Also includes enlightening articles on today's MBA degree, admissions and application advice, new business programs, and more.

This fifth volume in our book series on Research in Management Education and Development (Information Age Publishing) is devoted toward an empirical and conceptual examination of some long-standing criticisms of graduate management education. This volume also showcases a wide variety of innovative experiments in new visions of Master's level graduate management education. We draw upon a rich array of USA and non-USA scholars and empirical sources in this volume and we are most grateful to our volume's distinguished academic contributors for sustaining our book series aspiration to both reflect upon and shape innovative thinking and practice on important issues of management education and development. The over-arching theme in each chapter is the need for each innovation to be integrated within the larger body of curriculum, program structures and pedagogic practices of the innovative Business School and its overall management education curriculum. Piecemeal and stand-alone versions of each innovation are seen more as pilots for early stage demonstration of the value of the innovation. Each chapter argues for a more holistic approach to embedding each innovation within the fabric of the entire business school and graduate management education enterprise. This call for holistic, integrative approaches to graduate management education is amply demonstrated in many chapters of this volume and we sincerely hope that you will find some inspiration in the forthcoming pages for furthering your own educational vision.

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The Oxford Handbook of Undergraduate Psychology Education is dedicated to providing comprehensive coverage of teaching, pedagogy, and professional issues in psychology. The Handbook is designed to help psychology educators at each stage of their careers, from teaching their first courses and developing their careers to serving as department or program administrators. The goal of the Handbook is to provide teachers, educators, researchers, scholars, and administrators in psychology with current, practical advice on course creation, best practices in psychology pedagogy, course content recommendations, teaching methods and classroom management strategies, advice on student advising, and administrative and professional issues, such as managing one's career, chairing the department, organizing the curriculum, and conducting assessment, among other topics. The primary audience for this Handbook is college and university-level psychology teachers (at both two and four-year institutions) at the assistant, associate, and full professor levels, as well as department chairs and other psychology program administrators, who want to improve teaching and learning within their departments. Faculty members in other social science disciplines (e.g., sociology, education, political science) will find material in the Handbook to be applicable or adaptable to their own programs and courses.

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