UExcel® Official Content Guide

TAKE ADVANTAGE OF ONLINE
PRACTICE EXAMS
SEE PAGE 2 FOR DETAILS

College Writing

CREDIT HOURS
3

LEVEL
LOWER

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Exam-takers **enrolled** in an Excelsior College degree program should ask their academic advisor where this exam fits within their degree program.

Exam-takers **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll in an Excelsior College degree program should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The exam consists of two (2) extended response questions (writing prompts). You should expect to prepare college-level essays in response to these prompts. Essays that receive high ratings tend to have responses that are approximately 500–600 words in length. A long response is not automatically a good one. Ratings at the upper end of the scale require demonstration of higher-order analytical and evaluative skills, and the ability to work through complex rhetorical issues in writing. It is difficult to provide good evidence of these skills in few words. You should do your best to respond to all parts of each question. Your score will be reported as a letter grade. Unless your essays must be mailed to human raters for scoring, you will receive your grade upon exiting the testing center. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

How Your Responses Are Rated

Each College Writing response is submitted for rating as soon as you complete your exam. An electronic "scoring engine" called IntelliMetric™ analyzes each response according to a complex series of criteria based on artificial intelligence. IntelliMetric™ is calibrated to make the same judgments on the quality of your writing that a human rater would make, and has been proven to match human raters consistently. By using this electronic rating, we are able to provide most test takers with a grade report — including feedback on the dimensions of Focus & Meaning, Content & Development, Organization, Language Use & Style, and Mechanics & Conventions — before they leave the testing center. We expect, however, that a small number of responses will not receive an immediate electronic rating.

Factors that might lead a paper to be unscorable include:

a. Too short

b. Off topic

c. Repetitious

d. Insufficient development

e. Too many unknown words
f. Major syntax problems
g. Copied prompt rather than responding to it
h. Unknown (for example: paper written in a foreign language or in the form of a poem)
i. Deleted response (be sure you have not inadvertently highlighted text in your essay and typed over it, deleting what you intended to add to)

By being aware of these scorability factors up front, you may be able to avoid submitting a paper that IntelliMetric™ cannot score. If this does happen, though, you will receive a Grade Report Information form indicating that your examination cannot be scored electronically. In this case, your responses are forwarded to expert human raters. Their ratings are then submitted to Excelsior College, and a grade report will be printed and mailed to you within approximately 30 days of your test date.

Computer-Delivered Testing

Your exam will be delivered by computer. The questions — including stimulus material such as the texts for analysis — will be presented on the computer screen. You will enter your answers on the computer, using a simple word processing function that is explained on a Directions screen before you begin. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

If you are used to analyzing or critiquing a text by marking it up, you will need to prepare yourself to handle text presented to you on a computer screen. You may want to develop a system for indicating what part of the text your note applies to, using screen number, location on screen, etc. If possible, spend some time reading from a computer workstation if this is not something you are accustomed to doing.

We strongly encourage you to use the online tutorial before taking your exam at Pearson VUE Testing Centers. To access the tutorial, go to **www.pearsonvue.com/uexcel** and click on the Pearson VUE Tutorial link on the right hand side of the page.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online, at:
www.excelsior.edu/bookstore

Bookstore staff are available, Eastern time:
Monday–Thursday: 7:00 AM – 9:00 PM
Friday: 7:00 AM – 6:00 PM
Saturday: 8:00 AM – 5:00 PM
Sunday: noon – 4:00 PM

Phone: 800-325-3252 (International 573-441-9179)
Fax: 800-325-4147 (International 573-446-5254)

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 90-day period.

Open Educational Resources

Open Educational Resources (OER) are learning materials that are **freely available** to learners via the Web. These materials may include brief lessons on very specific topcs, e-textbooks, and podcasts, and even university courses you can download. These resources can introduce you to new information, broaden your knowledge of particular subject matter, and enrich your understanding of exam and course topics.

Alternatives to Purchasing New Textbooks

Many students know it is less expensive to buy a textbook used instead of new. Did you know that, often, a previous edition is an option to purchasing the latest edition? Other options are good quality Open Textbooks (a type of OER) and low-cost textbooks.

Sites for open or low cost textbooks:

BC Campus (Canada), open.bccampus.ca/find-open-textbooks (free)

Bookboon bookboon.com/en/textbooks-ebooks (free)

Bookshare www.bookshare.org/cms (free download for people with print disabilities)

Boundless www.boundless.com/textbooks ($19.99 for an e-textbook)

Flat World Knowledge catalog.flatworldknowledge.com — offers 4 options for textbooks: online book, only, $24; digital/e-book, $42; black and white printed textbook, $69; color print textbook, $134. (May 6, 2015)

Open Stax openstaxcollege.org/books — Available formats: free PDF download; read online; read epub; low cost print copy (under $50, in most cases)

OpenTextbookStore www.opentextbookstore.com/catalog.php — mathematics textbooks, links to free textbooks

Saylor Media Library saylor.longsight.com has links to free online articles, books, and presentations

NOTE: If you choose to use anything other than the recommended resources, compare the table of contents of the alternate text to the exam's content outline in the content guide.

Excelsior College Library

Access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. **The library is available to enrolled Excelsior College students only.** To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- Millions of the world's most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Enrolled Excelsior College students can use this service (available through SMARTHINKING™) to connect with tutors who have been trained in a variety of academic subjects. For details, log on to your MyExcelsior page, find the Resources tab, and click on the link under Free Tutoring – Smarthinking.

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. **Enrolled students have automatic access from their MyExcelsior page.**

Preparing for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week, college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a three-credit course in a subject they don't know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- ***preview or survey*** each chapter
- ***highlight or underline text*** you believe is important
- ***write questions or comments*** in the margins
- ***practice re-stating content*** in your own words
- ***relate what you are reading*** to the chapter title, section headings, and other organizing elements of the textbook

- ***find ways to engage*** your eyes, your ears, and your muscles, as well as your brain, in your studies
- ***study with a partner or a small group*** (if you are an enrolled student, search for partners on MyExcelsior Community)
- ***prepare your review notes*** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at **www.excelsior.edu/testprep**.

Preparing for This Exam

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ in other editions.**

This content outline contains examples that illustrate the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

After the sample questions, you will find rationales for them (with the correct answer printed in bold). The rationales explain why the answer is correct and the other choices are wrong. The number in parentheses at the beginning of each rationale refers to the appropriate section of the content outline. Especially if you chose one of the wrong answers, you should return to its section of the content outline for additional study.

Recommended Resources for the UExcel Exam in College Writing

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 2 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Recommended Textbook

Excelsior College. *Course Guide for UExcel College Writing*. Albany: Excelsior College.

The units in the Course Guide, along with the two textbooks, are designed to 1) move you from simpler narrative and descriptive writing tasks to the kinds of analytical and persuasive writing that you will be expected to do in your college experience; 2) help you improve your mechanical skills; 3) provide explicit experience with the types of questions you will encounter when you sit for the College Writing exam. The Guide also contains advice on how to lay out a study plan that links the learning presented in the units of the Course Guide with the expectations set out in the exam questions. When you purchase the guided learning package, the Course Guide you receive will match the edition of the textbooks included in the package.

Axelrod, Rise B. and Charles R. Cooper. *The St. Martin's Guide to Writing.* Boston: Bedford/ St. Martin's.

Hacker, Diana. *A Writer's Reference*. Boston: Bedford/ St. Martin's.

These study materials may be purchased from the Excelsior College Bookstore.

Open Educational Resources

Saylor Foundation: English Composition I
http://www.saylor.org/courses/engl001/

The Saylor Foundation provides free, high quality courses through online, self-paced, free learning resources.

Excelsior College Online Writing Lab
http://owl.excelsior.edu/

Reducing Textbook Costs

For other ways to reduce textbook costs, see page 2, Alternatives to Purchasing New Textbooks.

Practice Exam: MY Access!® Learning Tool

MY Access!® College: UExcel® Edition is an on-line learning tool for students wishing to improve their academic writing skills. MY Access! College: UExcel Edition uses the same "scoring engine" — called IntelliMetric™ — that is used in scoring your exam at the testing center, but you can use it again and again to practice different aspects of writing and receive detailed diagnostic feedback that will help you to improve. MY Access! College: UExcel Edition will truly enable you to be your own writing teacher! While the prompts provided in the MY Access! College: UExcel Edition program are not exactly like those on the College Writing examination, studies have shown that the more guided writing you do, the better your writing becomes. In addition to the prompts and five categories of feedback (focus and meaning, content and development, organization, language use and style, and mechanics and conventions), MY Access! College: UExcel Edition provides a complete suite of writer's tools like grammar and spelling checkers, a thesaurus, and a writing portfolio. All of this is housed on the Web, so it is available to you 24/7, wherever you can log on to the MY Access! College: UExcel Edition website. You can also use MY Access! College: UExcel Edition to practice writing tasks you may face in other courses.

This resource is available to purchase at http://www.vantageonlinestore.com/product.php?productid=16312&cat=249&xid=56a271aec6d25a086ac1936a948d51d1

SECTION TWO

Description of Questions

General Description of the Examination

The UExcel examination in College Writing corresponds to an introductory, one-semester course in college writing. It measures the ability to persuade a reader to pursue a specified course of action, using personal knowledge and experience to support a proposal, and to analyze and respond appropriately to written texts that represent opposing viewpoints, using the Modern Language Association (MLA) style of citation. In general, the examination measures the ability to organize knowledge, ideas, and information; to adopt rhetorical strategies such as narration, illustration, explanation, and description in appropriate ways; to adopt and maintain a tone and point of view appropriate for a specified audience and rhetorical situation; to develop and maintain a controlling idea and a coherent organization; and to write within the rhetorical, syntactic, and mechanical conventions of Standard Written American English.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Develop and organize knowledge, ideas, and information in support of a thesis or proposition.
2. Recognize rhetorical strategies and modes (narration, description, and persuasion) and use them in appropriate ways.
3. Establish and maintain a tone and a point of view appropriate for a specific audience and rhetorical situation.
4. Write within the rhetorical, syntactical, and mechanical conventions of standard written American English.
5. Propose a solution to a problem and argue effectively for that solution.
6. Summarize, analyze, and respond to arguments that take opposing positions on a controversial issue.

The examination includes two questions representing the types of writing prompts described below. Each type of prompt requires you to demonstrate a number of interrelated writing abilities.

Proposal Writing

This type of prompt tests your ability to persuade a reader to pursue a specified course of action, using your knowledge and experience to support your position. It tests your ability to select and effectively use such rhetorical strategies as narration, illustration, explanation, and description to support your position.

Criteria for rating your response include appropriate use of personal knowledge and experience in constructing your argument; variety of rhetorical strategies employed; voice, focus, and tone; structural elements such as paragraph development that advance the thesis of your argument; and the degree to which any errors in grammar, usage, punctuation, and spelling interfere with readability or weaken the persuasiveness of the argument.

Analysis and Response

This type of prompt tests your ability to summarize and analyze two texts that present opposing viewpoints; to respond to a controversy inventively and responsibly by quoting and/or paraphrasing; to use the Modern Language Association (MLA) style of citation when referring to the words and/or ideas of others; and to write within the rhetorical, syntactic, and mechanical conventions of Standard Written American English. You are directed to read two texts presented in the prompt and to write an essay in which you identify each author's position on an issue, analyze and evaluate these positions, and respond to the issue. You are asked to assume that your audience does not have access to these texts, so that part of the task is to summarize the arguments in such a way that your audience will understand them. You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

Criteria for rating your response include appropriate citation of the stimulus texts; effective use of summary and paraphrase; correctness and depth of analysis of the material presented; completeness of response to the issue, including recognition of competing positions; variety of rhetorical strategies employed; voice, focus, and tone; structural elements such as paragraph development that advance the thesis of your argument; and the degree to which any errors in grammar, usage, punctuation, and spelling interfere with readability or weaken the persuasiveness of the argument.

SECTION THREE

Sample Questions

The questions that follow will not be on the exam. These questions (writing prompts) illustrate those typically found on this examination. These sample questions are included to familiarize you with the types of questions you will find on the examination. Space has been left after each question for you to practice writing or organizing an answer if you wish to do so. The course guide in the guided learning package includes scoring guidelines and examples of student answers for each type of prompt, as well as a detailed study plan for using all the materials to prepare for the examination.

Proposal Writing

Your community's planning committee has set aside funding for the renovation of a vacant building or lot to be used for the whole community. The goal is for this new public space to be used frequently and by as many people as possible. The committee is asking people to suggest a site in their community and recommend a use for it.

Write a letter to the community planners. Be sure that you:

- explain carefully and in detail why your proposal should be accepted;
- make a clear and specific argument for the purchase of a specific vacant building or lot, explain why it is the best location for a community space, and describe how it should be used to achieve their goals;
- identify the disadvantages of likely competing proposals and counter them;
- explain carefully and in detail why your chosen site and use should be accepted;
- using a tone appropriate to the identified audience, argue persuasively to the community planners that the plan you have suggested is a wise investment.

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your argument;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the issue or problem;
- include specific citations from external sources you are able to recall, rather than relying solely on personal opinion and experience
- conclude with an authoritative statement on the problem at hand.

Analysis/Response

Read the two texts presented on the following pages. The texts give different opinions on the language that college students and professors use when speaking to each other, and whether or not their speech should be regulated. The first text is taken from the editorial page of a newspaper; the second is a letter to the editor.

Write an essay for an audience of college students in which you:

- identify each author's position on the issue "university speech codes." You should assume that your audience does not have access to these texts, so part of your task will be to summarize the arguments in such a way that your audience will understand them;
- analyze and evaluate these positions;
- respond to the issue. You may choose how to respond to the issue. You may, for instance, defend the position of one of the authors, find a compromise position between them, explain why the controversy cannot be resolved, or suggest a way to resolve the controversy.

In constructing your response, be sure that you:

- provide an effective introduction that prepares the reader for the structure you have chosen for your analysis;
- use a thesis statement and appropriate topic sentences, transitions, and paragraph structure as you present your judgment on the controversy;
- include specific citations from the articles and any other resources you are able to recall, rather than relying solely on personal opinion and experience
- conclude with an authoritative statement on the issue at hand.

Be careful to avoid plagiarism. These texts represent sources, so when paraphrasing or quoting from them, you should use the Modern Language Association (MLA) system of citation. You do not need to prepare a list of works cited.

P.C. University Goes Too Far

If you are heading for college or graduate school and are sensitive about being male, female, black, white, Asian, young, old, married, unmarried, gay, straight, Catholic, Jewish, evangelical Protestant or a veteran, think about going to the University of Massachusetts at Amherst. You will be protected there against offense to your group sensibilities. That is the purpose of a new code of behavior proposed by the university's administration and its union of graduate student employees. It would punish as "harassment" a wide range of speech by faculty members or students — including "epithets, slurs and negative stereotyping" — that may offend groups. ...The proposed code, circulated at the Amherst campus last month, would ban speech that offends "on the basis of race, color, national or ethnic origin, gender, sexual orientation, age, religion, marital status, veteran status or disability." The graduate students' union said it would add to that list "citizenship, culture, HIV status, language, parental status, political affiliation or belief and pregnancy status." Orwell is the name that comes to mind as one reads this proposal. It would create a totalitarian atmosphere in which everyone would have to guard his tongue all the time lest he say something that someone finds offensive. (The code would let anyone who heard a doubtful remark about some group bring a complaint, even if he was not a member of the group.)

Do the drafters have no knowledge of history? One wonders. No understanding that freedom requires, as Justice Oliver Wendell Holmes said, "freedom for the thought that we hate"? And if not, what are they doing at a university? ...The chancellor at the Amherst campus, David K. Scott, responded to criticism by suggesting that a code was required by federal Department of Education regulations. They threaten to withhold federal aid from any university with a "hostile environment" in terms of race — and similar gender rules are being prepared. If so, the federal regulations need revision. It is time to stop letting the elastic concept of a "hostile environment" menace freedom of speech, at universities of all places.

(Lewis, Anthony. "P.C. University Goes Too Far." *The Oregonian* 28 Nov. 1995: C7.)

Response to "P.C. University Goes Too Far"

To the Editor:

I am writing in response to Anthony Lewis's recent editorial regarding the University of Massachusetts at Amherst's proposed speech code. Anthony Lewis is wrong. Such a speech code is not an "Orwellian" or "Nazi" tactic. Rather, it is a directive asking that people speak with politeness and consideration for others. How can that be wrong? I am a female student at Astoria State University, and I have quite often felt the stings of harassment in the speech of others. I once had a professor say to me, "Why don't you stay home and have children? That's all you're suited to do." Maybe he was joking — he said it with a laugh — but I was devastated. More than once I have heard male students refer to females using terms that your newspaper wouldn't print.

I have heard other students refer to African Americans using racial epithets. Because this speech was not corrected or checked, fraternities have also engaged in outright racist behavior, such as dressing in white sheets imitating the Ku Klux Klan. What does it take for the administration to see that there is a problem — a lynching? A college campus should provide a safe environment for learning. If students feel that they are hated by others or that their presence is not wanted, how can that student begin to learn and grow as a person?

We are all entitled to an education in the United States, not just white males who resemble Anthony Lewis. Student retention at universities like UMass is usually worse for students who are minorities of one type or another. Perhaps it is time to create a safe place for all of us to learn.

–Nadine Williams
Astoria, Oregon

(Williams, Nadine. *Astorian Journal* 2 Dec. 1995: B12.)

SECTION FOUR

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration
Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Register By Phone

Call toll free **888-72EXAMS (888-723-9267).**

Examination Administration

Pearson VUE Testing Centers serve as the administrator for all Excelsior College computer-delivered exams. The Disability Services office at Excelsior College is responsible for considering requests for reasonable accommodations (exceptions for individual students with documented disabilities). If you are requesting an accommodation due to a disability, download and complete a Request for Accommodation form that can be accessed by visiting the Excelsior College website at **www.excelsior.edu/disability-services**.

Computer-Delivered Testing

You will take the exam by computer, entering your answers using either the keyboard or the mouse. The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet.

We strongly encourage you to use the online tutorial before taking your exam at Pearson VUE Testing Centers. To access the tutorial, go to **www.pearsonvue.com/uexcel** and click on the Pearson VUE Tutorial link on the right hand side of the page.

On the Day of Your Exam

On the Day of Your Exam

Remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Honesty Nondisclosure Statement

- All test takers must agree to the terms of the Excelsior College Academic Honesty Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the test taker agrees to the terms of the Academic Honesty Nondisclosure Statement, the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at **www.excelsior.edu/studentpolicyhandbook**.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

Information about UExcel exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

College Writing Exam Development Committee

B. Cole Bennett, PhD (University of Southern Mississippi, Composition and Rhetoric, 2002)
Assistant Professor of English and Writing Center Director, Abilene Christian University

Joel B. Henderson, MS (Harding University, English, 1993)
Assistant Professor of English, Chattanooga State Technical Community College

Ask your advisor how these examinations can move you closer to your degree goal.

Examination	Credit Hrs.
Arts and Sciences	
Abnormal Psychology	3*
Anatomy & Physiology	6
Anatomy and Physiology I	3
Anatomy and Physiology II	3
Basic Genetics	3
Bioethics	3*
Calculus	4
College Writing	3
Contemporary Mathematics	3
Cultural Diversity	3*
Earth Science	3
English Composition†	6
Ethics: Theory & Practice†	3*
Foundations of Gerontology	3*
General Chemistry I	3
Interpersonal Communication	3
Introduction to Macroeconomics	3
Introduction to Microeconomics	3
Introduction to Music	3
Introduction to Philosophy	3
Introduction to Psychology	3
Introduction to Sociology	3
Juvenile Delinquency	3*
Life Span Developmental Psychology	3
Microbiology	3
Organizational Behavior	3*
Pathophysiology	3*
Physics	6
Political Science	3
Precalculus Algebra	3
Psychology of Adulthood & Aging	3*
Research Methods in Psychology	3*
Science of Nutrition	3
Social Psychology	3*
Spanish Language	6
Statistics	3
Weather and Climate	3
World Conflicts Since 1900	3*
World Population	3*
Business and Technology	
Business Ethics	3*
Business Information Systems	3
Business Law	3

Examination	Credit Hrs.
Business and Technology *(CONTINUED)*	
Ethics: Theory & Practice†	3*
Financial Accounting	3
Human Resource Management	3*
Introduction to Computer Programming Using Java	3
Labor Relations	3*
Managerial Accounting	3
Operations Management	3*
Organizational Behavior	3*
Principles of Finance	3*
Principles of Management	3
Principles of Marketing	3
Quantitative Analysis	3*
Workplace Communication with Computers	3
Education	
Literacy Instruction in the Elementary School	6*
Nursing: Associate Level	
Essentials of Nursing Care: Health Safety ①	3
Essentials of Nursing Care: Health Differences①	3
Foundations in Nursing Practice①	3
Reproductive Health①	3
Health Differences Across the Life Span 1①	3
Health Differences Across the Life Span 2①	3
Health Differences Across the Life Span 3①	3
Transition to the Professional Nurse Role①	3
Fundamentals of Nursing**	8
Maternal & Child Nursing (associate)**	6
Nursing: Baccalaureate Level	
Community-Focused Nursing**	4*
Research in Nursing **	3*
Adult Nursing**	8*
Maternal & Child Nursing (baccalaureate)**	8*
Psychiatric/Mental Health Nursing**	8*

* Upper-level college credit

** This exam does not apply toward the Excelsior College nursing degrees.

† Guided Learning Package available

① You must be enrolled in Excelsior College prior to registering to take this exam. If you need this exam for another nursing program, please contact that institution for the testing code you need to register.

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