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A black and white photograph of four diverse young adults smiling. From left to right: a man in a military-style uniform with a peaked cap, a man in a dark V-neck sweater, a woman with a shoulder bag, and a woman in a graduation cap and gown holding a diploma. The background shows a large, ornate university building with arched windows and a tree.

**TEST TAKER**  
Information Bulletin

Translate Knowledge into **College Credit. Faster. Easier. Affordable.**

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# GET CREDIT FOR WHAT YOU ALREADY KNOW

## **A COLLEGE DEGREE WITHIN YOUR REACH**

Today, there are many educational alternatives to the classroom—you can learn from your job, your reading, your independent study, military training, and special interests you pursue. You may already have learned the subject matter covered by some college-level courses.

The DSST® Program is a nationally recognized testing program that gives you the opportunity to receive college credit for learning acquired outside the traditional college classroom.

DSST exams are created by Prometric, a recognized global leader in technology-enabled testing and assessment services. Prometric delivers more than nine million exams through a network of over 10,000 testing locations in 160 countries.

Taking a DSST exam can help you accelerate your path to degree completion while saving you the time it takes to sit through a course, as well as the additional dollars spent on tuition. DSST exams can make earning a degree more feasible.

## **INSTITUTIONS OF HIGHER EDUCATION RECOGNIZE DSST EXAMS**

DSST exams are accepted for credit by more than 1,900 colleges and universities nationwide, including community colleges, state education systems, private and public institutions; and the number is growing every day. To find out if the college or university of your choice awards credit for passing DSST scores, contact their admissions office, counseling or testing office.

## **THE DSST PROGRAM IS HERE FOR YOU**

Imagine cutting months off your degree completion requirements in practically no time at all. The DSST Program allows you to:

### **Earn Credit for Previously Learned Knowledge**

You'll be able to get credit for previously acquired knowledge or experience without taking time off from work to be a full-time student.

### **Save Time and Money**

At less than \$100 for a 3-credit equivalent course, DSST exams are an affordable way to earn college credit for prior learning. It doesn't only cut hundreds or thousands of dollars that you'd have to spend on your college education, but it will also cut on precious college-credit hours. You can then dedicate that time and money into more advanced-level courses, and possibly, graduate in a shorter period of time.

## **Improve Your Chances for College Admission**

Each college has its own admission policies; however, having passing scores for DSST exams on your transcript or your college admission portfolio can provide strong evidence of college-level subject knowledge.

## **Gain Confidence Performing At a College Level**

Passing a DSST exam proves that you have what it takes to get a college degree. The feeling of "I can do this" by passing a DSST exam will give you the confidence you need to keep going, no matter in what stage of your college education you are on.

## **Make Up Missed Courses**

If you find that you are a few credits short of earning your degree, you may be able to take one or more DSST exams to fulfill your academic requirements and graduate on time.

## **Thirty Eight Different Subjects to Choose From**

DSST offers a variety of exams in Business, Humanities, Mathematics, Physical Science, Technology and Social Sciences. From accounting, to law enforcement or health, there's a DSST subject you already know.

## **Internet and Paper-Based Testing**

All DSST exams are available via Internet-based testing and in some locations DSST exams are given in a paper and pencil format.

## **APPROVED BY THE ACE CREDIT**

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated and recommended college credit for all 38 DSST exams. The ACE, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives.

ACE CREDIT connects workplace learning with colleges and universities by helping adults gain access to academic credit at colleges and universities for formal courses and examinations taken in the workplace or other settings outside traditional higher education.

ACE CREDIT provides both a recommended passing score and a recommended number of credits that could be awarded to successful students.

For more information about ACE CREDIT, visit their website at [www.acenet.edu/acccredit](http://www.acenet.edu/acccredit).

# TAKING DSST EXAMINATIONS

## WHERE TO TAKE DSST EXAMS

DSST exams are mostly administered at colleges and universities nationwide. Military test takers can also find DSST exams at their local Base Education Office or at a nearby location funded by DANTES. Each location determines the frequency and scheduling of test administrations. Each location can also provide information on the scores required for awarding credit, the number of credit hours awarded, and any courses that can be bypassed with satisfactory scores.

It is important that you contact the institution of your choice as early as possible since credit-awarding policies differ among colleges and universities.

Visit [www.getcollegetcredit.com/search](http://www.getcollegetcredit.com/search) to obtain the most current list of participating DSST colleges and universities. If you are unable to locate a test site near you, contact the testing office of an accredited college or university close to you and ask them to contact Prometric's DSST Program to have access to DSST test administrations. After you have selected a college or university that administers DSST exams, you should contact them to schedule your test date.

## ON THE DAY OF THE EXAMINATION

You should arrive at least **30 minutes before** your scheduled exam appointment. This allows time for you to sign in and for staff to verify your identification. You must present a valid form of identification before you can test. The identification **must be** government-issued (e.g., driver's license, state-issued identification card, passport, or military identification card), contain **both** a current photo and your signature and have a name that exactly matches the name used to register for the exam (including designations such as "Jr." and "III"). NOTE: If you fail to present valid identification, you will not be allowed to test.

## EXAM FEES

Each exam fee is \$80. Test centers may require an additional administrative fee. Internet-based exam fees can only be paid with a Visa, MasterCard or American Express credit card. Paper-based exam fees can be paid by one of the accepted credit cards, certified check or U.S. money order made payable to Prometric.

DANTES funds initial administration of all DSST test titles for active duty military members and qualified civilians. Visit DANTES' website for funding details at [www.dantes.doded.mil](http://www.dantes.doded.mil).

## EXAM RETAKE POLICY

If you have not achieved a satisfactory score, you may retake the same exam title after the required wait period has past (currently set at 90 days from your

original testing date). If you attempt to take the same exam title before the required wait period, your exam will be invalid and test fees will be forfeited.

## OTHER TESTING REGULATIONS

- If you are taking a paper and pencil DSST exam, you should bring several No.2 (soft-lead) sharpened pencils with good erasers, and a black pen if you will be writing an essay.
- The use of nonprogrammable calculators (four basic functions only), is permitted for some of the tests. Refer to the Auxiliary Testing Materials section of this publication for details.
- Electronic equipment is not permitted in the testing room. This includes cell phones, alarm watches, PDAs, etc. Pocket items—keys, wallet, etc.—must remain in your pocket during testing.

## TEST TAKERS WITH DISABILITIES

Prometric provides reasonable testing accommodations as set forth in the provisions of the *Americans with Disabilities Act* (ADA) to allow test takers with documented disabilities recognized under the ADA an opportunity to demonstrate their skills and knowledge. If you have a disability and require special testing services or arrangements, please submit professional documentation of the disability to the test site administrator. The test site administrator will forward your documentation to Prometric for approval and to help determine the necessary testing arrangements. Thirty days' advance notice is required for all testing arrangements. There is no additional charge for these accommodations.

## APPEALS

If you need to request a response concerning the exam content, your test score, scheduling or test administration (testing site procedures, equipment, personnel, etc.), Prometric will review your concern after an appeal letter is submitted. Your appeal letter must include your name, your social security number, exam title, date tested, details of your concern, include all relevant facts, your signature and return address. Mail your appeal letter to:

Prometric  
Attn: Appeal Committee  
1260 Energy Lane  
St. Paul, MN 55108

The Appeal Committee will review your concern and send you a written response within 20 business days of receipt. Faxed appeals will not be accepted, as an original signature is required.

# DSST SCORING POLICIES

DSST exams are scored using two different methods: **Criterion-Referenced** and **Norm-Referenced Standard Setting**. DSST exams that are scored under the Norm-Referenced method have scores between 20 and 80. DSST exams that are scored using the Criterion-Referenced method have scores between 200 and 500. Prometric provides the ACE-recommended cut score for each examination but each institution may require a different minimum score.

## WEIGHT AND WRONG ANSWERS

All exam questions carry the same weight. Test takers are awarded points for correct answers only and do not lose points for incorrect answers. Instead of being penalized, they are simply not awarded the point for that question.

## RECEIVING YOUR SCORE REPORT

For official scores to be sent to the institution of your choice, you must provide the institution's 4-digit DSST code at the time of your examination. Note that some schools require a student to be enrolled before the institution will accept the score report. Due to privacy and security requirements, scores will not be reported over the phone under any circumstance.

Check with your school 3-4 weeks after testing to verify that it has received your scores. If for some reason your school has not received them, please contact Prometric at 877-471-9860 within 90 days of your test date and we will re-send the score report free of charge. Any request 90 days or more after the exam date will incur an administrative fee. No exceptions.

### Where to Find your Institution's DSST Code

Simply perform a search in our institution database at [www.getcollegedcredit.com/search](http://www.getcollegedcredit.com/search) to find your school's four-digit DSST code. The code is located on the left corner of the institution's name. If your institution is not listed, please email Prometric at [getcollegedcredit@prometric.com](mailto:getcollegedcredit@prometric.com) with the full name and address of the institution so a code number can be established.

### Internet-Based Exam Score Reporting

To enter the DSST code for online exams fill in the field titled "Institutional Score Report Recipient" with the 4-digit DSST code of the institution that will receive the official scores. If you already have a user profile established, you can edit edit your institution's DSST code by updating your personal information.

Test takers can receive immediate test results by viewing their unofficial score report at the end of the testing session. Test results can also be viewed at [www.ibt.prometric.com/dsst](http://www.ibt.prometric.com/dsst) by entering the username and password created when the test was taken.

DANTES-funded military test takers will automatically get an electronic copy of their scores sent to their Transcript Service office.

### Paper & Pencil Exam Score Reporting

To enter the DSST code for paper exams, fill in the space provided for "Score Report Recipient Institution Code" (#11 on the answer sheet). The official score report will be sent directly to the college or university you designate. Score reports are sent out approximately four weeks after testing.

DANTES-funded military test takers testing on paper forms can check with their Base Education Office for a copy of their score report. In addition, a copy is automatically sent via post mail to their Transcript Service office.

## EXAMS WITH OPTIONAL ESSAYS

Ethics in America and Technical Writing exams include optional essays and thus are not scored by DSST raters. The essays are forwarded to the institution you designate, along with your score report, for their consideration. Before taking either examination, check with your college or university to determine whether the essay is required.

## HOW TO GET DSST TRANSCRIPTS

Please refer to the section **How to Get Official Transcripts** in this publication for more information about transcripts.

## TESTING IRREGULARITIES

Occasionally, testing irregularities occur that affect a group of test takers. Such problems include, without limitation, administrative errors, defective materials, improper access to test content, as well as other disruptions of test administrations (e.g., natural disasters). Should a group testing irregularity occur, your proctor will submit an Irregularity Report to Prometric. Prometric would then conduct an investigation of the test administration. Based on the information gathered in the investigation, Prometric may decide either to not score the test or to cancel the test score. When it is appropriate to do so, Prometric will arrange to give affected test takers the opportunity to take the test again as soon as possible. Affected test takers will be notified of the reasons for the cancellation and their options for retaking the test.

Prometric reserves the right to cancel any test scores if a test taker engages in misconduct or if there is a testing irregularity.

Reviews of questionable scores are confidential. If it is necessary to cancel scores that have already been reported, an "invalid score report" is produced and the credit-awarding institution is notified.

# TEST PREPARATION MATERIALS

## PREPARING FOR YOUR EXAM

Prometric has partnered with leading providers of test preparation materials to offer proven study materials that help you prepare for taking DSST exams. Using all or any of the provided preparation materials outlined below will put you in the best position possible to pass your exam and earn college credit.

It is strongly recommended that you check **the exam content outline for the exam you want to take, as a first step** to prepare for your exam. The exam content outline is included in the Exam Content Fact Sheet section of this publication for each DSST examination.

## EXAM CONTENT FACT SHEETS

For each DSST exam, there is an Exam Content Fact Sheet that outlines the topics covered in that exam. The Exam Content Fact Sheet includes a list of recommended references of books that would be useful for review, a list of sample questions, and the number of credits awarded for a passing score as recommended by the American Council on Education (ACE<sup>®</sup>). Please note that some schools require scores that are higher than the minimum ACE-recommended passing score. It is suggested that you check with your college or university to determine what score they require in order to earn credit.

Our partner, Innovative Academic Solutions, offers and maintains a list of DSST reference text books for each DSST exam title at their website <http://degreebookstore.com>.

Exam Content Fact Sheets are detailed in this publication. You can also download individual Exam Content Fact Sheets from DSST's website:

[www.getcollegetcredit.com/resources.html](http://www.getcollegetcredit.com/resources.html)

## DSST ONLINE PRACTICE EXAMS

Practice exams in most DSST subjects are available and will enable you to see whether you possess the level of knowledge necessary to pass a specific DSST exam prior to actually taking it.

Although the online DSST practice exam questions do not indicate the full range of difficulty you would find in an actual DSST exam, they will help you assess your knowledge level. They also help you get familiar with the online testing tool as they are built in the same environment as the actual DSST exams.

You can purchase DSST online practice exams at [www.ibt.prometric.com/dsst](http://www.ibt.prometric.com/dsst). (You must select "DSST Practice Exams" as the Test Provider or Program).

## ISTUDYSMART COURSES

iStudySmart has created in-depth study courses for 25 different DSST exams. These courses are the only study courses endorsed by Prometric. For more information, go to [www.istudysmart.com/dsst.asp](http://www.istudysmart.com/dsst.asp).

## FREE TEST PREP FOR MILITARY MEMBERS

Peterson's, a Nelnet Company, supplies test preparation for DSST exams free of charge for military members and funded civilians. For more information, visit [www.petersons.com/dod](http://www.petersons.com/dod).

## OFFICIAL DSST STUDY GUIDES

Prometric has partnered with **Peterson's** and **Innovative Academic Solutions** to develop comprehensive study guides covering the most popular DSST examinations.

Prometric has reviewed the content of all official DSST study guides referenced on DSST's website and has found them to be excellent reflections of the content of the respective DSST tests. However, passing the sample tests provided in any study materials does not guarantee test takers will pass the actual test.

Links to both books and corresponding e-books can be found online at [www.getcollegetcredit.com/testprep](http://www.getcollegetcredit.com/testprep).

## LEGITIMATE DSST STUDY GUIDES

Only those materials that carry both the DSST logo and Prometric logo and/or are explicitly mentioned on the DSST website are endorsed by Prometric.

If you have any questions about the validity of a study guide or other DSST-related product, please e-mail us at [getcollegetcredit@prometric.com](mailto:getcollegetcredit@prometric.com), or call our Customer Service line at 1-877-471-9860 (local: 1-651-603-3012).

## MEET OTHER COLLEGE-SAVVY, CREDIT-BY-EXAM USERS

DSST Credit by Exam Program has a growing community of followers and active users in online social media sites like **Twitter** ([@proDSST](https://twitter.com/proDSST)) and **Facebook** ([www.facebook.com/getcollegetcredit](http://www.facebook.com/getcollegetcredit)). You are invited to join this growing community of college-savvy, DSST credit by exam users!



# DESCRIPTION OF THE DSST EXAMINATIONS

**3-L** = 3 credits, lower-level baccalaureate

**3-UL** = 3 credits, upper-level baccalaureate

## MATH

**Fundamentals of College Algebra. 3-L.** Includes solving quadratic inequalities, operations of functions, rational functions and exponential and logarithmic functions.

**Principles of Statistics. 3-L.** Tests the understanding of the principles and concepts underlying higher-order statistics, continuous and discrete distributions, use of predictive statistics using the linear model, and confidence intervals.

## SOCIAL SCIENCES

**A History of the Vietnam War. 3-L.** Tests the knowledge of the history of the roots of the Vietnam War, including: pre-war developments (1954-1963); American involvement in the Vietnam War; Tet (1968); Cambodia and Laos; and peace, legacies and lessons.

**Art of the Western World. 3-L.** Deals with the history of art during various periods, including: Romanesque and Gothic; Renaissance; Baroque; rococo; neoclassicism and romanticism; realism, impressionism and post-impressionism; and post-World War II.

**Criminal Justice. 3-UL.** Covers criminal behavior, police, the court system, sentencing issues, adult prison systems, and juvenile correction alternatives.

**Foundations of Education. 3-L.** Contemporary issues in education; past and current influences on education (philosophies, democratic ideals, social/economic influences); and the interrelationships between contemporary issues and influences.

**Fundamentals of Counseling. 3-L.** Historical development; counselor roles and functions; the counseling relationship; and theoretical approaches to counseling.

**General Anthropology. 3-L.** Deals with theoretical perspectives; physical anthropology; archaeology; social organization; economic organization; political organization; religion; and modernization and application of anthropology.

**Human/Cultural Geography. 3-L.** Includes the Earth and basic facts (maps, physiography, atmosphere, soils and vegetation, water); culture and environment; settlement patterns; political and regional geography.

**Introduction to Law Enforcement. 3-L.** Includes overview of the U.S. criminal justice system; police systems in the U.S.; police organization, management issues; and U.S. law and precedents.

**Introduction to the Modern Middle East. 3-L.** Emphasizes core knowledge of 19th-century European impact; 20th-century Western influences; World Wars I and II; new nations; social and cultural changes (1900-1960); and the Middle East through the 20th century.

**Life-Span Developmental Psychology. 3-L.** Covers ethical issues; biological development; perception, learning and memory; cognition and language; social, emotional, and personality development; social behaviors; adjustment to life stresses; and bereavement and loss.

**Rise and Fall of the Soviet Union. 3-UL.** Covers Russia under the Old Regime, the Revolutionary Period, New Economic Policy, Pre-war Stalinism, World War II, Post-war Stalinism, the Khrushchev Years, the Brezhnev Era, and reform and collapse.

**Substance Abuse. 3-UL.** Tests the understanding of such substances as anabolic steroids, over-the-counter medications, dependency/ addiction, societal effects, screening, diagnosis, and neurological factors.

**The Civil War and Reconstruction. 3-UL.** Covers the Civil War from pre-secession (1861) through Reconstruction. Includes causes of the war; secession; Fort Sumter; major battles; the political situation; assassination of Lincoln; end of the Confederacy; and Reconstruction.

**Western Europe since 1945. 3-L.** Tests the knowledge of basic facts related to the aftermath of World War II and the rebuilding of Europe. Includes national political systems, and issues and policies in Western European societies.

## HUMANITIES

**Ethics in America. 3-UL.** Deals with ethical traditions and analysis in various relationships, embryonic stem-cell research, euthanasia, affirmative action, and capital punishment. Students have the option to write an essay to analyze a morally problematic situation in terms of issues relevant to a decision and arguments for alternative positions.

**Introduction to World Religions. 3-UL.** Covers topics such as dimensions and approaches to religion; primal religions; Hinduism; Buddhism; Confucianism; Taoism; Judaism; Christianity; Islam; Shintoism; Hellenic and Roman traditions; and Scientology.

**Principles of Public Speaking. 3-L.** Test has two parts. Part 1 consists of multiple-choice questions covering audience analysis; purposes of speeches; structure/organization; content/supporting materials; research; language and style; delivery; communication apprehension; listening and feedback; and criticism

and evaluation. Part 2 requires the test taker to record an impromptu persuasive speech that will be scored.

## **BUSINESS**

**Business Ethics and Society. 3-UL.** Covers moral philosophies; social responsibilities of business; employer/employee relations; ethics of information; ethics in international business; ecology and global business; and corporations and stakeholders.

**Business Law II. 3-UL.** Covers topics such as sales of goods; debtor and creditor relations; business organizations; property; and commercial paper.

**Business Mathematics. 3-L.** Deals with integers, fractions, and decimals; round numbers; ratios; averages; business graphs; simple interest, compound interest and annuities; net pay and deductions; discounts and markups; depreciation and net worth; corporate securities; distribution of ownership; and stock and asset turnover.

**Human Resource Management. 3-L.** Covers training and development; performance appraisals; compensation issues; security issues; personnel legislation and regulation; and labor relations.

**Introduction to Business. 3-L.** Includes economic issues; international business; government and business; business ownership; entrepreneurship, and franchise; management process; human resource management; production and operations; marketing management; financial management; risk management and insurance; and management and information systems.

**Introduction to Computing. 3-L.** Includes understanding of hardware, software licensing and development tools; development life cycles; data management; connectivity, privacy concerns; intellectual property; network etiquette; telecommunications law; artificial intelligence, and globalization.

**Management Information Systems. 3-UL.** Tests the knowledge of telecommunications; network security; systems analysis and design; business decision making; knowledge management; data warehousing; and data mining.

**Money and Banking. 3-UL.** Tests the knowledge of the role and kinds of money; commercial banks and other financial intermediaries; central banking and the Federal Reserve System; money and macroeconomics; U.S. monetary policy; and the international monetary system.

**Organizational Behavior. 3-L.** Tests the knowledge of scientific approaches, research designs, and data collection methods; individual processes; interpersonal and group processes; organizational processes; and change and development processes.

**Personal Finance. 3-L.** Understanding of credit and

debt; major purchases; taxes; insurance; investments; and retirement and estate planning.

**Principles of Finance. 3-UL.** Deals with financial statements and planning; time value of money; working capital management; valuation and characteristics; capital budgeting; cost of capital; and risk and return.

**Principles of Financial Accounting. 3-L.** Includes accounting cycle and classification; transaction analysis; accruals and deferrals; cash and internal control; current accounts; long- and short-term liabilities; capital stock; and financial statements.

**Principles of Supervision. 3-L.** Deals with the roles and responsibilities of the supervisor; planning, organization and staffing; directing at the supervisory level; legal issues; stress management; union environments; and quality concerns.

## **PHYSICAL SCIENCE**

**Astronomy. 3-L.** Includes celestial mechanics; celestial systems; astronomical instruments; the solar system; nature and evolution; the galaxy; the universe; determining astronomical distances; and life in the universe.

**Environment and Humanity: The Race to Save the Planet. 3-L.** Deals with ecological concepts (ecosystems, global ecology, food chains and webs); environmental impacts; environmental management and conservation; and political processes and the future.

**Here's to Your Health. 3-UL.** Covers human development and relationships; fitness and nutrition; disease and prevention; consumer awareness; psychological disorders and addictive behaviors; intentional injuries; and violence.

**Physical Geology. 3-L.** Covers igneous, sedimentary, and metamorphic rocks; weathering, groundwater, glaciers, oceanic systems, deserts, winds, and hydrologic cycle; internal Earth processes; mineral and energy resources; and environmental geology.

**Principles of Physical Science I. 3-L.** Tests the knowledge of Newton's Laws of Motion; energy and momentum; thermodynamics; wave and optics; electricity and magnetism; chemistry: properties of matter; atomic theory and structure; and chemical reactions.

## **TECHNOLOGY**

**Technical Writing. 3-L.** Includes theory and practice of technical writing; purpose, content, and organizational patterns of common types of technical documents; elements of various technical reports; and technical editing. Test takers have the option to write a short essay on one of the technical topics provided.

# EXAM CONTENT FACT SHEETS

## EXAM DEVELOPMENT AND CREDIT

### AWARDING

The DSST exams were developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The ultimate passing score for each examination is determined by the school. The school is provided with a recommended passing score established by a national committee of college faculty who teach these courses.

The DSST program is approved by the American Council on Education (ACE), and the ACE provides both a recommended passing score and a recommended number of credits that could be awarded to successful students. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution from which they expect to receive credit.

### CONTENT OUTLINES

A content outline listing content areas covered in each examination is provided for each DSST exam. The approximate percentage of the examination devoted to each content area is also noted. It is recommended to go over the content outline for the exam you are looking into taking, to ensure that it corresponds to the course for what you want to get college credit.

As you prepare to take a DSST exam, the content outline serves as a map to ensure you review all the material needed before you take your exam. It is strongly recommended that you check the exam content outline for the exam you want to take as a first step to prepare for your examination.

### EXAMS WITH OPTIONAL ESSAYS

Two DSST exams include optional essays: **Ethics in America** and **Technical Writing**. These are optional and thus are not scored by DSST raters. The essays are forwarded to the college or university that you designate, along with your score report, for their use in determining the award of credit.

Before taking the Ethics in America or Technical Writing examinations, check with your college or university to determine whether the essay is required.

## REFERENCE BOOKS

Each exam content fact sheet includes a list of reference publications that were either used as a reference to create the exam, or were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed on the exam content fact sheets. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of those titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** provided **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Our partner, Innovative Academic Solutions, offers and maintains a list of DSST reference text books for each test title at their website <http://degreebookstore.com>.

Additional practice exams and other study material for each DSST exam is available online at [www.getcollegedcredit.com/testprep](http://www.getcollegedcredit.com/testprep).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. Sample questions are provided with each exam content fact sheet (included in this publication). You may want to review these samples for the type of questions that may appear on the exam. Other sample questions can be found in the form of Practice Exams by visiting our website at [www.getcollegedcredit.com](http://www.getcollegedcredit.com).

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of each exam. Each recommendation is noted in the exam content fact sheet. It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. Prometric will be happy to help schools in this effort.

# A HISTORY OF THE VIETNAM WAR

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. Vietnam Before 1940 7-9%**
  - a. Religious and cultural traditions
  - b. Chinese political and cultural domination
  - c. A tradition of resistance to invaders
  - d. The expansion of Vietnam
  - e. French conquest and colonialism
  - f. Development of nationalism
  - g. Development of communism
  - h. Ho Chi Minh
- II. World War II, the Cold War, and the First Indochina War (1940-1955) 9-12%**
  - a. Japanese occupation and the creation of the Viet Minh
  - b. The effects of World War II on Vietnam
  - c. Vietnamese declaration of independence
  - d. Restoration of French rule
  - e. Origins of containment
  - f. U.S. geopolitical goals in Europe and Asia
  - g. The Korean war and NSC 68
  - h. Revolutionary war vs. French military strategies
  - i. Eisenhower's "New Look"
  - j. Dienbienphu
  - k. The Geneva Conference
  - l. U.S. national security policy including SEATO
- III. Diem and Nation-State Building (1955-1963) 7-9%**
  - a. U.S. support for Diem
  - b. Diem's inadequacies
  - c. U.S. military and economic assistance
  - d. The National Liberation Front and growing insurgency
  - e. JFK's commitment to counter-insurgency
  - f. Internal opposition including the Buddhist crisis
  - g. The coup against Diem
- IV. LBJ Americanizes the War (1964-1965) 7-9%**
  - a. Political instability in Vietnam
  - b. Introduction of the North Vietnamese Army
  - c. The Tonkin Gulf Resolution
  - d. The 1964 Campaign
  - e. Flaming Dart to Rolling Thunder
  - f. Introduction of U.S. combat troops (March through April 1965)
  - g. U.S. open ended commitment (July 1965)
- V. America Takes Charge (1965-1967) 7-9%**
  - a. Westmoreland's strategy of attrition
  - b. Measures of success
  - c. The continuing air war
  - d. The impact on Vietnamese society
  - e. Stabilization of the Saigon regime
  - f. America's draft army
  - g. War without fronts
- VI. Home Front USA 7-9%**
  - a. The Great Society: guns vs. butter
  - b. The credibility gap
  - c. Congressional dissent
  - d. Television and the press
  - e. The civil rights movement
  - f. The genesis of the new left
  - g. The draft and draft resistance
- VII. Tet (1968) 7-9%**
  - a. Vietnamese planning for the Tet offensive
  - b. Communist objectives
  - c. The Tet offensive
  - d. Reactions in U.S. and Saigon
  - e. LBJ decides not to run
  - f. Bombing halt and beginning of peace talks
  - g. The 1968 election
- VIII. Vietnamizing the War (1969-1973) 7-9%**
  - a. Nixon, Kissinger, and Vietnamization
  - b. Justifications for Vietnamization (troop withdrawal)
  - c. Pacification and the Phoenix program
  - d. My Lai and the deterioration of the U.S. military
  - e. Secret negotiations (1969-1971)
  - f. The 1972 Spring offensive
  - g. The October agreement
  - h. The Christmas bombing
  - i. Triangular diplomacy: the U.S., the Soviet Union, and China
  - j. Paris Peace Accords (1973)
- IX. The War at Home 7-9%**
  - a. Campus unrest
  - b. Peace activists and moratoria
  - c. The Miami and Chicago conventions
  - d. The counterculture, antiwar movement, and silent majority
  - e. The Pentagon Papers
- X. Cambodia and Laos 7-9%**
  - a. The Geneva Accords (1954)
  - b. JFK and Laotian neutrality (1962)
  - c. The secret war in Laos

- d. Sihanouk and Cambodia's neutrality
- e. Lon Nol and the U.S. incursion
- f. The secret bombing of Laos and Cambodia
- g. The Khmer Rouge and the fall of Phnom Penh (1975)
- h. The communist victory in Laos

**XI. "A Decent Interval" 5-7%**

- a. The cease-fire violations
- b. Watergate and Nixon's resignation
- c. Congressional passage of the war powers act
- d. The Great Spring Offensive

**XII. U.S. Legacies and Lessons 7-9%**

- a. The Vietnam Syndrome
- b. The Cold War consensus
- c. Congress vs. the President
- d. The experience of returning vets
- e. Economic consequences
- f. U.S., Soviet, Chinese relations
- g. The impact on the U.S. military
- h. The impact on the media
- i. POWs and MIAs
- j. Indochina refugees (boat people)
- k. Collective national amnesia

**REFERENCES**

Sources for study material suggested but not limited to the following:

1. The Public Broadcasting System video course, *Vietnam: A Television History*.
2. Berman, Larry. *Planning a Tragedy*. New York: W.W. Norton & Co., current edition.
3. de Benetetti, Charles. *An American Ordeal: The Antiwar Movement of the Vietnam Era*. Syracuse, New York: Syracuse University Press, current edition.
4. Duiker, William J. *Sacred War: Nationalism and Revolution in a Divided Vietnam*. New York, McGraw-Hill, Inc., current edition.
5. Gardner, Lloyd, C. *Approaching Vietnam: From World War II through Dienbienphu 1941-1954*. New York, W.W. Norton & Co., current edition.
6. Gelb, Leslie, and Richard Betts. *The Irony of Vietnam The System Worked*. Washington, DC: Brookings, current edition.
7. Hearden, Patrick, ed. *Vietnam: Four American Perspectives*. West Lafayette: Purdue, current edition.
8. Herring, George C. *America's Longest War: The U.S. and Vietnam 1950-1975*. New York: McGraw Hill, Inc., current edition.
9. Hess, Gary R. *Vietnam And The United States: Origins and Legacy of War*. Boston, MA: Twayne Publishers, current edition.
10. Issacs, Arnold. *Without Honor: Defeat in Vietnam and Cambodia*. New York: Vintage Books, current edition.
11. Karnow, Stanley. *VIETNAM: A History*. New York: Penguin USA, current edition.
12. Kimball, Jeffrey P. *To Reason Why: The Debate About Causes of U.S. Involvement in the Vietnam War*. New York: McGraw-Hill, current edition.
13. Krepinevich, Andrew. *The Army and Vietnam*. Baltimore: Johns Hopkins University Press, current edition.
14. McMahon, Robert J. *Major Problems in the History of the Vietnam War*. Lexington, MA, D.C. Heath and Co. current edition.
15. Moss, George Donelson. *Vietnam: An American Ordeal*. Englewood Cliffs, NJ: Prentice Hall, current edition.
16. Olson, James S., and Randy Roberts. *Where the Domino Fell: America and Vietnam, 1945 to 1995*. New York, St. Martin's Press, current edition.
17. Palmer, General Bruce, Jr. *The 25-Year War: America's Military Role in Vietnam*. Kentucky: The University Press of Kentucky, current edition
18. Race, Jeffrey. *War Comes to Long An*. Berkeley, CA: University of California Press, current edition.
19. Rotter, Andrew J. *The Path to Vietnam: Origins of the American Commitment to Southeast Asia*. Ithaca: Cornell, current edition.
20. Schulzinger, Robert D. *A Time for War: The United States and Vietnam, 1941-1975*. New York: Oxford, current edition.
21. Sheehan, Neil. *A Bright Shining Lie: John Paul Vann and America in Vietnam*. New York: Random House, current edition.
22. Williams, William Appleman, Thomas McCormick, Lloyd Gardner, and Walter LaFeber. *America in Vietnam: A Documentary History*. New York: W. W. Norton, current edition.
23. Current textbook used by a local college or university for a course on the subject.

## SAMPLE QUESTIONS

Questions on the test require test takers to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 55-65% of the examination)
- Understanding of concepts and principles (about 15-25% of the examination)
- Ability to apply knowledge to specific cases or issues (about 10-20% of the examination)

- 
1. In early 1964, which of the following best describes the Vietnamese Communists' position in South Vietnam?
    - a. They were weakened by the strategic hamlet program.
    - b. They were stronger in the cities than the South Vietnamese.
    - c. They controlled approximately 40% of the countryside.
    - d. Their military successes outweighed their political successes.
  2. For which of the following reasons did Ho Chi Minh, a confirmed Communist, seek United States support in 1945?
    - a. He did not trust the Soviet Union
    - b. He was a pragmatist, principally preoccupied with Vietnam's salvation, and he would accept help where he could get it.
    - c. He knew that he would be turned down by the Americans, and then he could appeal more convincingly to the Soviets.
    - d. He had no hope of United States aid, but others in his administration urged him to appeal to the Americans.
  3. When the United States took charge of the war, a major impact on Vietnamese society was a dramatic
    - a. reduction in religious intolerance
    - b. expansion of political democracy
    - c. influx of money and technology
    - d. improvement in education
  4. "Credibility gap" was the phrase used to identify the
    - a. victory claims of the Vietnamese Communists
    - b. propaganda of the Vietnamese Communists
    - c. distance between events and official United States statements
    - d. disagreements between the United States and its allies over United States policy in Vietnam
  5. What was the immediate reaction of President Johnson's military and civilian advisors to the outcome of the Tet offensive?
    - i. They were divided over what course of action to follow.
    - ii. They presented a united front in support of the President's policies.
    - iii. They were unanimous in recommending the start of negotiations with the Communists.
    - iv. They urged the President to commit more troops to Vietnam.
    - a. i and iv only
    - b. ii and iii only
    - c. iii and iv only
    - d. ii, iii and iv only
  6. Which of the following was one of the important reasons why the United States military effort in South Vietnam was unsuccessful?
    - a. The United States attempted to fight a conventional war against a guerrilla force that avoided large battles.
    - b. The United States measures only attracted the support of the peasant masses and failed to gain the support of the local elites.
    - c. Counterinsurgency could not have been adapted to the terrain in Vietnam.
    - d. Counterinsurgency was unpopular politically in the United States.
  7. Who was the Khmer Rouge?
    - a. Supporters of Prince Sihanouk
    - b. Cambodian Communists
    - c. The Cambodian non-Communist nationalists
    - d. The pro-American faction in Cambodia
  8. The Chinese Communist victory in 1949 significantly altered the situation in Indochina because it resulted in
    - a. the introduction of large numbers of Chinese Communist troops into Indochina
    - b. provisions of war material and equipment to the Viet Minh
    - c. a shift of French military forces to the northern Indochina border
    - d. a formal military alliance between the Chinese and Vietnamese Communists
  9. One of the major counterinsurgency programs undertaken by the Diem government and the Kennedy administration was the
    - a. Phoenix program
    - b. Food-for-Peace program
    - c. Open Arms program
    - d. strategic hamlet program

10. The shooting of students at Kent State University came during demonstrations against the
  - a. war in general
  - b. renewed bombing in the North
  - c. mining of Haiphong Harbor
  - d. invasion of Cambodia
  
11. From the American perspective, one advantage of the 1973 Vietnam Agreement was that it
  - a. allowed the return of U S prisoners of war
  - b. allowed some North Vietnamese troops to stay in South Vietnam
  - c. settled the political issues that caused the war
  - d. ended the war
  
12. The War Powers Act was designed to ensure that
  - a. the President would have to obtain congressional support for long-term use of United States troops abroad
  - b. Congress would decide when and where to send United States troops
  - c. the President's power to wage war would be virtually eliminated
  - d. a national referendum would have to be held before United States troops could be sent abroad

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	A History of the Vietnam War
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-B; 3-C; 4-C; 5-A; 6-A; 7-B; 8-B; 9-D; 10-D; 11-A; 12-A.

# ART OF THE WESTERN WORLD

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. **Classical – 12%**
  - a. Ancient Greece
  - b. Republican and Imperial Rome
- I. **Romanesque and Gothic – 8%**
  - a. Early Middle Ages to the Romanesque period
  - b. High Middle Ages (Gothic)
- II. **Early Renaissance – 10%**
  - a. Italy
  - b. Northern Europe
- III. **High Renaissance – 13%**
  - a. Leonardo da Vinci, Raphael, Michelangelo
  - b. Venetian art and architecture
- IV. **Baroque – 10%**
  - a. Italy and Austria
  - b. Spain, Holland, and Flanders
- V. **Rococo, Neoclassicism and Romanticism – 13%**
- VI. **Realism, Impressionism, and Post-Impressionism – 11%**
- VII. **Early Twentieth Century – 10%**
  - a. Emergence of modern styles: e.g. art nouveau, expressionism, and cubism
  - b. Art between the World Wars: e.g. dada and surrealism
- VIII. **Post World War II – 13%**
  - a. 1945-1968: e.g. abstract impressionism and pop art
  - b. 1968 to the present

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Gardner, H. *Art through the Ages*. Orlando, FL: Harcourt, Brace, Jovanovich, Inc., current edition.

2. Honour, Hugh and Fleming, John. *The Visual Arts: A History*. Englewood Cliffs, NJ: Prentice-Hall, Inc., current edition.
3. Janson, H.W. *History of Art*. Englewood Cliffs, NJ: Prentice-Hall, Inc., current edition.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. The *Ara Pacis Augustae* reflects the influence of which of the following?
    - a. The Arch of Constantine
    - b. The Hadrianic sculpture
    - c. The Parthenon sculpture
    - d. The Column of Trajan
  2. One basic design for Christian churches in the Middle Ages can be traced back to the
    - a. Ara Pacis
    - b. Greek temple
    - c. Pantheon
    - d. Roman basilica
  3. Masaccio's Trinity exemplifies the influence of the theories of which of the following?
    - a. Botticelli
    - b. Brunelleschi
    - c. Marcilio Ficino
    - d. Cosimo de' Medici
  4. The term "chiaroscuro" refers to which of the following?
    - a. One point perspective
    - b. Light and shadow
    - c. Aerial perspective
    - d. Closed form
  5. Ruben's art is known for its
    - a. sense of calm and order
    - b. dynamism and theatricality
    - c. treatment of mythological subjects
    - d. treatment of landscape elements

6. The greatest exponent of neoclassicism in painting was which of the following?
  - a. Francois Boucher
  - b. Jacques-Louis David
  - c. Eugène Delacroix
  - d. Jean-Baptiste Greuze
  
7. The nineteenth-century French neoclassical painter Ingres is best known for his use of
  - a. line
  - b. chiaroscuro
  - c. black
  - d. color
  
8. Goya's The Third of May 1808 emphasizes which of the following?
  - a. Humanity's noble and rational side
  - b. Humanity's dark and corrupt side
  - c. The optimism of the Enlightenment
  - d. The glory of war and respect for the Aristocracy
  
9. In paintings such as A Sunday Afternoon on the Island of La Grande Jatte, Georges Seurat expressed his theories on which of the following?
  - a. Color
  - b. Landscape
  - c. Momentary light effects
  - d. Perspective
  
10. Umberto Boccioni's Unique Forms of Continuity in Space has been compared to which of the following:
  - a. Polykleitos' Doryphous
  - b. Victory of Samothrace
  - c. Donatello's St. George
  - d. Bernini's Ecstasy of Saint Theresa
  
11. Which of the following artistic movements or styles of the twentieth century was intended to satirize middle-class values?
  - a. Earth-works
  - b. Minimalism
  - c. Pop art
  - d. Process art

12. Which of the following is known for staining raw canvases, a technique that influenced the development of color-field painting?
  - a. Mary Cassatt
  - b. Helen Frankenthaler
  - c. Barbara Kruger
  - d. Judy Chicago

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Art of the Western World
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C, 2-D, 3-B, 4-B, 5-B, 6-B, 7-A, 8-B, 9-A, 10-B, 11-C, 12-B

# ASTRONOMY

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. **History of Astronomy – 9%**
  - a. Nature of science
  - b. How scientists think and work
- II. **Celestial Mechanics, Including Gravitation and Relativity – 5%**
- III. **Celestial Systems – 13%**
  - a. Earth and the sky
  - b. Earth and the Moon
  - c. Time and the calendar
- IV. **Astronomical Instruments – 12%**
  - a. Measurement and analysis of starlight
  - b. The electromagnetic spectrum
- V. **The Solar System – 19%**
  - a. Contents, form, and motions
  - b. Evolution
- VI. **The Sun and Stars: Nature and Evolution – 17%**
- VII. **Our Galaxy: Contents and Structure – 7%**
- VIII. **The Universe: Contents, Structure, and Evolution – 10%**
- IX. **Determining Astronomical Distances – 5%**
- X. **Life in the Universe – 3%**

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Kaufmann, William J. *Discovering the Universe*. New York: Freeman, current edition.
2. Pasachoff, Jay M. *Astronomy: From Earth to the Universe*. Philadelphia: Saunders College Publishing, current edition.
3. Seeds, Michael. *Horizons: Exploring the Universe*. Belmont, CA: Wadsworth, current edition.
4. Zeilik, Michael. *Astronomy: The Evolving Universe*. New York: John Wiley and Sons, Inc., current edition.
5. Current textbook used by a local college or university for a course on the subject.

## SAMPLE QUESTIONS

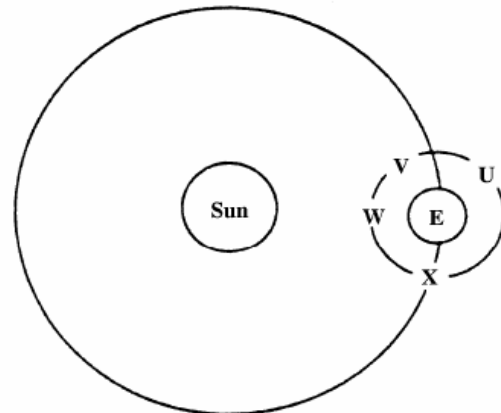
Questions on the test require test takers to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 45 - 50% of the examination)
- Understanding of concepts and principles (about 40 - 45% of the examination)
- Ability to apply knowledge to specific cases or issues (about 5 - 10% of the examination)

- 
1. In the northern hemisphere, the vernal equinox is the position occupied by the Sun on the first day of
    - a. summer
    - b. fall
    - c. spring
    - d. winter
  2. Which of the following is the best illustration of Newton's third law?
    - a. A skater coasting across the ice
    - b. The spinning of a top
    - c. The swinging of a pendulum
    - d. The recoil of a shotgun
  3. The energy in the interior of a white dwarf is transported outward in the same fashion as the energy is transmitted
    - a. in an airplane shockwave
    - b. from an electric oven
    - c. from a hot-air furnace
    - d. from tip to handle of a hot poker
  4. The most important advantage of a large telescope aperture is that it
    - a. allows a large amount of radiation to be collected
    - b. gives a higher magnification of the objects observed
    - c. is less affected by the trembling of the Earth's atmosphere
    - d. produces a larger diffraction ring when distant stars are observed

5. Which of the following statements is true about the steady-state cosmology?
  - a. It explains the isotropic nature of the remnant radiation from a giant fireball.
  - b. It appears to violate the law of conservation of matter in empty space.
  - c. It predicts a negative value for the Hubble Constant.
  - d. It explains the galactic red shifts as gravitational effects.
  
6. The bending of rays of light as they pass from one transparent medium into another is called
  - a. reflection
  - b. diffraction
  - c. dispersion
  - d. refraction
  
7. Which of the following planets has been observed to have extensive Van Allen belts similar to those of Earth?
  - a. Mercury
  - b. Mars
  - c. Jupiter
  - d. Venus
  
8. At the present time in the Sun's lifetime, the major source of the Sun's energy lies in
  - a. electron-proton collisions
  - b. gravitational contraction
  - c. nuclear fusion
  - d. matter-antimatter annihilation
  
9. The fact that most stars observed are on the Main Sequence implies that a star spends the greatest proportion of its lifetime
  - a. contracting to reach the Main Sequence
  - b. as a giant off the Main Sequence
  - c. expanding to reach the Main Sequence
  - d. on the Main Sequence
  
10. The Universe as we know it began its existence as a hot, dense cloud of matter and radiation approximately how many years ago?
  - a. 5 billion
  - b. 15 billion
  - c. 50 billion
  - d. 100 billion

11. Where is the Moon when there are spring tides on Earth?



E = Earth  
U, V, W, X = Positions of the Moon

- a. U
- b. V
- c. W
- d. X

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Astronomy
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-D; 3-D; 4-A; 5-B; 6-D; 7-C; 8-C; 9-D; 10-B; 11-C.

# BUSINESS ETHICS & SOCIETY

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Business Ethics – 5%

- a. Current state of business ethics
- b. Issues raised by various business scandals

### II. Moral Philosophies and Business Ethics – 15%

- a. Kantian Ethics
- b. Kohlberg's model of cognitive moral development
- c. Mill's Utilitarianism
- d. Act and Rule Utilitarianism
- e. Social Contract

### III. Social Responsibilities of a Business – 10%

- a. Can businesses have responsibility?
- b. Individual responsibilities within a business
- c. Global responsibilities of a business

### IV. Regulation of Business – 10%

- a. Theoretical issues
- b. Consequences

### V. Employer-Employee Relations – 10%

- a. Confidentiality and whistle-blowing
- b. Discrimination and affirmative action
- c. Sexual harassment
- d. Duties of corporate officers
- e. Labor relations

### VI. Ethics of Information – 10%

- a. Marketing and advertising
- b. Bluffing and spying
- c. Privacy issues/concerns
- d. Control of proprietary information

### VII. Ethics in International Business – 10%

- a. Corporate citizenship in a global economy
- b. Ethics in transnational corporations
- c. Overseas work assignments and outsourcing
- d. Ethical standards in different countries

### VIII. Corporations and Stakeholders – 10%

- a. Relationship with stockholders
- b. Relationship with employees
- c. The corporation within the community and the public good
- d. Corporations and consumers

### IX. Ecology and Global Business – 10%

- a. Sustainable business growth and the environment
- b. Corporate responsibility for the environment

### X. Business and Government – 10%

- a. Corporate relationships with political leaders (positive and negative)
- b. Governmental control over business activities
- c. Business, government, and the law

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

1. *Business Ethics – Ethical Decision Making and Cases*, 7th Edition, 2007, Houghton Mifflin Company, ISBN: 978-0618896493, 222 Berkely Street, Boston, MA 02116 ([www.hmco.com](http://www.hmco.com)).
2. *Ethics and the Conduct of Business*, 6th Edition, 2008, Prentice Hall, ISBN: 978-0205667505, Upper Saddle River, NJ 07458 ([www.pearsonhighered.com](http://www.pearsonhighered.com)).
3. *Business and Society – Shareholders, Ethics, and Public Policy*, 12th Edition, McGraw-Hill, 2007, ISBN: 978-0073530178, 1221 Avenue of the Americas, New York, NY 10020 ([www.mcgraw-hill.com](http://www.mcgraw-hill.com))
4. *Business and Society – Ethics and Stakeholder Management*, 7th edition, 2009, South-Western Cengage Learning, ISBN: 978-0324569391, 5191 Natorp Boulevard, Mason, OH 45040 ([www.cengage.com](http://www.cengage.com))

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Business ethics deals with
    - a. morality
    - b. ethnicity
    - c. economics
    - d. philanthropy

2. What contemporary business practice is most similar to utilitarian reasoning?
  - a. Truth in lending
  - b. Cost-benefit analysis
  - c. Truth in advertising
  - d. The customer is always right
3. Which form of "bribe" offered to an official in a foreign country is understood to be acceptable under the Foreign Corrupt Practices Act of 1977?
  - a. Payments made to police officers to get them to overlook minor infractions
  - b. Payments made to judges to get them to rule against guilty parties
  - c. Payments made to bureaucrats to get them to expedite their assigned tasks
  - d. Payments made to lawmakers to get them to vote for favorable legislation
4. According to Boatwright, which of the following could best describe a living wage?
  - a. The wages offered by the employer
  - b. The wage at which an employee will work
  - c. A wage that is considered poverty level income
  - d. Wages that enables a worker to support a family with dignity
5. An emerging view of corporate whistle-blowing practices regards them as justified, particularly when an employee's
  - a. duty of loyalty outweighs obligations of confidentiality
  - b. obligation under the law outweighs the right to privacy
  - c. right to security outweighs the responsibility to prevent harm
  - d. responsibility to the public outweighs duties to an employer
6. Under the Equal Employment Opportunity Commission's definition of sexual harassment, which of the following is a category of harassment?
  - a. Glass ceiling
  - b. Quid pro quo
  - c. Absenteeism
  - d. Comparable worth
7. Which act provides whistle-blowers with the greatest protection?
  - a. False Claims Act
  - b. Sarbanes-Oxley Act
  - c. The Civil Rights Act
  - d. The Government Protection Act
8. Byron has started a new position as an accountant at company XYZ. Company XYZ maintains

medical records on employees in order to administer benefit plans or to monitor occupational health and safety. No health and safety issues are associated with Byron's position. Which of the following individuals should have access and is justified in obtaining Byron's medical information?

- a. Tara, the CEO of company XYZ, who has access to all of the medical records
  - b. Heather, the HR generalist, who administers the company health insurance plan
  - c. Bill, Byron's first-line supervisor, who will use the information for Byron's performance evaluation
  - d. Tom, Byron's supervisor and vice president of the division, who will use the information to determine future promotions
9. A corporation may be excused from the requirements of the Worker Adjustment and Retraining Notification Act (WARN) if immediate layoffs were
    - a. accompanied by outplacement benefit programs
    - b. a response to declining levels of employee productivity
    - c. necessary as a result of unforeseen business circumstances
    - d. achieved through the elimination of an entire business division
  10. Sustainable development requires that human society use natural resources at a rate that can be continued over a(n)
    - a. indefinite period
    - b. protected period
    - c. renewable period
    - d. sustainable period

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Business Ethics & Society
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-B; 3-C ; 4-D; 5-D; 6-B; 7-B; 8-B; 9-C; 10-A.

# BUSINESS LAW II

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Sales of Goods – 23%

- a. Application
- b. Contract formation
- c. Risk of loss and passage of title
- d. Performance and remedies
- e. Rights of *Bona Fide* purchasers for value
- f. Entrustment
- g. Warranties
- h. Product liability
- i. Defenses to Breach
- j. Documents of Title

### II. Debtor and Creditor Relations – 18%

- a. UCC Article 9
- b. Other liens
- c. Bankruptcy
- d. Suretyship

### III. Business Organizations – 26%

- a. Agency
- b. Partnerships
- c. Corporations
- d. LLCs and LLPs

### IV. Property – 9%

- a. Personal property
- b. Fixtures
- c. Wills, trusts, estates

### V. Commercial Paper – 24%

- a. Types of instruments
- b. Parties
- c. Elements of negotiability
- d. Transfer of paper and holders in due course
- e. Liability and defenses of the parties
- f. Bank deposits and collections

## REFERENCES

Sources for study material suggested but not limited to the following:

1. *Business Law: Principles, Cases, Legal Environment*, Anderson, R.A.; Fox, I.; and Twomey, D.P. Cincinnati, OH: South-Western Publishing Co., current edition.
2. *Essentials of Business Law for a New Century*, Beatty, J.; and Samuelson, S. South-Western College Publishing, current edition.
3. *Business Law*, Cameron III, G.D.; and Scalletta Jr., P.J. San Diego, CA: Business Publications, Inc., current edition.
4. *West's Business Law*, Clarkson, K.W.; Miller, R.L.; and Jentz, G.A. Anaheim, CA: West Publishing Co., current edition.
5. *Principles of Business Law*, Corley, R.N.; Shedd, P.J.; and Holmes, E.M. Englewood Cliffs, NJ: Prentice-Hall, Inc., current edition.
6. *Principles of Business Law*, Frasca, J.L. Needham Heights, MA: Allyn and Bacon, current edition.
7. *Contemporary Business Law*, Hoerber, R.C. et al. New York: McGraw-Hill, current edition.
8. *Business Law*, Roszkowski, M.E. Glenview, IL: Scott, Foresman & Co., current edition.
9. *Smith and Roberson's Business Law*, Smith, L.N. et al. Anaheim, CA: West Publishing Co., current edition.
10. Current textbook used by a local college or university for a course on the subject.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. An endorser of a note makes transfer warranties by doing which of the following?
    - a. Endorsing the note
    - b. Transferring the instrument to a holder for value
    - c. Transferring the instrument for consideration
    - d. Presenting the note for payment

2. George Allen delivers to Alice Boyd a deed that states, "I hereby transfer my farm, Blackacre, to Alice Boyd for her lifetime." The deed creates a life estate in Alice Boyd and a
  - a. remainder in George Allen
  - b. remainder in Alice Boyd's heirs
  - c. reversion in George Allen
  - d. reversion in Alice Boyd's heirs
  
3. Andrew Abel is working for Nancy Pierce. During the course of the agency relationship, Abel executes negotiable instruments for Pierce. Which of the following signatures will always expose Abel to personal liability on the instruments?
  - a. Andrew Abel, Agent for Nancy Pierce
  - b. Andrew Abel, Agent
  - c. Andrew Abel, Nancy Pierce
  - d. Andrew Abel
  
4. Arnold Victor sold an airplane to Marian Sayles. Victor misrepresented the number of flying hours on the plane, stating that it had 1,800 hours when he knew the correct figure was 18,000 hours. Sayles put an additional 200 hours of flying time on the airplane, and then put it up for sale. Having believed Victor's misrepresentation, Sayles told Pat Boyer that the airplane had only 2,000 hours of flying time. Boyer then purchased the airplane for \$25,000. After discovering the true amount of flying time, Boyer sued Sayles for breach of express warranty and fraud. What liability does Sayles have to Boyer?
  - a. Sayles is liable for breach of express warranty relative to the number of flying hours because such a warranty does not depend upon what Sayles knew.
  - b. Sayles is liable because the misrepresentation by her concerning the number of flying hours constitutes fraud.
  - c. Sayles is not liable if the term "warranty" was never expressly used by her.
  - d. Sayles is not liable because she did not know that the statement regarding the number of hours was false.
  
5. Walter Brown is planning a winter camping trip to the Yukon. He contacts Do-Rite Hardware Store to purchase a sleeping bag fit for extreme cold. He informs the salesperson of his upcoming trip and asks for a recommendation. The salesperson selects a bag manufactured by Arctic Outfitters, designed for general use and not adequate for extreme cold. Brown buys the sleeping bag and uses it on his camping trip. As a result, he suffers frostbite and sues Do-Rite and Arctic for breach of warranty. Which of the following statements regarding the defendants' liability is correct?
  - a. Arctic is liable for breach of the warranty of merchantability
  - b. Do-Rite is liable for breach of the warranty of merchantability
  - c. Arctic is liable for breach of the warranty of fitness for a particular purpose
  - d. Do-Rite is liable for breach of the warranty of fitness for a particular purpose
  
6. Alfred, Baker, Cooper, and Dubold were general partners in a CPA firm. Dubold decided to retire and Ephram was brought in as a new partner. Mary Smith, a client of the previous partnership, sued Alfred, Baker, Cooper, Dubold, and Ephram for accounting malpractice which had occurred while Dubold was a partner but before Ephram became a partner. Assuming Smith's claim is valid and that she will prevail, who is liable?
  - a. Alfred, Baker, and Cooper only are jointly and severally liable.
  - b. Alfred, Baker, and Cooper only are jointly and severally liable, and Ephram is liable up to the amount of Ephram's capital contribution.
  - c. Alfred, Baker, Cooper, and Dubold only are jointly and severally liable.
  - d. Alfred, Baker, Cooper, and Dubold are jointly and severally liable, and Ephram is liable up to the amount of Ephram's capital contribution.
  
7. The driver of a Fastest, Inc. delivery truck, knowing Fastest's policy against careless driving, negligently ran a stop sign while making a delivery and caused an accident with Ashford. Ashford sues Fastest and the driver for injuries and damages. Which of the following statements is true regarding who is liable and why?
  - a. The driver is liable, but Fastest is not because it has a policy against careless driving by its employees.
  - b. The driver is liable, but Fastest is not because the driver is an independent contractor.
  - c. Fastest is liable, but the driver is not because an employee is released from liability once the liability of the employer has been established.
  - d. Both the driver and Fastest are liable because the driver is an employee and is operating within the scope of his employment.
  
8. Warren Simmons is a surety for Angela Neddle, who owes \$500,000 to Wallie Celette. The debt is now due. Although able to pay, Neddle refuses to do so for no good reason. Celette seeks payment from Simmons, who will have to sell his real estate at great loss to cover Neddle's debt. Simmons can avoid this difficulty by resorting to a surety's right of
  - a. reimbursement
  - b. subrogation
  - c. contribution
  - d. exoneration

9. Which of the following is true about a negotiable instrument that is endorsed "Pay to Steve Solar and only Steve Solar"?
- It is ineffective to transfer the instrument.
  - It destroys negotiability of the instrument.
  - It prevents further transfer of the instrument.
  - It permits further transfer by Steve Solar.
10. On May 1, Steve Sterling drew a negotiable check payable to his landlord, Carol Baker, for \$400. The check was drawn on Allston Bank. The landlord misplaced the check and then found it on June 15. On June 16 she endorsed the check and deposited it into her account at Security Bank. Which of the following statements is true?
- Sterling is discharged from liability on the check.
  - Allston Bank does not have to honor the check because it is stale.
  - Allston Bank is the depository bank.
  - Allston Bank must honor the check if Sterling's account contains sufficient funds.

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Business Law II
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-C; 3-D; 4-A; 5-D; 6-D; 7-D; 8-D; 9-D; 10-D.

# BUSINESS MATHEMATICS

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Number Sense – 5%

Percentages, fractions and decimals

### II. Algebraic Concepts – 15%

- Linear equations and inequalities
- Simultaneous linear equations
- Quadratic equations and functions
- Extrapolation and interpolation
- Graphing equations and evaluating functions

### III. Statistics – 16%

- Central tendency
- Dispersion
- Statistical significance
- Expected value
- Probability distributions
- Weighted averages
- Percentiles

### IV. Business Applications – 50%

- Index numbers
- Interest
- Depreciation/salvage value
- Discounts and credit terms
- Installment purchases
- Markup/markdown
- Taxes
- Cost calculations (e.g., gross and net pay; fixed and variable costs)
- Break-even analysis (algebraically and graphically)
- Financial ratio calculation and analysis
- Promissory notes and other loans
- Interpretation of graphical representations (and misuse of data)
- Unit conversions
- Investment performance measures (e.g., p/e ratios, yield factors, rates of return)
- Cost minimization/value optimization

### V. Financial Mathematics – 14%

- Annuities and present value
- Amortization and future value
- Annual percentage rate
- Effective annual rate

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

- Finite Mathematics with Applications*, 9<sup>th</sup> Edition, 2007, Addison-Wesley, ISBN: 978-0321386724, 75 Arlington Street, Suite 300, Boston, MA 02116 (www.awbc.com).
- Practical Business Math Procedures*, 9<sup>th</sup> Edition, 2008, McGraw-Hill, ISBN: 978-0-07-313767-4, Two Penn Plaza, New York, NY 10121 (www.books.mcgraw-hill.com).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

Certain words, concepts, and symbols on this test are defined as follows:

Average = arithmetic mean

Correlation = linear correlation

SD = standard deviation  $\sqrt{\frac{\sum x^2}{n}}$

Rms = root-mean-square =  $\sqrt{\frac{\sum x^2}{n}}$

Area of a rectangle with adjacent edges  $a$  and  $b = a.b$

Area of a triangle with base  $b$  and corresponding altitude  $h = \frac{1}{2} b.h$

- If graphed over the last 100 years, which of the following graphs would show a curve that is decreasing?
  - Percentage of adult Americans who smoke
  - Population of the United States
  - Amount of U.S. national debt
  - Number of Americans who drive cars
- During one month, Jane works 42 hours during the first week and 40 hours during the second week. Her regular pay is \$7.50 per hour for 35 hours per week, and she is paid time and one half for each hour worked in excess of 35 hours. Her FICA deduction is 6.25 percent and her federal income tax is deducted at a rate of 25 percent. If she pays no other taxes, what is her net pay for the first two weeks of the month?

- a. \$422.81  
b. \$453.75  
c. \$461.25  
d. \$576.56
3. In Year 1, a company used 120,000 gallons of fuel oil at a cost of \$0.75 per gallon. In Year 2, the company used 150,000 gallons at a cost of \$0.80 per gallon. By what percentage did the company's total fuel cost increase Year 2 over Year 1?  
a. 25.0%  
b. 6.7%  
c. 25.0%  
d. 33.3%
4. Given five numbers, which of the statements below is always true?  
a. The arithmetic mean cannot be smaller than the largest one of the numbers.  
b. The arithmetic mean cannot be smaller than the smallest two of the numbers.  
c. The arithmetic mean cannot be smaller than the median.  
d. The arithmetic mean cannot be smaller than three of the numbers.
5. A jewelry store wants to sell five diamonds for \$1,200 per carat. If the weights of the diamonds are  $\frac{1}{4}$ ,  $\frac{5}{6}$ ,  $\frac{3}{7}$ , and  $\frac{1}{2}$  carats, what is their total value?  
a. \$2,400  
b. \$2,750  
c. \$2,800  
d. \$2,814
6. What is the current yield of a 3 percent bond with a face (par) value of \$1,000 if it is quoted at a deep discount price of  $6\frac{1}{2}$  percent?  
a. 3.5%  
b. 9.5%  
c. 19.5%  
d. 46.2%
7. A company has five employees and reports its salary averages as a median. If the salary range is \$29,000 and the average salary is \$20,000, which of the following salary listings could represent the company?  
a. \$12,000; \$14,000; \$20,000; \$25,000; \$29,000  
b. \$15,000; \$19,000; \$20,000; \$23,000; \$29,000  
c. \$18,000; \$19,000; \$20,000; \$29,000; \$47,000  
d. \$20,000; \$20,000; \$20,000; \$23,000; \$29,000
8. A new car is going to cost the buyer \$12,345.67. The buyer intends to make a down payment and finance the balance with equal payments of \$400 at the end of each of the next 30 months. If the loan interest is 12 percent, compounded monthly, what is the amount of the down payment?  
a. \$256  
b. \$1,568  
c. \$2,022  
d. \$2,680

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Business Math
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-B; 3-D; 4-B; 5-D; 6-D; 7-C; 8-C.

# CRIMINAL JUSTICE

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Criminal Behavior – 15%

- a. Defining crime
- b. Crime in the United States
- c. Theories of crime
- d. Types of crime
- e. Measurement of crime
- f. Juvenile delinquency

### II. Criminal Justice System – 25%

- a. Historical origins and legal foundations
- b. Due process
- c. Criminal justice agencies

### III. Police – 20%

- a. History and organization
- b. Societal role and function
- c. Issues and trends
- d. Occupational characteristics

### IV. Court System – 20%

- a. History of the court system
- b. Organization and structure
- c. Adult court systems
- d. Juvenile court
- e. Pretrial, trial and post-trial processes
- f. Sentencing issues and trends

### V. Corrections – 20%

- a. History of corrections
- b. Purpose
- c. Intermediate sanctions
- d. Adult prison systems
- e. Juvenile correction alternatives
- f. Capital punishment
- g. Prison organization
- h. Inmate characteristics
- i. Issues and trends

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Criminal Justice*, 8<sup>th</sup> Edition, 2007, McGraw-Hill, ISBN: 0-07-312820-1, Two Penn Plaza, New York, NY 10121 ([www.books.mcgraw-hill.com](http://www.books.mcgraw-hill.com)).

2. *The American System of Criminal Justice*, 11<sup>th</sup> Edition, 2007, Wadsworth/Thomson, ISBN: 0-495-00601-7, 10 Davis Drive, Belmont, CA 94002, ([www.wadsworth.com](http://www.wadsworth.com)).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. The three major divisions of the criminal justice system are
    - a. police, defense, and prosecution
    - b. courts, prosecution, and police
    - c. prosecution, defense, and courts
    - d. police, courts, and corrections
  2. Which of the following crimes against a person does society consider to be the most serious?
    - a. manslaughter
    - b. assault
    - c. murder
    - d. rape
  3. The juvenile court in the United States is based on the doctrine of
    - a. habeas corpus
    - b. parens patriae
    - c. nolo contendere
    - d. modus operandi
  4. In the United States, which of the following types of correctional institutions typically has the poorest physical facilities and services?
    - a. county jail
    - b. halfway house
    - c. state prison
    - d. federal prison
  5. All of the following are characteristics of criminal acts EXCEPT
    - a. criminal intent
    - b. insanity
    - c. harm to a person
    - d. criminal capacity

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Criminal Justice
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-C; 3-B; 4-A; 5-B.

# ENVIRONMENT & HUMANITY: THE RACE TO SAVE THE PLANET

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Ecological Concepts – 30%

Includes ecosystems; global ecology; atmospheric structure; roles of organisms; biodiversity and stability; energy flow; trophic levels; food chains and food webs; biogeochemical cycling; biomes and productivity; population biology; evolution; succession in freshwater and terrestrial communities.

### II. Environmental Impacts – 30%

Includes human population growth; global climate and weather; greenhouse effect; ozone layer; pollution - physical, chemical, and biological aspects; environmental risk assessment; agricultural and industrial revolutions; industrial development of emerging nations; deforestation; desertification; eutrophication.

### III. Environmental Management and Conservation – 30%

Includes renewable and nonrenewable resources; the green revolution; agricultural practices; pesticides and pest control; soil conservation and land use practices; air pollution control; drinking water quality and supply; wastewater treatment; solid and hazardous waste; recycling and resource recovery; industrial ecology.

### IV. Political Processes and the Future – 10%

Includes environmental laws, policies, and ethics; planning and decision making; international policy conflicts and agreements; differing cultural and societal values; future issues of population, food supply, energy, and pollution.

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Cunningham, W.P., and B.W. Saigo. *Environmental Science: A Global Concern*. Dubuque, IA: Brown, current edition.
2. Enger, Eldon D. and Bradley F. Smith. *Environmental Science: The Study of Interrelationships*. Dubuque, IA: Brown, current edition.
3. Miller, G. Tyler, Jr. *Environmental Science: Working with the Earth*. Belmont, CA: Wadsworth, current edition.
4. Miller, G. Tyler, Jr. *Living in the Environment: Principles, Connections, and Solutions*. Belmont, CA: Wadsworth, current edition.
5. Nebel, Bernard J., and R.T. Wright. *Environmental Science: The Way the World Works*. Englewood Cliffs, NJ: Prentice-Hall, Inc. current edition.
6. Vesilind, P. Aarne, J. Jeffrey Peirce, and Ruth F. Weiner. *Environmental Pollution and Control*. Boston, MA: Butterworth-Heinemann, current edition.
7. Current textbook used by a local college or university for a course on the subject.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. The primary factor that determines the location and kind of biomes is
    - a. climate
    - b. soil
    - c. altitude
    - d. latitude
  2. The oceans play a key role in the recycling of carbon and oxygen because of the productivity of
    - a. fish
    - b. marine mammals
    - c. phytoplankton
    - d. zooplankton
  3. Early human populations increased rapidly with the widespread adoption of which of the following practices?
    - a. Hunting
    - b. Fishing
    - c. Farming
    - d. Herding

4. Concentrations of carbon dioxide, infrared energy, methane, and water vapor are major contributing factors to
  - a. thermal air inversion
  - b. the greenhouse effect
  - c. urban smog
  - d. acid rain
5. Catalytic converters are used to remove chemicals that contribute to
  - a. lead poisoning
  - b. carbon dioxide asphyxiation
  - c. photochemical smog
  - d. chlorofluorocarbon (CFC) pollution
6. Which of the following countries, with a total fertility rate of less than 2.0, is said to be at "zero population growth"?
  - a. Thailand
  - b. India
  - c. Zimbabwe
  - d. Sweden
7. An oak tree is an example of which of the following?
  - a. Primary producer
  - b. Primary consumer
  - c. Secondary consumer
  - d. Decomposer
8. Incomplete combustion in automobile engines releases which of the following into the atmosphere?
  - a. Radon
  - b. Carbon tetrachloride
  - c. Asbestos
  - d. Hydrocarbons
9. The combined use of fertilizers, pesticides, and hybrid seeds to increase crop yields is characteristic of which of the following?
  - a. The green revolution
  - b. Subsistence farming
  - c. Sustainable yield agriculture
  - d. Agroforestry
10. Which of the following is used to describe all of the living and nonliving features of a given area?
  - a. Community
  - b. Ecosystem
  - c. Biome
  - d. Carrying capacity
11. Recycling of resources is most critical for the conservation of which of the following?
  - a. Biomass
  - b. Food
  - c. Minerals
  - d. Wildlife
12. Which of the following statements is true about the near future of the biosphere?
  - a. Human population will remain stable.
  - b. Coal will be the primary natural energy source.
  - c. The amount of food per person will remain constant.
  - d. Increased industrialization will not increase pollution.

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Environment and Humanity: The Race to Save the Planet
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-C; 3-C; 4-B; 5-C; 6-D; 7-A; 8-D; 9.A; 10-B; 11-C; 12-B.

# ETHICS IN AMERICA

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Ethical Traditions – 44%

- Greek views: Thucydides, Socrates, Plato, Aristotle
- Religious traditions
- Moral law: Epictetus, Aquinas, Hobbes, Locke, Rousseau, Jefferson, Kant, Royce, King, Rawls, Nozick
- Consequential ethics: Epicurus, Smith, Bentham, Mill, Rand
- Feminist ethics: Gilligan, Noddings

### II. Ethical Analysis of Issues and Practical Applications – 56%

- Morality, relationships, and sexuality
- Life and death issues
- Economic inequity, poverty, and equal opportunity
- Racism and affirmative action
- Punishment
- War and peace
- Life-centered and human-centered ethics
- Human rights
- Biomedical ethics

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

- Ethics: Theory and Practice*, 10<sup>th</sup> Edition, 2008, Jacques P. Thiroux and Keith W. Krasemann, Prentice Hall/Pearson Education, ISBN: 0205672361, One Lake Street, Upper Saddle River, NJ 07458 ([www.vig.prenhall.com](http://www.vig.prenhall.com)). **As of July, 2011: 11<sup>th</sup> Edition (ISBN: 0205053149)**
- Moral Philosophy: Theories and Issues*, 4<sup>th</sup> Edition, 2007, Emmet Barcalow, Wadsworth Publishing/Thomson, ISBN: 0495007153, 10 Davis Drive, Belmont, CA 94002, ([www.wadsworth.com](http://www.wadsworth.com)).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- Which of the following thinkers evaluates the morality of actions in terms of the amount of pleasure and pain they produce?
  - Aristotle
  - Kant
  - Bentham
  - King
- According to which of the following philosophers is it immoral to commit suicide?
  - The hedonist Epicurus, because suicide decreases one's pleasure
  - The Stoic Epictetus, because suicide is contrary to nature
  - Kant, because persons who commit suicide treat themselves as a means only
  - Mill, because suicide never maximizes utility
- For a utilitarian, the ethical evaluation of a decision to tell a lie will NOT depend on whether the
  - person to whom the lie is told will benefit from the lie
  - person telling the lie would mind someone else lying to him or her
  - person telling the lie will suffer if the truth is told
  - lie will cause suffering to third parties

## OPTIONAL ESSAY

The essay will ask the examinee to analyze a morally problematic situation in terms of issues relevant to a decision and arguments for alternative positions; it will require the examinee to reach his / her own reasoned conclusion.

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Ethics in America
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

Answers to sample questions: 1-C; 2-C; 3-B.

# FOUNDATIONS OF EDUCATION

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Contemporary Issues in Education – 43%

- a. Equity for
  1. Cultures (race and ethnicity)
  2. Sexes (gender)
  3. Individuals with special needs (Bilingual, exceptionalities, gifted and talented)
  4. Diverse economic groups
- b. Governance
  1. Level of control
  2. Funding/financing
  3. Forms of governance (i.e., site-based, shared leadership)
  4. Scheduling
- c. Curriculum
  1. Control (national, state, and local)
  2. Content (types of)
- d. Morality/Values/Character
- e. Professional Issues
  1. Legal liabilities/responsibilities
  2. Professional conduct
  3. Organizations
  4. Role definitions and descriptions
  5. Ethics

### II. Past and Current Influences on Education – 37%

- a. Philosophies, theories, ideologies
  1. Pragmatism (Dewey)
  2. Jeffersonianism
  3. Humanism/Individualism
  4. Connectionism (Thorndike)
  5. Behaviorism (Skinner)
  6. Constructivism
  7. Cognitive-Developmental (e.g., Piaget, Erikson)
  8. Socio-cultural learning theories
- b. Democratic Ideals
  1. Constitutional influences
  2. Court decisions (e.g. civil rights)
  3. Legislation (e.g. funding, financing, special interests/ lobbying)
- c. Social/Economic Influences
  1. Private sector (E.g. corporations and business involvements)
  2. Economic structure
  3. Work force demands (e.g. number of jobs, types of jobs/careers, job training, technology)

4. Career and lifestyles (e.g. single-parent families, working families)
5. Societal mobility
6. Leisure time

### III. Interrelationships between Contemporary Issues and Influences, Past or Current, in Education – 20%

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Oakes, Jeannie and Lipton, Martin. *Teaching to Change the World*. New York: McGraw-Hill Inc., current edition.
2. Spring, Joel. *American Education*. New York: McGraw-Hill, Inc., current edition.
3. Sadker, Myra, P., and David M. *Teachers, Schools, and Society*. New York: McGraw-Hill, Inc., current edition.
4. Orstein, Allan C., and Levine, Daniel U. *Foundations of Education*. Boston: Houghton Mifflin Co., current edition.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Which of the following was the landmark court decision that gave judicial recognition of the values of expanding the common school program through high school and supported the levying of taxes on the general public to fund such schools?
    - a. Abington Case (Abington School Dist. vs. Schempp)
    - b. Kalamazoo Case (Stuart vs. School Dist. #1 of the Village of Kalamazoo)
    - c. Lau vs. Nichols
    - d. Pickering vs. Board of Education
  2. Critics of mainstream approaches to learning that concentrate on the sheer mechanics, point out that these approaches fail to give adequate consideration to the

- a. dominant culture of the society
  - b. importance of education to access to the job marketplace
  - c. learner's socio-cultural context for constructing means
  - d. economic and technological needs of the wider society
3. The major thrust of the Head Start program is to
    - a. help disadvantaged preschool children to achieve readiness for the first grade
    - b. provide funding for after-school child care programs
    - c. socialize children regarding typical u.s. culture
    - d. offer enrichment for young students with exceptional ability
  4. Dewey identified which of the following fundamental factors in the education process?
    - I. Organized subject matter
    - II. The learner
    - III. Creativity
    - IV. Society
    - a. III only
    - b. II and III only
    - c. I, II, and IV only
    - d. I, II, III, and IV
  5. Which of the following emphasizes socially interactive and process-oriented "hands-on" learning in which students work collaboratively?
    - a. Behaviorism
    - b. Constructivism
    - c. Humanism
    - d. Socialism
  6. The major cause of the decline in public school construction in the early 1990's was
    - a. the inadequate utilization of existing facilities
    - b. the public resistance to increased taxation
    - c. a shortage of trained teachers to staff new classrooms
    - d. a leveling off of the school-age population
  7. The objective of the school reform strategy known as American 2000 was to establish nationwide consensus on all of the following EXCEPT
    - a. the goals of education
    - b. the curriculum
    - c. federal funding of education
    - d. achievement standards
  8. One effect of the 1896 *Plessey vs. Ferguson* court decision was the
    - a. establishment of standards for identifying schools as "separate but equal"
    - b. establishment of the principle that segregated schools are inherently unequal
    - c. continuance of de facto segregation
    - d. provision of equal access for all racial groups to all types of institutions
  9. The current school calendar of 9-10 months that is used by most public schools in the United States was originally based on the
    - a. tradition of taking family vacations during the summer
    - b. lack of technology that would permit the regulation of temperatures in educational facilities during the summer months
    - c. need for children to work on farms during the summer in a predominately agricultural society
    - d. need for a time when teachers could continue their own education
  10. Horace Mann believed that providing a common school education was essential in promoting
    - a. respect for people of diverse racial and ethnic groups
    - b. respect for diverse religious orientations and traditions
    - c. moral values
    - d. social equality

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Foundations of Education
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-A; 4-C; 5-B; 6-B; 7-C; 8-C; 9-C; 10-C

# FUNDAMENTALS OF COLLEGE ALGEBRA

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. **Fundamental Algebraic Operations – 4%**
  - a. Operations with algebraic expressions
  - b. Operations with polynomials
- II. **Factoring Polynomials over Real Numbers – 6%**
- III. **Rational Expressions – 7%**
- IV. **Exponential and Radical Expressions – 8%**

Operations with positive, negative, and fractional exponents.
- V. **Linear Equations – 12%**
  - a. Single variables
  - b. Operations with matrices
  - c. Methods of solving two and three variable systems
- VI. **Absolute Value Equations and Inequalities – 6%**
- VII. **Quadratic Equations and Inequalities – 12%**
  - a. Methods of solving
  - b. Quadratic forms
  - c. Solving quadratic inequalities
- VIII. **Equations Involving Radicals – 6%**
- IX. **Complex Numbers – 5%**
  - a. Conjugate
  - b. Basic operations
- X. **Functions – 20%**
  - a. Domain and range
  - b. Coordinate systems
  - c. Inverse functions
  - d. Operations and functions
  - e. Rational functions
  - f. Exponential and logarithmic functions
- XI. **Two Dimensional Graphing – 14%**

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Algebra and Trigonometry Problem Solver*, 2007, Jerry R. Shipman, Research and Education Association, 61 Ethel Road, West Piscataway, NJ 08854, www.rea.com.
2. *Intermediate Algebra*, Eighth Edition, 2006, Margaret Lial, John Hornsby and Terry McGinnis, Addison-Wesley, 75 Arlington Street, Suite 300, Boston, MA 02116, www.aw-bc.com.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these two samples for the type of questions that may appear on the exam.

- 
1. If  $x^2 \neq 1$ , then

$$\frac{1}{x^2 - 1} + \frac{1}{x + 1} =$$

a.  $\frac{2}{x^2 + x}$

b.  $\frac{x + 2}{x^2 - 1}$

c.  $\frac{x}{x^2 - 1}$

d.  $\frac{1}{x^2} + \frac{1}{x}$

2. Which of the following is a solution of the equation  $x^2 + 3x - 2 = 0$ ?

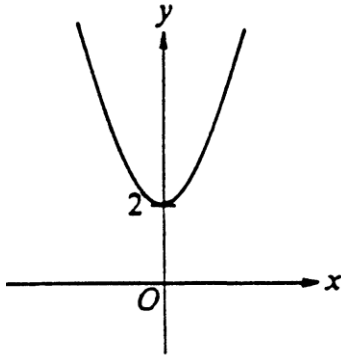
a. 2

b.  $\frac{3 - \sqrt{17}}{2}$

c.  $\frac{-3 + \sqrt{17}}{2}$

d.  $\frac{-3 + \sqrt{5}}{2}$

3. An experimental formula for the number of hours of sleep a child needs is  $S = 13.5 - (y/3)$ , where  $S$  is the number of hours of sleep needed and  $y$  is the age of the child in years. According to this formula, with each passing year, a child needs
- $1/3$  hour less sleep
  - $1/3$  hour more sleep
  - 1 hour less sleep
  - 1 hour more sleep



4. Which of the following could be the equation of the graph above?
- $y = 2x^2$
  - $y = -x^2 + 2$
  - $y = x^2 + 2$
  - $x = y^2 + 2$
5.  $\sqrt{48a^3b^4} =$
- $4ab^2\sqrt{3a}$
  - $8ab^2\sqrt{3a}$
  - $24ab^2\sqrt{a}$
  - $16a^2b^4\sqrt{3}$

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Fundamentals of College Algebra
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-C; 3-A; 4-C; 5-A.

# FUNDAMENTALS OF COUNSELING

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Historical Development – 5%

- a. Historical elements
- b. Significant influences
- c. Significant people

### II. Counselor Roles and Functions – 20%

- a. Counseling as a profession
- b. Role expectations in different counseling settings
- c. Professional associations
- d. Consultation
- e. Group approaches
- f. Family counseling
- g. Self-help groups
- h. Advocacy
- i. Environment

### III. The Counseling Relationship – 15%

- a. Verbal and nonverbal behavior
- b. Personal characteristics, lifestyles and capabilities
- c. Authenticity, empathy, and confidentiality
- d. Ethical and legal issues

### IV. Theoretical Approaches – 20%

- a. Psychodynamic
- b. Humanistic and phenomenological
- c. Cognitive - behavioral
- d. Behavioral
- e. Systems
- f. Eclectic
- g. Spiritual/Holistic

### V. Social and Cultural Foundations – 15%

- a. Multicultural issues (e.g., religion race, ethnicity, socioeconomics)
- b. Discrimination issues (e.g., gender, age, sexual orientation, disability, AIDS, managed care)
- c. Societal concerns (e.g., substance abuse, person abuse, stress, violence)

### VI. Career Development – 7%

- a. Theories
- b. Decision making
- c. Information sources

### VII. Human Growth and Development – 8%

- a. Personal development
- b. Social development

### VIII. Assessment and Appraisal Techniques – 10%

- a. Testing
- b. Measurement
- c. Diagnostic and Statistical
- d. Manual of Mental Disorders
- e. 4th ed. (DSM-IV)

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Brammer, Lawrence M., Everett L. Shostrom, and Philip J. Abrego. *Therapeutic Counseling and Psychotherapy*. Englewood Cliffs, NJ: Prentice Hall, current edition.
2. Buelow, George and Suzanne Hebert. *Counselor's Resource on Psychiatric Medications: Issues of Treatment and Referral*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
3. Cavanagh, Michael E. *The Counseling Experience: A Theoretical and Practical Approach*. Monterey, CA: Brooks/Cole Publishing Co., Prospect Heights, IL: Waveland Press, current edition.
4. Corey, Gerald. *Theory and Practice of Counseling and Psychotherapy*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
5. Corey, Gerald, Marianne Schneider Corey, and Patrick Callanan. *Issues and Ethics in the Helping Professions*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
6. Egan, Gerard. *The Skilled Helper: A Problem-Management Approach to Helping*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
7. Faiver, Christopher, Sheri Eisengart, and Ronald Colonna. *The Counselor Intern's Handbook*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
8. George, Rickey L., and Therese S. Cristiani. *Counseling: Theory and Practice*. Englewood Cliffs, NJ: Prentice Hall, current edition.

9. Gibson, Jane Whitney. *The Supervisory Challenge: Principles and Practices*. Englewood Cliffs, NJ: Prentice Hall, current edition.
  10. Gladding, Samuel T. *Counseling: A Comprehensive Profession*. New York, NY: Merrill, current edition.
  11. Hansen, James C., Robert H. Rossberg, and Stanley H. Cramer. *Counseling: Theory and Process*. Boston, MA: Allyn and Bacon, current edition.
  12. Patterson, C. H. *Theories of Counseling and Psychotherapy*. New York, NY: Harper & Row, current edition.
  13. Peterson, Gary W., James P. Sampson, and Robert C. Reardon. *Career Development and Services: A Cognitive Approach*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
  14. Sue, Derald Wing, Donald R. Atkinson, and George Morten. *Counseling American Minorities*. Dubuque, IA: McGraw Hill. Current edition.
  15. Vondracek, Fred W., and Sherry Corneal. *Strategies for Resolving Individual and Family Problems*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
4. Research shows that a counselor can be most effective when providing services for a client who is a member of a minority group if the counselor
    - a. is both knowledgeable and responsive to cultural differences
    - b. Is a member of the client's minority group
    - c. Has lived with the client's minority group for a period of time
    - d. Has had cross-cultural training
  5. A basic assumption of the client-centered counseling theory is that
    - a. The counselor should assume a directive role
    - b. The counselor should assume a passive role
    - c. Every client possesses potential for growth
    - d. Every client behavior has a distinct psychological purpose
  6. The concept of reinforcement is most often associated with
    - a. Client-centered counseling
    - b. Behavioral counseling
    - c. Psychoanalytical counseling
    - d. Gestalt counseling
  7. Most adolescents seek social acceptance and recognition through contact with
    - a. Other adolescents
    - b. Teachers
    - c. Parents
    - d. Young adults
  8. Test reliability is best defined as
    - a. The consistency of measurements obtained
    - b. The estimate of the size of the test score error
    - c. The test measuring what it is designed to measure
    - d. A comparative score to which an individual's test performance can be related
  9. The ethical standards code of the American Counseling Association (ACA) stresses that a counselor's primary responsibility is to
    - a. The institution or agency of employment
    - b. The professional organization
    - c. The client
    - d. Society
  10. "Therapy groups" is the term usually given to groups in which the emphasis is on the
    - a. Similarity of the members' problems
    - b. Differences among the members' problems
    - c. Common expectations of the members
    - d. Personal change and development of the members

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Historically, guidance and counseling services were first concerned with
    - a. Educational placement
    - b. Test appraisal
    - c. Personal concerns
    - d. Vocational placement
  2. Counseling effectiveness is primarily based on the
    - a. Relationship between client and counselor
    - b. Similarity in ages between client and counselor
    - c. Counselor's self-understanding
    - d. Counselor's understanding of human development
  3. A primary function of a counselor in the initial stages of assisting a client in career planning is to encourage
    - a. Continuing education
    - b. Selecting a specific occupation
    - c. Seeking the highest possible professional level
    - d. Exploring a wide range of occupations

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Fundamentals of Counseling
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-B; 3-D; 4-B; 5-A; 6-D; 7-A; 8-A; 9-B; 10-B

# GENERAL ANTHROPOLOGY

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Anthropology as a Discipline Branches and Methodologies – 7%

- a. Physical anthropology
- b. Cultural Anthropology: ethnology; ethnography
- c. Linguistics
- d. Archaeology

### II. Various Theoretical Perspectives – 3%

- a. Structuralism
- b. Functionalism
- c. Cultural ecology
- d. Cultural evolution
- e. Cultural determinism

### III. Physical Anthropology – 17%

- a. Genetic principles: genes, heredity, Mendelian inheritance, genotypes
- b. phenotypes, gene pools, mutations, molecular genetics
- c. Adaptation, natural selection, variations (e.g., blood chemistry)
- d. Living primates
- e. Fossils
  1. Relative and absolute dating
  2. Fossil hominids – *Australopithecines*, *Homo erectus*, *Homo habilis*, *Homo sapiens* (*neanderthalensis* and *sapiens*)

### IV. Archaeology – 19%

- a. Methodology (prehistoric and historic)
- b. Paleolithic and Mesolithic
- c. Neolithic: development of technology, domestication of plants and animals
- d. Development of civilization and urban societies

### V. Nature of Culture – 12%

- a. Symbols and symbolic systems
- b. Language, sociolinguistics, morphology, phonology
- c. Society vs. culture
- d. Cultural variation: universals and alternatives
- e. Real vs. ideal culture
- f. Cultural change: invention, diffusion, innovation
- g. Cultural relativity, ethnocentrism
- h. Etic and emic world views
- i. The individual in culture
- j. The arts

### VI. Social Organization – 16%

- a. Marriage and family patterns: mate choice, residence, monogamy, polygamy, family of orientation – conjugal, natal family, incest, exogamy, divorce
- b. Kinship and descent groups: kindred, lineage, clan, phratry, moiety, bilateral vs. unilateral descent, matrilineal, patrilineal, kinship terminology
- c. Groups and associations (e.g., age, sex)
- d. Social stratification: caste, class, slavery, status (achieved and ascribed), role, rank

### VII. Economic Organization – 7%

- a. Subsistence and settlement patterns
- b. Formal and substantive approaches
- c. Communal and private ownership of land, material and nonmaterial property
- d. Reciprocity, redistribution, and market exchange
- e. Production, allocation, use, and consumption of goods and services

### VIII. Political Organization – 6%

- a. Politics, political systems: bands, tribes, states, chiefdoms
- b. Political associations
- c. Social control: customs, laws, war

### IX. Religion – 10%

- a. Religious institutions (e.g. individual, shamanistic, revitalization movements)
- b. Belief systems, world views (e.g., animism, totemism, myth)
- c. Religious practices and practitioners (e.g. magic, healers)
- d. Rites of passage: birth, maturity, marriage, death

### X. Modernization and Application of Anthropology – 3%

- a. Applied anthropology
- b. Cultural survival
- c. Directed cultural change

## REFERENCES

Sources for study material suggested but not limited to the following:

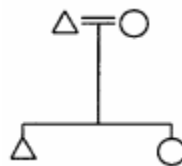
1. Barrett, Richard A. *Culture and Conduct: An Excursion in Anthropology*. Belmont, CA: Wadsworth Publishing, current edition.

2. Fagin, Brian. *People of the Earth: An Introduction to World Prehistory*. Glenview, IL: Scott, Foresman & Co., current edition.
  3. Ember, Carol R. and Melvin Ember. *Anthropology*. Englewood Cliffs, NJ: Prentice-Hall, current edition.
  4. Harris, Marvin. *Cultural Anthropology*. New York: Harper and Row, current edition.
  5. Haviland, William A. *Anthropology*. New York: Holt, Rinehart and Winston, current edition.
  6. Jolly, Clifford and Fred Plog. *Physical Anthropology and Archaeology*. New York: Knopf, current edition.
  7. Kottak, Conrad P. *Anthropology: The Exploration of Human Diversity*. New York: Random House, current edition.
  8. Nanda, Serena. *Cultural Anthropology*. Belmont, CA: Wadsworth Publishing, current edition.
  9. Rosman, Abraham and Paula Rubel. *Tapestry of Culture*. New York: Random House, current edition.
  10. Sharer, Robert and Wendy Ashmore. *Archaeology: Discovering Our Past*. Palo Alto, CA: Mayfield, current edition.
  11. Swartz, Mark J. and David K. Jordan. *Culture: The Anthropological Perspective*. New York: John Wiley, current edition.
  12. Thomas, D.H. *Archaeology*. New York: Holt, Rinehart and Winston, current edition.
3. All of the following have traditionally been advanced as possible reasons for the incest taboo EXCEPT the
    - a. Necessity to create alliances with other groups
    - b. Instinctual sexual aversion to relatives
    - c. Deleterious effects of continued inbreeding
    - d. Example set by nonhuman primates
  4. The Mesolithic era is often described as a period of transition because it
    - a. Allowed for the development of great hunting cultures
    - b. Is characterized as a period of major growth in the early cities
    - c. Witnessed a sharp decline in the development of tools
    - d. Represented a period of diversification of subsistence strategies
  5. Which of the following statements about ideal cultural patterns (norms) is true?
    - a. There is often great discrepancy between what people say they do and what they actually do.
    - b. A norm ceases to exist if the normative rule is not carried out in social behavior.
    - c. Norms are seldom outmoded or maladaptive.
    - d. Ideal cultural patterns are found only among peoples who practice agriculture.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

1. Which of the following statements best describes the concept of culture?
  - a. Culture consists of genetically transmitted patterns of thinking and acting.
  - b. Culture represents economic and political achievements.
  - c. Culture is primarily determined by artifacts and art.
  - d. Culture consists of learned and shared patterns of thinking and acting.
2. A major contribution by Darwin is the
  - a. Principle of uniformism
  - b. Theory of diffusionism
  - c. Theory of organic solidarity
  - d. Theory of natural selection
6. The diagram above shows
  - a. An extended family
  - b. A patrilineage
  - c. A nuclear family
  - d. A matrifocal family
7. Which of the following is true of traits of humans and not true of other animals?
  - a. Prolonged care of young
  - b. Sedentary residence patterns
  - c. Complex symbol systems
  - d. Socialization of young
8. Jane Goodall observed chimpanzees in the wild and was surprised to find that they
  - a. Lived in large groups
  - b. Made and used tools
  - c. Lived in nuclear families
  - d. Used sign language



9. The careful description of a culture is called
  - a. Epistemology
  - b. Phenomenology
  - c. Ethnography
  - d. Ethnomethodology
  
10. The special norm that a person must marry someone who is within his or her group is called
  - a. Endogamy
  - b. Group marriage
  - c. Exogamy
  - d. Polyandry

**CREDIT RECOMMENDATIONS**

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	General Anthropology
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-D; 3-D; 4-D; 5-A; 6-C; 7-C; 8-B; 9-C; 10-A

# HERE'S TO YOUR HEALTH

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Health, Wellness, Mind/Body Connection – 20%

- a. Responsible health, wellness, and lifestyles
- b. Mental health defined
- c. Psychological disorders
- d. Stress management and coping mechanisms
- e. Addictive behaviors

### II. Human Development and Relationships – 20%

- a. Reproduction
- b. Sexuality
- c. Intimate relationships
- d. Healthy aging
- e. Death and bereavement

### III. Substance Use and Abuse – 10%

- a. Alcohol
- b. Tobacco
- c. Other drugs
- d. Substance-use behaviors

### IV. Fitness and Nutrition – 15%

- a. Components of physical fitness
- b. Good nutrition and its effects

### V. Risk Factors, Disease, Disease Prevention – 20%

- a. Infectious diseases, including sexually transmitted diseases, prevention and control
- b. The cardiovascular system
- c. Types of cancer
- d. Immune disorders
- e. Diabetes, arthritis, and genetic-related disorders
- f. Common neurological disorders

### VI. Safety, Consumer Awareness, and Environmental Concerns – 15%

- a. Safety
- b. Intentional injuries and violence
- c. Consumer awareness
- d. Environmental concerns

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Core Concepts in Health, Brief*, Tenth Edition, 2008, Paul Insel and Walton Roth, McGraw-Hill, Two Penn Plaza, New York, NY 10121, books.mcgraw-hill.com.
2. *Focus on Health*, Eighth Edition, 2007, Dale Hahn, Wayne Payne, Ellen Lucas, McGraw-Hill, Two Penn Plaza, New York, NY 10121, books.mcgraw-hill.com.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. The primary stage of Dr. Hans Selye's general adaptation syndrome during which the body prepares to fight or flee is known as
    - a. resistance
    - b. alarm
    - c. exhaustion
    - d. compulsion
  2. The heart and the network of blood vessels leading to and from it comprise the
    - a. cardiovascular system
    - b. respiratory system
    - c. endocrine system
    - d. reproductive system
  3. Which of the following abnormalities in a developing fetus can be detected by the use of amniocentesis?
    - a. Cleft palate
    - b. Tay-Sachs disease
    - c. Phocomelia
    - d. Diabetes
  4. The primary pollutant that forms acid rain after entering the atmosphere is
    - a. fluorocarbon
    - b. ozone
    - c. sulphur dioxide
    - d. dioxin
  5. Which of the following is a barrier form of birth control?
    - a. Oral contraceptive
    - b. Intrauterine device
    - c. Diaphragm
    - d. Rhythm method

6. A cancer of the connective tissues is known as a
  3. carcinoma
  4. leukemia
  5. sarcoma
  6. melanoma
  
7. The intoxicating ingredient in beer, wine, and distilled liquor is called
  - a. methanol
  - b. isopropanol
  - c. butanol
  - d. ethanol
  
8. Drugs made from opium or its synthetic equivalent are classified as
  - a. narcotic analgesics
  - b. hallucinogens
  - c. sedative-hypnotics
  - d. major tranquilizers
  
9. The lowest level of Abraham Maslow's "hierarchy of needs" is
  - a. self-actualization
  - b. esteem
  - c. physiological needs
  - d. love

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Here's to Your Health
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-A; 3-B; 4-C; 5-C; 6-C; 7-D; 8-A; 9-C.

# HUMAN/CULTURAL GEOGRAPHY

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. The Earth, Basic Facts and Concepts – 23%

- a. Coordinate systems, seasons, time
- b. Maps and cartography
- c. Physiography
  1. Tectonics
  2. Gradation, land forms
- d. Atmosphere
  1. Weather
  2. Climate
- e. Soils and vegetation
- f. Water

### II. Culture and Environment – 40%

- a. Cultural systems and processes
  1. Domestication of plants and animals
  2. Cultural origins and dispersals
  3. Language, religion, material culture
- b. Population
  1. Population characteristics and patterns
  2. Population growth and resource use
- c. Natural resources
  1. Human impact on the environment
  2. Environmental risks and hazards
  3. Development

### III. Spatial Processes – 32%

- a. Social processes
  1. Human spatial behavior
  2. Interaction through movement
  3. Diffusion
- b. Modern economic systems
  1. Agriculture and extractive activities
  2. Manufacturing
  3. Retailing, services, and high technology
- c. Settlement patterns
  1. Principles of settlement and land use
  2. Rural settlement
  3. Urban settlement
- d. Political geography
  1. Territories and boundaries
  2. Politics and location
- e. Social problems

### IV. Regional Geography – 5%

- a. Defining a region
- b. Geopolitical regions

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Bergman, Edward, Tom L. McKnight. *Introduction to Geography*. Englewood Cliffs, NJ: Prentice Hall, current edition.
2. DeBlij, H.J., P.O. Muller. *Geography: Realms, Regions and Concepts*. New York, NY: Wiley and Sons, current edition.
3. DeBlij, H.J. P.O. Muller. *Human Geography: Culture, Society and Space*. New York, NY: Wiley and Sons, current edition.
4. Fellman, Jerome, A. Getis and J. Getis. *Human Geography: Landscape of Human Activities*. Boston, MA: WCB/McGraw Hill, current edition.
5. Gabler, Robert E., Robert J. Sager and Daniel L. Wise. *Essentials of Physical Geography*. Fort Worth, TX: Saunders College Publishing, current edition.
6. Goode, J. Paul. *Goode's World Atlas*. Chicago: Rand McNally, current edition.
7. Hartshorn, Truman A., John W. Alexander. *Economic Geography*. Englewood Cliffs, NJ: Prentice Hall, current edition.
8. McKnight, Tom L. *Physical Geography: A Landscape Appreciation*. Upper Saddle River, NJ: Prentice Hall, current edition.
9. Rubenstein, James H. *Cultural Landscape: Introduction to Human Geography*. Upper Saddle River, NJ: Prentice Hall, current edition.
10. Stansfield, Charles A. *Building Geographic Literacy*. Upper Saddle River, NJ: Prentice Hall, current edition.

## SAMPLE QUESTIONS

Questions on the test require test takers to demonstrate the following abilities. Some questions may require more than one of these abilities.

- Knowledge of basic facts and terms (about 55 - 65% of the examination)
- Understanding of concepts and principles (about 35 - 45% of the examination)
- Ability to apply knowledge to specific cases or issues (about 5 - 10% of the examination)

1. Which stage in the demographic transition is characterized by high, steady birth rates combined with decreasing death rates?
  - a. Rapid growth
  - b. Slow growth
  - c. No growth
  - d. Decline
  
2. A landscape that is pitted with depressions, has a stream passing underground into a cavern, and has several large underground caves is an example of which of the following?
  - a. Kettle and kame
  - b. Horst and graben
  - c. Karst
  - d. Outwash plain
  
3. Which of the following is equivalent to a scale of one inch equals one mile?
  - a. 1: 13,360
  - b. 1: 23,360
  - c. 1: 63,360
  - d. 1: 93,360
  
4. Which of the following is NOT an example of a centrifugal force in political geography?
  - a. Basques in Spain
  - b. Palestinians in Lebanon
  - c. Quebecois in Canada
  - d. African Americans in the United States
  
5. A well-known advocate of "hearths of domestication" for plants and animals is
  - a. Richard Hartshorne
  - b. Carl O. Sauer
  - c. Brian J.L. Berry
  - d. Walter Christaller
  
6. Three types of world economic systems are
  - a. socialism, communism, and democracy
  - b. plantation, commercial, and planned
  - c. subsistence, commercial, and planned
  - d. shifting cultivation, swidden, and subsistence
  
7. According to the core-periphery model, a megalopolis is a
  - a. core region
  - b. upward-transition region
  - c. resource-frontier region
  - d. downward-transition region
  
8. All of the following are considered examples of west-coast desert EXCEPT the
  - a. Namib Desert
  - b. Gobi Desert
  - c. Atacama Desert
  - d. Great Sandy Desert
  
9. Which of the following is true of the population density in North American cities?
  - a. It is greatest at the center and gradually decreases toward the suburbs.
  - b. It gradually increases from the center to the suburbs.
  - c. It is low at the center, highest outside the center, with decreases toward the suburbs.
  - d. It is relatively uniform throughout the city.
  
10. Which of the following nation states is NOT a member of OPEC?
  - a. Nigeria
  - b. Saudi Arabia
  - c. Libya
  - d. Mexico

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Human/Cultural Geography
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-C; 3-C; 4-D; 5-B; 6-C; 7-A; 8-B; 9-C; 10-D.

# HUMAN RESOURCE MANAGEMENT

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. An Overview of the Human Resource – 4% Management Field

- a. Historical development
- b. Human resource functions
- c. The human resource manager
- d. Motivation, communication, and leadership
- e. Ethical aspects of human resource decision making

### II. Human Resource Planning – 6%

- a. Strategic human resource issues
- b. Job analysis and job design

### III. Staffing – 15%

- a. Recruiting
- b. Selection
- c. Promotions and transfers
- d. Reduction-in-force
- e. Voluntary turnover

### IV. Training and Development – 11%

- a. Orientation
- b. Career planning
- c. Principles of learning
- d. Training programs and methods
- e. Development programs

### V. Performance Appraisals – 10%

- a. Reasons for performance evaluation
- b. Techniques
- c. Problems

### VI. Compensation Issues – 15%

- a. Job evaluation
- b. Wage and salary administration
- c. Compensation systems
- d. Benefits - mandatory and voluntary

### VII. Safety and Health – 5%

- a. Occupational accidents and illness
- b. Quality of work life
- c. Workplace security

### VIII. Employee Rights and Discipline – 5%

### IX. Employment Law – 15%

- a. Equal employment opportunity laws (e.g., Civil Rights Act Title VII, ADA, ADEA)

- b. Compensation and benefits related laws (e.g. ERISA, FMLA, FLSA)
- c. Health, safety and employee rights laws (e.g. OSHA, WARN)
- d. Union laws (e.g., NLRA, Taft-Hartley Act, Civil Service Reform Act)

### X. Labor Relations – 6%

- a. Unions
- b. Collective bargaining
- c. Unionized versus non-unionized work settings

### XI. International Human Resource Management – 4%

### XII. Current Issues and Trends – 4%

- a. Workforce diversity
- b. Human resource information systems
- c. Changing patterns of work relationships (e.g., virtual office, contingent workers, autonomous work groups)

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Cascio, Wayne F. *Managing Human Resources*. New York: McGraw-Hill, current edition.
2. French, Wendell L. *Human Resource Management*. Boston: Houghton Mifflin, current edition.
3. Heneman, Herbert G. et al. *Personnel/ Human Resource Management*. Homewood, IL: Richard D. Irwin, Inc., current edition.
4. Ivancevich, John M., and William F. Gluech. *Foundations of Personnel/Human Resource Management*. Homewood, IL: BPI/Irwin, current edition.
5. Leap, Terry L., and Michael D. Crino. *Personnel/ Human Resource Management*. New York: MacMillan, current edition.
6. Mathis, Robert L., and John H. Jackson, *Personnel*. Anaheim, CA: West Publishing Co., current edition.
7. Mondy, R. Wayne, and Robert M. Noe. *Personnel: The Management of Human Resources*. Needham Heights, MA: Allyn and Bacon, current edition.

## SAMPLE QUESTIONS

Questions on the test require test takers to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 35-40% of the examination)
- Understanding of concepts and principles (about 30-35% of the examination)
- Ability to apply knowledge to specific problems and situations (about 25-30% of the examination)

1. Specific standardized questions are used primarily in which of the following types of interviews?
  - a. Patterned or structured
  - b. Nondirective
  - c. Group or board
  - d. Stress
2. Organizational or companywide incentive plans include all of the following EXCEPT:
  - a. Employee stock ownership plans (ESOP's)
  - b. Scanlon plans
  - c. Profit-sharing plans
  - d. Standard-hour plans
3. Which of the following theories of employee motivation distinguishes between "satisfiers" and "dissatisfiers"?
  - a. Herzberg's Maintenance Theory
  - b. Maslow's Need Hierarchy
  - c. McClelland's Achievement Theory
  - d. McGregor's Theory X and Theory Y
4. A full-time employee of a local union is generally known as a:
  - a. Shop steward
  - b. National representative
  - c. Business agent
  - d. Union organizer
5. Which of the following programs frequently uses simulation to train employees?
  - a. Apprenticeship training
  - b. On-the-job training
  - c. Job instruction training
  - d. Vestibule training
6. Which of the following statements is NOT true about exempt employees?
  - a. They are subject to the overtime provisions of the Fair Labor Standards Act.
  - b. They are permitted to bargain collectively under the provisions of the Tart-Hartley Act.
  - c. They are permitted to have flexible work schedules
  - d. They are paid hourly wage rates.
7. A job specification is usually a written document that:
  - a. Specifies how a job is to be done
  - b. Outlines the specific duties of a job
  - c. Lists the employee characteristics required to perform a job
  - d. Describes the process used to obtain specific job information
8. Which of the following performance appraisal methods does NOT require the supervisor to compare the performances of subordinate employees in the unit?
  - a. The forced-choice method
  - b. The forced-distribution method
  - c. The paired-comparison method
  - d. The ranking method
9. The Hay Plan is best known as
  - a. An incentive plan
  - b. A job evaluation plan
  - c. A pension plan
  - d. A performance evaluation plan

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. ACE has made the following recommendations:

<b>Area or Course Equivalent</b>	Human Resource Management
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Educational Credit and Credentials

**Answers to sample questions:** 1.A, 2.D, 3.A, 4.C, 5.D, 6.A, 7.C, 8.A, 9.B

# INTRODUCTION TO COMPUTING

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Computer Organization and Hardware – 20%

- a. Processing components
- b. Primary storage
- c. Peripherals
- d. Architectures
- e. Data representation
- f. Units of measurement

### II. Systems Software – 15%

- a. Operating systems
- b. Utilities C. User interfaces

### III. Application Software – 15%

- a. Word processing and desktop publishing
- b. Spreadsheets
- c. Hypertext, multimedia and presentation software
- d. Databases
- e. Graphics
- f. Software licensing

### IV. Communications and Networks – 20%

- a. World Wide Web
- b. Personal communications
- c. Networks access
- d. Network architectures
- e. Data communications
- f. Safety and security
- g. Mobile networks

### V. Software Development – 10%

- a. Software life cycle
- b. Programming methodology
- c. Data types and algorithms
- d. Program constructs
- e. Logic concepts
- f. Software development tools

### VI. Social Impact and History – 20%

- a. History
- b. Ethical/legal issues
- c. Safety and security
- d. Careers in Computer Science and Information Systems
- e. Social issues

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

1. *New Perspectives on Computer Concepts*, 10th Edition-Comprehensive, 2008, June Jamrich Parsons and Dan Oja, Thomson Course Technology, 25 Thomson Place, Boston, MA 02210, [www.course.com](http://www.course.com). 2
2. *Using Information Technology: A Practical Introduction to Computers & Communications*, Seventh Edition, 2007, Brian Williams and Stacey Sawyer, McGraw-Hill, Two Penn Plaza, New York, NY 10121, [books.mcgraw-hill.com](http://books.mcgraw-hill.com).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Which of the following computers is intended to support the largest number of users simultaneously?
    - a. Personal computer
    - b. Workstation
    - c. Graphics terminal
    - d. Mainframe
  2. What is the term for a utility program that is used to make a copy of all the files on a disk?
    - a. Backup
    - b. Defragmenter
    - c. Formatter
    - d. Translator
  3. What is the term for a computer that processes requests from other computers to access a data base?
    - a. Client
    - b. Data warehouse
    - c. Server
    - d. Router
  4. Which stage of the software life cycle usually requires the most time and effort?
    - a. Design
    - b. Requirements analysis
    - c. Maintenance
    - d. Coding

5. The first electronic digital computer was produced in the
- a. 1920s
  - b. 1940s
  - c. 1960s
  - d. 1980s
6. What is a mechanism that prevents unauthorized access to computers that reside on a network?
- a. Sniffer
  - b. Spoofer
  - c. Firewall
  - d. Ethernet

### **CREDIT RECOMMENDATIONS**

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Introduction to Computing
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-A; 3-C; 4-C; 5-B; 6-C.

# INTRODUCTION TO BUSINESS

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Foundations of Business – 25%

- a. Forms of business ownership
- b. Government and business
- c. Entrepreneurship
- d. Economics of business

### II. Functions of Business – 60%

- a. Management
- b. Marketing
- c. Finance
- d. Accounting
- e. Production and Operations
- f. Management Information Systems
- g. Human Resources

### III. Contemporary Issues – 15%

- a. Role of e-commerce
- b. Business ethics and social responsibility
- c. Global business environment

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

1. *Understanding Business*, 8th Edition, 2007, Nickels, McHugh, & McHugh, McGraw-Hill, ISBN: 978-0073105970, Two Penn Plaza, New York, NY 10121, ([www.books.mcgraw-hill.com](http://www.books.mcgraw-hill.com)).
2. *Business Essentials*, 8<sup>th</sup> Edition, 2010, Ronald J. Ebert and Ricky W. Griffin, Prentice Hall/Pearson Education, ISBN: 0137053495, One Lake Street, Upper Saddle River, NJ 07458 ([vig.prenhall.com](http://vig.prenhall.com)).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Assets are defined as
    - a. everything a company owns
    - b. everything a company owes
    - c. a company's profits
    - d. the total of a company's equity capital

2. All of the following are necessary features of capitalism EXCEPT
  - a. profit
  - b. corporations
  - c. private ownership
  - d. competition
3. Business people who support involvement in social problems for humanitarian reasons usually believe that business
  - a. is responsible for most of society's problems
  - b. fulfills its social obligation by supplying jobs to millions of people
  - c. must follow the example of Andrew Carnegie
  - d. must put something back into the society from which it profits
4. All of the following are functions of management EXCEPT
  - a. controlling
  - b. selling
  - c. planning
  - d. organizing
5. Which of the following is a true statement about a job specification?
  - a. It describes the qualifications required of a worker.
  - b. It details the job's objectives.
  - c. It sets forth the relationship of the job to other jobs being performed within the firm.
  - d. It describes the working environment of the job.
6. All employees are required to join the union and pay dues in which of the following types of shop?
  - a. An open shop
  - b. A union shop
  - c. An agency shop
  - d. A closed shop
7. Since both drive up the cost of imported goods, there is little difference between import quotas and
  - a. embargoes
  - b. sanctions
  - c. tariffs
  - d. dumping
8. Which of the following are considered part of the marketing mix?
  - i. Price
  - ii. Promotion
  - iii. Labor
  - iv. Product

- a. i and ii only
  - b. iii and iv only
  - c. i, ii, and iv only
  - d. i, ii, iii, and iv
9. In order to cover risk, an insurance company must have a sufficient number of policyholders to do which of the following?
- a. Examine the risk
  - b. Estimate probable loss
  - c. Construct actuarial tables
  - d. Average out the risk
10. Demand deposits are also known as
- a. credit cards
  - b. charge accounts
  - c. savings accounts
  - d. checking accounts
11. The interest rate that banks charge their best corporate customers is the
- a. prime rate
  - b. discount rate
  - c. credit rate
  - d. commercial rate

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Introduction to Business
<b>Level</b>	Lower level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-B; 3-D; 4-B; 5-A; 6-B; 7-C; 8-C; 9-D; 10-D; 11-A.

# INTRODUCTION TO LAW ENFORCEMENT

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. History and Professional Movement of Law Enforcement – 12%

- a. Pre-colonial heritage and contemporary forces of change
- b. Contributions of Wilson, Vollmer, and others

### II. Overview of United States Criminal Justice System – 20%

- a. Role of courts
- b. Role of police
- c. Role of corrections
- d. The criminal justice process
- e. Measurement of crime (e.g., UCR, NCVS)

### III. Police Systems in the United States – 20%

- a. Federal (FBI, CIA, Treasury agents)
- b. State
- c. Local
- d. Special district police agencies (e.g. housing, transportation)
- e. Role of police (order-maintenance, arresting, service)

### IV. Police Organization, Management, and Issues – 35%

- a. Operations
  1. Line (patrol and investigation)
  2. Staff (internal affairs, labs, research, communications, research and planning)
- b. Community relations
- c. Police issues
  1. Image/Professionalism
  2. Subculture
  3. Police deviance
  4. Discretion
- d. Community policing
- e. Women and other minorities in policing

### V. United States Law and Precedents – 13%

- a. The Constitution and Bill of Rights Supreme Court decisions (e.g., *Miranda v. Arizona*; *Mapp v. Ohio*; *Escobedo v. Illinois*; the exclusionary rule)

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Barker, Thomas, Ronald D. Hunter, and Jeffery P. Rush. *Police Systems and Practices: An Introduction*. Englewood Cliffs, NJ: Prentice Hall Career and Technology, current edition.
2. Gaines, Larry K., Victor E. Kappeler, and Joseph B. Vaughn. *Policing in America*. Cincinnati, OH: Anderson Publishing Co., current edition.
3. Schmallegger, Frank. *Criminal Justice Today: An Introductory Text for the Twenty-first Century*. Upper Saddle River, NJ: Prentice-Hall, current edition.
4. Walker, Samuel. *The Police in America: An Introduction*. Boston, MA: McGraw-Hill, current edition

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Law enforcement, as it is practiced in the United States, has its origins primarily in
    - a. France
    - b. Spain
    - c. Germany
    - d. England
  2. The majority of law enforcement agencies in the United States are concentrated at what level of government?
    - a. Federal
    - b. State
    - c. County
    - d. Local
  3. The rights of free speech and assembly can be found in which of the following amendments?
    - a. First
    - b. Fourth
    - c. Fifth
    - d. Sixth
  4. Statistics for the *Uniform Crime Reports* (UCR) are collected, tabulated, and distributed nationally by
    - a. The Bureau of Standards
    - b. The International Association of Chiefs of Police
    - c. Interpol
    - d. The FBI

5. Which of the following is the "victimless" crime for which persons are most often arrested?
  - a. Embezzlement
  - b. Intoxication
  - c. Adultery
  - d. Sale of pornographic materials
  
6. Which of the following is best defined as the implementation of scientific principles in the evaluation of evidential items that are in one way or another involved in criminal and other police investigations?
  - a. Criminology
  - b. Criminalistics
  - c. Penology
  - d. *Modus operandi*
  
7. One of the first duties of a patrol officer arriving at a major crime scene is to
  - a. Take statements from witnesses
  - b. Notify the victim's next of kin
  - c. Draw a detailed diagram of the crime scene
  - d. Preserve the crime scene

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Statistics
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-D; 3-A; 4-D; 5-B; 6-B; 7-D

# INTRODUCTION TO THE MODERN MIDDLE EAST

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Physical and Cultural Geography 5%

- a. Topography and climate
- b. Demographics
- c. Ethnic groups
- d. Religions
- e. Languages

### II. The Ottoman Empire (1500-1800) 15%

- a. State Traditions
  1. The Millets system
  2. The religious establishment
  3. Dynamic traditions
  4. The bureaucracy
- b. Opposition movements
- c. Economics and trade
- d. Social structure and social issues
- e. Changes in the 18th century

### III. The Nineteenth Century 20%

- a. Economic Developments
  1. Changing trade patterns
  2. Changing agricultural patterns-the rise of monocultures
  3. Deindustrialization
- b. Political movements; state versus society
  1. Ottoman
  2. Egypt
  3. Iran
  4. The Gulf States
- c. Cultural change and conflict
  1. Issues of women and gender
  2. Urbanization
  3. Religious developments
  4. Language issues
  5. Nationalism, including Zionism
  6. The law and legal reform
  7. Education
  8. Emergence of new elites
- d. European imperialism in the Middle East
  1. Britain
  2. France
  3. Germany
  4. Austria
  5. Russia

### IV. The First World War and its Effects 10%

- a. Political changes

1. Solidification of liberalism
2. Mandate system
- b. Economic shifts
  1. Emergence of oil
  2. Market disruption
  3. Emergence of national economics
- c. Turkey

### V. Building Independent States (late 1800's to 1960) 20%

- a. Colonial States
  1. Mandates
  2. Egypt
  3. Israel
- b. Egypt, Iran, Turkey, Saudi Arabia

### VI. Social and Cultural Changes 1900-1960 15%

- a. Emergence of the left and Arab socialism
- b. Emergence of feminism
- c. Trends in Islam
- d. Nationalism
- e. Mass urbanization
- f. Landlessness/refugees
- g. Cultural developments
  1. Rise of the novel
  2. Newspapers

### VII. The Middle East from 1960 to the present 15%

- a. Economic dependence-the oil regimes
- b. Emergence of United States influence
- c. Emergence and decline of Soviet influence
- d. Decline in legitimacy of the United Nations
- e. Rise of Islamists
- f. The issue of Israel and Palestine
- g. The water crisis
- h. Status of women

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Andersen, Roy R., Robert F. Seibert, and Jon D. Wagner. *Politics and Change in the Middle East: Sources of Conflict and Accommodation*. Upper Saddle River, NJ: Prentice Hall, current edition.
2. Burke, Edmund, III. *Struggle and Survival in the Modern Middle East*. Berkeley, CA: University of California Press, current edition.
3. Cleveland, William L. *A History of the Modern Middle East*. Boulder, CO: Westview Press, current edition.

4. Esposito, John L. *Islam: The Straight Path*. New York, NY: Oxford University Press, current edition.
5. Fernea, Elizabeth Warnock. *Guests of the Sheikh: An Ethnography of an Iraqi Village*. New York, NY: Doubleday, current edition.
6. Fisher, Sydney N., and William Ochsenswald. *The Middle East: A History*. New York: McGraw-Hill, current edition.
7. Goldschmidt, Arthur. *A Concise History of the Middle East*. Boulder, CO: Westview Press, current edition.
8. Hourani, Albert H. *A History of the Arab Peoples*. Boston, MA: Harvard University Press, current edition.
9. Laqueur, Walter and Barry Rubin. *The Israel Arab Reader: A Documentary History of the Middle East Conflict*. New York, NY: Penguin Books, current edition.
10. Owen, Roger. *State, Power and Politics in the Making of the Modern Middle East*. London: Routledge, current edition.
11. Peretz, Don. *The Middle East Today*. New York: Praeger, current edition.
12. Sachar, Howard M. *A History of Israel: From the Rise of Zionism to Our Time*. New York, NY: Knopf, current edition.
13. Smith, Charles D. *Palestine and the Arab-Israeli Conflict*. New York, NY: St. Martin's Press, current edition.
14. Spencer, William. *The Middle East*. Guilford, CT: Dushkin/McGraw Hill, current edition.

## SUPPLEMENTAL READING

### INDIVIDUAL COUNTRIES

1. Ahmed, Feroz. *The Making of Modern Turkey*. London: Routledge, current edition.
2. Gran, Peter. *Islamic Roots of Capitalism: Egypt 1760-1840*. Syracuse, NY: Syracuse University Press, current edition.
3. Smith, Charles D. *Palestine and the Arab-Israeli Conflict*. New York, NY: St. Martin's Press, current edition.

## WOMEN IN THE MIDDLE EAST

1. Ahmad, Leila. *Women and Gender in Islam: Historical Roots of a Modern Debate*. New Haven, CT: Yale University Press, current edition.
2. Badran, Margot and Miriam Cooke. *Opening the Gates: A Century of Arab Feminist Writing*. Indiana University Press, current edition.
3. Caesar, Judith. *Crossing Borders: An American Woman in the Middle East*. Syracuse, NY: Syracuse University Press, current edition.

## NATIONALISM

1. Gershoni, Israel and James Jankowski. *Rethinking Nationalism in the Arab Middle East*. New York, NY: Columbia University Press, current edition.
2. Khalidi, Rashid, Lisa Anderson and Muhammad Muslih. *The Origins of Arab Nationalism*. New York NY: Columbia University Press, current edition.

## OTTOMAN EMPIRE

1. Gerber, Haim. *State, Society and Law in Islam: Ottoman Law in Comparative Perspective*. New York, NY: State University of New York Press, current edition.

## LABOR AND OIL

1. Goldberg, Ellis Jay. *The Social History of Labor in the Middle East*. Boulder, CO: Westview Press, current edition.
2. Yergin, Daniel. *The Prize: The Epic Quest for Oil, Money, and Power*. New York, NY: Simon and Schuster, current edition.

## NOVELS

1. Adnan, Etel. *Sitt Marie Rose*. Post-Apollo Press, 1990. A novel set in Lebanon at the time of the Civil War which explores issues of women's roles and vulnerabilities during war.
2. Kemal, Yashar. *Mehmet My Hawk*. Cambridge, CT: Harvard Books, 1998. A novel set in rural Turkey in the early 20th century.
3. Khalifeh, Sahar. *Wild Thorns*. Interlink Publishing Corp. Inc., 1989. A novel set in the West Bank.
4. Mahfouz, Naguib. *Midaq Alley*. New York, NY: Doubleday & Co., 1992. A novel set in Cairo in the 1930's.

5. Oz, Amos. *Fima*. New York, NY: Harcourt Brace & Co., 1994. A novel set in Israel.

## SAMPLE QUESTIONS

Questions on the test require test takers to demonstrate the following abilities. Some questions require more than one of the abilities.

- Knowledge of basic facts and terms (about 70-80% of the examination)
- Understanding of concepts and principles (about 20-30% of the examination)
- Ability to apply knowledge to specific problems and situations (about 1-5% of the examination)

- 
1. The Maronites are a Christian sect found mainly in
- Turkey
  - Egypt
  - Jordan
  - Lebanon
2. In the course of expansion, the early Ottoman Empire developed the Devshirme system, which entailed the
- conversion of Christian boys in order to train them as elite guards and administrators
  - institutionalization of the traditional Turkish system of land tenure and ownership
  - circumcision of boys of the royal family at age seven
  - prohibition of mixed marriages
3. The height of Safavid power came under the reign of
- Shah Sultan Hussein
  - Safi Shah
  - Shah Abbas I
  - Shah Tahmasp
4. Which of the following represent Ottoman legal reform in the 19th century?
- 1839 Reform Decree (Gulhane)
  - 1858 Land Law
  - 1876 Constitution
  - 1841 Treaty of London
- I and III only
  - II and IV only
  - I, II, and III only
  - II, III, and IV only
5. In the 1930's, Egypt did which of the following?
- Regained control of the Sudan.
  - Protested against German influence.
  - Abolished capitulation rights.
  - Established close ties with Italy
6. After the First World War, urban educated Arabs who had embraced Western concepts of freedom and self-determination were
- disappointed and angry about Western nations' callous division of the "spoils of war"
  - pleased by the assignment to France of mandates over Middle Eastern lands
  - determined to play a greater role in governing the Ottoman Empire
  - present in greater numbers in Saudi Arabia and Yemen than in Syria and Egypt
7. New elites emerged in the 19th century Middle East as a result of
- the establishment of new kinds of educational institutions
  - widespread industrialization
  - the elimination of mosque-based education
  - government tax breaks for the middle class
8. Which of the following best describes the 19<sup>th</sup> century Ottoman reform movement known as the Tanzimat?
- A program of economic and social changes intended to strengthen the empire
  - A series of edicts issued by the Ottoman ruler emancipating all serfs in the empire
  - A religious movement that rejected secularization and required strict adherence to Islamic law
  - A blueprint for granting independence to the non-Muslim provinces of the empire
9. The most accurate and objective generalization about the treaties and agreements on the Middle East just before and after the First World War is that they
- were designed mainly to thwart an expanding Bolshevik world revolution
  - were primarily designed to protect religious minorities against Islamic persecution
  - had the goal of carving up the middle east into Great Power spheres of influence
  - followed the Wilsonian principles of self-determination
10. Which of the following mandates was first to win independence and to join the League of Nations?
- Lebanon
  - Iraq
  - Palestine
  - Transjordan
11. By 1924, all of the following nations had been formed from the former Ottoman Empire EXCEPT
- Syria and Turkey
  - Lebanon and Iraq
  - Israel and Iran
  - Transjordan

12. In 1924, women were formally granted legal equality in family law issues such as marriage, divorce and inheritance in which Middle Eastern country?
- Saudi Arabia
  - Egypt
  - Jordan
  - Turkey
13. Hamas draws its support from the
- absence of female participation in the intifada
  - perceived failure of the national struggle
  - growing prosperity of Muslims on the West Bank
  - alliance with the Palestine Liberation Organization
14. After the Second World War, all of the following provided evidence that the Middle East would experience the effects of intense Soviet-United States rivalry for many decades EXCEPT
- Soviet pressures on Turkey in regard to the eastern provinces and the Straits
  - Soviet and United States attitudes toward the partitioning of Palestine
  - the 1945 Tudeh uprising in Tabriz with the help of Soviet troops then occupying northern Iran
  - the announcement of the Truman Doctrine and the provision of United States aid to Greece and Turkey

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Introduction to the Modern Middle East
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-A; 3-C; 4-C; 5-C; 6-A; 7-A; 8-A, 9-C; 10-B; 11-C; 12-D; 13-B; 14-B.

# INTRODUCTION TO WORLD RELIGIONS

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Definition and Origins of Religion – 6%

- a. Basic dimensions of religion
- b. Approaches to religion

### II. Indigenous Religions – 6%

- a. Native north American traditions
- b. Native south American traditions
- c. Native west African traditions
- d. Native middle eastern traditions
- e. Hellenic and Roman traditions
- f. Shintoism

### III. Hinduism – 10%

- a. Historical development
- b. Doctrine and practice

### IV. Buddhism – 10%

- a. Historical development
- b. Major traditions
- c. Doctrine and practice

### V. Confucianism – 6%

- a. Historical development
- b. Doctrine and practice

### VI. Taoism – 4%

- a. Historical development
- b. Doctrine and practice

### VII. Judaism – 16%

- a. Historical development
- b. Denominations
- c. Doctrine and practice

### VIII. Christianity – 18%

- a. Historical development
- b. Major traditions
- c. Doctrine and practice

### IX. Islam – 16%

- a. Historical development
- b. Major traditions
- c. Doctrine and practice

### X. Religious Movements – 8%

- a. Before 1000 A.D.
- b. After 1000 A.D.

## REFERENCES

The following references were used to create exam questions. Sources for study material suggested but not limited to the following:

1. *A History of the World's Religions*, 12<sup>th</sup> Edition, 2008, David S. Noss, Prentice Hall/Pearson Education, One Lake Street, Upper Saddle River, NJ 07458, [vig.prenhall.com](http://vig.prenhall.com).
2. *Religions of the World*, Tenth Edition, 2007, Lewis Hopfe and Mark Woodward, Prentice Hall/Pearson Education, One Lake Street, Upper Saddle River, NJ 07458, [vig.prenhall.com](http://vig.prenhall.com).

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. In Hinduism, the term "karma" implies
    - a. duty
    - b. predestination
    - c. action and reaction
    - d. good action
  2. Vedic religion originated with
    - a. people who were indigenous to India
    - b. Aryans who came to India ca. 1500 B.C.E. from Central Asia
    - c. Persians who came to India ca. 700 B.C.E.
    - d. Greeks who came to India ca. 300 B.C.E. with Alexander the Great
  3. Theravada Buddhism upholds liberation through
    - a. devotion to Brahman
    - b. one's own moral efforts and spiritual discipline
    - c. divine intercession
    - d. worship of Buddha
  4. Which of the following is NOT one of the Pillars of Islam?
    - a. Muslims are expected to go on a pilgrimage to Mecca at least once in their lives, if financially and physically capable.
    - b. Muslims have to seek the intercession of Muhammad to achieve paradise.
    - c. Muslims are expected to fulfill their charitable duties.
    - d. Muslims have to engage in prayer every day.

5. In the Four Noble Truths, the Buddha proclaims that the cause of suffering is
  - a. lack of proper teachers
  - b. aggression and violence
  - c. craving
  - d. original sin
  
6. In the Tao Te Ching, Lao Tzu indicates that the best way of living is a life of
  - a. passivity
  - b. assertiveness
  - c. natural simplicity
  - d. social commitment
  
7. The New Testament Gospels are primarily
  - a. complete biographies of Jesus of Nazareth
  - b. summaries of Christian ethics
  - c. proclamations of Jesus as Risen Lord and Messiah
  - d. eyewitness accounts of four apostles
  
8. The Covenant of Judaism refers to
  - a. ancient agreements between Israel and neighboring peoples
  - b. a pact initiated by Yahweh with a particular people
  - c. a contract among Jewish religious leaders
  - d. an agreement negotiated by the Hebrew people and the Egyptians
  
9. A religious observance commemorating the Exodus is
  - a. Mishnah
  - b. Passover
  - c. Yom Kippur
  - d. Rosh Hashonah

10. Which of the following Chinese figures transmitted Confucian teachings?
  - i. Mencius (Meng-zi)
  - ii. Hsun tzu (Xun-zi)
  - iii. Mo tzu (Mo-zi)
  - iv. Chu His (Ju Xi)
    1. i and ii only
    2. iii and iv only
    3. i, ii and iii only
    4. i, ii and iv only

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Introduction to World Religions
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-B; 4-B; 5-C; 6-C; 7-C; 8-B, 9-B, 10-D.

# LIFESPAN DEVELOPMENTAL PSYCHOLOGY

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. The Study of Lifespan Development – 12%

- a. Models and theories
  1. Lifespan approach (perspective)
  2. Stage theories
  3. Determinants of development
  4. Cultural context of development
- b. Methods of study
  1. Research designs
  2. Data collection methods
  3. Measurement issues
  4. Drawing samples
- c. Ethical issues

### II. Biological Development – 18%

- a. Genetic factors (including counseling)
- b. Prenatal development and birth
- c. Physical development (nutrition, health)
- d. Motor development
- e. Sexual development
- f. Neurological development
- g. Sensory development
- h. Aging process
- i. Dying and death

### III. Perception, Learning, and Memory – 13%

- a. Perceptual development
- b. Learning, conditioning, and modeling
- c. Memory development
- d. Learning disabilities
- e. Attention and information processing

### IV. Cognition and Language – 22%

- a. Cognitive-developmental theory
- b. Problem solving
- c. Mental abilities
- d. Cognitive styles
- e. Language development and theories
- f. Social cognition

### V. Social, Emotional, and Personality Development – 35%

- a. Personality development
  1. Development tasks and life-stage theories
  2. Attachment and emotional development
  3. Gender role development
  4. Stability and change in personality
- b. Social behaviors
  1. Peer relationships

2. Aggressive behavior
3. Prosocial behavior
4. Moral development
5. Sexual attitudes and behavior
- c. Family life cycle
  1. Courtship and marriage
  2. Parenting
  3. Siblings
  4. Grandparents
  5. Dual-income families
  6. Divorced, single-parent, and step families
  7. Widow/widowerhood
  8. Abuse (child, spouse, elderly)
  9. Intergenerational relationships
- d. Extrafamilial settings (e.g., day-care, school, nursing home, hospice)
- e. Singlehood and cohabitation
- f. Occupational development and retirement
- g. Adjustment, life stresses, and life-styles
- h. Bereavement and loss

In addition, the test will cover the full range of stages in the lifespan as follows:

<u>Stage</u>	<u>Ages</u>	<u>%</u>
Prenatal and Infancy	less than 2	19%
Early childhood	2 - 6	19%
Middle childhood	7 - 12	15%
Adolescence	13 - 18	15%
Early adulthood	19 - 40	7%
Middle adulthood	41 - 64	11%
Late adulthood	65 and older	14%

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Berger, Kathleen S. *The Developing Person Through the Life Span*. New York, NY: Worth Publishers, current edition.
2. Cole, Michael and Sheila Cole. *The Development of Children*. New York, NY: W.H. Freeman, current edition.
3. Craig, Grace J. *Human Development*. Upper Saddle River, NJ: Prentice Hall, current edition.
4. Dworetzky, J.P. and N.J. Davis. *Human Development: A Lifespan Approach*. St. Paul, MN: West Publishing Co., current edition.

5. Gormly, Anne V. *Lifespan Human Development*. Fort Worth, TX: Harcourt Brace College Publishers, current edition.
  6. Hughes, Fergus P. and Ilene C. Noppe. *Human Development Across the Lifespan*. New York, NY: Merrill/Macmillan, current edition.
  7. Papalia, Diane E., Sally W. Olds and Ruth Duskin Feldman. *Human Development*. New York, NY: McGraw-Hill, current edition.
  8. Santrock, John W. *Life-span Development*. Boston, MA: McGraw-Hill, current edition.
  9. Sigelman, Carol K. and David R. Shaffer. *Life-span Human Development*. Pacific Grove, CA: Brooks/Cole Publishing Co., current edition.
  10. Vander Zanden, James W. *Human Development*. New York, NY: McGraw-Hill, current edition.
- c. Automatically controls for the selective dropout of experimental subjects
  - d. Allows the researcher to gather data on a given cohort at one point in time
5. Which of the following theorists proposed that early language development is primarily the result of innate factors?
    - a. B.F. Skinner
    - b. Albert Bandura
    - c. Jean Piaget
    - d. Noam Chomsky
  6. Research suggests that sex differences in behavior occur most consistently in which of the following areas?
    - a. Verbal comprehension
    - b. Aggression
    - c. Emotionality
    - d. Independence
  7. All of the following statements regarding intellectual decline in elderly persons are true EXCEPT:
    - a. It occurs most often in mental activities involving quick reactions.
    - b. It can occur in the absence of a detectable disease.
    - c. It occurs primarily among individuals of above-average intelligence.
    - d. The greatest decline tends to occur in the years just preceding death.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. According to Erik Erikson, the first stage of psychosocial development deals primarily with the development of
    - a. Autonomy
    - b. Industry
    - c. Initiative
    - d. Trust
  2. Which of the following neonatal reflexes is most closely related to feeding?
    - a. Babinski
    - b. Moro
    - c. Palmer
    - d. Rooting
  3. Which of the following has NOT proposed a stage theory of development?
    - a. B.F. Skinner
    - b. Jean Piaget
    - c. Lawrence Kohlberg
    - d. Sigmund Freud
  4. A distinct advantage of a longitudinal research design is that it
    - a. is economical for investigating behavioral consistencies across situations
    - b. Enables the researcher to study the behavior of individuals over time
  8. According to David Elkind, egocentrism during adolescence is most likely to be manifested in which of the following ways?
    - a. Creation of an imaginary audience
    - b. Unwillingness to share with one's peers
    - c. Cheating in highly competitive situations
    - d. Attention-getting behavior
  9. Jennifer is known to be a Level 1 in Kohlberg's stages of moral reasoning. She is most likely to believe that it is wrong to steal because the person who steals
    - a. Gets punished
    - b. Disobeys the law
    - c. Lacks respect for others' rights
    - d. Is seen as unpopular by most people
  10. Which of the following is a correct generalization regarding the adolescent growth spurt?
    - a. It starts between the ages of 15 and 18 years.
    - b. It is unaffected by nutritional factors.
    - c. It is prolonged among first-born children.
    - d. It occurs earlier in girls than in boys.

11. Anne and Richard are married and have three children. Their older son lives in a distant locale, their second son is in college, and their daughter attends a local public high school. According to Evelyn Duvall, which of the following terms best characterizes Anne’s and Richard’s period of parenthood?
- Launching
  - Authoritative
  - Nurturing
  - Empty nest
12. Which of the following best describes the impact of aging on long-term memory?
- It decreases for long-ago events.
  - It decreases for recent events.
  - It increases for long-ago events.
  - It increases for recent events.

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Lifespan Developmental Psychology
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-D; 3-A; 4-B; 5-D; 6-B; 7-C; 8-A; 9-A; 10-D; 11-A; 12-B.

# MANAGEMENT INFORMATION SYSTEMS

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Computer Hardware – 9%

- a. History and evolution
- b. Terminology
- c. Hardware components
- d. Hardware devices

### II. Computer Software – 10%

- a. History and evolution of computer software and programming
- b. Terminology
- c. Types of software

### III. Telecommunications and Networks – 13%

- a. Terminology
- b. Strategic importance to the enterprise
- c. Components of telecommunications and networks
- d. Network security
- e. Topology and protocols

### IV. Business Information Systems – 15%

- a. Electronics commerce
- b. Types of information systems
- c. Enterprise resource planning, customer relationship management, supply chain management systems

### V. Systems Analysis and Design – 14%

- a. Characteristics of a system
- b. Systems architecture
- c. Systems development life cycle

### VI. Managing Data Resources – 15%

- a. Data models
- b. Database management systems
- c. Data query and update

### VII. Business Decision Making – 10%

- a. Knowledge management
- b. Data warehousing
- c. Data mining

### VIII. MIS and the Organization – 5%

- a. Organization of MIS
- b. Relationships of MIS to the enterprise
- c. Value of the MIS function

### IX. MIS Issues – 5%

- a. Security
- b. Ethics
- c. Privacy
- d. Global issues

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Management Information Systems*, 10th Edition, 2007, Raymond McLeod and George Schell, Prentice Hall/Pearson Education, ISBN: 0131889184, One Lake Street, Upper Saddle River, NJ 07458, ([www.vig.prenhall.com](http://www.vig.prenhall.com)).
2. *Management Information Systems*, 9th Edition, 2008, James A. O'Brien and George M. Marakas, McGraw-Hill, ISBN: 0073376760, Two Penn Plaza, New York, NY 10121 ([books.mcgraw-hill.com](http://books.mcgraw-hill.com)).  
**As of October, 2010: 10<sup>th</sup> Edition (ISBN: 0073376817)**

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. A computer-based information system consists of which of the following elements?
    - a. Computers, keyboards, display monitors, hard disks, and printers
    - b. People, procedures, data, programs, and computers
    - c. Input, processing, storage, and output
    - d. Planning, programming, organizing, and evaluating
  2. Which of the following characteristics of a system reflects the fact that all systems are comprised of subsystems?
    - a. Synergy
    - b. Differentiation
    - c. Regulation
    - d. Hierarchy

3. The process by which workers develop their own applications, with or without the help of professional MIS staff, is called
  - a. decentralized computing
  - b. distributed computing
  - c. end-user computing
  - d. client/server computing
  
4. A database management system must include which of the following components?
  - i. A data definition language
  - ii. A data manipulation language
  - iii. A data dictionary
  - iv. A data redundancy protocol
  - a. i only
  - b. i and ii only
  - c. i, ii, and iii only
  - d. i, ii, iii, and iv
  
5. Which of the following is NOT a benefit of electronic data interchange (EDI)?
  - a. It reduces errors
  - b. It reduces the volume of invoices or orders
  - c. It reduces transaction processing costs
  - d. It saves time
  
6. Which of the following terms is used to describe the transmission of data one character at a time?
  - a. Synchronous
  - b. Asynchronous
  - c. Half-duplex
  - d. Full-duplex
  
7. Multiplexors and concentrators are used in telecommunication systems to do which of the following?
  - a. Perform high-speed arithmetic operations
  - b. Increase utilization of the communication lines
  - c. Store and retrieve data
  - d. Display data on the monitor
  
8. Which of the following systems development approaches involves a highly iterative process of building, using, evaluating, and refining?
  - a. System development life cycle (SDLC)
  - b. Top-down analysis (TDA)
  - c. Prototyping
  - d. Critical-path analysis
  
9. In MIS the concept of “outsourcing” can be best defined as which of the following?
  - i. An option that some organizations use to control data processing costs
  - ii. A process of releasing an organization’s computer operations to an external vendor
  - iii. A data support and retrieval system that organizations can access electronically
  - a. i only
  - b. i and ii only
  - c. ii and iii only
  - d. i, ii, and iii

**CREDIT RECOMMENDATIONS**

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Management Information Systems
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-D; 3-C; 4-C; 5-B; 6-B; 7-B; 8-C; 9-B.

# MONEY AND BANKING

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. The Role and Kinds of Money – 5%**
  - a. Alternative definitions of money
  - b. Money and other assets
- II. Commercial Banks and Other Financial Intermediaries – 31%**
  - a. Deposit deregulation
  - b. Structure of the banking industry
  - c. Operation and management of financial markets and intermediaries
  - d. deposit insurance
  - e. International banking
- III. Central Banking and the Federal Reserve System – 18%**
  - a. Structure and organization
  - b. Historical framework
  - c. Current monetary management
- IV. Money and Macroeconomic Activity – 21%**
  - a. Basic classical and Keynesian economics
  - b. Monetarism and rational expectations
  - c. Money and inflation
- V. Monetary Policy in the United States – 18%**
  - a. Conducting monetary policy
  - b. Targeting of monetary aggregates
  - c. vs. interest rates
  - d. Policy effectiveness
  - e. Monetary vs. fiscal policy
- VI. The International Monetary System – 7%**
  - a. International monetary institutions and the debt crisis
  - b. International payments and exchange rates
  - c. Monetary policy in conjunction with flexible exchange rates

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Kidwell, David S., Richard L. Peterson, and David W. Blackwell. *Financial Institutions, Markets, and Money*. Fort Worth, TX: Dryden Press, current edition.
2. Kohn, Meir. *Money, Banking, and Financial Markets*. Fort Worth, TX: Dryden Press, current edition.
3. Miller, Roger LeRoy, and David D. VanHoose. *Modern Money and Banking*. New York, NY: McGraw-Hill, current edition.
4. Mishkin, Frederick S. *The Economics of Money, Banking, and Financial Markets*. New York, NY: Harper Collins, current edition.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. A deficit in a country's balance of payments tends to produce
    - a. a fall in the exchange value of that country's currency
    - b. a gold flow into that country
    - c. an increase in the supply of foreign exchange in that country's market
    - d. deflation in that country
  2. The major purpose of the Federal Deposit Insurance Corporation (FDIC) is to
    - a. absorb any excess profits made by insured banks
    - b. provide subsidies to weaker bank
    - c. protect insured banks against loss caused by actual or threatened withdrawals
    - d. give prior approval to insured banks for any loans of \$1 million or more
  3. Under the National Bank Act of 1863, the supply of National Bank notes was dependent on which of the following?
    - a. decisions of the Board of Governors of the Federal Reserve
    - b. the market value of certain types of United States government bonds
    - c. restrictions set by the Federal Deposit Insurance Corporation (FDIC)
    - d. annual decisions by Congress

4. Which of the following would be included in the Gross Domestic Product (GDP) accounting for the current period?
  - a. personal consumption of goods acquired by families in prior periods
  - b. government purchases of goods and services produced in the current period
  - c. business investment in financial instruments in the current period
  - d. personal saving in the current period
  
5. Which of the following is a component of Gross Private Domestic Investment?
  - a. household savings
  - b. Purchases of certificates of deposits issued by savings and loan associations
  - c. Purchases of new automobiles by families
  - d. Purchases of new equipment by businesses
  
6. One advantage of monetary policy over fiscal policy is that monetary policy
  - a. is more flexible
  - b. directly influences spending
  - c. is automatic in operation
  - d. has no discriminatory effects
  
7. Interest rates on long-term Treasury bonds are likely to be higher than on short-term Treasury bills when
  - a. future short-term interest rates are expected to rise
  - b. the general level of interest rates is expected to fall
  - c. the rate of inflation is expected to fall
  - d. a recession is anticipated
  
8. In the United States, the largest commercial banks hold a larger proportion of their assets as primary reserves than do smaller commercial banks because the largest banks
  - a. are subject to higher reserve requirements
  - b. are quasi-public institutions seeking only modest profits
  - c. have higher capital-to-deposit ratios
  - d. have more conservative lending policies
  
9. When a member country of the International Monetary Fund (IMF) uses the IMF credit facilities, that country ordinarily does which of the following?
  - a. Makes a long-term loan to the IMF.
  - b. Puts in its own currency and takes out the currency desired.
  - c. Offers gold to the IMF in exchange for dollars.
  - d. Borrows from the Federal Reserve System.

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Money and banking
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-C; 3-B; 4-B; 5-D; 6-A; 7-A; 8-A; 9-B

# ORGANIZATIONAL BEHAVIOR

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Organizational Behavior Overview – 6%

- a. The field of organizational behavior
  - 1. Definition and framework
  - 2. Fundamental concepts
  - 3. History
- b. The study of organizational behavior
  - 1. Scientific approaches
  - 2. Research designs
  - 3. Data collection methods

### II. Individual Processes and Characteristics – 36%

- a. Perpetual processes
  - 1. Characteristics of the perceptual process
  - 2. Barriers to accurate perception of others
  - 3. Attributional approaches to perception and behavior
- b. Personality
  - 1. Theories of personality
  - 2. Personality traits and characteristics
  - 3. Influence of personality on work behavior
- c. Attitudes
  - 1. Attitude formation
  - 2. Attitude and values
  - 3. Key employee attitudes
- d. Learning processes
  - 1. Basic models of learning
  - 2. Major influences on the learning process
  - 3. Reinforcement theory
    - i. Nature of punishment
    - ii. Types of reinforcement
    - iii. Schedules of reinforcement
- e. Motivation
  - 1. Role of motivation in organizations
  - 2. Theories of motivation
    - i. Process theories (e.g. expectancy, equity, goal-setting)
    - ii. Content theories (e.g. Maslow's theory of hierarchy of needs, Herzberg's two-factor theory, Alderfers ERG-existence, relatedness, and growth-theory, McClelland's achievement theory)
  - 3. Application in organizations
    - i. Behavior modification
    - ii. Job design
    - iii. Reward systems
  - 4. Evaluation of theories and models of motivation

- 5. Implications for managers
- f. Work stress and the individual
  - 1. Nature of stress
  - 2. Causes and consequences of stress
  - 3. Coping with stress – individual and organizational approaches

### III. Interpersonal and Group Processes and Characteristics – 32%

- a. Group dynamics
  - 1. Types of groups
  - 2. Reasons for group formation
  - 3. Stages of group development
  - 4. Characteristics of groups
- b. Group behavior and conflict
  - 1. Levels of conflict
  - 2. Consequences of functional and dysfunctional conflict
  - 3. Conflict management
- c. Leadership
  - 1. Nature of the leadership process
  - 2. Models of leadership
  - 3. Evaluation of models of leadership
  - 4. Implications for managers
- d. Power and politics
  - 1. Power and influence
  - 2. Interpersonal sources of power
  - 3. Structural and situational sources of power
  - 4. Political behavior in organizations
- e. Communication processes
  - 1. The communication process
  - 2. Models of interpersonal communication styles
  - 3. Communication networks
  - 4. Barriers to effective communication within organizations
  - 5. Nonverbal communication

### IV. Organizational Processes and Characteristics – 19%

- a. Organizational decision-making
  - 1. Classification and definition of decisions
  - 2. Models of the decision-making process
  - 3. Individual vs. group decision-making
- b. Organization structure
  - 1. Dimensions of organization structure
  - 2. Types of organization structure
  - 3. Responsibility and authority
- c. Organization design
  - 1. Classic approaches
  - 2. Contingency approaches

## V. Change and Development Processes – 7%

- a. Basic processes and concepts of change
  1. Pressures for change
  2. Models and processes for planned organizational change
  3. Resistance to organizational change
  4. Corporate culture
- b. Applications and techniques of change and development
  1. Overview of organization development
  2. Group and individual change
  3. Socio-technological approaches to change
  4. Structural approaches to change

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Davis, Keith A., and John W. Newstrom. *Human Behavior at Work: Organizational Behavior*. New York: McGraw-Hill, current edition.
  2. Gibson, James L., John M. Ivancevich, and James H. Donnelly, Jr. *Organizations: Behavior, Structure, Processes*. Chicago, IL: Irwin, current edition.
  3. Luthans, Fred. *Organizational Behavior*. New York: McGraw-Hill, current edition.
  4. Newstrom, John W., and Keith Davis. *Organizational Behavior: Human Behavior at Work*. New York: McGraw Hill, current edition.
  5. Robbins, Stephen P. *Essentials of Organizational Behavior*. Upper Saddle River, NJ: Prentice Hall International, current edition.
  6. Current textbook used by a local college or university for a course on the subject.
2. Which of the following accurately lists needs in Maslow's hierarchy?
    - a. Physiological, power, growth, and esteem
    - b. Security, esteem, power, and self-actualization
    - c. Security, belonging, mastery, psychological, and self-esteem
    - d. Physiological, security, belonging, esteem and self-actualization
  3. Operant conditioning is primarily concerned with
    - a. physiological causes of behavior
    - b. cognition of behavior
    - c. consequences of behavior
    - d. punishment of behavior
  4. Which of the following is one reason why Herzberg's two-factor theory is viewed as controversial?
    - a. It states that job satisfaction and dissatisfaction do not exist on a single continuum.
    - b. It does not explain why people desire to achieve.
    - c. It states that organizational policies have too strong an impact on intrinsic rewards.
    - d. It does not explain why people choose particular behaviors to accomplish work-related goals.
  5. Standing close to another individual to communicate a sense of power is an example of
    - a. an authority stance
    - b. a stereotype
    - c. a nonverbal cue
    - d. a leadership behavior
  6. From the organization's perspective, which of the following is an example of a positive norm?
    - a. The appearance of working hard, regardless of results
    - b. The use of group sanctions against the person who exceeds productivity levels
    - c. A general practice of arriving to work on time
    - d. A supervisor's public criticism of a subordinate's poor performance
  7. Which of the following statements best describes the path-goal theory of leadership?
    - a. It focuses on goals to achievement.
    - b. It measures the philosophical assumptions behind a leader's style.
    - c. It looks at leader behaviors, subordinate characteristics, and environmental pressures.
    - d. It emphasizes personality traits critical for effective leadership.

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. An employee who bases his or her job-evaluation rating on an unfair rating form may be
    - a. stereotyping supervisory personnel
    - b. engaging in perceptual defense
    - c. making a causal attribution
    - d. learning about job tasks

8. George Bacon is considered one of the leading surgeons in the field of artificial heart transplants. Even though he is not associated with Western Memorial Hospital, he exerts much influence over many of the surgeons there. Such influence is best termed
- Legitimate power
  - Coercive power
  - Reward power
  - Expert power
9. Which of the following is a major feature of a matrix organization?
- Provision for horizontal communication
  - Establishment of profit centers
  - Presence of employees with two supervisors
  - Increased separation of line and staff responsibilities
10. Which of the following statements is NOT true about organizational development (OD)?
- It is a system-wide change effort.
  - It frequently leads to new organizational structures.
  - It is characterized by participatory methods of change.
  - It emphasizes short-term rather than long-term methods of change.

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Organizational Behavior
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1.B; 2.D; 3.C; 4.A; 5.C; 6.C; 7.C; 8.D; 9.C; 10.D.

# PERSONAL FINANCE

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Foundations – 10%

- a. Financial goals, budgeting, financial statements, and cash management
- b. Economic terminology
- c. Institutional aspects of financial planning
- d. Time value of money

### II. Credit and Debt – 15%

- a. Consumer credit
- b. Bankruptcy

### III. Major Purchases – 15%

- a. Auto
- b. Housing
- c. Other major purchases

### IV. Taxes – 15%

- a. Payroll deductions
- b. Income
- c. Tax planning/estimating

### V. Insurance – 15%

- a. Life policies
- b. Property and liability policies
- c. Health, disability, and long-term care policies

### VI. Investments – 15%

- a. Saving accounts and money markets
- b. Stocks, bonds, and mutual funds
- c. Sources of information

### VII. Retirement and Estate Planning – 15%

- a. Funding retirement
- b. Social security
- c. Estate planning

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Personal Financial Planning*, 11th Edition, 2008, Lawrence Gitman and Michael Joehnk, Thomson South-Western, ISBN: 0324422865, 20 Davis Drive, Belmont, CA 94002, (www.academic.cengage.com).

2. *Personal Finance*, 9<sup>th</sup> Edition, 2008, Jack R. Kapoor, Les R. Dlabay, Robert J. Hughes, McGraw-Hill, ISBN: 0073382329, Two Penn Plaza, New York, NY 10121 (books.mcgraw-hill.com). **As of January, 2011: 10<sup>th</sup> Edition (ISBN: 0073530697)**

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Which of the following resources could be used to evaluate the financial strength of an insurance company?
    - a. Morningstar
    - b. Best's
    - c. Dun & Bradstreet
    - d. Standard and Poor's
  2. Joe and Betty are both recent college graduates in their mid-20s and are working at junior executive positions in medium-size firms. They plan to get married in two months and hope to have a baby within the next three years. Which of the following short-term goals should they be considering now?
    - a. Accumulating a savings fund for their honeymoon
    - b. Establishing a retirement plan for themselves
    - c. Establishing a college tuition fund for their child
    - d. Accumulating a down payment for a house
  3. The federal income tax is considered a progressive tax because as a person's income rises, the person's tax rate
    - a. remains the same
    - b. increases
    - c. decreases
    - d. fluctuates
  4. Which of the following types of bankruptcy is designed for debtors with regular incomes who must attempt to repay as much of the debt as possible within a certain time period?
    - a. Chapter 5
    - b. Chapter 7
    - c. Chapter 11
    - d. Chapter 13

5. A lender is offering a fixed-rate loan with two points. If a family plans to purchase an \$80,000 house by putting 20% down and borrowing \$64,000, how much will the two points cost?
  - a. \$1,600
  - b. \$1,280
  - c. \$2,000
  - d. \$1,400
  
6. Which of the following types of insurance provides an individual with a percentage of lost income due to physical or mental incapacity?
  - a. Health
  - b. Major medical
  - c. Disability
  - d. Umbrella
  
7. A 65-year-old retiree with a 50-year-old spouse is considering various annuity payout options. Which of the following payout options would provide the retiree with the largest annual payment?
  - a. Straight life
  - b. Joint life
  - c. 20-year-certain
  - d. Refund
  
8. A blue chip company is generally defined as a
  - a. new company whose stock trades over-the-counter
  - b. well-established company whose stock trades on the NYSE
  - c. 20-year-old limited partnership that is sold by stockbrokers
  - d. three-year-old mutual fund whose stock trades on the NYSE

9. An increase in the consumer price index (CPI) is generally an indication of
  - a. increased unemployment
  - b. increased inflation
  - c. continued recession
  - d. reduced trade deficit

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Personal Finance
<b>Level</b>	Lower level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-D; 3-B; 4-D; 5-B; 6-C; 7-A; 8-B; 9-B.

# PHYSICAL GEOLOGY

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Core Knowledge – 35%

- a. Earth materials
- b. Minerals
- c. Igneous rocks: intrusive, extrusive
- d. Sedimentary rocks: characteristics, interpretation
- e. Metamorphic rocks
- f. Rock cycle
- g. Planetary geology

### II. Surface Processes – 30%

- a. Weathering
- b. Mass wasting
- c. Streams
- d. Groundwater
- e. Glaciers: alpine, continental
- f. Oceanic systems: ocean basins, coasts
- g. Deserts and wind
- h. Hydrologic cycle

### III. Internal Earth Processes – 30%

- a. Geologic time: relative time, absolute time, field relations
- b. Structural geology: folding, faulting, mountain building
- c. Geophysics: earthquakes and seismology, interior of the earth, gravity and isostasy
- d. Plate tectonics: geomagnetics, plate boundaries, plate movements

### IV. Applications – 5%

- a. Mineral and energy resources
- b. Environmental geography

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Hamblin, W. Kenneth. *Earth's Dynamic Systems*. New York: MacMillan Publishing Company, current edition.
2. Judson, Sheldon and Marvin E. Kauffman. *Physical Geology*. Englewood Cliffs, NJ: Prentice-Hall, Inc., current edition.

3. Larson, Edwin E. and Peter W. Birkeland. *Putnam's Geology*. New York: Oxford University Press, current edition.
4. McGeary, David and Charles C. Plummer. *Physical Geology: Earth Revealed*. Dubuque, IA: William C. Brown Publishers, current edition.
5. Montgomery, Carla W. *Physical Geology*. Dubuque, IA: William C. Brown Publishers, current edition.
6. Plummer, Charles C. and David McGeary. *Physical Geology*. Dubuque, IA: William C. Brown Publishers, current edition.
7. Press, Frank and Raymond Siever. *Earth*. New York: W.H. Freeman, current edition.
8. Skinner, Brian J. and Stephen C. Porter. *The Dynamic Earth: An Introduction to Physical Geology*. New York: MacMillan, current edition.
9. Spencer Edgar Winston. *Physical Geology*. Reading, MA: Addison-Wesley Publishing Company, current edition.
10. Tarbuck, Edward J. and Frederick K. Lutgens. *The Earth: An Introduction to Physical Geology*. New York: MacMillan, current edition.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Which of the following minerals would form under the highest temperature conditions (according to the Bowen Reaction Series)?
    - a. Quartz
    - b. Olivine
    - c. Orthoclase feldspar
    - d. Biotite mica
  2. Which of the following is an igneous rock that cooled slowly, and which is formed primarily of orthoclase feldspar and quartz with some plagioclase feldspar?
    - a. Diorite
    - b. Basalt
    - c. Granite
    - d. Gneiss

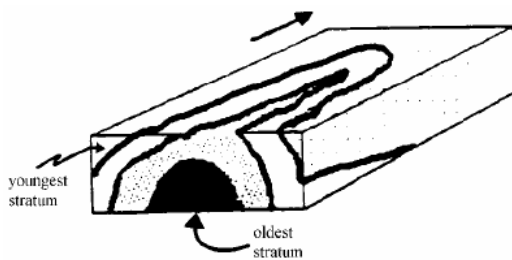
3. Which of the following is most likely to be layered and to contain marine fossils?
  - a. Till
  - b. Gneiss
  - c. Alluvium
  - d. Shale
4. Which of the following stream patterns would be most likely to develop homogeneous rocks that are nearly horizontal?
  - a. Trellis
  - b. Radial
  - c. Concentric
  - d. Dendritic
5. Which of the following features may be found as a result of glacial activity in both alpine and continental settings?
  - a. Terminal moraine
  - b. Drumlin
  - c. Cirque
  - d. Horn
6. Which of the following would result in long shore transport?
  - a. Waves approaching the beach directly
  - b. Waves approaching the beach at an angle
  - c. Movement of deep ocean currents
  - d. Wind blowing sand
7. Of the following geologic periods, which is the most recent?
  - a. Triassic
  - b. Cambrian
  - c. Permian
  - d. Tertiary
9. The fact that secondary earthquake waves (S-wave) do not pass through the core of the Earth suggests that the
  - a. outer core is liquid
  - b. mantle is denser than the core
  - c. mantle is less dense than the core
  - d. crust is of different thickness at different locations
10. The presence of fossilized ripple marks in rock indicates that the rock is
  - a. volcanic
  - b. igneous
  - c. sedimentary
  - d. metamorphic
11. Which of the following physical properties of minerals can be used to distinguish easily between calcite and quartz?
  - a. Color
  - b. Luster
  - c. Streak
  - d. Hardness

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Physical Geology
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-D; 4-D; 5-A; 6-B; 7-D; 8-A; 9-A; 10-C; 11-D



8. The type of fold illustrated above is which of the following?
  - a. Northward plunging anticline
  - b. Southward plunging anticline
  - c. Northward plunging syncline
  - d. Southward plunging syncline

# PRINCIPLES OF FINANCE

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Financial Statements and Planning – 20%

- Fundamentals of financial Statements (e.g., balance sheet, income statement of cash flow, statement of owner equity)
- Ratio analysis
- Taxes

### II. Time Value of Money – 20%

- Present value (lump sum and annuity)
- Future value (lump sum and annuity)
- Annuity due versus ordinary annuity
- Interest rate calculations (e.g. Equivalent)

### III. Working Capital Management – 10%

- Short-term sources of funds management of short-term assets (e.g. Inventory, accounts receivable, accounts payable, short term investments)
- Cash budget

### IV. Valuation and Characteristics of Stock and Bonds – 9%

- Bonds (e.g., debenture, sinking funds)
- Common stock and preferred stock

### V. Capital Budgeting – 12%

- Capital asset
- Project cash flow forecasting and analysis (incremental and total)
- Financial analysis tools (e.g., net present value, payback, accounting rate of return [arr], internal rate of return [irr])
- Break even analysis and sensitivity

### VI. Cost of Capital – 11%

- Cost of debt
- Cost of equity
- Weighted average cost of capital

### VII. Risk and Return – 11%

- Expected return on asset and a portfolio
- Measures of risk (e.g. standard deviation, beta)
- Determinance of interest rates (e.g. real and nominal)
- Capital Asset Pricing Model (CAPM) and Security Market Line (SML)
- Diversification (e.g. market risk, company specific risk)

### VIII. International Financial Management – 7%

- Impact of exchange rates
- Spot vs. Forward
- Hedging
- Currency risk and political risk
- International financial markets

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

- Essentials of Corporate Finance*, 6th Edition. 2008 McGraw-Hill, Two Penn Plaza New York, NY, 10121 (books.mcgraw-hill.com)
- Fundamentals of Financial Management*, 11th Edition. 2007 South-Western, 20 Davis Drive, Belmont, CA, 94002 (academic.cengage.com)

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
- Which of the following statements is true about a stock split?
    - It increases equity.
    - It decreases assets.
    - It increases retained earnings.
    - It decreases the par value of the stock.
  - When a firm pays a cash dividend, the firm's balance sheet is affected in which of the following ways?
    - Assets and equity remain the same.
    - Assets decrease and equity increases.
    - Assets and liabilities decrease.
    - Assets and equity decrease.
  - The degree of financial leverage measures the responsiveness of
    - Earnings to changes in operating expenses
    - Earnings to changes in output
    - Earnings before taxes to changes in operating income
    - Operating income to changes in net income

4. In linear break-even analysis, a decrease in fixed costs, if other factors remain constant, will cause the break-even point and the degree of operating leverage to do which of the following?
  - a. Increase decrease
  - b. Decrease decrease
  - c. Decrease increase
  - d. Increase increase
5. Which of the following terms of trade credit is most favorable for the buyer?
  - a. 2/15 net 30
  - b. 2/15 net 45
  - c. 3/10 net 30
  - d. 3/15 net 45
6. The internal rate of return for a project will be higher if the
  - a. cost of capital is lower
  - b. cost of capital is higher
  - c. initial investment is lower
  - d. initial investment is higher
7. If the internal rate of return of two mutually exclusive investments is less than the firm's cost of capital, the firm should make which of the following investments, if any?
  - a. The shorter term investment
  - b. The investment with the lower internal rate of return
  - c. The investment with the higher internal rate of return
  - d. None of the above
8. Which of the following is associated with a stock dividend as opposed to a cash dividend?
  - a. An increase in assets
  - b. An increase in equity
  - c. A decrease in assets
  - d. No change in liabilities
9. The primary responsibility of a financial manager is to maximize the firm's
  - a. stockholder wealth
  - b. sales
  - c. earnings
  - d. profits
10. Which two of the following would be preferable to bond owners?
  - i. Debt ratio of 50% rather than 20%
  - ii. Debt ratio of 20% rather than 50%
  - iii. Times-interest-earned of 2.0 rather than 5.0
  - iv. Times-interest-earned 5.0 rather than 2.0
  - a. i and iii
  - b. i and iv
  - c. ii and iii
  - d. ii and iv
11. Which of the following will cause a currency outflow from the United States?
  - a. The purchase of United States plants and equipment by Japanese investors
  - b. The maintenance of United States military bases in Europe
  - c. The trading of Japanese yen for United States dollars by Japanese investors
  - d. The return of income from United States investments in Europe

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Finance
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-D; 3-C; 4-B; 5-D; 6-C; 7-D; 8-D; 9-A; 10-D; 11-B.

# PRINCIPLES OF FINANCIAL ACCOUNTING

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

- I. **General concepts and principles – 11%**
- II. **Accounting equation and transaction analysis – 11%**
- III. **Accounting cycle and account classification – 7%**
- IV. **Adjusting entries; accruals and deferrals – 9%**
- V. **Merchandise transactions – 5%**
- VI. **Cash and internal control – 5%**
- VII. **Current accounts: marketable securities, receivables and inventories – 17%**
- VIII. **Property, plant, and equipment – 6%**
- IX. **Long- and short-term liabilities and interest calculations – 11%**
- X. **Capital stock, retained earnings, and dividends – 6%**
- XI. **Financial statements – their components and interpretation – 12%**

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. Asman, Mark F., Cowen, Scott S., and Mandell, Steven L. *Accounting Today: Principles and Applications*. St. Paul, Minn: West Publishing Co., current edition.
2. Diamond, Michael A., Flamholtz, Eric G., and Flamholtz, Diane T. *Financial Accounting*. Boston, MA: PWS-KENT Publishing Co., current edition.
3. Larson, Kermit D., and Miller, Paul B. W. *Financial Accounting*. Homewood, IL: Richard D. Irwin, Inc., current edition.
4. Meigs, Walter B., and Meigs, Robert F. *Financial Accounting*. New York: McGraw-Hill Book Co., current edition.
5. Needles, Belverd E., Jr. *Financial Accounting*. Boston, MA: Houghton Mifflin Co., current edition.
6. Walgenbach, Paul H., Hanson, Ernest I., *Financial Accounting - An Introduction*. San Diego, CA: Harcourt Brace Jovanovich Inc., current edition.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

1. All of the following are considered asset accounts EXCEPT
  - a. short-term investments
  - b. capital stock
  - c. cash
  - d. land
2. On January 2, XYZ Company pays salaries previously accrued as of December 31. As a result of this transaction, the effect on the accounting equation is
  - a. an increase in assets, an increase in liabilities
  - b. a decrease in assets, a decrease in owners' equity
  - c. a decrease in assets, a decrease in liabilities
  - d. a decrease in assets, an increase in liabilities
3. XYZ Company, which uses the periodic inventory method, has the following record for a particular inventory item.

Beginning		
Jan 1	Balance	100 units @ \$3.00
Feb 15	Purchase	400 units @ \$3.10
June 7	Purchase	500 units @ \$3.20
Oct 29	Purchase	400 units @ \$3.30

If 200 units remain in the inventory at December 31, what is their LIFO cost?

- a. \$610
- b. \$630
- c. \$650
- d. \$660

4. A bank reconciliation is performed in order to
  - a. verify the accuracy of a company's recorded cash balance
  - b. ensure that all bank loans have been properly accounted for
  - c. verify that all cash disbursements are for a legitimate business purpose
  - d. verify that only authorized personnel signed the disbursement checks

MACRS Recovery Allowance Percentages for Personal Property (not Real Estate)				
Ownership Year	Class of Investment			
	3-Year	5-Year	7-Year	10-Year
1	33%	20%	14%	10%
2	45	32	25	18
3	15	19	17	14
4	7	12	13	12
5		11	9	9
6		6	9	7
7			9	7
8			4	7
9				7
10				6
11				3
	100%	100%	100%	100%

5. A truck with a salvage value of \$2,000 and a class life of 10 years was purchased for \$32,000. According to the depreciation expense for the second year under the modified accelerated cost recovery system (MACRS) method is
  - a. \$2,900
  - b. \$4,800
  - c. \$5,120
  - d. \$6,400
6. RAM Company keeps its records on a calendar year basis and makes adjusting entries only at the close of each year. The unadjusted trial balance for December 31, Year 1, shows Unearned Revenue of \$1,200 for a year's rent collected on October 1, Year 1. The rent is a one-year lease ending September 30, Year 2. The adjusting entry needed on December 31, Year 2, should include a debit to
  - a. unearned revenue for \$300
  - b. unearned revenue for \$900
  - c. rental revenue for \$300
  - d. rental revenue for \$1,200
7. A company receives a \$5,000, 60-day, 8 percent note dated May 1, Year 1. What is the total amount of cash to be collected on the due date? (Assume a 360-day year.)
  - a. \$5,006.67
  - b. \$5,050.00
  - c. \$5,066.67
  - d. \$5,666.67
8. Which of the following best describes the calculation of the gross profit rate?
  - a. Net income is divided by net sales.
  - b. Net sales are divided by net assets.
  - c. The cost of goods sold is added to operating expenses, and the sum is divided by net sales.
  - d. The cost of goods sold is subtracted from net sales, and the difference is divided by net sales.
9. Bonds with a face value of \$100,000 are sold at 97½. This transaction will result in recording
  - a. a discount of \$975.00
  - b. a premium of \$1,097.50
  - c. a discount of \$2,500.00
  - d. an accrued interest of \$9,750.00
10. On the date that a company declares a cash dividend, which of the following is true?
  - a. Checks are mailed to the stockholders.
  - b. The company incurs a liability.
  - c. The stockholders' equity is increased.
  - d. The assets of the firm are decreased.
11. Which of the following would be of LEAST value in predicting a company's future net income?
  - a. Extraordinary items of income
  - b. Comparative income statements
  - c. Net income from continuing operations
  - d. An analysis of future changes in tax rates

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Financial Accounting
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B, 2-C, 3-A, 4-A, 5-C, 6-B, 7-C, 8-D, 9-C, 10-B, 11-A

# PRINCIPLES OF PHYSICAL SCIENCE I

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Physics – 60%

- a. Newton's laws of motion
  1. Motion
  2. Force and acceleration
  3. Inertia
  4. Mass and weight
  5. Action/reaction forces
  6. Law of circular motion
  7. Law of universal gravitation
- b. Energy and momentum
  1. Work
  2. Power
  3. Potential and kinetic energy
  4. Momentum
- c. Thermodynamics
  1. Temperature and heat
  2. Heat transfer
  3. Heat capacity
  4. Changes in state
  5. Mechanical equivalent of heat
- d. Waves and optics
  1. Reflection and refraction
  2. Lenses and mirrors
  3. Waves
  4. Interference and diffraction
- e. Electricity and magnetism
  1. Electronic charges (Coulomb's Law)
  2. Electric current
  3. Potential differences
  4. Ohm's law
  5. Magnetism
  6. Electromagnetism
  7. Circuits and applied electricity

### II. Chemistry – 40%

- a. Properties of matter
- b. Elements, compounds, mixtures, solutions
- c. Physical and chemical changes and properties
- d. Gas laws
- e. Kinetic theory
- f. Atomic theory and atomic structure
  1. The periodic law
  2. Periodicity of the elements
  3. Atomic models of the atom
  4. Ions and molecules
  5. Stoichiometry
  6. The nucleus and radioactivity

- g. Chemical reactions
  1. Equations
  2. Acids, bases, and salts
  3. Catalysts

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

### PHYSICS

1. Kirkpatrick, Larry D. and Gerald F. Wheeler. *Physics: A Worldview*. Fort Worth, TX: Saunders College Publishing, current edition.
2. Krauskopf, Konrad B. and Arthur Beisner. *The Physical Universe*. New York: McGraw-Hill, current edition.
3. Riban, David M. *Introduction to Physical Science*. New York: McGraw-Hill, current edition.
4. Sears, Francis W., Mark W. Zemansky, and Hugh D. Young. *College Physics*. Reading, MA: Addison-Wesley Publishing, current edition.

### CHEMISTRY

1. Brown, Theodore L., Eugene H. LeMay, Jr., and Bruce E. Burston. *Chemistry: The Central Science*. Englewood Cliffs, NJ: Prentice-Hall, Inc., current edition.
2. Holtzclaw, Jr., Henry F., William R. Robinson, and Jerome D. Odom. *College Chemistry With Quantitative Analysis*. Lexington, MA: D. C. Heath, current edition.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. Which of the following properties of fluids can serve to distinguish between a gas and a liquid?
    - a. Immiscibility
    - b. Malleability
    - c. Viscosity
    - d. Compressibility

2. A substance that alters the rate of a chemical reaction but is not itself altered is called a
  - a. catalyst
  - b. reactant
  - c. product
  - d. limiting agent
3. In which of the following cases is the vehicle described NOT accelerating?
  - a. A car traveling in a straight line, increasing its speed from 10 meters per second to 20 meters per second
  - b. A bus traveling at a constant speed over the crest of a hill
  - c. A train traveling in a straight line at a constant speed
  - d. A car traveling at 15 meters per second around a curve
4. The best explanation for the location of the element helium in the periodic table is that it
  - a. has a filled outer shell
  - b. has a low density
  - c. is monatomic
  - d. is a nonmetal
5. Two forces, one of 300 Newtons and the other of 400 Newtons, act at right angles to each other. The magnitude of the resultant force is
  - a. 100 N
  - b. between 300 N and 400 N
  - c. 500 N
  - d. 700 N
6. Which of the following is true when the pendulum of a clock reaches the highest point of its arc?
  - a. The net force acting on the system is zero.
  - b. The kinetic energy is maximum
  - c. The potential energy is maximum
  - d. The frequency is zero
7. If the half-life of a certain isotope is one month, what portion of a sample of this isotope remains after two months?
  - a. None
  - b. One-fourth
  - c. One-third
  - d. Three-fourths
8. If the distance between a proton and an electron is doubled, the resulting attraction will be
  - a. four times as great
  - b. twice as great
  - c. half as great
  - d. one-fourth as great
9. The heat that is required to raise the temperature of 10 grams of a sample whose specific heat is 0.212 calories/gram °C from 30° C to 50° C would be
  - a. 200.0 cal
  - b. 42.4 cal
  - c. 4.24 cal
  - d. 2.0 cal
10. In the Earth-Moon system, if  $r$  is the distance between the two masses, the attracting force between them is
  - a. directly proportional to  $r$
  - b. directly proportional to  $r^2$
  - c. inversely proportional to  $r$
  - d. inversely proportional to  $r^2$
11. The work done in holding a 50-newton object at 2 meters above a table top is
  - a. 980 J
  - b. 100 J
  - c. 25 J
  - d. 0 J
12. Which of the following statements regarding the force on an object in circular motion is NOT true?
  - a. It is inversely proportional to the period squared.
  - b. It is inversely proportional to the mass.
  - c. It is directly proportional to the velocity.
  - d. It is directly proportional to the acceleration.

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Physical Science I
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-D; 2-A; 3-C; 4-A; 5-C; 6-C; 7-B; 8-D; 9-B; 10-D; 11-B.

# PRINCIPLES OF PUBLIC SPEAKING

## ABOUT THE EXAM

The exam consists of two parts. **Students must pass both parts of the exam in order to receive credit:**

**PART ONE:** Multiple-choice questions.

**PART TWO:** Requires the student to record an impromptu persuasive speech that is no shorter than 3 minutes and no longer than 5 minutes. Speeches are to be recorded on an audiocassette tape for paper examinations, while online examinations will require the speech to be recorded in the voice capture functionality built in the online exam.

The student will be given a specific topic on which to speak and will have 10 minutes in which to prepare the speech.

A faculty member who teaches a Public Speaking course at an accredited college or university will grade the speech using the five dimensions listed. Raters are trained to apply a scoring rubric (guide) uniformly to all speeches. You will have 10 minutes to prepare your speech, which will be judged on the following dimensions.

Structure/Organization: (25 percent)

Delivery: (25 percent)

Content/Supporting Material: (20 percent)

Effect/Persuasive: (20 percent)

Language/Style: (10 percent)

### REASONS FOR AUTOMATIC FAILURE:

- Timing (speech is shorter than 3 minutes or longer than 5 minutes)
- Editing
- Topic not addressed
- Failure to take a position
- Took several positions

## EXAM CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Ethical, Historical, and Social Considerations of Public Speaking – 5%

Free speech in a democracy and free speech issues

### II. Audience Analysis and Adaptation/Effect/Persuasive – 8%

Analyzing the audience and preparing the speech in terms of the needs of the speaker and the

major characteristics of the audience, (e.g., age, sex, socioeconomic traits, education, political and ethnic attitudes, available time, etc.)

### III. Topics and Purposes of Speeches – 11%

Formulating appropriate speech topics and speech purposes

### IV. Structure/Organization – 18%

Structuring introductions, bodies, and conclusions; understanding thought patterns and organizational strategies.

### V. Content/Supporting Materials – 15%

Recognizing and using evidence, argument, and reasoning; formulating logical, emotional, ethical, and credible appeals.

### VI. Research – 5%

Using reference materials and finding sources in the preparation of a speech.

### VII. Language and Style – 11%

Using language appropriate for a public speech.

### VIII. Delivery – 11%

Articulation, voice, pronunciation, and body action.

### IX. Communication Apprehension – 3%

Understanding and controlling apprehension in public speaking.

### X. Listening and Feedback – 5%

Listening techniques; obstacles to avoid; giving and responding to feedback.

### XI. Criticism and Evaluation – 8%

Criticizing and evaluating the effectiveness of a public speech.

## REFERENCES

Sources for study material suggested but not limited to the following:

1. DeVito, Joseph A. *The Elements of Public Speaking*. New York, NY: Longman, current edition.
2. Gronbeck, Bruce E. and others. *Principles of Speech Communication*. New York, NY: Longman, current edition.
3. Lucas, Stephen E. *The Art of Public Speaking*. Boston, MA: McGraw-Hill Inc., current edition.

4. McCroskey, James. *Introduction to Rhetorical Communication*. Boston, MA: Allyn and Bacon, current edition.
5. Nelson, Paul Edward, and Judy Cornelia Pearson. *Confidence in Public Speaking*. Madison, WI: Brown & Benchmark, current edition.
6. Sprague, Jo, and Douglas Stuart. *The Speaker's Handbook*. Fort Worth, Texas: Harcourt Brace College Pubs., current edition.
7. Verderber, Rudolph F. *The Challenge of Effective Speaking*. Belmont, CA: Wadsworth, current edition.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

- 
1. In both classical and contemporary views of public speaking, primary attention is given to which of the following?
    - a. Style of the speech
    - b. Substance or content of the speech
    - c. Delivery of the speech
    - d. Organization of the speech
  2. A speech divided into the three main divisions of animal, vegetable, and mineral would be best organized according to which of the following patterns?
    - a. Temporal
    - b. Cause-effect
    - c. Topical
    - d. Problem-solution
  3. Speaker credibility refers most closely to which of the following?
    - a. Persuasiveness
    - b. Effectiveness
    - c. Emotional appeal
    - d. Believability
  4. In his famous "Liberty or Death" speech, Patrick Henry said:
 

"For my own part, I consider it as nothing less than a question of freedom or slavery; and in proportion to the magnitude of the subject ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility, which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason

towards my country and of an act of disloyalty toward the Majesty of Heaven, which I revere above all earthly kings."

This excerpt provides an example of Henry's attempt to do which of the following?

    - a. Establish the truth of his proposition
    - b. Establish his credibility
    - c. Present his opponents' arguments in a bad light
    - d. Provide the audience with arguments to use against the alternative views they would hear from other speakers
  5. The assumption that a person who is competent in one field is also competent in another field is referred to as which of the following?
    - a. Halo effect
    - b. Matching hypothesis
    - c. Social exchange hypothesis
    - d. Self-fulfilling prophecy
  6. The predisposition to act for or against a person or position is referred to as which of the following?
    - a. Attitude
    - b. Belief
    - c. Value
    - d. Opinion
  7. Most speeches should be prepared for which of the following audiences?
    - a. Hypothetical
    - b. General
    - c. Specific
    - d. Idealized
  8. Which of the following terms is used for the argument that what a person hears last is remembered best and has the greatest effect?
    - a. Primacy
    - b. Regency
    - c. Climax
    - d. Anticlimax
  9. The degree to which the audience members have counterarguments ready to answer an attack on their beliefs, attitudes, and values is referred to as which of the following?
    - a. Persuasive presumption
    - b. Inoculation
    - c. Selective exposure
    - d. Reinforcement

10. Which of the following patterns of organization would be most suitable for speeches such as "The events leading to World War II," "the development of language in the child," and "the major steps in learning to use a computer"?
- Spatial
  - Chronological
  - Problem-solution
  - Cause-effect

**SAMPLE SPEECH TOPIC (PART II)**

Topic: Some people believe that all states should be allowed to pass laws requiring the death penalty for certain crimes. Others feel that the death penalty is wrong and should be abolished. Try to persuade the audience of your position or point of view on the death penalty. Include supporting arguments to defend your position. Be sure to take the designated audience into consideration.

Audience: A college public speaking class composed of female and male students ranging in age from 18 to 30.

**CREDIT RECOMMENDATIONS**

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Public Speaking
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-D; 4-B; 5-A; 6-A; 7-C; 8-B, 9-B, 10-B.

# PRINCIPLES OF STATISTICS

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Foundations of Statistics – 20%

- data types and levels of measurement, sample vs. population, and distribution
- sampling methods
- descriptive statistics
- visual representation of data

### II. Probability – 15%

- basic concepts
- probability rules for dependent and independent events
- combinations and permutations
- discrete distributions
- continuous distributions

### III. Correlation and Regression – 20%

- scatter plots
- linear correlation
- linear regression
- prediction using the linear mode

### IV. Sampling Distributions – 20%

- basic understanding of standard scores such as Z and T scores
- the law of averages, expected values, standard error, normal approximation, sample size, sample average and estimating accuracy of a sample
- central limit theorem

### V. Inferential Statistics – 25%

- confidence intervals
- null and alternate hypothesis, confidence level and power
- type I and type II errors and levels of significance
- inference for the mean or the proportion of a population
- comparing two sample means and proportions
- comparing the means of more than two samples
- non-parametric

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

- Introduction to the Practice of Statistics*, Fifth Edition, 2006, David Moore and George McCabe, W.H. Freeman and Company, 41 Madison Avenue, New York, NY 10010, www.whfreeman.com.
- Statistics*, Fourth Edition, 2007, David Freedman, Robert Pisani and Roger Purves, W.W. Norton & Company, 500 Fifth Avenue, New York, NY 10110, www.wwnorton.com.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

Certain words, concepts, and symbols on this exam are defined as follows:

Average = arithmetic mean

Correlation = linear correlation

SD = standard deviation

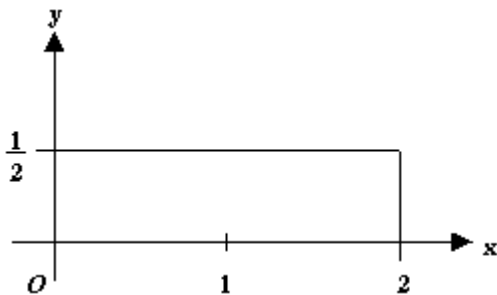
Rms = root-mean-square =  $\sqrt{\frac{\sum x^2}{n}}$

Area of a rectangle with adjacent edges  $a$  and  $b = a.b$

Area of a triangle with base  $b$  and corresponding altitude  $h = \frac{1}{2} b.h$

- A 100 question multiple-choice exam has 4 choices for each question. If a student selects all choices randomly, how many correct answers could the student expect?
  - 4
  - 8
  - 25
  - 40
- Each of the following statements is true for all probability curves for random variable  $x$  EXCEPT:
  - the area under the curve is 1
  - the highest point on the curve occurs at the average
  - the curve does not cross the  $x$ -axis
  - the probability that  $x$  is between  $a$  and  $b$  is equal to the area of the region bounded by the curve, the  $x$ -axis, and the lines  $x = a$  and  $x = b$

3. Which of the following could NOT be the value of a correlation coefficient?
  - a. -1
  - b. 0
  - c. 1
  - d. 2
  
4. The average and SD of a set of 50 scores are 30 and 7, respectively. If each of these scores is increased by 10, then which of the following is true for the new set of scores?
  - a. The average is 60
  - b. The average is 40
  - c. The sd is 17
  - d. The sd is 7.2
  
5. A bag contains 15 marbles, of which 8 are red, 5 are blue, and 2 are white. Two marbles are drawn randomly from the bag one after the other, without replacement. What is the probability that both marbles are red?
  - a.  $4/15$
  - b.  $64/225$
  - c.  $32/105$
  - d.  $8/15$
  
8. A balanced die is rolled 4 times. What is the probability that a six will NOT appear on any roll?
  - a.  $(5/6)^4$
  - b.  $6(5/6)^4$
  - c.  $5/6$
  - d.  $1 - (1/6)^4$
  
9. If  $H_0$  is the null hypothesis and P is the observed (computed) significance level, then
  - a. "small" values of P are evidence for  $H_0$
  - b. "small" values of P are evidence against  $H_0$
  - c. "small" values of P give no information for or against  $H_0$
  - d. a rejected  $H_0$  "corresponds to a negative value of P"
  
10. A random sample of 100 values of  $x$  is taken from a distribution whose SD is  $k$ . What will be the approximate value of the standard error of the average of  $x$ ?
  - a.  $0.01k$
  - b.  $0.1k$
  - c.  $0.5k$
  - d.  $k$



6. If the figure above is a probability histogram, what is the probability that  $x \geq 1/2$ ?
  - a.  $1/4$
  - b.  $1/2$
  - c.  $5/8$
  - d.  $3/4$
  
7. Which of the following pairs of parameters is sufficient to define a specific normal curve?
  - a. The average and the standard deviation
  - b. The range and the standard deviation
  - c. The average and the chi-square ( $\chi^2$ )-value
  - d. The standard deviation and the chi-square ( $\chi^2$ )-value

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Statistics
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-B; 3-D; 4-B; 5-A; 6-D; 7-A; 8-A; 9-B; 10-B.

# PRINCIPLES OF SUPERVISION

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Roles and Responsibilities of the Supervisor – 20%

- a. Skill requirements (e.g., technical, communications, human relations)
- b. Managerial roles (e.g., facilitator, negotiator, spokesperson)
- c. Levels of management
- d. Business ethics and social and corporate responsibility

### II. Management Functions – 60%

- a. Planning
- b. Organizing and staffing
- c. Leading
- d. Controlling

### III. Organizational Environment – 20%

- a. Legal, political, and economic
- b. Labor-management relations (e.g., unions vs. non-union, exempt vs. non-exempt)
- c. Organizational culture
- d. Diversity and inclusion
- e. Global

## REFERENCES

The following references were used to create exam questions and may be useful as study materials.

1. *A Primer for Management*, 2nd Edition. 2008 South-Western, ([academic.cengage.com](http://academic.cengage.com)), 20 Davis Drive Belmont, CA, 94002
2. *Management: Leading & Collaborating in the Competitive World*, 8th Edition. 2008 McGraw-Hill, ([books.mcgrawhill.com](http://books.mcgrawhill.com)), Two Penn Plaza New York, NY, 10121

## SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect answers. You may want to review these samples for the type of questions that may appear on the exam.

1. Which of the following terms is commonly used to refer to each employee's obligation to execute all duties to the best of his or her ability?
  - a. Authority
  - b. Responsibility
  - c. Delegation
  - d. Accountability
2. The planning that supervisors do is directly derived from plans of
  - a. customers
  - b. subordinates
  - c. upper management
  - d. colleagues
3. A supervisor who works in a company that follows the parity principle of delegation would be most likely to say which of the following?
  - a. "I have adequate responsibility but not enough authority."
  - b. "I have adequate authority but not enough responsibility."
  - c. "I have an equal amount of authority and responsibility."
  - d. "I have adequate authority to meet my responsibility."
4. Which of the following is an example of a line employee?
  - a. An industrial engineer
  - b. A salesperson
  - c. A security guard
  - d. A manufacturing department foreman
5. Employee counseling is usually NOT appropriate for addressing an employee's
  - a. marital problems
  - b. substance abuse
  - c. career planning
  - d. preretirement planning
6. When a prospective employee is being interviewed, which of the following questions CANNOT be asked?
  - a. "Do you have any training that qualifies you for this job?"
  - b. "Do you have any relatives working for this company?"
  - c. "What is your marital status?"
  - d. "Are you in this country on a visa that permits you to work?"

7. Which of the following persons developed the theory of a hierarchy of needs?
- Douglas McGregor
  - Rensis Likert
  - Abraham Maslow
  - Kurt Lewin
8. Maintenance of departmental discipline in a factory is the function of the
- human relations manager
  - supervisor
  - president
  - shop steward
9. All of the following are steps in the controlling process EXCEPT
- establishing performance standards
  - developing employee benefits
  - monitoring performance
  - taking corrective action
10. Which of the following organizations has the power to enforce basic labor laws?
- National Labor Relations Board
  - Federal Mediation and Conciliation Service
  - United States Department of Labor
  - American Federation of Labor

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST test development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Principles of Supervision
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-D; 4-D; 5-A; 6-C; 7-C; 8-B; 9-B; 10-A.

# RISE AND FALL OF THE SOVIET UNION

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Russia Under the Old Regime – 12%

- a. Governing Institutions
- b. Economics
- c. Culture and society
- d. The empire
- e. Revolutionary movements

### II. The Revolutionary Period 1914-1921 – 14%

- a. The first world war
- b. February/march revolution
- c. Interim
- d. Bolshevik revolution
- e. Civil war

### III. New Economic Policy (NEP) – 10%

- a. Economics
- b. Struggle for power
- c. Foreign relations
- d. Cultural experimentation

### IV. Prewar Stalinism – 12%

- a. Collectivization
- b. Industrialization
- c. Reign of terror
- d. Cultural regimentation
- e. Nationalities

### V. The Second World War – 11%

- a. Prewar foreign relations
- b. The war

### VI. Postwar Stalinism – 7%

- a. Domestic affairs
- b. Foreign affairs

### VII. The Khrushchev Years – 7%

- a. Succession struggle
- b. De-Stalinization
- c. Foreign affairs

### VIII. The Brezhnev Era – 8%

- a. Growth and stagnation
- b. Political scene: stability, corruption, dissent

### IX. Reform and Collapse – 14%

- a. Perestroika and glasnost
- b. Reemergence of the nationalities issue
- c. Retreat from eastern Europe
- d. End of the Union of Soviet Socialist Republics

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Gilbert, Martin. *Soviet History Atlas*. London: Routledge & Kegan Paul Ltd., current edition.
2. Hosking, Geoffrey. *The First Socialist Society: A History of the Soviet Union from Within*. Cambridge, MA: Harvard University Press, current edition.
3. Kort, Michael. *The Soviet Colossus: History and Aftermath*. Armonk, NY: M.E. Sharpe, current edition.
4. McCauley, Martin. *The Soviet Union 1917-1991*. New York, NY: Longman, current edition.
5. Thompson, John M. *A Vision Unfulfilled: Russia and the Soviet Union in the Twentieth Century*. Lexington, MA: D.C. Heath and Company, current edition.
6. Treadgold, Donald W. *Twentieth-Century Russia*. San Francisco, CA: Westview Press, current edition.
7. Current textbook used by a local college or university for a course on the subject.

## SAMPLE QUESTIONS

Questions on the exam require test takers to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 95% of the examination)
- Understanding of concepts and principles (about 5% of the examination)

- 
1. The name of the lower house of the Russian parliament from 1906-1917 was
    - a. Council of State
    - b. Council of the Federation
    - c. State Duma
    - d. Congress of People's Deputies
  2. In his "April Theses" V.I. Lenin called for
    - a. support of the Russian war effort
    - b. the overthrow of the provisional government
    - c. cooperation with the Mensheviks
    - d. peace with Germany

3. The Kornilov Affair hastened the October/ November Revolution by
  - a. strengthening the power of the army
  - b. discrediting the constituent assembly
  - c. increasing the popularity of Prime Minister Kerensky
  - d. enhancing the prestige of the Bolsheviks
4. The purpose of Gosplan was to
  - a. coordinate secret surveillance of dissidents
  - b. provide direction for economic development
  - c. coordinate policies of the Orgburo and the Politburo
  - d. train spies to infiltrate NATO
5. During the 1920's Soviet foreign policy enjoyed its greatest success in relations with
  - a. China
  - b. Germany
  - c. Great Britain
  - d. The United States
6. Stalin's Industrial Five Year Plan of 1928 did which of the following?
  - a. Discouraged foreign investment.
  - b. Continued the policy of Lenin's NEP.
  - c. Built factories that produced heavy equipment.
  - d. Made the Soviet Union competitive with the west.
7. The Katyn Forest Massacre created hostility toward the Soviet government among
  - a. Jews
  - b. Finns
  - c. Ukrainians
  - d. Poles
8. In which of the following countries did communism come to power after the Second World War without Soviet assistance?
  - a. Yugoslavia
  - b. Poland
  - c. Hungary
  - d. Czechoslovakia
9. In June 1957, Khrushchev deftly outflanked Malenkov, Molotov, Kaganovich, and Shepilov in the Central Committee of the CPSU; stigmatizing them as the
  - a. Gang Of Four
  - b. Anti-Party Group
  - c. Anti-Leninist Faction
  - d. Neo-Stalinists
10. Which of the following was **NOT** a major economic trend of the Era of Stagnation?
  - a. Growth in the quantity of production
  - b. Success in "showcase industries" such as aerospace
  - c. Widespread shortages of consumer goods
  - d. Penetration of world markets by cheap Soviet exports
11. The nationality of the Soviet foreign minister during most of the Gorbachev era was
  - a. Russian
  - b. Ukrainian
  - c. Georgian
  - d. Armenian
12. The catalyst for the aborted coup of August 1991 was Gorbachev's attempt to
  - a. dissolve collective farms
  - b. remove from the constitution the article on the communist party's "leading role"
  - c. reconstruct the federal union
  - d. dissolve the congress of people's deputies

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Rise & Fall of the Soviet Union
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-C; 2-B; 3-D; 4-B; 5-B; 6-C; 7-D; 8-A, 9-B, 10-D, 11-C, 12-C.

# SUBSTANCE ABUSE

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Overview of Substance Abuse and Dependence Abuse – 11%

- a. Terminology
- b. Theories of abuse and dependence
- c. Models of abuse and dependence
- d. Demographics
- e. Costs to society and associations with social problems
- f. Screening and diagnosis

### II. Classification of Drugs – 6%

### III. Pharmacological and Neurophysiological Principles – 11%

- a. Nervous system
- b. Actions of drugs
- c. Drug interactions

### IV. Alcohol – 12%

- a. History and types
- b. Determinants of blood alcohol level
- c. Effects
- d. Uses and administration
- e. Tolerance, withdrawal, and overdose
- f. Dependency issues
- g. Prevention and treatment

### V. Anti-anxiety and Sedative Hypnotics – 6%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### VI. Inhaled Substances – 4%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### VII. Tobacco and Nicotine – 7%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose

- e. Prevention and treatment
- f. Dependency issues

### VIII. Psychomotor Stimulants – 9%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### IX. Opioids – 9%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### X. Cannabinoids – 8%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### XI. Hallucinogens – 4%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and overdose
- e. Prevention and treatment
- f. Dependency issues

### XII. Other Drugs of Abuse – 5%

- a. Anabolic steroids
- b. Over-the-counter (OTC) substances
- c. Herbal substances
- d. Club drugs
- e. Other prescription drugs of interest

### XIII. Antipsychotic Drugs – 4%

- a. History and types
- b. Effects
- c. Uses and administration

### XIV. Antidepressants and Mood Stabilizers – 4%

- a. History and types
- b. Effects
- c. Uses and administration
- d. Tolerance, withdrawal, and suicidal behaviors

## REFERENCES

The following references were used to create exam questions and may be useful as study materials. Sources for study material suggested but not limited to the following:

1. *Drugs and Society*, Ninth Edition, 2006, Glen Hanson, Peter J. Venturelli and Annette E. Fleckenstein, Jones and Bartlett Publishers, 40 Tall Pine Drive, Sudbury, MA 01776.
2. *Drugs, Society and Human Behavior*, 12th Edition, 2008, Charles Ksir, Carl Hart and Ray Oakley, McGraw-Hill, Two Penn Plaza, New York, NY 10121, books.mcgraw-hill.com.

## SAMPLE QUESTIONS

All exam questions are in a multiple-choice format, with one correct answer and three incorrect options. You may want to review these samples for the type of questions that may appear on the exam.

1. Cannabis intoxication can
  - a. increase the heart rate
  - b. increase mental activity
  - c. cause respiratory collapse
  - d. cause chromosomal damage
2. The drugs posing the most immediate risk of organic brain damage are
  - a. inhalants
  - b. narcotics
  - c. hallucinogens
  - d. sedative hypnotics
3. The most commonly abused drug in the United States is
  - a. heroin
  - b. cocaine
  - c. marijuana
  - d. alcohol
4. Endorphins and enkephalins are similar in effect to
  - a. steroids
  - b. psychedelics
  - c. opiates
  - d. stimulants
5. The metabolism of alcohol takes place primarily in the
  - a. liver
  - b. kidneys
  - c. brain
  - d. pancreas
6. Crisis intervention and detection of the early stages of drug abuse is referred to as
  - a. primary prevention
  - b. secondary prevention
  - c. tertiary prevention
  - d. quaternary prevention
7. Which of the following is an opium derivative?
  - a. Codeine
  - b. Cocaine
  - c. Phenobarbital
  - d. LSD
8. The junction between two neurons is called the
  - a. axon
  - b. dendrite
  - c. synapse
  - d. receptor
9. Paradoxical effects of the benzodiazepines include all of the following EXCEPT
  - a. nightmares
  - b. irritability
  - c. agitation
  - d. hypersomnia
10. Buerger's disease, caused by heavy cigarette smoking, results from the
  - a. accumulation of tar in the lungs
  - b. reduction of blood to the body's extremities
  - c. destruction of the cilia in the trachea
  - d. disruption of the normal functioning of the liver
11. An alcoholic who drinks while taking Antabuse (disulfiram) is likely to experience
  - a. sedation
  - b. nausea
  - c. convulsions
  - d. euphoria

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Substance Abuse
<b>Level</b>	Upper-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-A; 3-D; 4-C; 5-A; 6-B; 7-A; 8-C; 9-D; 10-B; 11-B.

# TECHNICAL WRITING

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Theory and practice of Technical Writing – 10%

- a. Establishing goals
- b. Analyzing the audience
- c. Ensuring the validity of data and sources

### II. Purpose, content, and organizational patterns of common types of technical documents – 31%

- a. Reports
  1. Progress/inspection reports
  2. Feasibility reports
  3. Research/laboratory reports
- b. Correspondence
  1. Memos
  2. Letters
  3. Resumes
- c. Manuals
  1. Instructions
  2. Procedures
- d. Process

### III. Elements of various technical reports – 31%

- a. Titles
- b. Summaries/abstracts
- c. Headings
- d. Definitions
- e. Conclusions
- f. Recommendations
- g. Graphics
- h. Report supplements (glossary, footnotes, appendices, indices)
- i. Page design

### IV. Technical editing – 28%

- a. Clarity
- b. Completeness
- c. Accessibility
- d. Conciseness
- e. Correctness
- f. Sequence
- g. Unity
- h. Tone

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Brusaw, C.T., Alred, G.J., and Oliu, W.E. *Handbook of Technical Writing*. New York, NY: St. Martin's Press, current edition.
2. Lannon, John M. *Technical Writing*. New York, NY: Longman, current edition.

## TECHNICAL WRITING JOURNALS

Journal of Technical Writing and Communications  
Technical Communication  
The Technical Writing Teacher

## SAMPLE QUESTIONS

Questions on the exam require test takers to demonstrate the following abilities. Some questions may require more than one of these abilities.

- knowledge of basic facts and terms (about 35-45 percent of the examination)
- understanding of concepts and principles (about 30-40 percent of the examination)
- ability to apply knowledge to specific problems and situations (about 25-35 percent of the examination)

- 
1. It is customary to place definitions of terms in all of the following parts of a technical document EXCEPT the
    - a. abstract
    - b. introduction
    - c. footnotes
    - d. glossary
  2. Which of the following organizational patterns would be appropriate to use when describing a mechanism?
    - i. Order of assembly
    - ii. Spatial order
    - iii. Operating order
    - a. ii only
    - b. iii only
    - c. i and iii only
    - d. i, ii, and iii
  3. Which of the following graphics is best for displaying continuous change over time?
    - a. Bar chart
    - b. Line graph
    - c. Schematic diagram
    - d. Table

4. The major difference between proposals and many other technical documents is that proposals are
  - a. long and formal
  - b. written by committees
  - c. overtly persuasive
  - d. presented orally as well as in writing
5. Laboratory reports customarily contain all of the following sections EXCEPT
  - a. materials and methods
  - b. results
  - c. discussions
  - d. recommendations
9. Which of the following is a major flaw in a classification?
  - a. overlap in the categories
  - b. use of the same criterion throughout
  - c. division into more than ten groups and subgroups
  - d. categories with different numbers of subdivisions
10. Which of the following does NOT need revision to correct an error in parallel structure?
  - a. We found it impossible either to replicate their results or even approximate them.
  - b. The ideal environment for colonizing plants like ragweed is bare, windswept, and, of course, contains little groundwater.
  - c. The platypus is an animal with mammalian, reptilian, and avian aspects and which illustrates the difficulty of exact biological classification.
  - d. The proposed pertussis vaccine not only is as effective as the vaccine currently in use but also poses little or no health risk to children under two years of age.

Questions 6-7 refer to the following group of numbered sentences:

- 1) The rabbits did not build up as much fat in the walls of their arteries as expected.
  - 2) One group was left unattended except at feeding time, while the other received some old-fashioned tender loving care (TLC) every day for at least one hour.
  - 3) Researchers at Ohio State University made an unexpected finding while feeding a group of rabbits high-cholesterol diets in preparation for an experiment.
  - 4) The TLC rabbits developed only one-third as many fatty deposits as the others.
  - 5) Investigating further, the team fed high doses of cholesterol to two new groups of rabbits.
  - 6) One researcher mentioned that she had given these rabbits special treatment, greeting and cuddling each four to five times a day.
6. If the sentences are arranged into a coherent paragraph, which sentence will come third in the sequence?
    - a. 1
    - b. 2
    - c. 5
    - d. 6
  7. If the sentences now numbered 1 and 6 were combined into one sentence, the new sentence would begin with which of the following?
    - a. When
    - b. Although
    - c. Because
    - d. Thus
  8. One significant difference between technical language and lay language is that technical language tends to be more
    - a. subjective
    - b. sophisticated
    - c. abstract
    - d. exact

In each of the following sentences, some part of the sentence or the entire sentence is underlined. Beneath each sentence you will find four ways of phrasing the underlined part. The first choice (A) repeats the original; the other three are different. If you think the original is better than any of the alternatives, choose answer A. Otherwise, choose one of the others. In choosing answers, pay attention to grammatical correctness, appropriate word choice, and smoothness and effectiveness of sentence construction.

11. Ibuprofen is a powerful pain reliever and it has only recently been made available to the public in nonprescription doses.
  - a. Ibuprofen is a powerful pain reliever and it has only recently
  - b. Ibuprofen, a powerful pain reliever, has only recently
  - c. Ibuprofen is a powerful analgesic that only has recently
  - d. Only the potent analgesic ibuprofen has recently
12. After heating for twelve minutes, the sample was dried.
  - a. After heating for twelve minutes, the sample
  - b. After heating the sample for twelve minutes, it
  - c. After it had been heated for twelve minutes, the sample
  - d. After twelve minutes of heating the sample, it

## CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Technical Writing
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-D; 3-B; 4-C; 5-D; 6-D; 7-A; 8-D, 9-A, 10-D, 11-B, 12-C.

# THE CIVIL WAR AND RECONSTRUCTION

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Causes of the War – 11%

- a. United States society in the mid-nineteenth century
  1. Industrialization
  2. Immigration
  3. Religiosity
  4. Standard of living
  5. Demographics
- b. Growing differences between the north and south
- c. Slavery as a southern institution: importance of cotton; living conditions of slaves
- d. Abolition movement: leaders; methods and tactics; *Uncle Tom's Cabin*
- e. Westward expansion of free and slave territory
  1. Missouri Compromise
  2. Mexican War
  3. Compromise of 1850
  4. Kansas - Nebraska Act
  5. Birth of republican party
  6. Kansas wars
  7. Dred Scott decision
- f. John Brown's raid on Harper's Ferry
- g. Political situation in 1860: split in democratic party; republican party; Abraham Lincoln; election results

### II. 1861 – 11%

- a. Secession: South Carolina's role; border states; government of confederation
- b. Fort Sumter
- c. Union Army v. Confederate Army: leadership; preparedness; volunteers
- d. First Manassas (Bull Run)

### III. 1862 – 22%

- a. Political situation - north and south
  1. Lincoln's cabinet
  2. Davis's cabinet divisiveness in the south
  3. Southern hope of European aid
- b. Army of Potomac under McClellan
- c. War in the west: North's plan to control Mississippi; Generals Grant, Buell and Sherman
- d. War in the east: peninsular campaign; naval involvement; Generals Lee and Jackson
- e. Major battles: Shiloh; Second Manassas; Antietam; Fredericksburg
- f. Emancipation proclamation

### IV. 1863 – 21%

- a. Casualties: causes; care of wounded and sick; prisoners of war
- b. Role of women in the war, north and south
- c. Black Americans and the war: free black volunteers; slaves in the south; runaway slaves
- d. Political situation: North and South
- e. Major battles: Chancellorsville; Chickamauga; Chattanooga; Stones River (Murfreesboro); Vicksburg; Gettysburg

### V. 1864 to May 1865 – 22%

- a. Political situation
  1. Northern demoralization
  2. Presidential election in north
  3. South cut in half and isolated
- b. War in the west
  1. Sherman's march through Georgia
  2. Generals Johnston and Forrest
  3. Major battles
- c. War in the east
  1. Grant and the Army of the Potomac
  2. Lee and the Army of northern Virginia
  3. Major battles
- d. Sherman's continued march through the south: destruction of south's civilian base; logistics
- e. Fall of Richmond, flight of confederate government
- f. Lee's surrender
- g. Assassination of Lincoln
- h. End of the confederacy: Johnston's surrender; Davis' capture
- i. Cost of the war: human; economic; cultural

### VI. Reconstruction 13%

- a. Presidential reconstruction plans: Lincoln; Johnson
- b. Congressional reconstruction plans
  1. Radical Republicans
  2. Reconstruction acts
  3. Fourteenth and fifteenth amendments
  4. Impeachment
  5. Freedmen's bureau
  6. Civil rights act
- c. Reconstruction in the south
  1. Response to Johnson's policies
  2. Elected black office-holders
  3. Scalawags and carpet-baggers
  4. Secret terrorist societies
- d. End of reconstruction: restoration of white government; election of 1876; compromise of 1877

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Boritt, Gabor S. ed. *Why the Confederacy Lost*. New York, NY: Oxford University Press, current edition.
  2. Donald, David ed. *Why the North Won the Civil War*. New York, NY: Macmillan, current edition.
  3. Eaton, Clement. *A History of the Southern Confederacy*. New York, NY: The Free Press, current edition.
  4. Foner, Eric. *Reconstruction: America's Unfinished Revolution*. New York, NY: Harper and Row, current edition.
  5. Foote, Shelby. *The Civil War, A Narrative*. 3 vols. New York, NY: Random House, current edition.
  6. McPherson, James. *Battle Cry of Freedom: The Civil War Era*. New York, NY: Oxford University Press, current edition.
  7. McPherson, James. *Ordeal by Fire: The Civil War and Reconstruction*. New York, NY: McGraw-Hill, current edition.
  8. Nolan, Alan T. *Lee Considered: General Robert E. Lee and Civil War History*. Chapel Hill: University of North Carolina Press, current edition.
  9. Paludan, Phillip Shaw. *A People's Contest: The Union and Civil War*. New York, NY: Harper and Row, current edition.
  10. Thomas, Benjamin P. *Abraham Lincoln: A Biography*. New York, NY: Modern Library, current edition.
  11. Current textbook used by a local college or university for a course on the subject.
2. Under the fourteenth amendment, many of those who had served in the Confederate government or army were
    - a. automatically reinstated as full citizens of the United States
    - b. forbidden to bear arms
    - c. forbidden to hold public office
    - d. interned for a minimum of six months
  3. The Union general in command of the Shenandoah Valley campaigns of 1864 was
    - a. Philip Kearny
    - b. Philip Sheridan
    - c. William T. Sherman
    - d. George A. Custer
  4. When the southern states began to secede, Kentucky's response was
    - a. enthusiastic support for the south, followed by Kentucky's secession
    - b. reluctant support for the south, followed by Kentucky's secession
    - c. a declaration of neutrality, followed by a gradual shift to Unionism
    - d. a firm resolve to remain in the Union, followed by an enthusiastic response to Lincoln's call for troops
  5. Of those who died as a result of the war, the majority were
    - a. civilians deliberately or accidentally killed by hostile troops
    - b. soldiers killed outright in combat
    - c. soldiers who died later of wounds received in battle
    - d. soldiers who died of disease
  6. Prior to his attack on Harper's Ferry, John Brown was a
    - a. free-state agitator in Kansas
    - b. publisher of a leading abolitionist newspaper
    - c. slave owner in Missouri
    - d. station owner on the underground railroad
  7. The South's naval strategy was to use its
    - a. large navy to attack northern ports and bring the war to the north
    - b. large navy to defend its ports and prevent a Union blockade
    - c. relatively small navy to protect its ports and keep them open for blockade runners
    - d. relatively small navy to convoy supply ships from Europe and South America

## SAMPLE QUESTIONS

Questions on the exam require test takers to demonstrate **knowledge of basic facts and terms** (about 100% of the examination).

- 
1. The last major Confederate stronghold on the Mississippi River was
    - a. Memphis
    - b. Vicksburg
    - c. New Orleans
    - d. Fort Donnellson

8. Which of the following nearly caused the outbreak of hostilities between the United States and Great Britain?
  - a. Britain's willingness to receive the Confederate cruiser *Alabama* in its ports
  - b. British gunrunning to the Confederate states through the union blockade
  - c. British reactions to Lincoln's Emancipation Proclamation
  - d. British objections to the seizure of two confederate diplomats traveling on a British ship
  
9. Grant's confrontation with Lee at Petersburg can best be described as a
  - a. confederate rout of the union army
  - b. swift, decisive victory for the union army
  - c. tragic blunder on the part of the union high command
  - d. prolonged siege ending in union victory
  
10. Through the course of the Civil War, which of the following was true of Jefferson Davis's cabinet?
  - a. It remained stable in makeup and firm in support of the president.
  - b. It remained stable in makeup but opposed to the president on many issues.
  - c. Its members changed considerably but remained constant in support for the president.
  - d. Its members changed considerably and were divided in their support for the president.
  
11. Which of the following correctly states a major difference between the population of the North and South at the middle of the nineteenth century?
  - a. In the north, the vast majority of the adult white population was literate, while in the south less than half the adult white population could read and write.
  - b. In the south, people were much more religious than people in the north, attended church more frequently, and often participated in religious reawakening.
  - c. In the north, the white population included large numbers of immigrants, while in the south the white population was largely of British descent.
  - d. In the south, a larger proportion of the white population had traveled extensively within the region, while the northern white population remained familiar only with the area in which they were born.

12. Which of the following is a true statement about the Union presidential election of 1864?
  - a. It was the first presidential election ever held by a nation involved in a civil war.
  - b. It attracted little public interest because the people of the north were occupied with the war effort.
  - c. Lincoln's reelection was considered a certainty because the nation did not want to change governments in the middle of the war.
  - d. Lincoln's reelection was considered unlikely because Lincoln had failed to support abolition prior to the war.

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	The Civil War & Reconstruction
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-B; 2-C; 3-B; 4-C; 5-D; 6-A; 7-C; 8-D; 9-D; 10-D; 11-C; 12-A.

# WESTERN EUROPE SINCE 1945

## CONTENT OUTLINE

The following is an outline of the content areas covered in the examination. The approximate percentage of the examination devoted to each content area is also noted.

### I. Historical Background – 15%

- a. Reconstruction of Europe After World War II
- b. Impacts of the Cold War on Europe
- c. Impacts of the end of the colonial era on Europe
- d. The expansion of democracy and the welfare state
- e. Prominence and decline of communism
- f. Emergence and development of European institutions
- g. The end of the Cold War

### II. National Political Systems (Primarily focused on France, Germany, Italy Spain and the United Kingdom) – 35%

- a. Major patterns of governance
  1. Parliamentary
  2. Federalism
  3. Constitutional monarchies and republics
- b. Political processes and institutions
  1. Electoral systems and outcomes
  2. Parties and coalitions
  3. Interest groups
  4. Political movements
  5. Participation
- c. Governmental institutions
  1. Legislative – executive relations
  2. Judiciary
  3. Bureaucracy
- d. Political economy
- e. Policy making and implementation
- f. Constitutional developments

### III. Issues and Policies – 25%

- a. Class distinctions
- b. Gender
- c. Ethnicity
- d. Religion
- e. Migration
- f. Employment
- g. Social policies
- h. Politics of identity

### IV. European Institutions and Processes – 20%

- a. Common institutions for:
  1. Governance
  2. Economic affairs
  3. Human rights
  4. Security

- b. Common policymaking
- c. Issues and policies
  1. Agricultural
  2. Migration and asylum
  3. Public opinion
  4. Regional
  5. Environmental
  6. Monetary
  7. Social

### V. Europe's relations with the rest of the world – 20%

## REFERENCES

Sources for study material suggested but not limited to the following:

1. Black, Cyril, Jonathan Helmreich, Paul Helmreich, Charles Issawi, and A James McAdams. *REBIRTH: A History of Europe since World War II*. Boulder, CO: Westview Press, Inc., current edition.
2. Edited by Joseph Colomer. *Political Institutions in Europe*. New York, NY: Routledge, current edition.
3. Lane, Jan-Erik and Svante Ersson. *European Politics: An Introduction*. Thousand Oaks, CA: Sage Publications, current edition.
4. Hancock, Donald, David Conradt, B. Guy Peters, William Saftan and Raphael Zariski. *Politics in Western Europe: Introduction to the Politics of the United Kingdom, France, Germany, Italy Sweden, and the European Union*. Chatham, NJ: Chatham House Publishers, current edition.
5. Nelson, Brent and Alexander Stubb. *The European Union: Readings on the Theory and Practice of European Integration*. Boulder, CO: L. Rienner Publishers, current edition.
6. Piening, Christopher. *Global Europe: The European Union in World Affairs*. Boulder, CO: Rienner Publishers, current edition.
7. Sperling, James and Emil Kirchner. *Recasting the European Order: Security Architectures and Economic Cooperation*. New York, NY: Manchester University Press, current edition.
8. Steiner, Jurg. *European Democracies*. New York, NY: Longman, current edition.

9. Urwin, Derek. *Western Europe Since 1945: A Political History* New York: Longman, current edition.
10. Wood, David and Birol Yesilada. *The Emerging European Union*. White Plains, NY: Longman, current edition.

### SUPPLEMENTAL READING

1. Conradt, David. *The German Polity*. White Plains, NY: Longman, current edition.
2. Safran, William. *The French Polity*. New York, NY: Longman, current edition.
3. Dalton, Russell. *Citizen Politics in Western Democracies: Public Opinion and Political Parties in the United States, Great Britain, Western Germany, and France*. Chatham, NJ: Chatham House Publishers, current edition.
4. Norton, Philip. *The British Polity*. New York, NY: Longman, current edition.
5. Paxton, Robert. *Europe in the Twentieth Century*. Fort Worth, TX: Harcourt Brace Jovanovich, current edition.
6. Stirk, Peter. *A History of European Integration Since 1914*. New York, NY: Pinter, current edition.
7. Tipton, Frank, and Robert Aldrich. *An Economic and Social History of Europe from 1939 to the Present*. Baltimore, MD: Johns Hopkins University Press, current edition.
8. Turner, Henry. *Germany from Partition to Reunification*. New Haven, CT: Yale University Press, current edition.

### ADDITIONAL RECOMMENDED MATERIALS

1. Western European Politics – four times/year  
Frank Cas and Company, Newbury House  
890-900 Eastern Avenue, Ilford, Essex, IG2 7HH,  
United Kingdom.
2. European Journal of Political Research – eight times/year  
Kluwer Academic Publishers, Postbus 322  
3300 AH Dordrecht, The Netherlands
3. Journal of Common Market Studies – four times/year  
Blackwell Publishers, 108 Cowley Road, Oxford  
OX4 1JF, United Kingdom

4. Current textbook used by a local college or University for a course on the subject.

### SAMPLE QUESTIONS

Questions on the exam require test takers to demonstrate the following abilities. Some questions require more than one of the abilities.

- Knowledge of basic facts and terms (about 45-50% of the examination)
- Understanding of concepts and principles (about 35-40% of the examination)
- Ability to apply knowledge to specific problems and situations (about 15-20% of the examination)

- 
1. Which of the following political parties dominated Italian politics in most of the postwar period?
    - a. Christian democratic
    - b. Socialist
    - c. Communist
    - d. Liberal
  2. The Fourth French Republic was characterized by
    - a. short-lived governments
    - b. strong party discipline
    - c. direct election of the prime minister by popular vote
    - d. direct election of the president by popular vote
  3. The British electoral system is characterized by
    - a. proportional representation with plurality decision.
    - b. single-member constituencies with plurality decision.
    - c. single-member constituencies with absolute majority decision.
    - d. multiple-member constituencies with absolute majority decision.
  4. The Treaty of Rome did which of the following?
    - a. Created the European coal and steel community.
    - b. Established the European Economic Community.
    - c. Extended the membership of the European community from six countries to ten.
    - d. Merged the European community and the council of Europe.
  5. Which of the following countries has a federal political system?
    - a. Norway
    - b. Germany
    - c. France
    - d. Netherlands

6. The Marshall Plan proposed
  - a. sending American troops to Germany
  - b. creating new boundaries for Germany and Italy
  - c. giving United States economic aid to European countries
  - d. establishing NATO
  
7. Who was the primary architect of the European unity movement?
  - a. Pierre Mendès-France
  - b. Ludwig Erhard
  - c. Alcide de Gasperi
  - d. Jean Monnet

### CREDIT RECOMMENDATIONS

The Center for Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST exam development process for and content of this exam. It has made the following recommendations:

<b>Area or Course Equivalent</b>	Western Europe Since 1945
<b>Level</b>	Lower-level baccalaureate
<b>Amount of Credit</b>	Three (3) semester hours
<b>Source</b>	ACE Commission on Education Credit and Credentials

**Answers to sample questions:** 1-A; 2-A; 3-B; 4-B; 5-B; 6-C; 7-D.

# AUXILIARY TESTING MATERIALS

## REFERENCES

No reference materials, papers or study materials are allowed at the testing center. If test takers are found with these or any other aids, they will not be allowed to continue the exam, their answers will not be scored and there are no refunds for the examination.

## SCRATCH PAPER

The Proctor will provide scratch paper for all DSST exams. All scratch paper is considered secure test material and must be collected by the Proctor to be confidentially destroyed or returned along with used test materials.

## PRINCIPLES OF PUBLIC SPEAKING – PART TWO: SPEECH RECORDING

Test centers equipped with the ability to administer the Principles of Public Speaking on the IBT platform will provide a headset with microphone for test takers to record their speech into the system.

Paper and pencil administrations will include a tape recorder for test takers to record their speech.

## ELECTRONIC DEVICES

Electronic equipment is not permitted in the testing room. This includes cell phones, PDAs, cameras, alarm wrist watches, tape recorders, etc.

Pocket items—keys, wallet, etc.—must remain in your pocket during testing.

Other personal items—digital watches, outerwear that is not being worn while testing (sweater, jacket, etc.), briefcases, purses, etc.—are not permitted in the testing room.

## CALCULATORS

Calculators are allowed **only** for the exams listed in the chart below. For these exams, the only calculators that may be used, **NO EXCEPTIONS**, are commercially-produced handheld calculators that are battery or solar-operated, silent, nonprogrammable, and do not have either a full alphabetic keyboard or graphical display.

Alternatively, Internet-based administrations offer a built-in calculator that test takers may use.

Below is a list of auxiliary testing materials that are permitted, or not permitted with DSST examinations:

	<b>Exam Title</b>	<b>Calculator Allowed</b>
424	Fundamentals of College Algebra	Yes
450	Principles of Statistics	Yes
524	Principles of Finance	Yes
525	Principles of Financial Accounting	Yes
536	Introduction to Computing	Yes
550	Personal Finance	Yes
812	Business Mathematics	Yes

# FREQUENTLY ASKED QUESTIONS

## **Q. How do I know if my school accepts DSST exams for credit?**

A. You can search the list of school's accepting DSST exams for credit by simply visiting our website at [www.getcollegecredit.com/search](http://www.getcollegecredit.com/search). If you can't find the school of your choice, contact your academic advisor or the admissions officer at your school. Also, before you take a DSST exam consult with your advisor to be sure the exam you want to take fits your curriculum needs.

## **Q. What is the cost for taking a DSST exam?**

A. The current fee is \$80. This fee does not include any administrative costs the testing site may require.

## **Q. What are DSST exams like?**

A. DSST exams are Internet or paper-based, multiple choice formats, some including an optional essay portion. Test takers are given two hours to take the exam but most are completed in 90 minutes. DSST exams must be taken at authorized testing centers, as they are not accessible elsewhere.

## **Q. How do I register for a DSST exam?**

A. Visit [www.GetCollegeCredit.com](http://www.GetCollegeCredit.com) to locate a participating DSST testing center. It is recommended you contact the selected testing center prior to taking the exam to understand their policies. Some locations do not allow walk-ins and require exams to be scheduled.

## **Q. How do I access the results of my exam?**

A. The scores will be sent directly to your selected college or university and are available to the test taker immediately after Internet-based exams are taken. For students who take paper-based exams, scores will be mailed. Public Speaking exam scores may take up to 4 weeks for online testing and 8 weeks for paper testing, to allow the audio portion to be rated.

## **Q. Where do I find my institution's 4-digit DSST code?**

A. You can locate your institution's DSST code by searching for your institution on our website at [www.getcollegecredit.com/search](http://www.getcollegecredit.com/search). The code is located on the left corner of the institution's name.

## **Q. What if there are testing irregularities?**

A. Testing irregularities that affect the test taker can occasionally occur, such as administrative errors, defective materials, availability of test content and other disruptions of test administrations. In the event of these occurrences, Prometric will investigate, and appropriate actions will be taken based on the findings.

## **Q. What types of special accommodations can be provided?**

A. Test centers and Prometric will provide reasonable testing accommodations set forth under the Americans with Disabilities Act (ADA) to allow test takers with documented disabilities to participate in taking DSST exams. If you have a disability and require special arrangements, please submit official documentation of the disability to the testing site. This will be forwarded to Prometric for review in determining the necessary arrangements to be given, which are at no additional cost. Prometric requires 30 days' advance notice for all special accommodations.

## **Q. What form of ID should I bring to the testing location when I take a DSST exam?**

A. All test takers are required to present a valid form of identification to take an exam. The identification must be non-expired, government-issued (driver's license, state-issued identification card, passport, or military identification card) and must have your current photo and signature and exactly match the name used to register for the exam. Military personnel are required to show a military ID and a U.S. government or state photo ID. Failure to present the required identification will prevent you from taking the exam.

## **Q. What items can I bring to the testing center?**

A. If your exam requires the use of a calculator, you may bring a calculator that meets the specifications (refer to the Auxiliary Testing Materials section of this publication). For paper-based exams, you may also bring No. 2 pencils with an eraser and black ballpoint pens. Regardless of the exam methodology, you are **NOT** allowed to bring reference or study materials, scratch paper, electronics such as cell phones, personal handheld devices, cameras, alarm wrist watches, or tape recorders to the testing center.

## **Q. What if I still have questions?**

A. Should you have more questions or need more information, you can contact us through one of the following:

DSST's website: [www.getcollegecredit.com](http://www.getcollegecredit.com)

DSST's Customer Service Line: 1-877-471-9860

Local Calls: 1-651-603-3012

Email: [getcollegecredit@prometric.com](mailto:getcollegecredit@prometric.com)

# HOW TO GET OFFICIAL TRANSCRIPTS

## **AUTOMATIC TRANSCRIPT GENERATION**

Your exam fee includes the ability to send an official score report to your credit-accepting institution. You must provide the institution's 4-digit DSST code at the time of the examination in order to have scores successfully submitted.

### **Where to find your institution's DSST code**

Simply perform a search in our institution database at [www.getcollegetcredit.com/search](http://www.getcollegetcredit.com/search). The 4-digit DSST code is located on the left corner of the institution's name. If your institution is not listed, email Prometric at [getcollegetcredit@prometric.com](mailto:getcollegetcredit@prometric.com) with the full name and address of the institution so a code number can be established.

### **Internet-Based Exam Score Reporting**

To enter the DSST code for online exams, fill in the field titled "Institutional Score Report Recipient" with the 4-digit DSST code of the institution that will receive the official scores. If you have a user profile already established, update your personal information if you need to edit your institution's DSST code.

DANTES-funded military test takers will automatically get an electronic copy of their scores sent to their Transcript Service office.

### **Paper & Pencil Exam Score Reporting**

To enter the DSST code for paper exams, fill in the space provided for "Score Report Recipient Institution Code" (#11 on the answer sheet). The official score report will be sent directly to the college or university you designate. Score reports are sent out approximately four weeks after testing.

DANTES-funded military test takers testing on paper forms can check with their Base Education Office for a copy of their score report. In addition, a copy is automatically sent by Prometric via U.S. mail to the designated Transcript Service office.

## **SHOULD YOU NEED ADDITIONAL COPIES OF YOUR TRANSCRIPT**

To request a transcript, use one of the forms provided in this publication or download the Transcript Order Form from [www.getcollegetcredit.com](http://www.getcollegetcredit.com).

One transcript may include scores for one or more exams taken.

Check with your school 3-4 weeks after ordering your transcript to verify that it has received your transcript. If for some reason your school has not received them, please contact Prometric at 877-471-9860 within 90 days of your transcript request and we will re-send the transcript free of charge.

## **TRANSCRIPTS FOR MILITARY MEMBERS**

Prometric houses a series of military educational scores in addition to DSST military scores. These include CLEP scores as well as high school records for military dependents attending school overseas.

Below is the list of available military transcript forms and a brief description of each:

**USAFI/GED Transcript Order Form** – for DSST and CLEP exams taken before July 1, 1974.

**Military Transcript Order Form** – use this form to request DSST and CLEP scores for exams taken after July 1, 1974.

**DODDS Transcript Request Form** – for the Department of Defense Dependent Schools (DODDS) high school records that are 6 or more years old.

These forms are provided in the following pages of this publication and are also available for download online at [www.getcollegetcredit.com](http://www.getcollegetcredit.com).



# DSST TRANSCRIPT ORDER FORM

(\$30 fee per transcript)

Please TYPE or PRINT all information requested below.

FOR  
CIVILIANS

Mail completed form to: Prometric, ATTN: DSST Transcript Request, 1260 Energy Lane, St. Paul, MN 55108. OR, if paying by credit card, FAX completed form to: (651) 603-3008. \*\*PLEASE DO NOT EMAIL.\*\*

## Payment/Fee Information

A \$30 fee is charged for each transcript ordered. A transcript may include any or all DSST scores.

**NOTE:** Transcripts are mailed within three weeks after receipt of the order form at Prometric.

Transcript Orders	Unit Price	X	QTY	=	Total Fee
To be sent to Personal Home Address (listed under "Personal Information" below)	\$30				\$
To be sent to School(s) (complete school address in box(es) below)	\$30 (per school)				\$
<b>Order Total</b>					<b>\$</b>

**Payment:** Fee(s) may be paid by MasterCard, Visa or American Express, certified check or money order, payable to Prometric. Incomplete forms or forms received without the correct fees will be returned. **Personal checks and cash are not accepted. Fees are nonrefundable.**

To pay for your transcript with MasterCard, Visa or American Express, please supply the information below:

Credit Card:	<input type="checkbox"/> VISA	<input type="checkbox"/> MC	<input type="checkbox"/> AMEX	Exp. Date (MM / YY)	Signature:
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Credit Card Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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## Test Taker Information

Last Name (include Maiden Name or Former Last Names, if applicable)	First Name	Middle Initial	Social Security Number - -
Street Address (including Apt. number or P.O. Box, if applicable)			Date of Birth (MM/DD/YYYY) / /
City	State	ZIP Code	
Phone Number (including area code) ( )	Email Address		

## Transcript Information

<b>Please prepare my transcript and include the following</b> (Check only one)
<input type="checkbox"/> Scores on all tests <input type="checkbox"/> Only test scores that are at or above the ACE Recommended Minimum Score
<input type="checkbox"/> Only scores on test titles listed below:
Test Titles:
Approximate Date of Last DSST (MM/DD/YYYY):

## Permission for release of records (transcripts will not be issued without signature)

I hereby authorize Prometric to release my DSST Transcript(s) to the address(es) below.

Test Taker's Signature:	Date:
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## Address(es) where Transcript(s) should be sent

<input type="checkbox"/> Personal Home Address (as listed above)			
School Name:	School Name:		
Attn:	Attn:		
Address:	Address:		
City & State:	Zip Code:	City & State:	Zip Code:



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# USAFI/GED TRANSCRIPT ORDER FORM

(\$30 fee per transcript)

Please **TYPE** or **PRINT** all information requested below.

For CLEP and DSST scores on tests taken before July 1, 1974

Mail completed form to: Prometric, ATTN: DSST/CLEP Transcripts, 1260 Energy Lane, St. Paul, MN 55108. OR, if paying by credit card, FAX completed form to: (651) 603-3008. **\*\*PLEASE DO NOT EMAIL.\*\***

## Payment/Fee Information

A **\$30** fee is charged for **each** transcript ordered. A transcript may include any or all DSST and CLEP scores taken **while in the military**.

**NOTE:** Transcripts are mailed within three weeks after receipt of the order form at Prometric.

Transcript Orders	Unit Price	X	QTY	=	Total Fee
To be sent to Personal Home Address (listed under "Personal Information" below)	\$30				\$
To be sent to School(s) (complete school address in box(es) below)	\$30 (per school)				\$
<b>Order Total</b>					<b>\$</b>

**Payment:** Fee(s) may be paid by MasterCard, Visa or American Express, certified check or money order, payable to Prometric. Incomplete forms or forms received without the correct fees will be returned. **Personal checks and cash are not accepted. Fees are nonrefundable.**

To pay for your transcript with MasterCard, Visa or American Express, please supply the information below:

Credit Card:	<input type="checkbox"/> VISA	<input type="checkbox"/> MC	<input type="checkbox"/> AMEX	Exp. Date (MM / YY)	Signature:
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Credit Card Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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## Personal Information (please TYPE or Print all information requested below):

Last Name (include Maiden Name or Former Last Names, if applicable)	First Name	Middle Initial	Social Security Number
Service Number	Approximate Date of Last USAFI/GED Test (MM/DD/YYYY)		
Street Address (including Apt. number or P.O. Box, if applicable)			Date of Birth (MM/DD/YYYY)
City	State	ZIP Code	
Phone Number (including area code)	Email Address		
( )			

## Transcript Information

### Permission for release of records (transcripts will not be issued without signature)

I hereby authorize Prometric to release my transcript(s) to the address(es) below.

Test Taker's Signature:	Date:
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### Address(es) where transcript(s) should be sent

<input type="checkbox"/> Personal Home Address (as listed above) and/or			
School Name:	School Name:		
Attn:	Attn:		
Address:	Address:		
City & State:	Zip Code:	City & State:	Zip Code:

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# MILITARY TRANSCRIPT ORDER FORM

(\$30 fee per transcript)

Please TYPE or PRINT all information requested below.

For CLEP and DSST scores on tests taken after July 1, 1974

There is no charge for transcripts sent to DANTES Test Control Officers (TCO's). Mail completed form to: Prometric, ATTN: DSST/CLEP Transcripts, 1260 Energy Lane, St. Paul, MN 55108. OR, if paying by credit card, FAX completed form to: (651) 603-3008. \*\*PLEASE DO NOT EMAIL.\*\*

## Payment/Fee Information

A \$30 fee is charged for each transcript ordered. A transcript may include any or all DSST and CLEP scores taken while in the military.

**NOTE:** Transcripts are mailed within three weeks after receipt of the order form at Prometric.

Transcript Orders	Unit Price	X	QTY	=	Total Fee
DANTES Test Control Officer (DANTES TCO), DANTES TCO ID#: (DANTES TCO's are sent unofficial transcripts for counseling purposes only. For your DANTES TCO to receive an unofficial transcript, you MUST provide the DANTES TCO ID Number in the shaded box.)	No charge				\$0
To be sent to Personal Home Address (listed under "Personal Information" below)	\$30				\$
To be sent to School(s) (complete school address in box(es) below)	\$30 (per school)				\$
<b>Order Total</b>					<b>\$</b>

**Payment:** Fee(s) may be paid by MasterCard, Visa or American Express, certified check or money order, payable to Prometric. Incomplete forms or forms received without the correct fees will be returned. **Personal checks and cash are not accepted. Fees are nonrefundable.**

Credit Card:  VISA  MC  AMEX

Exp. Date (MM / YY)

Signature:

Credit Card Number:

<input type="text"/>	-	<input type="text"/>	-	<input type="text"/>	-	<input type="text"/>
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## Personal Information (please TYPE or Print all information requested below):

Last Name (include Maiden Name or Former Last Names, if applicable)	First Name	Middle Initial	Social Security Number
			- -
Street Address (including Apt. number or P.O. Box, if applicable)			Date of Birth (MM/DD/YYYY)
			/ /
City	State	ZIP Code	
Phone Number (including area code)	Email Address		
( )			

## Transcript Information

**Please prepare my transcript and include the following (Check only one)**

- Scores on all tests  Only test scores that are at or above the ACE Recommended Minimum Score  
 Only scores on test titles listed below:

Test Titles:

Approximate Date of Last DSST or CLEP Test (MM/DD/YYYY):

## Permission for release of records (transcripts will not be issued without signature)

I hereby authorize Prometric to release my transcript(s) to the address(es) below.

Test Taker's Signature:	Date:
-------------------------	-------

## Address(es) where transcript(s) should be sent

- Personal Home Address (as listed above) and/or

School Name:	School Name:
Attn:	Attn:
Address:	Address:
City & State:	Zip Code:
City & State:	Zip Code:

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## DEPT OF DEFENSE DEPENDENT SCHOOLS DODDS – TRANSCRIPT REQUEST FORM

Prometric receives and maintains the high school records for military dependents attending school overseas. These records are sent to our DANTES' office five years after attendance. DODDS maintain their own records for four years. During the fifth year, the records go to the DODDS regional office. After the fifth year, these records are sent to the DANTES Program at Prometric.

If it is less than five years, contact one of these regional offices:

DODDS EUROPE REGION ATTN: TRANSCRIPT REQUEST UNIT 29649 APO AE 09096	DODDS PACIFIC REGION ATTN: TRANSCRIPT REQUEST UNIT 35007 FPO AE 96373-5007
PHONE: 011-49-611380-7614 FAX: 011-49-611380-7565	PHONE: 011-81-611-745-2241/2340 FAX: 011-81-988-764-263

If it has been more than five years, complete the required information below:

**EMAIL: [pnj-Dantes@prometric.com](mailto:pnj-Dantes@prometric.com)**

MAIL TO: PROMETRIC, ATTN: DANTES-DODDS, 1260 ENERGY LANE, ST.PAUL, MN 55108

Fax to: 651-603-3008

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Your Current Name (PLEASE PRINT)

---

Your Signature

---

Your Current Address

---

Telephone Number

---

Your Name While Attending the School

---

Name of School(s) Attended

---

Date of Birth

---

Year of Departure

or

---

Year of Graduation

---

Name and Address to Send Your Transcript

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\*Currently, there is no charge for DODDS transcripts  
ALLOW 10-14 BUSINESS DAYS FOR PROCESSING

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