

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes the roots of the Vietnam War, pre-War developments (1940-1955), American involvement in the War, Tet (1968), Cambodia, Laos and lessons following the War.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ473. SR473

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: A History of the Vietnam War

Level: 3 Lower Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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 – 5%

- a. Religious and cultural traditions
- b. Chinese political and cultural domination
- c. A tradition of resistance to invaders
- d. French conquest and colonialism
- e. Development of nationalism and communism
- f. Ho Chi Minh

II. World War II, the Cold War, and the First Indochina War (1940-1955) – 9%

- a. Vietnam during World War II
- b. Vietnamese declaration of independence
- c. Restoration of French rule
- d. Global containment
- e. Viet Minhn military strategies versus French military strategies
- f. Eisenhower's Vietnam policy
- g. Dienbienphu
- h. The Geneva Conference and American response

III. Diem and Nation-State Building (1955-1963) – 10%

- a. U.S. support for Diem
- b. Diem's inadequacies
- c. U.S. military and economic assistance
- d. The growing Southern insurgency
- e. JFK's commitment to counter-insurgency
- f. Internal opposition including the Buddhist crisis
- g. The coup against Diem

IV. L.B. Johnson Americanizes the War (1964-1965) – 10%

- a. Political instability in Vietnam
- b. Introduction of the North Vietnamese Army
- c. The Tonkin Gulf Incident and Resolution
- d. The role of Vietnam in the 1964 Presidential Campaign
- e. U.S. air campaign over Vietnam: Flaming Dart to Rolling Thunder
- f. Introduction of U.S. combat troops (March through April 1965)
- g. Increase in U.S. combat commitment (July 1965)

V. America Takes Charge (1965-1967) – 10%

- a. Westmoreland's strategy of attrition
- b. Measures of success
- c. The continuing air war
- d. The impact of the war on Vietnamese society
- e. Stabilization of the Saigon regime
- f. America's army in Vietnam
- g. War without fronts: the combat experience
- h. Search and destroy la Drang Valley

VI. Home Front USA (1963-1967)– 8%

- 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) – 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) – 10%

- 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 (1968- 1972)– 8%

- 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 – 8%

- a. The Geneva Accords (1954)
- b. JFK and Laotian neutrality (1962)
- c. Ho Chi Minh Trail
- d. The secret war in Laos
- e. Sihanouk and Cambodia's neutrality
- f. Lon Nol and the U.S. incursion
- g. The secret bombing of Laos and Cambodia
- h. The Khmer Rouge and the fall of Phnom Penh (1975)
- i. The communist victory in Laos

XI. “A Decent Interval” – 8%

- a. The cease-fire violations
- b. Watergate and Nixon's resignation
- c. Congressional passage of the War Powers Act
- d. The Great Spring Offensive
- e. The fall of Saigon

XII. U.S. Legacies and Lessons – 5%

- a. Impact of the war on Vietnam
- b. The impact of the Vietnam Syndrome on American foreign policy
- c. The experience of returning vets
- d. Economic consequences
- e. The impact on the U.S. military
- f. The impact on the media
- g. POWs and MIAs
- h. Collective national amnesia

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Frankum, Ronald B., Jr. (2011). *Historical Dictionary of the War in Vietnam*. Toronto: Scarecrow Press. Revised edition.
2. Goldfield, David (2017). *The American Journey: A History of the United States*. New York: Pearson. Combined Volume 8th edition.
3. Herring, George (2013). *America's Longest War*. McGraw-Hill. 9th edition.
4. Karnow, Stanley (1997). *Vietnam: A History*. New York: Viking Press.
5. Lawrence, Mark Atwood (2010). *The Vietnam War*. USA: Oxford University Press.
6. Sheehan, Neil (1989). *A Bright Shining Lie: John Paul Vann and America in Vietnam*. New York: Vintage.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

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 were 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.

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

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes the history of art during various periods, including Ancient World, Middle Ages, Renaissance, Baroque, Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, early twentieth-century, Post-war to Post-modern and Contemporary.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ461, SR461

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Art of the Western World

Level: 3 Lower Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. **Ancient World – 15%**
 - a. Ancient Near East
 - b. Egypt
 - c. Greece
 - d. Rome

- II. **Middle Ages – 12%**
 - a. Early Christian, Byzantine & Romanesque
 - b. Gothic

- III. **Renaissance – 15%**
 - a. 15th – Century Italy
 - b. 15th – Century Northern Europe
 - c. 16th – Century Italy
 - d. 16th – Century Northern Europe

- IV. **Baroque – 10%**
 - a. Italy, France & Spain
 - b. Holland & Flanders

- V. **Rococo and Neoclassicism – 9%**

- VI. **Romanticism and Realism – 8%**

VII. Impressionism and Post-Impressionism – 8%

VIII. Early Twentieth Century – 12%

- a. Emergency of Modernism
- b. Art between the World Wars

IX. Postwar to Postmodern – 6%

X. Contemporary – 5%

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Davies, P., Denny, W., Hofrichter, F.F., Jacobs, J.F., Roberts, A., and Simon, D. (2013). *Janson's Basic History of Western Art*. Pearson Education, 9th edition.
2. Kleiner, Fred S. (2013). *Gardner's Art through the Ages: A Global History*. Cengage Learning, 15th edition.
3. Stokstad, M. and Cothren, M. (2018). *Art History*. Pearson Education, 6th edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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

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

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes history of the Science of Astronomy, Astrophysics, Celestial Systems, the Science of Light, Planetary Systems, Nature and Evolution of the Sun and Stars, Galaxies and the Universe.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ500, SR500

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Astronomy

Level: 3 Lower Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. Introduction to the Science of Astronomy – 5%**
 - a. Nature and methods of science
 - b. Applications of scientific thinking
 - c. History of early astronomy

- II. Astrophysics - 15%**
 - a. Kepler's laws and orbits
 - b. Newtonian physics and gravity
 - c. Relativity

- III. Celestial Systems – 10%**
 - a. Celestial motions
 - b. Earth and the Moon
 - c. Seasons, calendar and time keeping

- IV. The Science of Light – 15%**
 - a. The electromagnetic spectrum
 - b. Telescopes and the measurement of light
 - c. Spectroscopy
 - d. Blackbody radiation

- V. Planetary Systems: Our Solar System and Others– 20%**
 - a. Contents of our solar system
 - b. Formation and evolution of planetary systems
 - c. Exoplanets

- d. Habitability and life in the Universe

VI. The Sun and Stars: Nature and Evolution – 15%

- a. Our Star, the Sun
- b. Properties and classification of stars
- c. Birth, life and death of stars
- d. Nuclear fusion and the origin of the elements

VII. Galaxies – 10%

- a. Our Galaxy: The Milky Way
- b. Classification and structure of galaxies
- c. Measuring Cosmic Distances

VIII. The Universe: Contents, Structure, and Evolution – 10%

- a. Galaxy clusters and large-scale structure
- b. The Big Bang and Hubble's law
- c. The evolution and fate of the Universe
- d. Dark matter and dark energy

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

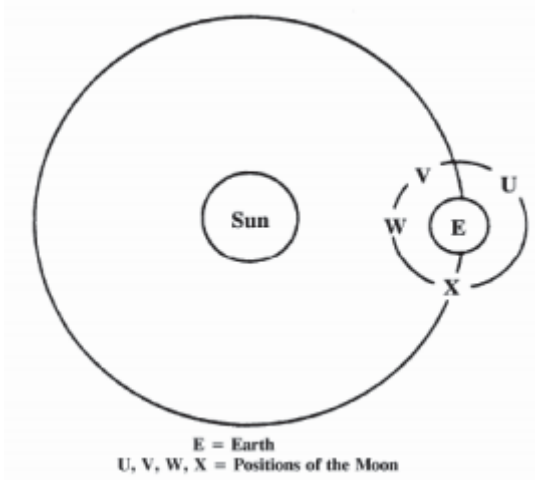
1. Arny, T. and Schneider S. (2017). *Introduction to Astronomy*. McGraw-Hill Higher Education, 8th edition.
 2. Bennett, J. O., Donahue, M.O., Schneider, N. and Voit, M. (2017). *The Cosmic Perspective*. Pearson. 8th edition.
 3. Chaisson, E. and McMillan, S. (2017). *Astronomy: A Beginner's Guide to the Universe*. Pearson, 8th edition.
 4. Fraknoi, A, Morrison, K. and Sidney, C. (2016). *Astronomy*. 12th Media Services.
 5. Freedman, R., Geller, R., Kaufmann, W.J. (2015). *Universe*. 10th edition.
 6. Kay, L., Blumenthal, G. and Palen, S. (2016). *21st Century Astronomy*. W.W. Norton & Company. 5th edition.
 7. Seeds, M. and Backman, D. (2016). *Foundations of Astronomy*. Cengage Learning, 13th edition.
-

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

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
- contracting to reach the Main Sequence
 - as a giant off the Main Sequence
 - expanding to reach the Main Sequence
 - 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?
- 5 billion
 - 15 billion
 - 50 billion
 - 100 billion
11. Where is the Moon when there are spring tides on Earth?



- U
- V
- W
- X

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

DSST® BUSINESS MATHEMATICS

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. The exam covers topics such as 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.

The exam contains 100 questions to be answered in 2 hours. The use of a nonprogrammable calculator is permitted during the test.

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

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Finite Mathematics with Applications*, 9th Edition, 2007, Addison-Wesley, ISBN: 978-0321386724, 75 Arlington Street, Suite 300, Boston, MA 02116 (www.awbc.com).
- Practical Business Math Procedures*, 9th 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. These are samples of the types 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.getcollegecredit.com/testprep.

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 $h = \frac{1}{2} b.h$

1. If graphed over the last 100 years, which of the following graphs would show a curve that is decreasing?
 - a. Percentage of adult Americans who smoke
 - b. Population of the United States
 - c. Amount of U.S. national debt
 - d. Number of Americans who drive cars

2. 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 American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Business Mathematics
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® COMPUTING AND INFORMATION TECHNOLOGY

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the ability to understand hardware, software licensing and development tools; development life cycles; data management; connectivity, privacy concerns; intellectual property; network etiquette; telecommunications law; artificial intelligence, and globalization.

The exam contains 100 questions to be answered in 2 hours.

The use of nonprogrammable calculators is permitted during the test. Scratch paper for computations will be provided. A calculator function is available during computer-based exams.

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 (e.g. CPU, ALU, Fetch, Execute Cycle)
- b. Primary storage (e.g. RAM, ROM, cache, virtual memory)
- c. Peripherals (e.g. secondary storage, disk storage, I/O devices [RFID, biometrics, printers and scanners], communications hardware, cloud computing)
- d. Architectures (e.g. personal computers, workstations, mainframes, mobile devices)
- e. Data representation (e.g. binary system [bits, bytes], words, numbering systems, coding systems, graphic and multimedia formats)
- f. Units of measurement (e.g. kilobytes, gigabytes, terabytes, megahertz, gigahertz, microseconds, nanoseconds, bands, bps)

II. Systems Software – 10%

- a. Operating systems (e.g. Windows, Apple, Android, Linux, Unix, Mainframe etc., resource allocations, job scheduling, file management, virtual computing)
- b. Utilities (e.g. virus protection/detection, backup, disk maintenance and recovery, print)
- c. User interfaces (e.g. command line, menu-driven, graphical, voice, touch, gesture)

III. Application Software – 20%

- a. Word processing and desktop publishing
- b. Spreadsheets (e.g. charts, graphs, functions)
- c. Presentation software including hypertext
- d. Personal communications (e.g. electronic mail, list servers, chat groups, newsgroups, conferencing software, social media)
- e. Multimedia (e.g. video, audio)
- f. Databases
 1. Levels of hierarchy (e.g. fields, records, files)
 2. Database models (e.g. relational, network, hierarchical, object, data access mechanisms)
 3. Data mining/analytics
- g. Graphics (e.g. draw, paint, CAD, image processing)
- h. Software Licensing (e.g. shareware, freeware, enterprise, open source, software as a service)
- i. Commercial application software

IV. Data Communications and Networks – 20%

- a. World Wide Web (e.g. browsers, HTML, applets, search engines)
- b. Network access (e.g. file transfer, TELNET, internet service providers [ISPs])
- c. Network architectures (e.g. local area networks, wide area networks, client server, peer-to-peer, network topology, domains, routers, switches, hubs)
- d. Data communications (e.g. infrastructure, protocol [http/https])
- e. Safety and security (e.g. firewalls, IDS/IPS, hardware aspects, encryption schemes, identity and access management)
- f. Mobile networks (wireless)

V. Software Development – 10%

- a. Software life cycle (e.g. analysis, design, development, debugging, testing, maintenance)
- b. Programming methodology (e.g. procedural, object oriented)
- c. Software development tools (e.g. assemblers, profilers, debuggers, editors, compilers/interpreters)

VI. Social Impact and History – 20%

- a. History (e.g. significant people, machines and events; digital revolution, Internet, evolution of user interfaces, new applications of information technology [car, airplanes etc.])
- b. Ethical/legal issues (e.g. privacy concerns, intellectual property rights, telecommunications law, accessibility)
- c. Safety and security (e.g. hacking, malware, system access, privacy in on-line services, identity theft)
- d. Careers in Computer Science and Information Systems (e.g. growth, trends, telecommuting, compensation)
- e. Social issues (e.g. social media responsibility/etiquette [professionally and

personally], artificial intelligence, globalization [off shoring], legal implications)

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *New Perspectives on Computer Concepts*, 17th Edition-Comprehensive, 2014, June Jamrich Parsons and Dan Oja, Cengage.
2. *Using Information Technology: A Practical Introduction to Computers & Communications*, Eleventh Edition, 2015, Brian Williams and Stacey Sawyer, McGraw-Hill.

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

1. Which supports 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

SAMPLE QUESTIONS

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 American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Introduction to Computing
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

Rev 6/15/2016

DSST® CRIMINAL JUSTICE

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. The exam covers criminal behavior, police, the court system, sentencing issues, adult prison systems, and juvenile correction alternatives.

The exam contains 100 questions to be answered in 2 hours.

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%

- Defining crime
- Crime in the United States
- Theories of crime
- Types of crime
- Measurement of crime
- Juvenile delinquency

II. Criminal Justice System – 25%

- Historical origins and legal foundations
- Due process
- Criminal justice agencies

III. Police – 20%

- History and organization
- Societal role and function
- Issues and trends
- Occupational characteristics

IV. Court System – 20%

- History of the court system
- Organization and structure
- Adult court systems
- Juvenile court
- Pretrial, trial and post-trial processes
- Sentencing issues and trends

V. Corrections – 20%

- History of corrections
- Purpose
- Intermediate sanctions
- Adult prison systems
- Juvenile correction alternatives
- Capital punishment
- Prison organization
- Inmate characteristics

- Issues and trends

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Criminal Justice*, 8th Edition, 2007, McGraw-Hill, ISBN: 0-07-312820-1, Two Penn Plaza, New York, NY 10121 (www.books.mcgraw-hill.com).
- The American System of Criminal Justice*, 11th Edition, 2007, Wadsworth/Thomson, ISBN: 0-495-00601-7, 10 Davis Drive, Belmont, CA 94002, (www.wadsworth.com).

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

- The three major divisions of the criminal justice system are
 - police, defense, and prosecution
 - courts, prosecution, and police
 - prosecution, defense, and courts
 - police, courts, and corrections
- Which of the following crimes against a person does society consider to be the most serious?
 - manslaughter
 - assault
 - murder
 - rape
- The juvenile court in the United States is based on the doctrine of

DSST EXAM CONTENT FACT SHEET – CRIMINAL JUSTICE

- 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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Criminal Justice
Level	Lower-level baccalaureate
Amount of Credit	Six (6) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® ENVIRONMENT & HUMANITY: THE RACE TO SAVE THE PLANET

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. DSST Environment and Humanity: The Race to Save the Planet is a multiple-choice exam designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower level college course in physical science which includes ecological concepts (ecosystems, global ecology, food chains and webs); habitat destruction; environmental management and conservation; and social processes and the environment.

The exam contains 100 questions to be answered in 2 hours.

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%

- Ecosystems
- 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. Habitat Destruction – 25%

- Human population dynamics
- Global climate and weather
- Ozone layer
- Pollution – physical, chemical, and biological aspects
- Agricultural, technological and industrial advances
- Industrial development of emerging nations
- Habitat destruction
- Desertification
- Eutrophication

III. Environmental Management and Conservation –

25%

- Renewable and nonrenewable resources
- Agricultural practices
- Pesticides and pest control
- Soil conservation and land use practices
- Air pollution control
- Water quality and supply
- Wastewater treatment
- Solid and hazardous waste
- Recycling and resource recovery
- Environmental risk assessment

IV. Social Processes and the Environment – 20%

- Environmental laws, policies, and ethics
- Planning and decision making
- International policy conflicts and agreements
- Differing cultural and societal values

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Begon, M., Townsend, C.R., & Harper, J.L. *Ecology: From Individuals to Ecosystems*. Blackwell, 4th Ed.
- Cunningham, W.P., & B.W. Saigo (2001). *Environmental Science: A Global Concern*. Dubuque, IA: Brown, 6th Ed.
- Enger, Eldon D. and Bradley F. Smith (2010). *Environmental Science: The Study of Interrelationships*. Dubuque, IA: Brown, 10th Ed.
- Field, Barry C. (2008). *Natural Resources Economics: An Introduction*. Long Grove, IL: Waveland Press, Inc., 2nd Ed.

5. Field, B.C. and M.K. Field. *Environmental Economics: An Introduction*. McGraw Hill, 6th Ed.
 - a. fish
 - b. marine mammals
 - c. phytoplankton
 - d. zooplankton
6. Kütting, Gabriela (2011). *Global Environmental Politics: Concepts, Theories and Case Studies*. Routledge, current edition.
7. Miller, G. Tyler & Spoolman, Scott E. (2010) *Environmental Science*. Thomson Brooks/Cole, 13th Ed.
8. Norton, G.W., Alwang, J., & W.A. Masters. *The Economics of Agricultural Development: World Food Systems and Resource Use*. Routledge, 2nd Ed.
9. Robbins, Paul (2012). *Political Ecology: A Critical Introduction*. John Wiley & Sons, 2nd Ed.
10. Rulle, Robert. J. *The Environment and Society Reader*. 1st Ed.
11. TEEB (2011). *The Economics of Ecosystems and Biodiversity in National and International Policy Making*. Ed. Patrick ten Brink. London and Washington: Earthscan, current edition.
12. TEEB (2010). *The Economics of Ecosystems and Biodiversity: Ecological and Economic Foundations*. Ed. Pushpam Kumar. London and Washington: Earthscan, current edition.
13. Waskey, Andrew J. (2007) *Encyclopedia of Environment and Society*. Sage Publications, current edition.
14. Withgott, Jay & Brennan, Scott (2010). *Environment: The Science Behind the Stories*. Benjamin Cummings, 4th Ed.
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

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegetcredit.com/testprep.

-
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. Agro-forestry

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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Environment and Humanity: The Race to Save the Planet
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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.

Rev 2/2014

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics including ethical religious traditions and analysis in various relationships, embryonic stem-cell research, euthanasia, affirmative action, and capital punishment.

The exam contains 100 questions to be answered in 2 hours.

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 Foundational Issues – 15%

- Relativism
- Subjectivism
- Determinism and Free Will
- Relationship between morality and religion

II. Ethical Traditions – 35%

- Greek views: Thucydides, Socrates, Plato, Aristotle, Stoic, Epicureanism
- Religious Traditions
- Law and Justice: Epictetus, Aquinas, Hobbes, Locke, Rousseau, Jefferson, Kant, Royce, King, Rawls, Nozick
- Consequentialist Ethics: Epicurus, Smith, Bentham, Mill, Rand
- Feminist/Womanist Ethics: Gilligan, Nodding

III. Ethical Analysis of Real World Issues – 50%

- Morality, relationships, and sexuality (e.g. pornography, adultery, prostitution, LGBT)
- Life and death issues (e.g. abortion, euthanasia, suicide, assisted suicide)
- Economic issues (inequality, poverty, equal opportunity commodification)
- Civil rights (racism, affirmative action)
- Punishment (e.g. capital punishment, retributive justice)
- War and peace (e.g. just war tradition)
- Life centered and human centered ethics (e.g. animals, environmental issues)
- Human rights
- Biomedical ethics (e.g. experimentation, embryonic stem cell research, human subjects, organ donation)

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Ethics: Theory and Practice*, 11th Edition, 2011, Jacques P. Thiroux and Keith W. Krasemann, Prentice Hall/Pearson Education, ISBN 0205053149, One Lake Street, Upper Saddle River, NJ 07458 (www.vig.prenhall.com).
- Today's Moral Issues: Classic and Contemporary Perspectives*, Daniel Bonevac, 7th Edition. Publisher: McGraw-Hill.
- Consider Ethics: Theory, Readings and Contemporary Issues*, Bruce Waller, 3rd Edition.
- Moral Philosophy: Theories and Issues*, 4th Edition, 2007, Emmet Barcalow, Wadsworth Publishing/ Thomson, ISBN: 0495007153, 10 Davis Drive, Belmont, CA 94002, (www.wadsworth.com).

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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/testprep.

- 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

DSST EXAM CONTENT FACT SHEET

2. According to which of the following philosophers is it immoral to commit suicide?
 - a. The hedonist Epicurus because suicide decrease's one's pleasure
 - b. The stoic Epictetus because suicide is contrary to nature.
 - c. Kant because persons who commit suicide treat themselves as a means only
 - d. Mill because suicide never maximizes utility.

3. For a utilitarian, the ethical evaluation of a decision to tell a lie will NOT depend on whether the
 - a. person to whom the lie is told will benefit from the lie
 - b. person telling the lie would mind someone else lying to him or her
 - c. person telling the lie will suffer if the truth is told
 - d. lie will cause suffering to third parties

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Ethics in America
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

Answers to sample questions: 1-C, 2-C, 3-B

Rev: 3/16

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes topics related to contemporary issues in education; past and current influences on education (philosophies, democratic ideals, social/economic influences); and the interrelationships between contemporary issues and influences, past or current, in education.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ489, SR489

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Foundations of Education

Level: 3 Lower Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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 – 50%**
 - a. Equity
 - b. Governance
 - c. Curriculum
 - d. Professional Issues
 - e. Technology Issues

- II. **Past and Current Influences on Education – 30%**
 - a. Philosophies, theories, ideologies
 - b. Democratic Ideals
 - c. Social/Economic Influences

- III. **Interrelationships between Contemporary Issues and Influences, Past or Current, in Education – 20%**
 - a. Tradition and Progress
 - b. National versus local control
 - c. Secular versus religious
 - d. Civil rights
 - e. Public versus private

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Greenhow, C., Sonnevend, J. and Agur, C. (2016). *Education and Social Media: Toward a Digital Future*. MIT Press.
2. Miner, B. (2013). *Lessons from the Heartland: A Turbulent Half-Century of Public Education in an Iconic American City*. The New Press.
3. Oakes, J., Lipton, M., Anderson, L. and Stillman, J. (2013). *Teaching to Change the World*. New York: McGraw-Hill, 4th edition.
4. Ornstein, Allan J. and Levine, Daniel U. (2017). *Foundations of Education*. Boston: Cengage Learning, 13th edition.
5. Sadker, David and Zittleman, Karen (2012). *Teachers, Schools, and Society*. New York: McGraw-Hill, 10th edition.
6. Spring, Joel. (2018) *American Education*. New York: Routledge, 18th edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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

Answers to sample questions:

1-B; 2-C; 3-A; 4-C; 5-B; 6- B; 7-C; 8-C; 9-C; 10-C

DSST® FUNDAMENTALS OF COLLEGE ALGEBRA

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the ability to solve quadratic inequalities, operations of functions, rational functions, and exponential and logarithmic functions.

The exam contains 100 questions to be answered in 2 hours.

The use of nonprogrammable calculators is permitted during the test. Scratch paper for computations will be provided. A calculator function is available during computer-based exams.

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%

- Operations with algebraic expressions
- 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%

- Single variables
- Operations with matrices
- Methods of solving two and three variable systems

VI. Absolute Value Equations and Inequalities – 6%

VII. Quadratic Equations and Inequalities – 12%

- Methods of solving
- Quadratic forms
- Solving quadratic inequalities

VIII. Equations Involving Radicals – 6%

IX. Complex Numbers – 5%

- Conjugate
- Basic operations

X. Functions – 20%

- Domain and range
- Coordinate systems
- Inverse functions
- Operations and functions
- Rational functions
- Exponential and logarithmic functions

XI. Two Dimensional Graphing – 14%

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Shipman, Jerry R. (2007). *Algebra and Trigonometry Problem Solver*. West Piscataway, NJ: Research and Education Association, current edition.
- Lial, Margaret, Hornsby, John, & McGinnis, Terry (2006). *Intermediate Algebra*. Boston, MA: Addison-Wesley, 8th Ed.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

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

1 1

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

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

- a. 1/3 hour less sleep
- b. 1/3 hour more sleep
- c. 1 hour less sleep
- d. 1 hour more sleep

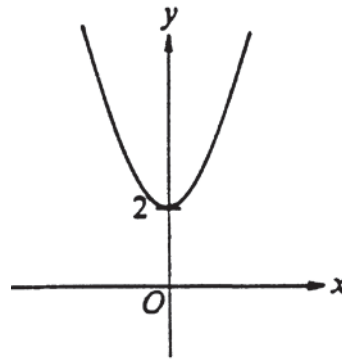
4. $\sqrt{48a^3b^4} =$

a. $4ab^2\sqrt{3a}$

b. $8ab^2\sqrt{3a}$

c. $24ab^2\sqrt{a}$

d. $16a^2b^4\sqrt{3}$



5. Which of the following could be the equation of the graph above?

a. $y = 2x^2$

b. $y = -x^2 + 2$

c. $y = x^2 + 2$

d. $x = y^2 + 2$

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Fundamentals of College Algebra
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® FUNDAMENTALS OF COUNSELING

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. DSST Fundamentals of Counseling is a multiple-choice exam designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower level college course in counseling which includes the following content: historical development; counselor roles and functions; the counseling relationship; theoretical approaches to counseling; social and cultural foundations; career development, human growth and development and assessment/appraisal techniques..

Content specifications for the exam were developed and approved by a panel of subject matter experts, all U.S. accredited college faculty members who are teaching or have taught a like course within the prior 3 years.

The exam contains 100 questions to be answered in 2 hours.

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 & Significant Influences
 - b. 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. Individual counseling
 - h. Advocacy
- III. **The Counseling Relationship – 15%**
 - a. Communication
 - b. Counselor Characteristics and Skills
 - c. Ethical and legal issues
- IV. **Theoretical Approaches – 20%**
 - a. Psychodynamic
 - b. Humanistic and Experiential
 - c. Cognitive - Behavioral

- d. Behavioral
- e. Systems
- f. Postmodern approaches

V. Social and Cultural Foundations – 15%

- a. Multicultural issues (e.g., religion race, ability, gender, sexual orientation, ethnicity, socioeconomics, spiritual, non-traditional approaches, etc.)
- b. Discrimination issues (e.g., gender, age, sexual orientation, disability, AIDS, managed care, etc.)
- c. Societal concerns (e.g., substance abuse, physical and sexual abuse, stress, violence)

VI. Career Development – 7%

- a. Theories
- b. Decision making models
- c. Career Information Resources

VII. Human Growth and Development – 8%

- a. Child development
- b. Adolescent development
- c. Adulthood

VIII. Assessment and Appraisal Techniques – 10%

- a. Testing and Measurement
- b. Models of Assessment
- c. Diagnostic and Statistical Manual for Mental Disorders, 4th Ed. (DSM-IV)

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. American Counseling Association (2014). *ACA Code of Ethics*. Counseling.org

2. Baruth, L. & Manning, M.L. *Multicultural Counseling and Psychotherapy: A Lifespan Approach*. Pearson, 5th Ed.
3. Corey, Gerald. *Theory and Practice of Counseling and Psychotherapy*. Cengage Learning, 9th Ed.
4. Corey, Gerald (2007). *Theory and Practice of Group Counseling*. Cengage Learning, 7th Ed.
5. Erford, Bradley T. *Assessment for Counselors*. Cengage Learning, 2nd Ed.
6. Gladding, Samuel T. *Counseling: A Comprehensive Profession*. Pearson, 7th Ed.
7. Hood, A.B. & Johnson, R.W. *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures*. Counseling Association, 4th Ed.
8. Mash & Wolfe. *Abnormal Child Psychology*. Cengage Learning, 5th Ed.
9. McAuliffe, Garret J. (ed.). *Culturally Alert Counseling*. Sage Publications, 2nd Ed.
10. Parritz & Troy *Disorders of Childhood: Development and Psychopathology*. Cengage Learning, 2nd Ed.
11. Procheska, James. *Systems of Psychotherapy: A Transtheoretical Approach*. Brooks/Cole, 7th Ed.
12. Seligman & Reichenberg. *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. Pearson Education, 4th Ed.
13. Sharf, Richard S. *Applying Career Development Theory to Counseling*. Cengage Learning, 6th Ed.
14. Sue, Derald Wing & Sue, David. *Counseling the Culturally Diverse: Theory and Practice*. Wiley, 6th Ed.
15. Whiston, Susan C. *Principles & Applications of Assessment in Counseling*. Brooks/Cole Cengage, 4th Ed.
16. Whitbourne & Halgin (2012). *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*. McGraw-Hill, 7th Ed.

17. Yalom, I.D. *The Theory and Practice of Group Psychotherapy*. Basic Books, 4th Ed.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegetcredit.com/testprep.

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
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

DSST EXAM CONTENT FACT SHEET – FUNDAMENTALS OF 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

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Fundamentals of Counseling
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

CREDIT RECOMMENDATIONS

Rev 2/2014

DSST® FUNDAMENTALS OF CYBERSECURITY

EXAM INFORMATION

This examination includes content related to major topics in cybersecurity including application and systems security, implementing authentication and authorization technologies, compliance, security pertaining to networks and physical environments, and vulnerability management.

The exam contains 100 questions to be answered in 2 hours.

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. **Applications and Systems Security – 17%**
 - a. Best practices for bringing new services and applications in production
 - b. Implementing and maintaining encryption
 - c. Communicating security concerns throughout the system development life cycle (SDLC)
- II. **Authentication and Authorization – 13%**
 - a. Implementing authentication technologies
 - b. Authorization
- III. **Compliance / Governance – 13%**
 - a. Security Architecture
 - b. Identifying risks and threats
 - c. Outsourced process governance
- IV. **Operational Security – 15%**
 - a. Securing and monitoring the environment
 - b. Securing and monitoring cloud and virtualization
- V. **Network Security – 19%**
 - a. Protocols and services
 - b. Analysis and management
 - c. Infrastructure
- VI. **Physical and Environmental Security – 8%**
 - a. Physical access management
 - b. Media management
 - c. Environmental controls
- VII. **Vulnerability Management – 15%**
 - a. Testing the network
 - b. Recognizing and mitigating threats

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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. Sources for study material are suggested but not limited to the following:

Print References:

1. , Brad (2010). *Seven deadliest wireless technologies attacks*.
2. Harris & Shon. (2007). *CISSP Certification All-in-One Exam Guide*. 4th Ed.
3. Jernigan, Scott & Meyers, Michael (2011). *CompTIA Strata IT fundamentals all-in-one exam guide*.
4. Ligh, Michael Hale & Adair, Steven & Hartstein, Blake & Richard, Matthew. *Malware analyst's cookbook: tools and techniques for fighting malicious code*. (2011). ISBN:9780470613030
5. Orebaugh, A., & Pinkard, B. (2008). *Nmap In the Enterprise: Your Guide to Network Scanning*.
6. Shinder, Debra Littlejohn & Cross, Michael. *Scene of the Cybercrime*. 2nd Edition. Haines
7. Tipton, Harold F. (1997). *Handbook of Information Security Management*.
8. Vyncke, Eric & Paggen, Christopher. *Lan switch security: what hackers know about your switches: a practical guide to hardening layer 2 devices and stopping campus network attacks.*, (2008). ISBN:9781587052569
9. Whitman, Michael E., Mattord, Herbert J., & Green, A., (2012). *Guide to firewalls and VPNs*. Boston, MA: Course Technology, 3rd Ed.

Online References:

1. http://csrc.nist.gov/groups/SNS/rbac/documents/design_implementation/Intro_role_based_access.htm

2. <http://federalevidence.com/blog/2008/september/using-%E2%80%9Chash%E2%80%9D-values-handling-electronic-evidence>
 3. <http://informationr.net/ir/7-3/paper129.html>
 4. <http://searchsecurity.techtarget.com/definition/false-rejection>
 5. <http://technet.microsoft.com/en-us/library/cc786041%28v=WS.10%29.aspx>
 6. http://www.cisco.com/en/US/docs/voice_ip_conf/cucm/admin/8_0_2/ccmsys/a02mla.html
 7. <http://www.giac.org/cissp-papers/2.pdf>
 8. <http://www.itl.nist.gov/lab/bulletns/bltnaug04.htm>
 9. <http://www.sans.org/critical-security-controls/control.php?id=12>
 10. https://www.owasp.org/index.php/Secure_Coding_Principles
 11. <https://www.us-cert.gov/sites/default/files/publications/TIP11-075-01.pdf>
2. What standard does a Certificate Authority (CA) use to create a certificate?
 - a. X.509
 - b. X.802
 - c. X.423
 - d. X129
 3. The concept of comparing the best practices and performance metrics of other companies with a similar process is known as
 - a. Benchmarking
 - b. Gap Analysis
 - c. Baselining
 - d. Quantifying
 4. If an intrusion detection system wanted to only monitor web traffic, what would the rules filter on?
 - a. IP Address
 - b. Port
 - c. User Name
 - d. Destination Name
 5. What security technique can be used to identify malicious HTTPS (Secure Hyper Text Transport Protocol) tunnels?
 - a. Detection inspection
 - b. Context inspection
 - c. Plain HTTP inspection
 - d. SSL inspection

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

1. A company needs to digitally sign all of the data sent to its customers. What should the administrator use to digitally sign the data?
 - a. Asymmetric Keys
 - b. Standard Keys
 - c. Symmetric Keys
 - d. Quantitative Keys

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendation

Area or Course Equivalent	Fundamentals of Cybersecurity
Level	Upper-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® GENERAL ANTHROPOLOGY

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam deals with theoretical perspectives; physical anthropology; archaeology; social organization; economic organization; political organization; religion; and modernization and application of anthropology.

The exam contains 100 questions to be answered in 2 hours.

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: Methodologies and Disciplines – 8%

- a. Physical anthropology
- b. Cultural Anthropology
- c. Linguistics
- d. Archaeology
- e. Applied anthropology

II. History and Theory – 11%

- a. Ethnographies and perspectives
- b. Sex and Gender
- c. Race and ethnicity
- d. Cultural ecology and evolution

III. Physical Anthropology – 13%

- a. Genetic principles
- b. Evolutionary principles
- c. Primatology
- d. Paleontology
 1. Relative and absolute dating
 2. Fossil hominids

IV. Archaeology – 10%

- a. Methodology
- b. Paleolithic and Mesolithic
- c. Neolithic
- d. Development of civilization and urban societies

V. Cultural Systems and Processes – 14%

- a. Components of culture
- b. Symbolic Systems
- c. Language and communication
- d. Cultural diffusion and power
- e. Cultural universals, sub-cultures and counter cultures

- f. World system and colonialism
- g. Arts

VI. Social Organization – 10%

- a. Marriage and family patterns
- b. Kinship and descent groups
- c. Social and economic stratification

VII. Economic and Political Organization – 11%

- a. Bands, tribes, chiefdoms, and states
- b. Subsistence and settlement patterns
- c. Trade, reciprocity, redistribution, and market exchange
- d. Modern political systems
- e. Globalization and the Environment

VIII. Religion – 11%

- a. Belief Systems
- b. Formal institutions
- c. Informal organizations
- d. Religious practices and practitioners
- e. Rituals

IX. Modernization and Application 12%

- a. Applied anthropology
- b. Cultural preservation
- c. Directed and spontaneous cultural change
- d. Future Directions
 1. Environment
 2. Cultural resource management
 3. Indigenous survival and global culture

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

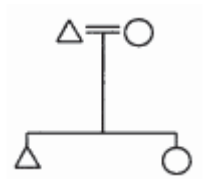
1. *Haviland, William A., Prins, Harald E.L., Mc Bride, B. and Walrath, D. (2013) Cultural Anthropology - The Human Challenge 14th edition Wadsworth*
2. *Anthropology: the human challenge*, Haviland, William A., 14th edition, 2014
3. Kottak, Conrad P. (2014) *Mirror for Humanity: A concise introduction to Cultural Anthropology*, 9th Edition McGraw-Hill
4. *Invitation to Anthropology*, Lassiter, Luke E., 3rd edition
5. *Archaeology: Theories, Methods and Practice*, Colin Renfrew and Paul Bahn, 6th edition, 2012. Publisher Thames and Hudson
6. *People of the Earth: An Introduction to World Prehistory*, Brian M. Fagan and Nadia Durrani, 14th edition. Pearson Publishing

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

-
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
 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.



- 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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	General Anthropology
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® HISTORY OF THE SOVIET UNION

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam 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. (Formerly, Rise and Fall of the Soviet Union)

The exam contains 100 questions to be answered in 2 hours.

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. Russia Under the Old Regime – 10%

- Governing institutions
- Economics
- Culture and society
- Foreign Affairs
- Revolutionary movements

II. The Revolutionary Period 1914-1921 – 12%

- The first world war
- February/March revolution
- Interim
- Bolshevik revolution
- Civil war
- New Economic Policy (NEP)

III. Pre-War Stalinism – 13%

- Collectivization
- Industrialization
- Reign of terror
- Culture
- Nationalities

IV. The Second World War – 14%

- Pre-war foreign relations
- The course of the war
- The impact of the war
- Settlements of WWII and the origins of the Cold War

V. Postwar Stalinism – 11%

- Reconstruction
- Nationalism
- Arms Race
- Cold War in Europe
- Cold War in Asia

VI. The Khrushchev Years – 10%

- Succession struggle
- De-Stalinization
- Soviet Relations with U.S under Khrushchev

- Rift with China
- Proxy Wars

VII. The Brezhnev – 10%

- Growth and stagnation
- Ideological dissent
- Detente
- Proxy wars in the Third World
- War in Afghanistan

VIII. Reform and Collapse – 20%

- Global Challengers (Thatcher, Reagan, Pope John Paul II)
- External factors (Afghanistan, Islam)
- Perestroika and glasnost
- Reemergence of the nationalities issue
- Revolutions in eastern Europe
- End of the Union of Soviet Socialist Republics
- Gorbachev's legacy

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- The Rise and Fall of the Soviet Union*, McCauley, Martin, 1st edition, 20017. New York, NY: Longman.
- A concise History of Russia*, Bushkovitch, Paul. Cambridge: Cambridge University Press, Current Edition.
- The Soviet Experiment: Russia, the USSR, and the Successor States*, Suny, Ronald. Oxford: Oxford University Press, Current Edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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.getcollegecredit.com/testprep.

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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Rise and Fall of the Soviet Union
Level:	Upper-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes content related to the Earth and basic facts (maps, physiography, atmosphere, soils and vegetation, water); culture and environment; settlement patterns; political and regional geography.

The exam contains 100 questions to be answered in 2 hours.

Form Codes: SN470. SP470. SY562. SZ562

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Human/Cultural Geography

Level: Lower-level baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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 – 20%**
 - a. Seasons, time
 - b. Maps and cartography
 - c. Coordinate systems
 - d. Physiography
 - e. Atmosphere
 - f. Soils and vegetation
 - g. Water
- II. **Culture and Environment – 35%**
 - a. Cultural systems and processes
 - b. Population
 - c. Natural resources
- III. **Spatial Processes – 30%**
 - a. Social processes
 - b. Modern economic systems
 - c. Settlement patterns
 - d. Political geography
 - e. Social problems
- IV. **Regional Geography – 15%**
 - a. Defining a region
 - b. Geopolitical regions
 - c. Globalization

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Christopherson, Robert W. (2011). *Geosystems: An Introduction to Physical Geography*. Prentice Hall, 8th Ed. 2.
2. De Blij, H.J. & Murphy, Alexander B. *Human Geography: Culture, Society and Space*. New York, NY: Wiley and Sons, 7th Ed.
3. De Blij, H.J., Muller, P.O., Burt, J.E., & Mason, J.A. *Physical Geography: The Global Environment*. New York, NY: Wiley and Sons, 4th Ed.
4. Fellman, Jerome, Getis, A., & Getis, J. *Human Geography: Landscape of Human Activities*. Boston, MA: WCB/McGraw Hill, 12th Ed.
5. Fouberg, E.H., Murphy, A.B., & de Blij, H.J. *Human Geography: People, Place and Culture*. 10th Ed.
6. Veregin, Howard (ed.). *Goode's World Atlas*. Rand McNally, 22nd Ed.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

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

Answers to sample questions:

1-A; 2-C; 3-C; 4-D; 5-B; 6-C; 7-A; 8-B; 9-C; 10-D

DSST® HUMAN RESOURCE MANAGEMENT

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. DSST Human Resource Management is a multiple-choice exam designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower level college course in human resource management which includes the following content: overview of the human resource management field; human resource planning, staffing, training and development; performance appraisals; compensation issues; safety and security issues; employment law; and labor relations.

The exam contains 99 questions to be answered in 2 hours.

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 Management Field – 10%

- 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 – 8%

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

III. Staffing – 10%

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

IV. Training and Development – 8%

- 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. Challenges

VI. Compensation Issues – 10%

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

VII. Safety and Health – 10%

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

VIII. 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)

IX. Labor Relations – 9%

- a. Role of Labor Unions
- b. Labor laws (e.g. NLRA, Taft-Hartley Act, Civil Service Reform Act)
- c. Collective bargaining
- d. Unionized versus non-unionized work settings
- e. Contract management

X. Current Issues and Trends – 10%

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

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Bohlander & Snell. *Managing Human Resources*. South-Western Cengage Learning, 16th Ed.
 2. Landy, Frank J. & Conte, Jeffery M. *Work in the 21st Century*. Wiley, 4th Ed.
 3. Mathis, R.L. & Jackson, J.H. *HR Management Essential Perspectives*. Cengage Learning, 6th Ed.
 4. Mathis, R.L. & Jackson, J.H. *Human Resource Management*. Cengage Learning, 13th Ed.
 5. Mondy, R. Wayne (2013). *Human Resource Management*. Prentice Hall, 13th Ed.
 6. Noe, R.A., Hollenbeck, J.R. Gerhart, B., & Wright, P.M. *Fundamentals of Human Resources*. McGraw-Hill/Irwin, 5th Ed.
 7. Noe, R.A., Hollenbeck, J.R. Gerhart, B., & Wright, P.M. (2013). *Human Resource Management: Gaining a Competitive Advantage*. McGraw-Hill/Irwin, 8th Ed.
 8. Werner, Jon M. & DeSimone, R.L. (2012). *Human Resource Development*. Cengage Learning, 6th Ed.
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?
 - e. Apprenticeship training
 - f. On-the-job training
 - g. Job instruction training
 - h. Vestibule training
 6. Which of the following statements is NOT true about exempt employees?
 - a. They are subject to the overtime provision of the Fair Labor Standards Act.
 - b. They are permitted to bargain collectively under the provisions of the Taft-Hartley Act.
 - c. They are permitted to have flexible work schedules.
 - d. They are paid hourly wage rates.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

-
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
 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

DSST EXAM CONTENT FACT SHEET – HUMAN RESOURCE MANAGEMENT

- b. The forced-distribution method
 - c. The paired-comparison method
 - d. The ranking method
9. The Hay Plan is best known as
- e. An incentive plan
 - f. A job evaluation plan
 - g. A pension plan
 - h. A performance evaluation plan

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Human Resource Management
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics including 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.

The exam contains 100 questions to be answered in 2 hours.

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 – 20%

- a. Forms of Business Ownership
- b. Government and Business
- c. 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
- h. Entrepreneurship

III. Contemporary Issues – 20%

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

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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

Source for study material are suggested but not limited to the following:

1. *Understanding Business*, 11th Edition, 2015, Nickels, McHugh & McHugh, McGraw-Hill, ISBN: 0073511706, Two Penn Plaza, New York, NY 10121.
2. *Business Essentials*, 10th Edition, 2014, Ronald J. Ebert and Ricky W. Griffin, Prentice Hall/Pearson Education, ISBN: 978-0133454420, One Lake Street, Upper Saddle River, NJ 07458, vig.prenhall.com.
3. *Foundations of Business*, Pride, W. M., Hughes, R. J. & Kapoor, J.R., 4th Edition, 2015 Stamford, CT, Cengage.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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.getcollegecredit.com/testprep.

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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Introduction to Business
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

Answers to sample questions: 1-A, 2-B, 3-D, 4-B, 50A, 6-B, 7-C, 8-C, 9-D, 10-D, 11-A

Rev: 3/16

Rev: 3/16

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes the History of Law Enforcement, the U.S. Criminal Justice System and Process, Law Enforcement Systems, their Organization, Management and Issues. It also includes Criminal and Constitutional Law and Precedents.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ497, SR497

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Introduction to Law Enforcement

Level: 3 Lower Level Baccalaureate (1hr Law Enforcement, 2hr criminal justice)

Amount of Credit: 3 Semester Hours

Minimum Score: 400

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 Law Enforcement – 8%**
 - a. Pre-colonial and colonial heritage
 - b. 1800s and 1900s
 - c. Contemporary (2000)
 - d. Contributions of theorists and practitioners

- II. **Overview of United States Criminal Justice System and Process – 22%**
 - a. Role of police
 - b. Role of victim
 - c. Role of prosecutors
 - d. Role of defense
 - e. Role of court
 - f. Role of corrections
 - g. Measurement of crime

- III. **Law Enforcement Systems in the United States – 15%**
 - a. Federal
 - b. State
 - c. Local
 - d. Special district police agencies

- IV. **Law Enforcement Organization, Management, and Issues – 40%**
 - a. Operations
 - b. Community relations and policing
 - c. Police issues
 - d. Women and other minorities in policing
 - e. Emerging Issues (Cybercrime, Homeland Security, Militarization)

- V. **Criminal and Constitutional Law and Precedents – 15%**

- a. The Constitution and Bill of Rights
 - b. Supreme Court case law
 - c. Federal state and local laws and ordinances
-

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Cole, G.F., Smith, C.E. and DeJong, C. (2017). *The American System of Criminal Justice*. Cengage Learning, 15th edition.
 2. Dempsey, J.S. and Forst, L.S. (2016). *Policing*. Cengage Learning, 8th edition.
 3. Schmallegger, Frank. (2017). *Criminal Justice Today: An Introductory Text for the 21st Century*. NJ: Pearson, 14th edition.
-

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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

Answers to sample questions:

1-D; 2-D; 3-A; 4-D; 5-B; 6- B; 7-D

DSST® INTRODUCTION TO WORLD RELIGIONS

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics such as dimensions and approaches to religion; primal religions; Hinduism; Buddhism; Confucianism; Daoism; Judaism; Christianity; Islam; Shintoism; Hellenic and Roman traditions; and Scientology.

The exam contains 100 questions to be answered in 2 hours.

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. Definition and Origins of Religion – 5%

- a. Basic dimensions of religion (e.g. ethics, ritual, doctrine)
- b. Approaches to religion (e.g. natural and revealed theology, descriptive, historical)

II. Indigenous Religions – 5%

- a. Native North American traditions (e.g. Aztec, Inuit, Lakota; Hopi, Cherokee)
- b. Native South American traditions (e.g. Incan, Mapuche)
- c. Native West African traditions (e.g. Yoruba, Dogon, BaVenda)
- d. Native Middle Eastern traditions (e.g. Mesopotamian, Canaanite)

III. Hinduism – 11%

- a. Historical development (e.g. Vedic, Classical, Medieval and Modern periods)
- b. Major traditions (e.g. Theistic paths)
- c. Doctrine and practice (e.g. major philosophical systems, spiritual disciplines [yoga], moksha, festivals)

IV. Buddhism – 11%

- a. Historical development (e.g. life of Buddha)
- b. Major traditions (Theravada, Mahayana and Vajrayana)
- c. Doctrine and practice (e.g. Four Noble Truths, Noble Eight-Fold Path, Three Jewels, rituals, symbols, festivals)

V. Confucianism – 6%

- a. Historical development (e.g. ancient Chinese tradition, life of Confucius, classical Confucianism)
- b. Doctrine and practice (e.g. ritual, filial piety, loyalty, humaneness, genteel behavior, festivals)

VI. Daoism – 4%

- a. Historical development (e.g. ancient Chinese tradition, Lao Tzu)
- b. Doctrine and practice (e.g. Dao, wu wei, rituals)

VII. Shintoism – 4%

- a. Historical development (e.g. influence on Buddhism, influence within Japanese culture, WWII)
- b. Doctrine and practice (e.g. three forms of Shinto, Kami, festivals)

VIII. Judaism – 11%

- a. Historical development (e.g. ancient Israelites, First Temple period, Second Temple period, modern Judaism, The Holocaust, Kabbalah)
- b. Denominations (e.g. Orthodox, Conservative [Masorti], Reform [Liberal/Progressive]; Reconstructionist)
- c. Doctrine and practice (e.g. Torah, Talmud, covenant, rituals, symbols, festivals)

IX. Christianity – 18%

- a. Historical development (e.g. life of Jesus, early church, medieval church, The Reformation, modern church)
- b. Major traditions (e.g. Roman Catholic, Orthodox, Protestant)
- c. Doctrine and practice (e.g. Old and New Testaments, crucifixion and resurrection, Trinity, Creeds, rituals, symbols, liturgical calendar)

X. Islam – 16%

- a. Historical development (e.g., life of Muhammad, rise of Empire, Golden Age, Ottomans/Mughals, modern Islam)
- b. Major traditions (e.g. Sunni, Shi'a, and Sufi)
- c. Doctrine and practice (e.g. Allāh, Qur'an, Five Pillars of Islam, resurrection and judgment; predestination, Sharia/Fiqh; jihad, festivals)

XI. Religious Movements and Syncretism – 9%

- a. Before 1000 C.E. (e.g. Zoroastrianism, Jainism, Mystery Cults)
- b. After 1000 C.E. (e.g. Baha'i, Sikhism)
- c. Contemporary Religious Movements (e.g. Mormonism, Jehovah's Witnesses, Scientology, Nature Spirituality, etc.)

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *A History of the World's Religions*, 13th Edition, 2011, David S. Noss, Prentice Hall/Pearson Education, One Lake Street, Upper Saddle River, NJ 07458, vig.prenhall.com.
2. *Religions of the World*, 12th Edition, 2011, Lewis Hopfe and Mark Woodward, Prentice, Hall/Pearson Education, One Lake Street, Upper Saddle River, NJ 07458, vig.prenhall.com.
3. *Living Religions*, 9th Edition, 2014, Mary Pat Fisher, Prentice Hall/Pearson Education, One Lake Street, Upper Saddle River, NJ 07458, vig.prenhall.com.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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.getcollegecredit.com/testprep.

-
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 to be the Hebrew people and the Egyptians
 9. A religious observance commemorating the Exodus is
 - a. Mishnah
 - b. Passover
 - c. Yom Kippur
 - d. Rosh Hashonah

DSST EXAM CONTENT FACT SHEET

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)
- a. I and II only
 - b. III and IV only
 - c. I, II and III only
 - d. I, II and IV only

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Introduction to World Religion
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16

DSST® LIFESPAN DEVELOPMENTAL PSYCHOLOGY

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. DSST Lifespan Developmental Psychology is a multiple-choice exam designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower level college course in lifespan developmental psychology which includes the following content: models and theories; ethical issues; biological development; perception, learning and memory; cognition and language; social, emotional, and personality development; social behaviors; adjustment to life changes and stresses; and bereavement and loss.

The exam contains 100 questions to be answered in 2 hours.

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
- b. Methods of study
- 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 – 15%

- a. Perceptual Development
- b. Learning, Conditioning, and Modeling
- c. Memory Development
- d. Defining Executive Functioning
- e. Attention and information processing

IV. Cognition and Language – 20%

- a. Cognitive-developmental theory
- b. Problem solving
- c. Mental abilities
- d. Intelligence and Intelligence Testing

- e. Language Development and Theories
- f. Social Cognition

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

- a. Personality Development
- b. Social behaviors
- c. Family Life Cycle
- d. Extra-familial settings (e.g., day-care, school, nursing home, hospice, college)
- e. Singlehood, Cohabitation and Marriage
- f. Occupational Development and Retirement
- g. Adjustment and life stresses
- h. Bereavement and loss

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Anderson, J.R. *Cognitive Psychology and its Implications*. Worth Publishers, 6th Edition.
2. Berk, L.E. (2012). *Child Development*. Pearson Education, Inc., 9th Ed.
3. Berk, L.E. (2008). *Infants, Children, and Adolescents*. Pearson Education, Inc., 6th Ed.
4. Comer, R., & Gould, E. (2011). *Psychology Around Us*. John Wiley and Sons.
5. Coon, D. & Mitterer, J.O. (2009). *Psychology: A Journey*. Cengage Learning, 9th Ed.
6. Feldman, R.S. (2012). *Understanding Psychology*. McGraw-Hill Higher Education, 11th Ed.
7. Fernald, D. (1977). *Psychology*. Prentice Hall, current edition.
8. Gray, P. (2011). *Psychology*. Worth Publishers, 6th Ed.

9. Hogg, M.A. & Vaughan, G.M. (2005). *Social Psychology*. Prentice Hall, 4th Ed.
10. Huffman, K. *Psychology in Action*, 8th Ed.
11. Husain, A. *Social Perception and Cognition*.
12. Newman, Barbara M. and Newman, & Philip R. (2011). *Development Through Life: A Psychosocial Approach*. Cengage Learning, 11th Ed.
13. Schooler, J.W., Ohlsson, S, & Brooks, K. Husain, (2012). Thoughts beyond words: When language overshadows insight. *Journal of Experimental Psychology*, 122(2). 166-183.

- 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

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

-
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
 - c. Automatically controls for the selective dropout of experimental subjects
 5. 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.
 6. 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
 7. 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
 8. 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
 9. 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

DSST EXAM CONTENT FACT SHEET – LIFESPAN DEVELOPMENTAL PSYCHOLOGY

Evelyn Duvall, which of the following terms best characterizes Anne’s and Richard’s period of parenthood?

- a. Launching
- b. Authoritative
- c. Nurturing
- d. Empty nest

12. Which of the following best describes the impact of aging on long-term memory?

- a. It decreases for long-ago events
- b. It decreases for recent events
- c. It increases for long-ago events
- d. It increases for recent events

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Lifespan Developmental Psychology
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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.

Rev 2/2014

DSST[®] MANAGEMENT INFORMATION SYSTEMS

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. The exam tests the knowledge of telecommunications; network security; systems analysis and design; business decision making; knowledge management; data warehousing; and data mining.

The exam contains 100 questions to be answered in 2 hours.

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
 - e. Classification
- II. **Computer Software – 6%**
 - a. History and evolution of computer software and programming
 - b. Terminology
 - c. Types of software
- III. **Telecommunications and Networks – 11%**
 - a. Terminology
 - b. Strategic importance to the enterprise
 - c. Components of telecommunications and networks
 - d. Information systems security
 - e. Topology and protocols
- IV. **Business Information Systems – 9%**
 - a. Electronic commerce
 - b. Types of information systems
 - c. Enterprise resource planning, customer relationship management, supply chain management systems and knowledge management systems
- V. **Systems Analysis and Design – 9%**
 - a. Characteristics of a system
 - b. Systems architecture
 - c. Systems development life cycle
- VI. **Managing Data Resources – 12%**
 - a. Data models
 - b. Database management systems
 - c. Data query and update

VII. Business Decision Making – 16%

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

VIII. MIS and the Organization – 12%

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

IX. MIS Issues – 16%

- a. Security
- b. Ethics/Legal/Social
- c. Privacy
- d. Global issues

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *Management Information Systems: Managing the Digital Firm*, 14th Edition, 2016. Kenneth Laudon and Jane Laudon. Publisher: Prentice Hall.
2. *Management Information Systems*, 2nd Edition, 2013. Kelly Rainer and Hugh Watson. Publisher: John Wiley.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Management Information Systems
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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



EXAM INFORMATION

This exam covers topics such as real number systems; sets and logic; metric system, conversions and geometry; algebra, graphs and functions (as applied to real life applications); linear systems and inequalities; exponents and logarithms including financial literacy and counting, probability theory and statistics

The exam contains 80 questions to be answered in 2 hours. The use of a non-programmable calculator is permitted in this exam.

Form Codes: SQ300. SR300. SY300. SZ300

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Math for Liberal Arts

Level: Lower-level baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. Real Number Systems – 11%

- a. Real numbers: Natural Numbers, Integers, Rational Numbers, Irrational Numbers, The real number line. (Percentages; Fractions and reducing fractions; conversion between decimal numbers and fractions; operations with fractions (including distributive property))
- b. Operations with real numbers and their properties (including the distributive properties)
- c. Prime and composite numbers; divisibility rules; prime factors of composite numbers
- d. Systems of Numeration: Place value or positional value numeration, Base 10 expanded forms; base 2 numbers; conversion between base 10 and base 2; (Including Roman Numerals)
- e. Rules of exponents including rational exponents
- f. Scientific notation

II. Sets and Logic – 16%

- a. The Nature of Sets
- b. Subsets and Set Operations, (set-builder notation; roster form, using sets to solve problems)
- c. Using Venn Diagrams to Study Set Operations
- d. Infinite Sets
- e. Simple and compound statements; qualifiers “and” and “or” and their symbols; conjunction and disjunction; conditional and biconditional statements including Qualifiers
- f. Truth value of a compound statement including Truth Tables
- g. Types of Statements (Negations of Conditional Statements and De Morgan's Laws)
- h. Logical Arguments including Euler Circles

III. Metric system, conversions and geometry – 12%

- a. Introduction to metrics and U.S. customary unit systems
- b. Conversions between metric and U.S. customary unit systems, including Dimensional Analysis
- c. Properties of lines and angles
- d. Perimeter and area of 2D geometric objects
- e. Area, Surface area and volume of 3D solid objects

IV. Algebra, graphs and functions (as applied to real life applications)– 11%

- a. Order of operations
- b. Simplifying expressions; equations with one variable; proportion problems
- c. Evaluation of formulas
- d. Graphs of linear equations in the rectangular coordinate system
- e. Functions including polynomials (not to include rational, exponential and logarithmic Functions)

V. Linear Systems and Inequalities – 8%

- a. Solving Linear Equations including applications and systems
- b. The Rectangular Coordinate System and Linear Equations in Two Variables
- c. Graphing and solving Linear inequalities
- d. Graphing and solving systems of inequalities

VI. Exponents and Logarithms including Financial Literacy – 22%

- a. Properties of Logarithms
- b. Logarithmic and Exponential Functions
- c. Simple Interest
- d. Compound Interest
- e. Installment Buying
- f. Student Loans and Home Buying
- g. Investing in Stocks and Bonds

VII. Counting, Probability Theory and Statistics – 20%

- a. Fundamentals of Probability including the Counting Principle
- b. Permutations and Combinations
- c. Events Involving Not and Or
- d. Odds and Conditional Probability
- e. Mean, Median and Mode
- f. Range, Variance and Standard Deviation
- g. Graphical representation (including Bar graph, pie chart, histogram, line graph, scatterplots etc.)

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Sobacki, David & Bluman, Allan. (2014): Math in Our World: 3rd Edition: McGraw-Hill Education
2. Blitzer, Robert F; Thinking Mathematically; 6th Edition; Pearson; 2014
3. Angel, Allen R. Abbott, Christine D, Runde, Dennis C. (2016): A Survey of Mathematics with Applications: 10th Edition: Pearson
4. Gustafson, R. David, Hughes, Jeff (2017) HS Level 1 College Algebra: 12th Edition: Centage Learning

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

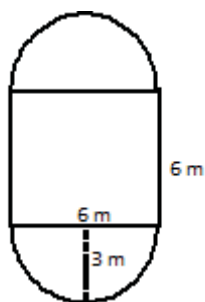
1. Heidi and Oliver are planning to buy a bedroom furniture set that costs \$4,100 plus 6% taxes. They would like to apply for a 0% APR store credit card on purchases for 10 months. How much money do they need to pay in equal installments monthly for the next 10 months such that they will be able to pay off the bedroom furniture set before the 0% APR offer expires?

- (A) \$43.46 per month.
- (B) \$385.40 per month.
- (C) \$410.00 per month.
- (D) \$434.60 per month.

2. An electronics store sold 1,500 computers and smartphones in a month. Out of the total number of consumers who purchased these items, 2% bought a computer and a smartphone, while the others bought only a computer or a smartphone. If 1,206 consumers bought smartphones, how many people bought computers?

- (A) 324 consumers.
- (B) 2.16% of all consumers.
- (C) 19.6% of all consumers.
- (D) 294 consumers.

3. If the figure below is constructed out of two semicircles and a square, what is the area of the whole figure? (Round to the nearest tenth of a meter squared)



- (A) 37.3 m²
- (B) 50.1 m²
- (C) 64.3 m²
- (D) 149.1 m²

4. Write a variable expression for the area of a square whose side length is $(x + 8)$ units.

- (A) $x^2 - 16x + 64$ square units
- (B) $x^2 + 16x + 64$ square units
- (C) $x^2 + 16x - 64$ square units
- (D) $x^2 + 64x + 16$ square units

5. The population growth of an animal species is described $F(t) = 320 \log(4t + 4)$, where t is the number of months since the species was introduced. Find the population of this species 8 months after the species is introduced to an area. Round to the nearest whole number.

- (A) -1
- (B) 320
- (C) 498
- (D) 1147

6. Find the mode for the following data: 12, 12, 12, 14, 16, 18, 20, 22, 25, 25, 29, 33, 37, 37, 39.

- (A) 12
- (B) 25
- (C) 37
- (D) 39

7. The function $f(x) = 2.4 + 8 \ln x$, given in centimeters, models the height of a certain animal species where x is the number of days the animal has been alive. Determine the height of the animal after it has been alive for 16 days.

- (A) 5.47 cm
- (B) 12.03 cm
- (C) 15.89 cm
- (D) 24.58 cm

8. Determine the logical conclusion for the arguments below:

Some college students join school sponsored clubs.

No school sponsored clubs endorse bullying.

- (A) Some school sponsored clubs have college student members.
- (B) All school sponsored clubs prevent bullying.
- (C) Some college students do not endorse bullying.
- (D) Bullies are able to join school sponsored clubs.

Answers to sample questions:

1-D, 2-A, 3-C, 4-C, 5-A, 6- A, 7-D, 8-C

DSST[®] MONEY AND BANKING

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. The exam 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.

The exam contains 100 questions to be answered in 2 hours.

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%

- Alternative definitions of money
- Money and other assets

II. Commercial Banks and Other Financial Intermediaries – 28%

- Regulation of the banking industry
- Structure of the banking industry
- Operation and management of financial markets and intermediaries
- Deposit insurance

III. Money and Macroeconomic Activity – 19%

- Basic classical and Keynesian economics
- Monetarism and rational expectations
- Money and inflation

IV. Central Banking and the Federal Reserve System – 18%

- Historical and philosophical framework
- Structure and organization
- Current monetary management

V. Monetary Policy in the United States – 20%

- Policy effectiveness
- Conducting monetary policy
- Interest rates and the impact on money supply
- Monetary vs. fiscal policy
- The financial crisis of 2008/2009

VI. The International Monetary System – 10%

- International banking
- International monetary institutions and debt crisis
- International payments and exchange rates
- Monetary policy in conjunction with exchange rate

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Financial Institutions, Markets and Money*. David S. Kidwell, Richard L. Peterson and David W. Blackwell. Fort Worth, TX: Dryden Press, 2012.
- Money, Banking and Financial Markets*. 4th edition, Stephen Cecchetti, McGraw Hill, 2014.
- The Economics of Money, Banking and Financial Markets*. 11th edition, Frederick S. Mishkin. New York, NY: Harper Collins, 2015.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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/testprep.

-
- A deficit in a country's balance of payments tends to produce?
 - a fall in the exchange value of that country's currency
 - a gold flow into that country
 - an increase in the supply of foreign exchange in that country's market
 - 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 banks
 - 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 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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Money and Banking
Level:	Upper-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16

DSST® ORGANIZATIONAL BEHAVIOR

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. DSST Organizational Behavior is a multiple-choice exam designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower level college course in organizational behavior which includes the following content: the field and study of organizational behavior; individual processes; interpersonal and group processes; organizational processes and characteristics; and change and development processes.

The exam contains 100 questions to be answered in 2 hours.

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 – 5%**
 - a. The Field of Organizational Behavior
 - b. The Study of Organizational Behavior
- II. **Individual Processes and Characteristics – 30%**
 - a. Perpetual processes
 - b. Personality
 - c. Attitudes
 - d. Learning processes
 - e. Motivation
 - f. Work stress and the individual
- III. **Interpersonal and Group Processes – 30%**
 - a. Group dynamics
 - b. Group behavior and conflict
 - c. Leadership
 - d. Power and politics
 - e. Communication processes
- IV. **Organizational Processes and Characteristics – 20%**
 - a. Organizational Decision-Making
 - b. Organization Structure
 - c. Organization Design
- V. **Change and Development Processes – 15%**
 - a. Basic processes and concepts of change
 - b. Applications and techniques of change and development

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Colquitt, J., LePine, J., & Wesson, M. *Organizational Behavior*. McGraw-Hill/Irwin, 10th Ed.
2. Greenberg, J. & Baron, R.A. *Behavior in Organizations*. Prentice Hall, current edition.
3. Griffin, R.W. & Moorhead, G. (2014). *Organizational Behavior: Managing People and Organizations*.
4. Martin, John. *Organizational Behavior and Management*. Cengage Learning, 3rd Ed.
5. McKenna, Eugene. *Business Psychology and Organisational Behaviour: A Student's Handbook*. Psychology Press, 4th Ed.
6. Newstrom, John W. *Organizational Behavior: Human Behavior at Work*. New York: McGraw Hill, 13th Ed.
7. Schermerhorn, Hunt, & Osborn. *Organizational Behavior*. Pearson, 10th Ed.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

1. An employee who bases his or her job-evaluation rating on an unfair rating form may be

DSST EXAM CONTENT FACT SHEET – ORGANIZATIONAL BEHAVIOR

- a. stereotyping supervisory personnel
 - b. engaging in perceptual defense
 - c. making a causal attribution
 - d. learning about job tasks
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.
 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
 - a. Legitimate power
 - b. Coercive power
 - c. Reward power
 - d. Expert power
 9. Which of the following is a major feature of a matrix organization?
 - a. Provision for horizontal communication
 - b. Establishment of profit centers
 - c. Presence of employees with two supervisors
 - d. Increased separation of line and staff responsibilities
 10. Which of the following statements is NOT true about organizational development (OD)?
 - a. It is a system-wide change effort
 - b. It frequently leads to new organizational structures
 - c. It is characterized by participatory methods of change
 - d. It emphasizes short-term rather than long-term methods of change

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Organizational Behavior
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

Rev 2/2014

DSST® PRINCIPLES OF FINANCE

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the ability to understand financial statements and planning; time value of money; working capital management; valuation and characteristics; capital budgeting; cost of capital; and risk and return.

The exam contains 100 questions to be answered in 2 hours.

The use of nonprogrammable calculators is permitted during the test. Scratch paper for computations will be provided. A calculator function is available during computer-based exams.

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. Financial Statements and Planning – 20%

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

II. Time Value of Money – 20%

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

III. Working Capital Management – 10%

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

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

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

V. Capital Budgeting – 12%

- a. Capital asset
- b. Project cash flow forecasting and analysis (incremental and total)

- c. Financial analysis tools (e.g., net present value, payback, accounting rate of return [arr], internal rate of return [irr])
- d. Break even analysis and sensitivity

VI. Cost of Capital – 11%

- a. Cost of debt
- b. Cost of equity
- c. Weighted average cost of capital

VII. Risk and Return – 11%

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

VIII. International Financial Management – 7%

- a. Impact of exchange rates
- b. Spot vs. Forward
- c. Hedging
- d. Currency risk and political risk
- e. International financial markets

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *Essentials of Corporate Finance*, 6th Edition. 2008 McGraw-Hill, Two Penn Plaza New York, NY, 10121 (books.mcgraw-hill.com)

2. *Fundamentals of Financial Management*, 11th Edition. 2007 South-Western, 20 Davis Drive, Belmont, CA, 94002 (academic.cengage.com)

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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/testprep.

-
1. Which of the following statements is true about a stock split?
 - a. It increases equity
 - b. It decreases assets
 - c. It increases retained earnings
 - d. It decreases the par value of the stock
 2. When a firm pays a cash dividend, the firm's balance sheet is affected in which of the following ways?
 - a. Assets and equity remain the same
 - b. Assets decrease and equity increases
 - c. Assets and liabilities decrease
 - d. Assets and equity decrease
 3. The degree of financial leverage measures the responsiveness of
 - a. Earnings to changes in operating expenses
 - b. Earnings to changes in output
 - c. Earnings before taxes to changes in operating income
 - d. 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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Principles of Finance
Level	Upper-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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.

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes an overview 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.

The exam contains 100 questions to be answered in 2 hours.

Form Codes: SP512, SN512, SY512, SZ512

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: The Principles of Physical Science I

Level: Lower-level baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. Physics – 50%

- a. Newton's laws of motion
 - i. Motion
 - ii. Force and acceleration
 - iii. Inertia
 - iv. Mass and weight
 - v. Action/reaction forces
 - vi. Law of circular motion
 - vii. Law of universal gravitation
- b. Energy and momentum
 - i. Work
 - ii. Power
 - iii. Potential and kinetic energy
 - iv. Momentum
 - v. Conservation of Energy & Momentum
 - vi. Collisions
- c. Thermodynamics
 - i. Temperature and heat
 - ii. Heat transfer
 - iii. Heat capacity
 - iv. Changes in state
 - v. Mechanical equivalent of heat
 - vi. Heat Engine
 - vii. Entropy
- d. Waves and optics

- i. Reflection and refraction
 - ii. Lenses and mirrors
 - iii. Waves
 - iv. Interference and diffraction
 - v. Sound
- e. Electricity and magnetism
 - i. Electronic charges (Coulomb's Law)
 - ii. Electric current
 - iii. Potential differences
 - iv. Ohm's law
 - v. Magnetism
 - vi. Electromagnetism
 - vii. Circuits and applied electricity
 - viii. Gauss' Law
 - ix. Lorentz Force
 - x. Faraday's Law
- f. Fluids
 - i. Density
 - ii. Pressure
 - iii. Pascal's Principle
 - iv. Archimedes' Principle
 - v. Bernoulli's Equation
- g. Kinematics
 - i. Units and measures
 - ii. Scalars and vectors
 - iii. One dimensional kinematics
 - iv. Two dimensional kinematics

II. Chemistry – 50%

- a. Properties of matter & measurement
 - i. Significant Figures
 - ii. Metric System
 - iii. Chemical & physical properties
 - iv. Elements, Compounds, Mixtures, Solutions
 - v. Accuracy and Precision
- b. Atoms, molecules & ions
 - i. Subatomic particles
 - ii. The atomic model
 - iii. Periodic table
 - iv. Molecules
 - v. Ions
 - vi. Empirical/molecular formula
 - vii. Nomenclature
- c. Stoichiometry
 - i. Balancing molecular equations
 - ii. Avogadro's number & the mole
 - iii. Stoichiometry ratios
 - iv. Limiting reagent
 - v. Theoretic yield
- d. Gas laws
 - i. Basic gas laws
 - ii. Ideal gas law

- iii. Partial pressures
- iv. Effusion & diffusion
- v. Real gases
- e. Thermochemistry
 - i. Conservation of energy
 - ii. Heat/temperature
 - iii. Work
 - iv. Heat Capacity
 - v. Calorimetry
 - vi. Enthalpy
 - vii. Hess's Law
 - viii. Entropy
 - ix. Gibb's free energy
- f. Quantum mechanical theory
 - i. Wave/light properties
 - ii. Wave-particle duality
 - iii. Bohr's model
 - iv. Quantum numbers
 - v. Orbitals
 - vi. Electron configurations
 - vii. Periodic trend
- g. Bonding theory
 - i. Valence bonding theory
 - ii. Molecular Orbital Diagrams
 - iii. Hybridization
 - iv. Lattice energy
 - v. Lewis dot structures
 - vi. Vsepr theory
 - vii. Intermolecular forces/effects
- h. Solution chemistry
 - i. Concentration
 - ii. Solution stoichiometry
 - iii. Acid/base
 - iv. Redox
 - v. Solubility/precipitation
 - vi. Colligative properties
 - vii. Solution Energetics
- i. Equilibrium
 - i. General
 - ii. Acid/base
 - iii. Titration
 - iv. Solubility products
 - v. Le Chatlier
 - vi. Common ion effect
 - vii. Equilibrium constants
 - viii. Buffer solutions
 - ix. Henderson-Hasselbalch equation
- j. Chemical kinetics
 - i. Reaction rate
 - ii. Rate law
 - iii. Order of reaction

- iv. Integrated rate laws
- v. Method of initial rates
- vi. Collision Theory
- vii. Transition State Theory
- viii. Effect of temperature on reaction rate
- ix. Reaction mechanisms
- x. Catalysis
- k. Electrochemistry
 - i. Oxidation reduction
 - ii. Balancing redox
 - iii. Voltaic cells, batteries
 - iv. Electrochemical cells
 - v. Standard Electrode Potentials
 - vi. Faraday's constant and Gibbs' free energy
 - vii. Equilibrium
 - viii. Predicting Spontaneous
 - ix. Electrolysis
- l. Nuclear chemistry
 - i. Balancing
 - ii. Half life
 - iii. Nuclear stability
 - iv. Types of radio activity
 - v. Dating
 - vi. Fission and fusion
 - vii. Mass defect
- m. Coordinating chemistry
 - i. Naming
 - ii. Ligands
 - iii. Isomerization
 - iv. Werner complexes
 - v. Crystal field theory
 - vi. Ligand field theory

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Cutnell, J.D. (2013). Physics. Wiley, current edition.
2. Giancoli, D.C. (2013). Physics: Principles with Applications. Current edition.
3. Tro, N.J. (2013). Chemistry: A Molecular Approach. Prentice Hall, current edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

- Which of the following properties of fluids can serve to distinguish between a gas and a liquid?
 - Immiscibility
 - Malleability
 - Viscosity
 - Compressibility
- A substance that alters the rate of a chemical reaction but is not itself altered is called a
 - catalyst
 - reactant
 - product
 - limiting agent
- In which of the following cases is the vehicle described NOT accelerating?
 - A car traveling in a straight line, increasing its speed from 10 meters per second to 20 meters per second
 - A bus traveling at a constant speed over the crest of a hill
 - A train traveling in a straight line at a constant speed
 - A car traveling at 15 meters per second around a curve
- The best explanation for the location of the element helium in the periodic table is that it
 - has a filled outer shell
 - has a low density
 - is monatomic
 - is a nonmetal
- 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
 - 100 N
 - between 300 N and 400 N
 - 500 N
 - 700 N
- Which of the following is true when the pendulum of a clock reaches the highest point of its arc?
 - The net force acting on the system is zero
 - The kinetic energy is maximum
 - The potential energy is maximum
 - The frequency is zero
- If the half-life of a certain isotope is one month, what portion of a sample of this isotope remains after two months?
 - None
 - One-fourth
 - One-third
 - Three-fourths
- If the distance between a proton and an electron is doubled, the resulting attraction will be
 - four times as great
 - twice as great
 - half as great
 - one-fourth as great
- 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
 - 200.0 cal
 - 42.4 cal
 - 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
- directly proportional to r
 - directly proportional to r^2
 - inversely proportional to r
 - inversely proportional to r^2
11. The work done in holding a 50-newton object at 2 meters above a table top is
- 980 J
 - 100 J
 - 25 J
 - 0 J
12. Which of the following statements regarding the force on an object in circular motion is NOT true?
- It is inversely proportional to the period squared
 - It is inversely proportional to the mass
 - It is directly proportional to the velocity
 - It is directly proportional to the acceleration

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-D; 12-B

DSST® PRINCIPLES OF STATISTICS

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam 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.

The exam contains 100 questions to be answered in 2 hours.

The use of nonprogrammable calculators is permitted during the test. Scratch paper for computations will be provided. A calculator function is available during computer-based exams.

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 Statistics – 20%**
 - a. Data types and levels of measurement, sample vs. population, and distribution
 - b. Sampling methods
 - c. Descriptive statistics
 - d. Visual representation of data
- II. **Probability – 15%**
 - a. Basic concepts
 - b. Probability rules for dependent and independent events
 - c. Combinations and permutations
 - d. Discrete distributions
 - e. Continuous distributions
- III. **Correlation and Regression – 20%**
 - a. Scatter plots
 - b. Linear correlation
 - c. Linear regression
 - d. Prediction using the linear mode
- IV. **Sampling Distributions – 20%**
 - a. Basic understanding of standard scores such as Z and T scores
 - b. The law of averages, expected values, standard error, normal approximation, sample size, sample average and estimating accuracy of a sample
 - c. Central limit theorem

V. Inferential Statistics – 25%

- a. Confidence intervals
- b. Null and alternate hypothesis, confidence level and power
- c. Type i and type ii errors and levels of significance
- d. Inference for the mean or the proportion of a population
- e. Comparing two sample means and proportions
- f. Comparing the means of more than two samples
- g. Non-parametric

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *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.
2. *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 test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

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

Average = arithmetic mean

Correlation = linear correlation

SD = standard deviation

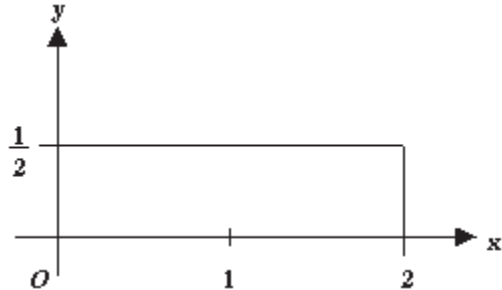
Rms = root-mean-square = $\sqrt{\frac{\sum x^2}{n}}$

Area of a rectangle with adjacent edges a and $b = a \cdot b$

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

1. 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?
 - a. 4
 - b. 8
 - c. 25
 - d. 40
2. Each of the following statements is true for all probability curves for random variable x EXCEPT:
 - a. the area under the curve is 1
 - b. the highest point on the curve occurs at the average
 - c. the curve does not cross the x -axis
 - d. 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



6. If the figure above is a probability histogram, what is the probability that $x \geq \frac{1}{2}$?
 - 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 (χ^2)-value
 - d. The standard deviation and the chi-square (χ^2)-value
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

CREDIT RECOMMENDATIONS

The American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Principles of Statistics
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

DSST® PRINCIPLES OF SUPERVISION

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the knowledge of 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.

The exam contains 100 questions to be answered in 2 hours.

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. Roles and Responsibilities of Managers and Supervisors – 20%

- Evolution of management/supervision
- Knowledge and skill requirements
- Managerial roles
- Levels of management
- Business ethics and corporate social responsibility

II. Management Functions – 50%

- Planning
- Organizing and staffing
- Leading
- Controlling

III. Organizational Environment – 30%

- Legal, political, economic and social
- Labor-management relations (e.g. unions vs. non-union, exempt vs. non-exempt)
- Organizational culture
- Diversity and inclusion
- Global
- Sustainable environments
- Organizational change
- Workplace safety and security

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

- Supervision, Today*, 8th Edition, Stephen Robbins, Prentice Hall, 2015.
- Management Leading & Collaborating in the Competitive World*, 11th Edition, Thomas Bateman and Scott Snell, McGraw-Hill, 2014.
- Management*, 1st Edition, Ranjay Gulati, Anthony J. Mayo & Nitin Nohria, Cengage Learning, 2014.
- Supervision: Key Link to Productivity*, 11th Edition, Leslie Rue, Nabil Ibrahim & Lloyd Byars, McGraw-Hill, 2013.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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/testprep.

- 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?
 - Authority
 - Responsibility
 - Delegation
 - Accountability
- The planning that supervisors do is directly derived from plans of?
 - customers
 - subordinates
 - upper management
 - colleagues
- A supervisor who works in a company that follows the party principle of delegation would be most likely to say which of the following?
 - "I have adequate responsibility but not enough authority."
 - "I have adequate authority but not enough responsibility."
 - "I have an equal amount of authority and responsibility."
 - "I have adequate authority to meet my responsibility."
- Which of the following is an example of a line employee?
 - An industrial engineer
 - A salesperson
 - A security guard
 - 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. pre-retirement 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?
 - a. Douglas McGregor
 - b. Rensis Likert
 - c. Abraham Maslow
 - d. Kurt Lewin
8. Maintenance of departmental discipline in a factory is the function of the?
 - a. human relations manager
 - b. supervisor
 - c. president
 - d. shop steward
9. All of the following are steps in the controlling process EXCEPT?
 - a. establishing performance standards
 - b. developing employee benefits
 - c. monitoring performance
 - d. taking corrective action
10. Which of the following organizations has the power to enforce basic labor laws?
 - a. National Labor Relations Board
 - b. Federal Mediation and Conciliation Service
 - c. United States Department of Labor
 - d. American Federation of Labor

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Principles of Supervision
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16

DSST® PERSONAL FINANCE

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the ability to understand credit and debt; major purchases; taxes; insurance; investments; and retirement and estate planning.

The exam contains 100 questions to be answered in 2 hours.

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 – 10%

- Financial goals, and values
- Budgeting and financial statements
- Cash Management
- Economic terminology
- Institutional aspects of financial planning

II. Credit and Debt – 15%

- Credit and debit cards
- Installment loans
- Interest calculations
- Federal credit laws
- Creditworthiness, credit scoring and reporting
- Bankruptcy

III. Major Purchases – 15%

- Auto, furniture, appliances
- Housing

IV. Taxes – 15%

- Payroll
- Income
- IRS and audits
- Estate and gift
- Tax planning/estimating
- Progressive vs regressive
- Other (excise, property, sales, gas)
- Tax Professionals

V. Insurance – 15%

- Risk management
- Life policies
- Property and liability policies
- Health, disability and long-term care policies
- Specialty insurance (e.g. professional, malpractice, antiques)
- Insurance analysis and sources of information

VI. Investments – 15%

- Liquid Assets
- Bonds
- Equities

- Mutual funds and exchange traded funds
- Other (e.g. commodities, precious metals, real estate, derivatives)
- Sources of information
- Time value of money
- Asset/portfolio allocation

VII. Retirement and Estate Planning – 15%

- Terminology (vesting, maturity, rollovers)
- Qualified retirement accounts (e.g. IRA, Roth, IRA, SEP, Keogh, 401(k), 403(b))
- Social security benefits
- Wills, trusts and estate planning
- Tax-deferred annuities

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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

Source for study material are suggested but not limited to the following:

- Personal Financial Planning*, 13th Edition, 2014, Gitman, Joehnk, and Billingsley, Cengage Learning.
- Personal Finance*, 11th Edition, 2014, Kapoor, Diabay, and Hughes, McGraw-Hill.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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.getcollegedebit.com/testprep.

- Which of the following resources could be used to evaluate the financial strength of an insurance company?
 - Morningstar
 - Best's
 - Dun & Bradstreet
 - Standard and Poor's
- 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 the 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 general an indication of?
- a. increased unemployment
 - b. increased inflation
 - c. continued recession
 - d. reduced trade deficit

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Personal Finance
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16



EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam covers topics such as types of writing; elements of effective writing; reading and writing arguments and using secondary sources.

The exam contains 64 questions to be answered in 2 hours.

Form Codes: SQ301, SR301, SY301, SZ301

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Principles of Advanced English Composition

Level: Lower-level baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. Types of Writing – 4%

- a. Narrative
- b. Informative
- c. Argumentative and Persuasive
- d. Critical response

II. Elements of Effective Writing – 32%

- a. Audience and purpose analysis
- b. Pre-Writing strategies / Content generation
 - i. Reading, thinking, analyzing, discussion
 - ii. Invention techniques: (Brainstorming, Free Writing, questioning, hypothesizing)
 - iii. Organizing ideas: mind mapping, clustering, outlining.
- c. Drafting
 - i. Paper organization
 - ii. Paragraph Structure
- d. Revising and Editing

III. Reading and Writing Arguments – 32%

- a. Identifying elements of Arguments
 - i. Claims
 1. Thesis (Main claim)
 2. Main Points (Sub claim)
 - ii. Claims support
- b. Analyzing Arguments
 - i. Types of evidence
 1. Logic
 2. Anecdote
 3. Sources

- ii. Identifying key terms
- iii. Warrants / Assumptions

IV. Using Secondary Sources – 32%

- a. Finding sources
 - i. Appropriate sources
 - ii. Types of sources
- b. Evaluating sources
 - i. Relevance
 - ii. Credibility
- c. Using sources
 - i. Summary
 - ii. Paraphrase
 - iii. Quotation
- d. Citing and documenting
 - i. Choosing a documentation style (MLA, APA and CMS)
 - ii. Using style manuals
 - iii. In-text

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Rottenberg, Annette T. Winchell, Donna Haisty (2014): Elements of Argument: 11th Edition: Bedford/St Martins.
2. Hacker, Diane. Sommers, Nancy (2014): A Writer's Reference: 8th Edition: Bedford/St Martin's.
3. Wilhoit, Stephen (2015): A Brief Guide to Writing from Readings: 7th Edition: Pearson
4. Bullock, Richard. Daly Goggin, Maureen (2016): The Norton Field Guide to Writing with Readings and Handbook: 4th Edition: W.W. Norton & Company
5. Aaron, Jane E. (2016): LB Brief: 6th Edition: Pearson

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

1. An author would summarize a text when
 - (A) a source's ideas are being reordered
 - (B) a source's ideas are being restated.
 - (C) a lengthy passage is being condensed.
 - (D) a lengthy passage is being quoted.
2. Papers written in MLA style should be formatted using
 - (A) single spacing.
 - (B) a title page.
 - (C) a centered title.

(D) Roman numeral page numbering.

3. . A paraphrase

- (A) may reorder a source's ideas.
- (B) compares and contrasts ideas from various sources.
- (C) condenses a lengthy passage into one sentence.
- (D) states a main idea simply and briefly.

4. The term used to refer to the relationship between writer and audience is

- (A) rhetorical.
- (B) referential.
- (C) contextual.
- (D) positional.

5. When an author is using a source to support a claim, it is typically effective to cite the passage that

- (A) restates the claim in a similar fashion as the author.
- (B) demonstrates the importance of the related issue.
- (C) presents related reasons or evidence.
- (D) explains how related evidence or data was obtained.

Answers to sample questions:

1-C, 2-C, 3-A, 4-A, 5-C

DSST® PRINCIPLES OF PHYSICAL SCIENCE I

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes an overview 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.

The exam contains 100 questions to be answered in 2 hours.

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. Physics – 50%

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
5. Conservation of Energy & Momentum
6. Collisions

c. Thermodynamics

1. Temperature and heat
2. Heat transfer
3. Heat capacity
4. Changes in state
5. Mechanical equivalent of heat
6. Heat Engine
7. Entropy

d. Waves and optics

1. Reflection and refraction
2. Lenses and mirrors
3. Waves
4. Interference and diffraction
5. Sound

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
8. Gauss' Law
9. Lorentz Force
10. Faraday's Law

f. Fluids

1. Density
2. Pressure
3. Pascal's Principle
4. Archimedes' Principle
5. Bernoulli's Equation

g. Kinematics

1. Units and measures
2. Scalars and vectors
3. One dimensional kinematics
4. Two dimensional kinematics

II. Chemistry – 50%

a. Properties of matter & measurement

1. Significant Figures
2. Metric System
3. Chemical & physical properties
4. Elements, Compounds, Mixtures, Solutions
5. Accuracy and Precision

b. Atoms, molecules & ions

1. Subatomic particles
2. The atomic model
3. Periodic table
4. Molecules
5. Ions
6. Empirical/molecular formula
7. Nomenclature

c. Stoichiometry

1. Balancing molecular equations
2. Avogadro's number & the mole
3. Stoichiometry ratios
4. Limiting reagent
5. Theoretic yield

d. Gas laws

1. Basic gas laws
2. Ideal gas law
3. Partial pressures
4. Effusion & diffusion
5. Real gases

e. Thermochemistry

1. Conservation of energy
2. Heat/temperature
3. Work
4. Heat Capacity
5. Calorimetry
6. Enthalpy
7. Hess's Law
8. Entropy
9. Gibb's free energy

- f. Quantum mechanical theory**
 1. Wave/light properties
 2. Wave-particle duality
 3. Bohr's model
 4. Quantum numbers
 5. Orbitals
 6. Electron configurations
 7. Periodic trend
- g. Bonding theory**
 1. Valence bonding theory
 2. Molecular Orbital Diagrams
 3. Hybridization
 4. Lattice energy
 5. Lewis dot structures
 6. Vsepr theory
 7. Intermolecular forces/effects
- h. Solution chemistry**
 1. Concentration
 2. Solution stoichiometry
 3. Acid/base
 4. Redox
 5. Solubility/precipitation
 6. Colligative properties
 7. Solution Energetics
- i. Equilibrium**
 1. General
 2. Acid/base
 3. Titration
 4. Solubility products
 5. Le Chatlier
 6. Common ion effect
 7. Equilibrium constants
 8. Buffer solutions
 9. Henderson-Hasselbalch equation
- j. Chemical kinetics**
 1. Reaction rate
 2. Rate law
 3. Order of reaction
 4. Integrated rate laws
 5. Method of initial rates
 6. Collision Theory
 7. Transition State Theory
 8. Effect of temperature on reaction rate
 9. Reaction mechanisms
 10. Catalysis
- k. Electrochemistry**
 1. Oxidation reduction
 2. Balancing redox
 3. Voltaic cells, batteries
 4. Electrochemical cells
 5. Standard Electrode Potentials
 6. Faraday's constant and Gibbs' free energy

7. Equilibrium
8. Predicting Spontaneous
9. Electrolysis

l. Nuclear chemistry

1. Balancing
2. Half life
3. Nuclear stability
4. Types of radio activity
5. Dating
6. Fission and fusion
7. Mass defect

m. Coordinating chemistry

1. Naming
2. Ligands
3. Isomerization
4. Werner complexes
5. Crystal field theory
6. Ligand field theory

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Cutnell, J.D. (2013). *Physics*. Wiley, current edition.
2. Giancoli, D.C. (2013). *Physics: Principles with Applications*. Current edition.
3. Tro, N.J. (2013). *Chemistry: A Molecular Approach*. Prentice Hall, current edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegcredit.com/testprep.

-
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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Principles of Physical Science
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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-D; 12-B

EXAM INFORMATION

The exam consists of two parts. The two parts should be taken in order. Students who do not complete both parts within six months will have their score invalidated and will need to retest. **Students must pass both parts of the exam in order to receive credit:**

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Part 1 – Multiple-Choice: Part 1 consists of multiple-choice questions covering: Ethical, Social, and Theoretical Considerations of Public Speaking, Audience Analysis, Adaptation and Effect, Topics and Purposes of Speeches, Structure/Organization, Content, Research, Language and Style and Delivery.

Part 2 – Speech Portion: Part 2 requires the test taker to record an impromptu persuasive speech that will be scored by human raters.

A faculty member who teaches a Public Speaking course at an accredited college or university will grade the speech using the five dimensions listed below. Raters are trained to apply a scoring rubric (guide) uniformly to all speeches.

Structure/Organization: 25%
 Delivery: 25%
 Content/Supporting Material: 20%
 Effect/Persuasive: 20%
 Language/Style: 10%

Test takers will have 20 minutes to complete Part 2 – Speech Portion (5 minutes to record)

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

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: Principles of Public Speaking

Level: 3 Upper Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

Form Codes: SQ815, SR815, SA823, SQ823, SR823

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, Social, and Theoretical Considerations of Public Speaking – 9%

- E.g. Free speech

II. Audience Analysis, Adaptation and Effect - 15%

- Analyzing the audience before, during, and after the speech

III. Topics and Purposes of Speeches – 9%

- Formulating appropriate speech topics for specific purposes

IV. Structure/Organization – 17%

- E.g. “the hook”, structuring introductions, bodies, and conclusions

V. Content – 17%

- E.g. Recognizing/using argument, reasoning and evidence

VI. Research – 11%

- Using reference materials/ finding appropriate sources in speech preparation

VII. Language and Style – 9%

- Using language appropriate for a public speech

VIII. Delivery – 13%

- E.g. articulation, voice, pronunciation, body language, and media

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Griffin, Cindy L. (2018). *Invitation to Public Speaking*. Cengage Learning, 6th edition.
2. Hamilton, Cheryl (2015). *Essentials of Public Speaking*. Cengage Learning, 6th edition.

3. Jaffe, Clella (2016). *Public Speaking: Concepts and Skills for a Diverse Society*. Cengage Learning, 8th edition.
 4. Lucas, Stephen E. (2014). *The Art of Public Speaking*. McGraw Hill, 12th edition.
-

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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. Recency
 - 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"?
 - a. Spatial
 - b. Chronological
 - c. Problem-solution
 - d. Cause-effect

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.

Answers to sample questions:

1-B; 2-C; 3-D; 4-B; 5-A; 6- A; 7-C; 8-B, 9-B, 10-B

DSST[®] SUBSTANCE ABUSE

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This exam tests the understanding of such substances as anabolic steroids, over-the-counter medications, dependency/addiction, societal effects, screening, diagnosis and neurological factors.

The exam contains 100 questions to be answered in 2 hours.

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. Overview of Substance Abuse and Dependence – 12%**
 - a. Terminology (e.g. abuse, use and misuse, dependency, psychological and physical addiction)
 - b. Theories and models of abuse and dependence (e.g. genetic, psychological, social, cultural and environmental, moral, biopsychosocial disease)
 - c. Demographics (e.g. age, gender, ethnicity, culture, socio-economic status)
 - d. Costs to society and associations with social problems
 - e. Screening and diagnosis (DSM-5)
- II. Classification of Drugs – 6%**
 - a. DEA schedule
 - b. Pharmacologic effect
 - c. Regulations
- III. Pharmacological and Neurophysiological Principles – 9%**
 - a. Nervous system (e.g. neurotransmission, synaptic processes, receptors)
 - b. Actions of drugs (e.g. dose response curve, routes of administration, metabolism)
 - c. Drug interactions
- IV. Alcohol– 14%**
 - a. History and types
 - b. Determinants of blood alcohol level (e.g. gender differences)
 - c. Effects (e.g. acute, chronic, behavioral, physiological, prenatal)
 - d. Uses and administration
 - e. Tolerances, withdrawal and overdose
 - f. Dependency issues
 - g. Prevention and treatment (e.g. behavioral, pharmacological)
- V. Anti-Anxiety, Sedative and Hypnotics – 6%**
 - a. History and types
 - b. Effects (e.g. acute, chronic, behavioral, physiological)
 - c. Uses and administration
 - d. Tolerance, withdrawal and overdose
 - e. Dependency issues
 - f. Prevention and treatment (e.g. behavioral pharmacological)
- VI. Inhalants – 5%**
 - a. History and types
 - b. Effects (e.g. acute, chronic, behavioral, physiological)
 - c. Tolerance, Withdrawal, and Overdose
 - d. Dependency Issues
 - e. Prevention and Treatment (e.g. behavioral; pharmacological)
- VII. Tobacco and Nicotine – 10%**
 - a. History and types
 - b. Effects (e.g. acute, chronic, behavioral, physiological)
 - c. Uses and administration
 - d. Tolerance, withdrawal and overdose
 - e. Dependency issues
 - f. Prevention and treatment (e.g. behavioral pharmacological)
- VIII. Psychomotor – 6%**
 - a. History and types (including caffeine and xanthines)
 - b. Effects (e.g. acute, chronic, behavioral, physiological)
 - c. Uses and administration
 - d. Tolerance, withdrawal and overdose
 - e. Dependency Issues
 - f. Prevention and Treatment (e.g. behavioral pharmacological)
- IX. Opioids – 7%**
 - a. History and types (including endogenous opioids)
 - b. Effects (e.g. acute, chronic, behavioral physiological)
 - c. Uses and administration
 - d. Tolerance, withdrawal and overdose
 - e. Dependency issues
 - f. Prevention and treatment (e.g. behavioral; pharmacological)
- X. Cannabinoids – 10%**
 - a. History and types (including endogenous cannabinoids)
 - b. Effects (e.g. acute, chronic, behavioral; physiological)
 - c. Uses and administration
 - d. Tolerance, withdrawal and overdose
 - e. Dependency issues
 - f. Prevention and treatment (e.g. behavioral)

pharmacological)

XI. Hallucinogens – 4%

- a. History and types
- b. Effects (e.g. acute, chronic, behavioral, physiological)
- c. Uses and administration
- d. Tolerance, withdrawal and overdose

XII. Other Drugs of Abuse – 4%

- a. Anabolic steroids
- b. Over-the-counter (OTC) substances
- c. Synthetic substances
- d. Club drugs

XII. Antipsychotic Drugs – 3%

- a. History and types
- b. Effects (including side effects, adverse reactions and toxicity)
- c. Uses and administration

XIII. Antidepressants and Mood Stabilizers – 4%

- a. History and types
- b. Effects (including side effects, adverse reactions and toxicity)
- c. Uses and administration
- d. Tolerance, withdrawal and suicidal behaviors

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. *Drugs and Society*, 12th Edition, Glen Hanson, Peter J. Venturelli and Annette E. Fleckenstein, Jones and Bartlett Publishers.
2. *Drug, Society and Human Behavior*, 15th Edition, Har, Ksir and Ray, McGraw-Hill.
3. *Drug Behavior and Modern Society*, 8th Edition, Charles Levinthal.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types 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.getcollegecredit.com/testprep.

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 State 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

DSST EXAM CONTENT FACT SHEET

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 American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent:	Substance Abuse
Level:	Upper-level baccalaureate
Amount of Credit:	Three (3) semester hours
Minimum Score:	400
Source:	American Council on Education – College Credit Recommendation Service

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

Rev: 3/16

DSST® TECHNICAL WRITING

EXAM INFORMATION

This exam was designed to evaluate whether candidates possess the knowledge and understanding that would be gained by taking a lower-level college course in technical writing which includes the following content: theory and practice of technical writing; purpose, content, and organizational patterns of common types of technical documents; information design; and technical editing.

The exam contains 99 questions to be answered in 2 hours.

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.

REFERENCES

Below is a list of reference publications that were

- I. **Theory and Practice of Technical Writing – 20%**
 - a. Understanding contexts and exigence
 - b. Stakeholder analysis
 - c. Establishing the appropriate voice
- II. **Purpose, Content, and Organizational Patterns of Common Types of Technical Documents – 30%**
 - a. Informing
 - b. Collaborating
 - c. Performing
 - d. Persuading
- III. **Information Design - 30%**
 - a. Elements of information design
 - b. Strategies of information design

IV. Technical Editing – 20%

- a. Revising
 1. Complete
 2. Concise
 3. Accessible
 4. Organized
- b. Editing
 1. Correct
 2. Concise
- c. Assessing

3. Collins. *Writing to Learn*. Current Edition.

either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Booth, W.C., Colomb, G.G., & Williams, J.M. *The Craft of Research*. University of Chicago Press, 3rd Ed.
2. Brusaw, C.T., Alred, G.J., and Oliu, W.E. *Handbook of Technical Writing*. New York, NY: St. Martin's Press, 10th Ed.

rd

4. Gerson, Sharon and Gerson, Steven (2012). *Technical Communication: Process and Product*. Longman, 7th Ed.
5. Johnson-Sheehan, Richard. *Technical Communication Today*. Longman, current edition.
6. Zinsser, William. *On Writing Well*. Harper Perennial, current edition.

TECHNICAL WRITING JOURNALS

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

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. These are samples of the types 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.getcollegecredit.com/testprep.

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

-
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

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
 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.

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 American Council on Education’s College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent	Technical Writing
Level	Lower-level baccalaureate
Amount of Credit	Three (3) semester hours
Minimum Score	400
Source	American Council on Education – College Credit Recommendation Service

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

EXAM INFORMATION

This exam was developed to enable schools to award credit to students for knowledge equivalent to that learned by students taking the course. This examination includes the causes of the Civil War, the political situations from 1861- 1865 and Reconstruction.

The exam contains 100 questions to be answered in 2 hours. Some of these are pretest questions that will not be scored.

Form Codes: SQ483, SR483

CREDIT RECOMMENDATIONS

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the DSST test development process and content of this exam. It has made the following recommendations:

Area or Course Equivalent: The Civil War and Reconstruction

Level: 3 Lower Level Baccalaureate

Amount of Credit: 3 Semester Hours

Minimum Score: 400

Source: www.acenet.edu

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. **Causes of the War – 16%**
 - a. United States Society in the Mid-Nineteenth Century
 - b. Slavery
 - c. Anti-Slavery and Abolition movement
 - d. Westward Expansion of Free and Slave Territory
 - e. John Brown's raid on Harper's Ferry
 - f. Political situation in 1860

- II. **1861 – 11%**
 - a. Secession
 - b. Formation of Confederacy
 - c. Fort Sumter
 - d. Lincoln's Call for Volunteers
 - e. First Manassas (Bull Run)
 - f. Union Army versus Confederate Army
 - g. Lincoln versus Davis leadership

- III. **1862 – 17%**
 - a. Southern Strategy
 - b. War in the East
 - c. War in the West
 - d. Major Battles
 - e. Emancipation Proclamation

- IV. **1863 – 19%**
 - a. Casualties
 - b. Role of Women in the War

- c. Black Americans and the War
- d. Major Battles

V. 1864 – 15%

- a. Political Situation
- b. War in the West
- c. War in the East

VI. 1865 - 7%

- a. Sherman's Carolina Campaign
- b. Fall of Richmond
- c. Lee's Surrender
- d. Assassination of Lincoln
- e. End of the Confederacy
- f. Cost of the War

VII. Reconstruction - 15%

- a. Presidential Reconstruction Plans
- b. Southern Response
- c. Congressional Reconstruction Plans
- d. Military Reconstruction
- e. End of Reconstruction

REFERENCES

Below is a list of reference publications that were either used as a reference to create the exam, or were used as textbooks in college courses of the same or similar title at the time the test was developed. You may reference either the current edition of these 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.

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

1. Foner, Eric (2014). *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper and Row. Updated edition.
2. Goodwin, Doris Kearns (2009). *Team of Rivals: The Political Genius of Abraham Lincoln*. Penguin Books, Reprint edition.
3. McPherson, James M. (2003). *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press.
4. McPherson, James M. & Hogue, James K. (2010). *Ordeal by Fire: The Civil War and Reconstruction*. New York: McGraw-Hill, 4th edition.

SAMPLE QUESTIONS

All test questions are in a multiple-choice format, with one correct answer and three incorrect options. The following are samples of the types of questions that may appear on the exam.

1. The last major Confederate stronghold on the Mississippi River was
 - a. Memphis
 - b. Vicksburg
 - c. New Orleans
 - d. Fort Donnellson
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
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 19th 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

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