

EXAM CODE **250**

CATALOG NUMBER **BIOx250**

TAKE ADVANTAGE OF ONLINE
PRACTICE EXAMS
SEE PAGE 5 FOR DETAILS

Basic Genetics

CREDIT HOURS

3

LEVEL

LOWER

PUBLISHED FEBRUARY 2021

The most current content guides are available at:

www.excelsior.edu/contentguides

U **EXCEL**[®]
STUDY. LEARN. SUCCEED.

CONTENTS

Preparing for the Exam	1
Before You Choose This UExcel Exam	1
Uses for the Examination.....	1
Examination Length and Scoring.....	1
Score Reporting.....	2
Letter Grade Description.....	2
Excelsior College Bookstore.....	2
Excelsior College Library.....	2
Take Charge of Your Own Learning	2
How Long Will It Take Me to Study?.....	2
How Can I Create an Effective Long-Term Study Plan?.....	3
What Learning Strategy Should I Use?.....	4
Study Tips.....	4
Using UExcel Practice Exams.....	5
About Test Preparation Services.....	6
Exam Preparation Strategies	6
Content Guides.....	6
Using the Content Outline.....	6
Using the Sample Questions and Rationales.....	6
Recommended Resources for the UExcel Exam in Basic Genetics	7
Textbook Editions.....	7
Strongly Recommended.....	7
Optional Resources.....	7
Reducing Textbook Costs.....	7
Open Educational Resources.....	7
Content Outline	9
General Description of the Examination.....	9
Learning Outcomes.....	9
General Education Career Competencies Addressed in this Exam.....	9
Content Outline.....	10
Sample Questions	13
Rationales	17
Taking the Exam	22
Registering for Your Exam	22
Register Online.....	22
Examination Administration.....	22
Accessibility Services.....	22
Computer-Delivered Testing.....	22
Breaks.....	22
Online Proctoring.....	22
On the Day of Your Exam	23
Important Reminders.....	23
Academic Integrity Nondisclosure Statement.....	23
UExcel Grade Report.....	23
Grade Appeals.....	23
What If I Miss My Appointment?.....	23
Late Arrivals.....	23
Information About UExcel Exams for Colleges and Universities.....	23
Basic Genetics Exam Development Committee	24
Sample Grade Report	25



SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

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

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

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

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 100 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 25, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

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

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam.

If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

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

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

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

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

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

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

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

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

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ among textbook editions.

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

Using the Sample Questions and Rationales

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

Recommended Resources for the UExcel Exam in Basic Genetics

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

The study materials may be purchased from the [Excelsior College Bookstore](#) (login required).

Klug, W.S., Cummings, M.R., Spencer, C.A., & Palladino, M.A. (2016). *Essentials of genetics*, 10th ed. San Francisco: Pearson/Benjamin Cummings.

Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

Boundless open textbooks

<https://www.boundless.com/open-textbooks/>

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Basic Genetics examination is based on material typically taught in a one-semester, three-credit, lower-level course in genetics for non-biology majors.

The examination measures understanding of basic concepts and terminology of transmission, molecular, and population genetics. The exam also measures the ability to apply this knowledge to solving problems in genetics, as well as an understanding of the societal implications of genetic technologies.

Those beginning to study for this exam should be familiar with introductory biology, general chemistry, and algebra.

Learning Outcomes

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

1. Explain the details of Mendelian genetics, its extensions and modifications. (Aligns to GECC 2.1)
2. Explain the central dogma of molecular genetics, gene regulation, and protein structure/function. (Aligns to 2.1)
3. Compare/contrast the role of nature vs. nurture in the development of complex traits. (Aligns to GECC 2.1)
4. Demonstrate critical understanding of scientific method and skills in problem solving and quantitative analysis. (Aligns to GECC 2.1)
5. Discuss genetic technologies and their implications to human health, social, and environmental issues. (Aligns to GECC 2.1)

General Education Career Competencies Addressed in this Exam

GECC-2: Mathematical and Scientific Problem Solving:

Apply scientific knowledge and reasoning to make evidence-based decisions.

Apply mathematical concepts and reasoning to solve problems that involve quantitative information.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Basic Genetics examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study
I. Molecular and Chromosomal Basis of Inheritance	15%	21
II. Transmission/Mendelian Genetics	25%	34
III. Genotype to Phenotype	25%	34
IV. Mutation, Variation, and Evolution	20%	27
V. Biotechnology and Societal Implications	15%	21
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Molecular and Chromosomal Basis of Inheritance

15 PERCENT OF EXAM

Klug (2013)

- Ch. 1, An Introduction to Genetics
- Ch. 2, Mitosis and Meiosis
- Ch. 10, DNA Structure and Analysis
- Ch. 11, DNA Replication and Synthesis
- Ch. 13, Translation and Proteins
- Ch. 17, Chromosome Structure and DNA Sequence Organization

A. Chromosome theory of inheritance

B. Structure

1. DNA
2. RNA
3. Protein
4. Chromosome

C. DNA synthesis

D. Mitosis and meiosis

II. Transmission/Mendelian Genetics

25 PERCENT OF EXAM

Klug

- Ch. 3, Mendelian Genetics
- Ch. 4, Modification of Mendelian Ratios
- Ch. 5, Sex Determination and Sex Chromosomes
- Ch. 8, Linkage and Chromosome Mapping in Eukaryotes

- A. **Dominance/recessiveness (Mendel's second postulate)**
- B. **Mendel's Laws**
 - 1. Law of Segregation (Mendel's third postulate)
 - 2. Law of Independent Assortment (Mendel's fourth postulate)
 - 3. Punnett square
 - 4. Chi-square test
- C. **Extensions and modifications**
 - 1. Codominance and incomplete dominance
 - 2. Multiple alleles
 - 3. Lethal alleles
 - 4. Genetic interactions
 - 5. Sex determination
 - 6. Sex linkage
 - 7. Penetrance and expressivity
- D. **Mapping**
 - 1. Complementation tests
 - 2. Linkage and chromosome mapping
 - 3. Pedigree analysis

III. Genotype to Phenotype

25 PERCENT OF EXAM

Klug

[Ch. 12, The Genetic Code and Transcription](#)

[Ch. 13, Translation and Proteins](#)

[Ch. 15, Regulation of Gene Expression](#)

[Ch. 20, Genes and Development](#)

A. Central dogma

- 1. Transcription and its regulation
 - a. Prokaryotic/eukaryotic gene structure
 - b. Prokaryotic/eukaryotic transcription
 - c. Prokaryotic/eukaryotic transcriptional regulation
 - d. Eukaryotic RNA processing

- 2. Translation and its regulation
 - a. Genetic code
 - b. Prokaryotic/eukaryotic translation
 - c. Prokaryotic/eukaryotic translational regulation
 - d. Post-translational modification

B. Epigenetics (methylation and imprinting)

C. Developmental genetics

- 1. Maternal effect genes
- 2. Zygotic genes
 - a. Gap
 - b. Pair-rule
 - c. Segment polarity
 - d. Homeotic

IV. Mutation, Variation, and Evolution

20 PERCENT OF EXAM

Klug

[Ch. 7, Chromosome Mutations: Variation in Number and Arrangement](#)

[Ch. 14, Gene Mutation, DNA Repair, and Transposable Elements](#)

[Ch. 21, The Genetic Basis of Cancer](#)

[Ch. 22, Population Genetics](#)

[Ch. 23, Genetics and Evolution](#)

A. DNA mutation and repair

- 1. Types of mutations
 - a. DNA
 - b. Chromosome
- 2. Mutagens
- 3. Mechanism of DNA repair

B. Population genetics

- 1. Hardy-Weinberg law
- 2. Natural selection
- 3. Inbreeding

C. Quantitative genetics

- 1. Polygenic inheritance

2. Partitioning phenotypic variance and heritability
3. Genotype-by-environment interactions

V. Biotechnology and Societal Implications

15 PERCENT OF EXAM

Klug

Ch. 3, Mendelian Genetics

Ch. 14, Gene Mutation, DNA Repair, and Transposable Elements

Ch. 15, Regulation of Gene Expression

Ch. 21, The Genetic Basis of Cancer

Ch. 16, Recombinant DNA Technology

Ch. 18, Genomics and Proteomics

Ch. 19, Biotechnology and Its Implications for Society

Ch. 20, Genes and Development

A. Human diseases

1. Cell cycle control and cancer
2. Stem cells
3. Tay-Sachs disease
4. Hemophilia

B. Recombinant DNA technology

1. Cloning
2. Polymerase chain reaction (PCR)
3. Transgenics

C. Genomics and proteomics

1. Human Genome Project
2. Comparative genomics

D. Applications and ethics

1. Genetically modified food
2. Genetic testing

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 17–21 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which statement is a part of the chromosome theory of inheritance?
 - 1) The molecule of inheritance is DNA.
 - 2) Genes occur in pairs, as chromosomes do.
 - 3) The chromosomes of an organism are of equal lengths.
 - 4) Chromosomal mutations give rise to variations in living organisms.
2. The sequence of one strand of DNA is 5'–GCTAG–3'. What are the sequence and the polarity of the complementary strand?
 - 1) 5'–CGATC–3'
 - 2) 5'–CGAUC–3'
 - 3) 5'–CUAGC–3'
 - 4) 5'–CTAGC–3'
3. What is the function of a primase during DNA replication?

During DNA replication, the primase

 - 1) adds ribonucleotide to a free 5' end of a polynucleotide.
 - 2) adds deoxyribonucleotide to a free 3' end of a growing polynucleotide.
 - 3) adds ribonucleotide to a nonfree 3' portion of DNA to initiate replication.
 - 4) proofreads activities to remove incorrectly paired nucleotides in a growing chain.
4. If a diploid organism has 12 chromosomes in its somatic cells, how many chromosomes does it have in these cells during prophase II of meiosis?
 - 1) 3
 - 2) 6
 - 3) 12
 - 4) 24
5. Assume *T* (tall) is dominant to *t* (short). In the cross, $TT \times Tt$, what proportion of the offspring will be short?
 - 1) 0%
 - 2) 25%
 - 3) 50%
 - 4) 100%
6. Which ratio represents the result of Mendel's monohybrid cross experiment?
 - 1) 3:1 genotypic ratio in the F2 generation
 - 2) 3:1 genotypic ratio in the F1 generation
 - 3) 3:1 phenotypic ratio in the F1 generation
 - 4) 3:1 phenotypic ratio in the F2 generation

7. When two heterozygous yellow mice are crossed, the progeny are produced in a ratio of 2 yellow to 1 agouti. Which mechanism best explains this outcome?

- 1) epistasis
- 2) lethal allele
- 3) variable expressivity
- 4) incomplete penetrance

8. What distinguishes sex-linked genes from genes that are located on autosomes?

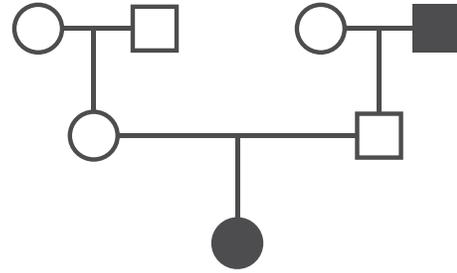
Sex-linked genes

- 1) are only transmitted through the female.
- 2) are phenotypically expressed only in males.
- 3) may display a crisscross pattern of inheritance.
- 4) are transmitted from one parent to all the same-sex offspring.

9. Two *Drosophila* strains that have a wingless mutant trait are crossed with each other. All of the progeny are wingless. However, if each of these strains is crossed to a wild-type strain, then all of the progeny are wild type. Which conclusion is consistent with these results?

- 1) The mutant traits are epistatic to the wild-type trait.
- 2) The mutant traits are dominant to the wild-type trait.
- 3) The wingless strains had mutations in the same locus.
- 4) The wingless strains had mutations in two different loci.

10. Base your answer on the figure below:



A family has a history of a genetic disorder caused by a single gene. What best describes this disorder? (Select the 2 that apply.)

- 1) autosomal
- 2) dominant
- 3) recessive
- 4) sex-linked

11. Which eukaryotic gene sequences are typically transcribed and retained in mature mRNA?

- 1) exons
- 2) introns
- 3) promoters
- 4) TATA boxes

12. What is characteristic of the genetic code?

The genetic code is

- 1) species specific but not degenerate.
- 2) species specific and degenerate.
- 3) nearly universal but not degenerate.
- 4) nearly universal and degenerate.

13. By which process does biological polymerization of amino acids result in polypeptide chains?

- 1) phosphorylation
- 2) replication
- 3) transcription
- 4) translation

14. Which outcome is most likely to occur when a eukaryotic gene becomes methylated?
- 1) Expression of the gene will decrease.
 - 2) RNA polymerase will bind the promoter more efficiently.
 - 3) Transcription activators will bind the gene more efficiently.
 - 4) The chromosome the gene resides on will be inactivated.

15. What is the function of maternal effect genes in *Drosophila* development?

Maternal effect genes establish

- 1) segment polarity within the embryo.
- 2) the anterior-posterior axis of the embryo.
- 3) segmental boundaries within the embryo.
- 4) the head, thoracic, and abdominal regions of the embryo.

16. What transcription factors are encoded in *Drosophila* genes to regulate the expression of segment polarity?

- 1) gap genes
- 2) *Hox* genes
- 3) apoptosis genes
- 4) pair-rule genes

17. Which type of mutation is most likely to result in a frameshift?

- 1) insertion
- 2) missense
- 3) nonsense
- 4) silent

18. What is the sequence of the following events in base excision repair (BER)?

A: AP endonuclease recognizes lesion and nicks DNA strand.

B: Uracil DNA glycosylase recognizes and excises incorrect base.

C: DNA polymerase and DNA ligase fill gap.

- 1) ABC
- 2) BAC
- 3) CBA
- 4) BCA

19. Why is it rare for a natural population to completely conform to the Hardy-Weinberg model?

Most populations

- 1) are not infinitely large.
- 2) are not under selection pressures.
- 3) are not subject to evolutionary forces.
- 4) are comprised of individuals that randomly mate.

20. What is the most common effect of inbreeding on fitness?

- 1) decreased fitness due to the increased frequency of recessive alleles
- 2) increased fitness due to the increased frequency of dominant alleles
- 3) decreased fitness due to the increased frequency of dominant phenotypes
- 4) decreased fitness due to the increased frequency of homozygous genotypes

21. What characterizes polygenic inheritance?

Inheritance of

- 1) quantitative traits that result from the expression of multiple genes
- 2) qualitative traits determined by the expression of multiple alleles of a single gene
- 3) qualitative traits that are produced by the combined effects of genetic and environmental factors
- 4) quantitative traits that are produced by the combined effects of genetic and environmental factors

22. What does genotype-by-environment interaction most profoundly impact?

- 1) genotypic variance
- 2) phenotypic variance
- 3) the expression of polygenic traits
- 4) the expression of environmental attributes

23. Which condition is most essential for a DNA fragment to anneal with a vector, such as a plasmid?

The DNA fragment and the vector

- 1) must be of the same length.
 - 2) must come from the same organism.
 - 3) must have complementary sticky ends.
 - 4) must both be single stranded along their entire length.
24. Ten copies of a double-stranded template DNA molecule undergo 20 cycles of polymerase chain reaction (PCR). What is the total number of resultant double-stranded DNA molecules?
- 1) 100
 - 2) 200
 - 3) 10×2^{20}
 - 4) 20×2^{20}
25. Which trait has been genetically engineered into plants?
- 1) EPSP resistance
 - 2) herbicide resistance
 - 3) β -carotene resistance
 - 4) β -galactosidase resistance

SECTION FOUR

Rationales

1. (IA)

- 1) DNA is the molecule for inheritance, but this does not describe the chromosome theory of inheritance.
- *2) The parallel between the behavior of genes and the behavior of the chromosomes as observed by Sutton and Boveri was discovered based on the behavior of homologous chromosomes and a pair of genes, as observed by Mendel.
- 3) A pair of homologous chromosomes are equal in length, but not equal in length with other chromosomes.
- 4) Mutations do lead to variations, but this is not part of the original chromosome theory of inheritance.

2. (IB1)

- 1) The sequence is correct but the polarity is reversed.
- 2) The sequence would be correct for a complementary RNA molecule but not the other strand of DNA. In addition, the polarity is reversed.
- 3) The sequence would be correct for a complementary RNA molecule but not the other strand of DNA, although the polarity is correct.
- *4) Both the sequence and the polarity are correct.

3. (IC)

- 1) Nucleotides are added to the 3' end, not to the 5' end, so that polynucleotide chains are always built in the 5'–3' direction.
- 2) Primase, being a form of RNA polymerase, does not build deoxyribonucleotides by ribonucleotides.
- *3) Primase is a form of RNA polymerase that initiates replication by forming a short segment of RNA, to which the DNA polymerase adds deoxyribonucleotides.
- 4) Proofreading is not a function of primase, but is carried out by DNA polymerase.

4. (ID)

- 1) Reductional division during meiosis I halves the number of chromosomes, and there is no further reductional division.
- *2) At prophase II of meiosis, the reductional division has already occurred, and the cells have half the number of chromosomes.
- 3) There are 12 chromatids, but only 6 chromosomes.
- 4) DNA replication during meiosis I does not increase the number of chromosomes in the daughter cells.

*correct answer

5. (IIA, IIB1)

- *1) The TT parent generates only T -containing gametes. The Tt parent generates T - or t -containing gametes equally. The combination of the gametes results in offspring being either TT or Tt , both of which would be tall, and neither short.
- 2) See 1).
- 3) See 1).
- 4) See 1).

6. (IIB3)

- 1) In the F_2 , the genotypic ratio is 1:2:1.
- 2) In the F_1 , there is only one genotype.
- 3) In the F_1 , there is only one phenotype.
- *4) In the F_2 , the phenotypic ratio is 3:1.

7. (IIC3)

- 1) Epistasis causes ratios other than from 2:1.
- *2) In mice, AY is dominant to A in coat color and $AYAY$ and AAY are yellow and AA is agouti. But $AYAY$ is also recessive lethal (so such mice won't survive it). When two heterozygous yellow mice are crossed, $AAY \times AAY$ produces $\frac{1}{4} AA$, $\frac{1}{2} AAY$, and $\frac{1}{4} AYAY$ which dies. This leaves us with one of the remaining three-quarters agouti and two of the three-quarters yellow mice. Adjusting these to four quarters, this is a ratio of 2 yellow to 1 agouti. So the modified segregation ratio is caused by lethal allele.
- 3) Variable expressivity causes variation in phenotype which may lead to phenotypes other than yellow and agouti.
- 4) Incomplete penetrance does not usually cause 2:1 segregation.

8. (IIC6)

- 1) The male may transmit sex-linked genes to his daughters.
- 2) A female with two copies of a recessive sex-linked allele will display the trait.
- *3) Sex-linked genes display a crisscross pattern of inheritance since they are frequently transmitted from carrier mothers who do not display the trait to their sons. Alternatively, the trait may be transmitted from the father to daughter via the X chromosome.
- 4) Sex-linked genes are transmitted via the X chromosome; no father to son transmission occurs.

9. (IID1)

- 1) If epistasis were occurring, then one of the crosses to the wild-type strain would have masked the genotype of the other locus and yielded wingless *Drosophila*. Also see 4).
- 2) Crosses between each wingless strain and wild-type flies yielded wild-type offspring. Therefore, both mutations are recessive.
- *3) Complementation generally fails to occur if the two strains have mutations in the same gene.
- 4) Complementation generally occurs if the two strains have mutations in different genes.

10. (IID3)

- *1) This disorder must be autosomal because the affected female's father is not affected. See 3).
- 2) This disorder cannot be dominant because the affected female has two unaffected parents.
- *3) This disorder must be recessive because the affected female has two unaffected parents.
- 4) This disorder cannot be sex linked because the affected female's father is not affected. If it were sex linked he would need to have the affected X chromosome to transmit to his daughter, and since the X chromosome is hemizygous in males, he would need to be affected.

*correct answer

11. (IIIA)

- *1) Exons are transcribed DNA sequences. After transcription of eukaryotic genes, introns are removed (spliced) and exons are joined together, forming the mature mRNA.
- 2) Introns are intervening sequences that are spliced out of pre-mRNA, so they are not retained in the mature mRNA.
- 3) Promoters are sequences, usually upstream of genes, where RNA polymerase binds. Promoter sequences are not transcribed.
- 4) TATA boxes are sequences within eukaryotic promoters that are recognized by transcription factors. Since they reside in promoters, they are not transcribed.

12. (IIIA2a)

- 1) See 4).
- 2) The genetic code is highly conserved across most organisms.
- 3) Many amino acids are coded by multiple codons.
- *4) The genetic code is highly conserved across most organisms and many amino acids are coded by multiple codons.

13. (IIIA2b)

- 1) This is the addition of phosphate groups.
- 2) This is the process of copying DNA.
- 3) This is the process of making RNA from DNA.
- *4) Translation is the process of making proteins.

14. (IIIB)

- *1) Methylation of one gene on a chromosome will not inactivate the entire chromosome. Several genes would need to become methylated for the chromosome to be inactive (for example: X chromosome inactivation).
- 2) Since methylation of genes inhibits transcription, activators are not likely to bind a gene that becomes methylated. Methylation is likely to inhibit transcription activators from binding.
- 3) Since methylation prevents transcription, RNA polymerase will not bind the promoter.
- 4) Methylation of eukaryotic genes is associated with decreases in transcription of the gene.

15. (IIIC1)

- 1) Segment polarity genes establish segment polarity within the embryo.
- *2) Maternal effect genes establish the anterior-posterior polarity of the embryo.
- 3) The combined activity of the pair-rule genes establishes segmental boundaries within the embryo.
- 4) Gap genes establish the head, thoracic, and abdominal regions of the embryo.

16. (IIIC2b)

- 1) Transcription factors encoded by gap genes regulate expression of pair-rule genes.
- 2) Transcription factors encoded by *Hox* genes promote gene expression involved in cell division, cell adhesion, apoptosis, and cell migration.
- 3) Apoptotic genes, although actively involved in development, do not associate with any of these genes involved in embryogenesis, that is with gap, pair-rule, and segment polarity genes.
- *4) Expression of segment polarity genes is controlled by transcription factors encoded by pair-rule genes.

17. (IVA1a)

- *1) Insertions of nucleotides not in multiples of 3 result in a frameshift mutation.
- 2) A missense mutation causes an amino acid different from the original amino acid to be produced in the protein product.
- 3) A nonsense mutation results in a stop codon to terminate protein synthesis.
- 4) A silent mutation does not change the amino acid in the protein product nor does it shift the reading frame.

*correct answer

18. (IVA3)

- 1) Steps one and two are reversed in this sequence.
- *2) This is the correct sequence of events that excises a mismatched base and inserts a correct base by the action of DNA polymerase and ligase to repair the DNA molecule.
- 3) Steps one and three are reversed in this sequence and the activities of the AP endonuclease and DNA polymerase/ligase are mismatched.
- 4) Steps two and three are reversed in this sequence.

19. (IVB1)

- *1) Most populations are not large enough (infinitely large) to be unaffected by mutations, evolution, non-random mating, etc.
- 2) Most populations are under natural selection pressures.
- 3) Most populations are subject to evolutionary forces.
- 4) Most populations are not comprised of individuals that randomly mate.

20. (IVB3)

- 1) Inbreeding does not increase the frequency of recessive alleles.
- 2) Inbreeding does not affect the frequency of dominant alleles.
- 3) Inbreeding is not generally associated with an increased frequency of dominant genotypes, and this is not associated with decreased fitness.
- *4) The increased frequency of homozygous genotypes is associated with increased occurrence of deleterious recessive phenotypes that may cause decreased fitness.

21. (IVC1)

- *1) Polygenic inheritance involves the inheritance of quantitative traits that are the product of the action of multiple genes that each contribute quantitatively to gene expression.
- 2) Polygenic inheritance involves quantitative traits and is the product of multiple genes.
- 3) Polygenic inheritance involves quantitative traits and does not involve environmental factors associated with multifactorial inheritance.
- 4) Polygenic inheritance does not involve environmental factors associated with multifactorial inheritance.

22. (IVC3)

- 1) See 2).
- *2) Genotype-by-environment most profoundly affects phenotype.
- 3) The environmental parameters are not affected by this type of interaction.
- 4) Genotype-by-environment interactions are not directly linked to polygenic inheritance.

23. (VB1)

- 1) The fragment and the vector are usually of different lengths. The DNA fragment to be cloned is usually smaller than the vector.
- 2) The DNA fragment does not have to be from the same source as the vector. In fact, in most cases they are from different sources.
- *3) The ultimate requirement for annealing is the possession of sticky ends by both the DNA segment to be cloned and the vector that will act as its carrier. The sticky ends are generated by the same enzymes that recognize the identical restriction sites in both vector and gene fragment.
- 4) The fragment and the vector are single stranded only at the sticky ends, which are complementary to each other and will anneal.

*correct answer

24. (VB2)

- 1) This answer results from multiplying 10 by 10.
- 2) This answer results from multiplying 10 by 20.
- *3) The correct calculation multiplies 10×2^{20}
Solution: (starting number of template molecules present) $10 \times 2^{\#}$ of PCR cycles
- 4) This answer results from counting the number of strands, not double-stranded molecules

25. (VD1)

- 1) EPSP synthase is the chloroplast enzyme inhibited by the herbicide glyphosate.
- *2) Herbicide resistance has been genetically engineered into major agricultural plants such as soybean and cotton which tolerate the herbicide glyphosate.
- 3) β -carotene is vitamin A.
- 4) β -galactosidase is a reporter gene commonly used in genetic engineering.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

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

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

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

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use

of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

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

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or

advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Basic Genetics Exam Development Committee

Derek Dean, PhD
(Cornell University, Genetics, 2005)
Instructor of Biology, Williams College

Anthony Fiumera, PhD
(University of Georgia, Genetics, 2001)
Assistant Professor, Department of Biological Sciences,
Binghamton University

Rongsun Pu, PhD
(Purdue University, Cell and Developmental Biology,
1999)
Assistant Professor, Department of Biological Sciences,
Kean University

Yi-Hong Wang, PhD
(Clemson University, Genetics, 1999)
Assistant Professor, Department of Biology, University
of Louisiana at Lafayette

Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an Excelsior College Official Examinations Transcript to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



7 Columbia Circle, Albany, New York 12203-5159

Phone | toll free 888-647-2388 or 518-464-8500

TDD | 518-464-8501

Fax | 518-464-8777

excelsior.edu/exams