

EXAM
CODE **323**

CATALOG
NUMBER **BUSx323**

TAKE ADVANTAGE OF ONLINE
**PRACTICE
EXAMS**
SEE PAGE 5 FOR DETAILS

Business Ethics

CREDIT
HOURS

3

LEVEL

UPPER

PUBLISHED FEBRUARY 2020

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-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.

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

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

Examination Length and Scoring

The examination consists of approximately 100 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest

items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

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 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 both scored and pretest questions—pretest questions which are not scored**. 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 along with diagnostic information describing examinee performance in each of the major content areas in any given exam. 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.

See page 21 for a sample UExcel Grade Report for Examinations, at the back of this content guide.

UExcel Exam Resources

Excelsior College Bookstore

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

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

Excelsior College Library

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

Our library provides:

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

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

Online Tutoring

Excelsior College offers online tutoring through SMARTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTHINKING, go to www.excelsior.edu/smarthinking. Once there, you may download a copy of the SMARTHINKING Student Handbook as a PDF.

Preparing for UExcel Exams

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 exam takers 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. As a rule, you should plan to budget approximately 150 hours of study time for this exam. About 135 of those hours should be spent on studying the content alone. 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** (if you are an enrolled student, search for partners on MyExcelsior Community)

- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

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

Study smart for your UExcel exam, and succeed with our [Student Success Guide](#).

Using UExcel Practice Exams

The Business Ethics exam has a corresponding practice exam, which is delivered in the Canvas learning platform.

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.

A practice exam package containing two forms is available for this exam, for \$75. 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 first, 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, or 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 is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

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

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 three-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. Test-takers 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.

Prior Knowledge

A familiarity with precalculus topics including algebra, trigonometry, and functions is assumed.

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 numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear

on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

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

Recommended Resources for the UExcel Exam in Business Ethics

The resources listed below are recommended by the examination development committee for use preparing for this exam. Resources listed under “Exam Verification Resources” were used to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are covered by which of the Exam Verification Resources. Resources listed under “Supplemental Resources” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective. Textbook resources, both Exam Verification and Supplemental, are available for purchase at the [Excelsior College Bookstore](#).

You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and with care.

A word about 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 supplemental 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 OER has been included in this guide to help you locate additional resources to augment your study.

Exam Verification Resources

Lussier, R.N., & Sherman, H. (2013). *Business, society and government essentials: Strategy and applied ethics* (2nd ed.) New York: Routledge.

The textbook may be purchased from the Excelsior College Bookstore.

Supplemental Resources

There are no Supplemental Resources for the Business Ethics exam. For additional resources, please see 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.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you

are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you've completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam's content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational 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.

In addition, 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.

Other Online Resources

This section of the OER Guide is provided to allow learners to independently search for resources.

Open Online 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 Business Ethics examination is based on material typically taught in a one-semester upper-level course in business ethics.

The examination measures understanding of business concepts, principles, and knowledge related to business ethics, and the ability to analyze and solve ethical problems, understand relationships, and interpret situational factors related to the interaction of business, government, and society.

Those beginning to study for this exam should be familiar with concepts of basic management.

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. Identify what is meant by business ethics and discuss its relevance for business as well as other types of organizations. (Aligns to GECC 6.1)
2. Describe the development of individual ethical perspectives and moral development as related to personal and professional aspects of life. (Aligns to GECC 6.1)
3. Analyze the major issues related to corporate social responsibility and corporate citizenship. (Aligns to GECC 6.1)
4. Conduct analyses that apply and integrate relevant business ethics concepts to various cases using a variety of resources. (Aligns to GECC 6.1)
5. Describe how advances in technology impact ethics. (Aligns to GECC 6.1)
6. Assess how national culture influences our ethical perspectives and how organizations can effectively deal with the differences that stem from cross-cultural issues. (Aligns to GECC 6.1)

General Education Career Competencies Addressed in this Exam

GECC-6: Ethical Reasoning: Explain different ethical positions in relation to a problem or issue.

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 Business Ethics 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. Overview and Macro Issues	10%	14
II. A Managerial Perspective	10%	14
III. Internal Stakeholders' Ethical Considerations	25%	34
IV. External Stakeholders' Ethical Considerations	25%	34
V. Government as a Special External Stakeholder	20%	27
VI. International Considerations in Business Ethics	5%	7
VII. Technological Considerations in Business Ethics	5%	7
Total	100%	

*Approximate: For those test-takers 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. Overview and Macro Issues

10 PERCENT OF EXAM

Ch. 1, The Business, Society and Government Ethical Interrelationship Stakeholder Environment

Ch. 4, Corporate Social Responsibility, Citizenship, and Diversity

A. Definition and application

1. What is ethics and how does it apply to business?
 2. Does ethical behavior pay?
 3. How personality traits and attitudes, moral development, and the situation affect ethical behavior
 4. How people justify unethical behavior
 5. Guides to ethical decisions and behavior
 6. Managing ethics
- B. The interaction of business, government, and society**
1. How government and society affect business
 2. Business, society, and government: definitions and interactions with them

3. Capitalism, pluralism, and special interest groups: personal and professional benefits

C. The business, society, and government environment

1. The market environment
2. The nonmarket society environment
3. The nonmarket government environment
4. The macro-environment

II. A Managerial Perspective

10 PERCENT OF EXAM

Ch. 2, Stakeholder and Ethical Public Affairs, Issues and Crisis Management

A. The role of business and its managers

1. The role of business and the responsibility to be ethical with stakeholders
2. The role of managers

B. The stakeholder approach to management and ethics

1. From the stockholder to the stakeholder approach
2. Stakeholder management and ethics
3. Balancing owner and other stakeholder interests

C. Public affairs and issues management

1. Public affairs activities and functions
2. Public affairs management
3. Issues management
4. Issues management precludes crisis management

D. Crisis management

1. Developing the crisis team
2. Planning — risk assessment, monitoring, and crisis prevention
3. Managing the crisis — communication
4. Analyzing post-crisis

III. Internal Stakeholders' Ethical Considerations

25 PERCENT OF EXAM

Ch. 3, Employees, Stockholders and Corporate Governance

Ch. 4, Corporate Social Responsibility, Citizenship, and Diversity

A. Employer-employee relations

1. The employment relationship
2. How the employer-employee relationship affects other stakeholders
3. The new employment relationship

B. Management and union relations

1. The state of the union
2. Labor legislation
3. The union-organizing process
4. Collective bargaining and government help
5. Management resistant to strikes
6. The need for management-union collaboration

C. Employee rights

1. Job security and due process
2. Safety and health
3. Privacy
4. Freedom of speech and whistle-blowing

D. Diversity

1. What is diversity and is it really important?
2. Equal employment opportunity for all
3. How minorities and women are progressing in management and professional jobs

E. Stockholders

1. Stockholders and the separation of power
2. Stockholder rights and protection
3. Shareholder activism

F. Corporate governance

1. The board of directors
2. Directors and executive compensation

IV. External Stakeholders' Ethical Considerations

25 PERCENT OF EXAM

Ch. 4, Corporate Social Responsibility, Citizenship, and Diversity

Ch. 6, Community, Consumerism, and the Media

Ch. 7, Strategies of Societal and Business Interest Groups

A. Corporate social responsibility and citizenship

1. Concepts of social responsibility and citizenship
2. Arguments for corporate social responsibility
3. Arguments against corporate social responsibility
4. Levels of corporate social responsibility
5. Corporate social performance

B. Community

1. Business-community interrelationship
2. Community relations departments
3. Civic engagement: community involvement programs
4. Managing community involvement

C. The media

1. The nature of the media
2. Media roles
3. Media ethical and social responsibility
4. The news media

D. Consumerism

1. The consumer movement and advocacy
2. Consumer rights
3. Consumer laws and regulations
4. Product liability

E. Advertising

1. Arguments for and against advertising
2. Advertising trends
3. Product information and advertising ethics
4. Advertising abuses
5. Controversial advertising
6. Advertising regulation

F. Societal interest group activists

1. Activists
2. The objectives and roles of activists
3. Societal interest group examples

G. Societal business interest groups

1. Business associations and trade groups
2. The objectives and roles of business interest groups
3. Business interest group examples

H. Activist strategies against business

1. Activists' assessment of likely business strategies
2. Grassroots efforts
3. Demonstrations: picketing and rallies
4. Boycotts
5. News media relations and advocacy advertising
6. Building coalitions
7. Appeal to government
8. Litigation

I. Business strategies against activists

1. Gaining community public sentiment for being socially responsible
2. Grand non-market strategies
3. Grassroots efforts
4. News media relations and advocacy advertising
5. Building coalitions
6. Appeal to government
7. Litigation

V. Government as a Special External Stakeholder

20 PERCENT OF EXAM

Ch. 8, Law Making and Political Strategies

Ch. 9, Law Enforcing and Regulatory Strategies

**Ch. 10, Law Interpreting, Antitrust, and
Judiciary Strategies**

A. The US government

1. The role and branches of the federal government
2. State and local government
3. Reasons for government regulation of business
4. Business rules

B. Business-government relations and public policy

1. Business-government relations
2. Public policy
3. Types of public policy
4. Government non-regulatory influence on business

C. Lawmaking

1. Political parties
2. Congress
3. The legislative process
4. Influencing the legislative process
5. Current laws affecting business

D. Business non-market and market strategies and ethics

1. Levels of political involvement
2. Information strategies
3. Societal strategies
4. Political and legal strategies

E. The executive branch of government

1. Executive office of the president
2. The cabinet, executive departments, and their regulatory agencies

3. Independent agencies and government corporations
4. Boards, commissions, and committees
5. Quasi-official agencies
6. Powers of the president

F. Regulatory information

1. Federal regulatory agencies
2. Benefits and cost of regulation
3. Regulatory impact analysis
4. Federal register
5. Regulations.gov

G. Rule making, overseeing, and enforcing

1. Rule making
2. Congressional oversight of regulators
3. Rule enforcing

H. Reforming regulations, privatization, and deregulation

1. Reforming regulation
2. Privatization
3. Deregulation

I. The judicial branch

1. Judicial concepts
2. Federal courts
3. State and local courts
4. Judiciary strategies
5. Filing and avoiding lawsuits

J. Antitrust laws

1. Objectives of antitrust laws
2. The Sherman Act
3. The Clayton Act
4. Federal Trade Commission act
5. Antitrust Improvement Act
6. Mergers and antitrust
7. Antitrust enforcement

VI. International Considerations

5 PERCENT OF EXAM

Ch. 11, Competing in the Global Economy

- A. Globalization and multinational companies**
 - 1. Globalization concepts
 - 2. Arguments for and against globalization
 - 3. The importance of globalization
 - 4. Multinational companies
- B. Comparative political and economic systems**
 - 1. Political systems
 - 2. Economic systems
 - 3. Business ownership and government-business relations
- C. International trade**
 - 1. The economics of international trade
 - 2. The politics of international trade
 - 3. Trade barriers
 - 4. US trade policy and law
 - 5. Global business regulation
 - 6. International organizations and trade agreements
- D. Ethical issues in international business**
 - 1. Corruption
 - 2. Improving global business ethics
 - 3. Global societal interest groups
 - 4. Global codes of ethics

VII. Technological Considerations

5 PERCENT OF EXAM

Ch. 12, Global Technology, the Natural Environment and Sustainability

- A. Technology and business**
 - 1. Technology effects
 - 2. Information technology and business
 - 3. Winner-take-most markets
- B. Ethical issues in managing technology**
 - 1. Privacy and information security
 - 2. Privacy vs. monitoring employees
 - 3. File sharing vs. copyright infringement
 - 4. Biotechnology
- C. Business impact on the natural environment**
 - 1. Pollution and sustainable development
 - 2. Natural environmental issues
 - 3. Environmental responsibility
- D. Environmental protection regulations and laws**
 - 1. Government regulation
 - 2. Environmental laws
 - 3. Costs and benefits of environmental regulations

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. An employee is accused of altering a company's financial ledgers. Upon questioning, the employee claims that he was only following his supervisor's orders. The employee is using which justification for his unethical behavior?
 - 1) moral justification
 - 2) conventional justification
 - 3) diffusion of responsibility
 - 4) displacement of responsibility
2. The chief executive officer (CEO) of a food processing corporation notifies the public about a recall of a widely distributed meat product that has been contaminated with *E. coli* bacteria. The CEO makes multiple appearances on TV and holds news conferences alerting consumers to the recall. The CEO's action represents which stage of the corporation's crisis management program?
 - 1) assembling the crisis team
 - 2) planning and risk assessment
 - 3) managing the crisis
 - 4) evaluating the program
3. Which statement is considered an argument in favor of corporate social responsibility (CSR)?
 - 1) The cost of CSR is passed on to the stakeholders.
 - 2) CSR results in businesses regulating themselves.
 - 3) It is the job of government, not business, to deal with social problems.
 - 4) Businesses that are not socially responsible may be more profitable.
4. Which congressional power is designed to ensure that laws are properly administered and enforced?

The power to

 - 1) create laws
 - 2) oversee offices
 - 3) provide regulatory oversight
 - 4) investigate issues of national importance

5. Government funding provided to businesses to lower costs is an example of which trade barrier?

- 1) a ban
- 2) a quota
- 3) a subsidy
- 4) a tariff

SECTION FOUR

Rationales

1. [IA4]

- 1) Moral justification means interpreting unethical or immoral behavior in terms of a higher purpose. When using this form of justification, people frequently explain their behavior was for the “good” of the company, organization, or group.
- 2) Conventional justification means believing that one’s unethical behavior is acceptable because everyone else is doing it.
- 3) Diffusion of responsibility means blaming the group for unethical behavior, while holding no one individual responsible.
- *4) Displacement of responsibility means blaming one’s unethical behavior on others. In this scenario, the employee is shifting the blame to the supervisor.

2. [IID2]

- 1) There are four stages of crisis management. The first stage is developing the crisis team. This team is usually headed by a senior-level executive and is composed of other organizational representatives, as well as external stakeholders. Their task is to work cooperatively in addressing and rectifying the crisis situation.
- 2) The second stage is planning. This step consists of assessing and monitoring risk, identifying risk reduction strategies, and developing a crisis plan.

- *3) The third stage is managing the crisis. This step involves implementing a communication plan and acknowledging that the crisis exists, as quickly as possible. Generally, within an hour of becoming aware of a situation, company officials should issue an initial statement to the media and other stakeholders providing facts as they are known and indicating when additional details will be made available.
- 4) Evaluating the crisis management program is the fourth stage. This involves assessing how effectively the organization handled the situation and identifying those interventions that worked and those that did not. This is important in preventing future crises.

*correct answer

3. [IVA]

- 1) The fact that the cost of CSR is passed on to stakeholders is an argument against CSR. As a result of CSR, the argument can be made that business owners gain lower profits, thereby generating less tax money for government and less pay for employees.
- *2) “CSR results in businesses regulating themselves” is an argument favoring CSR. CSR discourages government regulation while promoting self-regulation of businesses. Self-regulation means less government regulation, thereby not burdening business with the costs of complying with government regulations.
- 3) “It is the job of government, not business, to deal with social problems” is an argument against CSR. Businesses typically lack the skill required to solve social problems. In addition, when government does not regulate business, society has little recourse when attempting to resolve businesses’ lack of CSR.
- 4) The fact that businesses that are not socially responsible may be more profitable is an argument against CSR. It is true that businesses that are socially responsible may make lower profits than competitors who are not.

4. [VC2]

- 1) The most important power given to Congress is to make laws.
- 2) Congress is given the power to oversee the following offices: General Accounting, Government Printing, Congressional Budget, and the Library of Congress.
- *3) Congress has the power to provide regulatory oversight of the laws it passes. This includes ensuring that laws are properly administered and enforced, holding committee hearings, conducting investigations, and the power to subpoena documents.
- 4) Congress has the power to investigate issues of national importance. Examples include business acquisitions and mergers, monopolies, price gouging, and illegal racketeering, among others.

5. [VIC3]

- 1) A ban prohibits the import and export of certain products. Bans are the most powerful barrier and provide the greatest protection to domestic markets.
- 2) A quota sets limits on imports and exports of certain products, thereby limiting supply and increasing prices. This, in turn, increases demand for domestic products.
- *3) A subsidy provides government funds to businesses in an effort to lower their costs. The US government has subsidized certain products or businesses to keep supply down and prices up.
- 4) A tariff is a tax on imports and exports to make them more costly. Tariffs are imposed to protect domestic businesses by giving them a price advantage.

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

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

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.

On the Day of Your Exam

On the Day of Your Exam

Remember to:

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

Academic Honesty

Nondisclosure Statement

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

If you choose not to accept the terms of the agreement

- your exam will be terminated

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

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UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. In this report, you will receive your grade and an explanation of how you performed in each of the Content Areas in the exam, in the Detailed Score Report, in percentages. See the [sample UExcel Grade Report](#) in this content guide.

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 upper-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.

Sample Grade Report

UExcel® GRADE REPORT FOR EXAMINATIONS

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	123 Any Street	Test Date:	1/1/19
	Any Town, NY 12345	Letter Grade:	A
	USA		
Examination Code and Title: 123-456 UExcel Financial Accounting			
Recommended Credit:			
3 Lower Level			

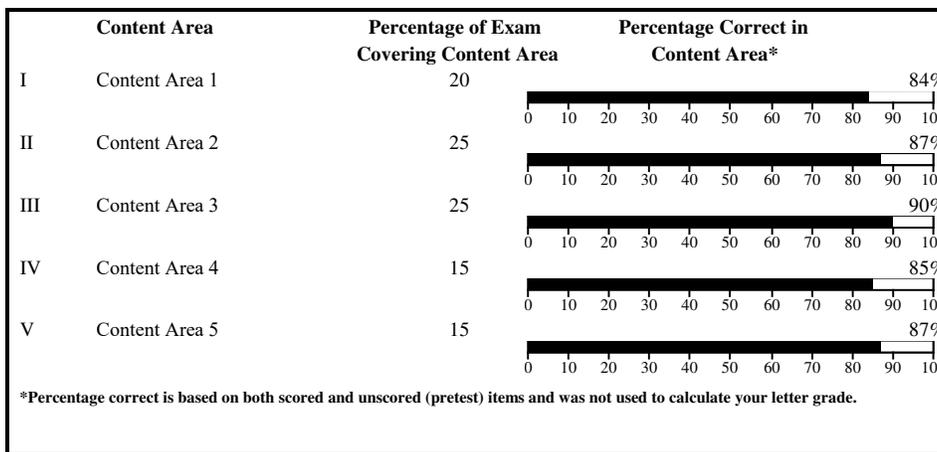
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DETAILED SCORE REPORT





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