

EXAM CODE **363**

CATALOG NUMBER **PHIx101**

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PRACTICE EXAMS
SEE PAGE 5 FOR DETAILS

Introduction to Philosophy

CREDIT HOURS

3

LEVEL

LOWER

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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 Introduction to Philosophy	7
Textbook Editions.....	7
Strongly Recommended.....	7
Optional Resources.....	7
Reducing Textbook Costs.....	7
Open Educational Resources.....	8
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	14
Rationales	17
Taking the Exam	20
Registering for Your Exam	20
Register Online.....	20
Examination Administration.....	20
Accessibility Services.....	20
Computer-Delivered Testing.....	20
Breaks.....	20
Online Proctoring.....	20
On the Day of Your Exam	21
Important Reminders.....	21
Academic Integrity Nondisclosure Statement.....	21
UExcel Grade Report.....	21
Grade Appeals.....	21
What If I Miss My Appointment?.....	21
Late Arrivals.....	21
Information About UExcel Exams for Colleges and Universities.....	21
Introduction to Philosophy Exam Development Committee	22
Sample Grade Report	23



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 110 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 23, 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 Introduction to Philosophy

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

Chaffee, J. (2016). *The philosopher's way: Thinking critically about profound ideas* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

The following free, online resources are necessary to complete your study for the exam, as they cover topics that may appear on the exam but are not covered in the textbook.

Stanford Encyclopedia of Philosophy
plato.stanford.edu

The Internet Encyclopedia of Philosophy
<https://www.iep.utm.edu/>

Optional Resources

The following resources were identified by the examination development committee as a resource to help you gain a deeper understanding of the subject.

Daniel Dennett, “[The Illusion of Consciousness](https://www.ted.com/talks/dan_dennett_on_our_consciousness/transcript?language=en#t-1261446),”
TED Talk
https://www.ted.com/talks/dan_dennett_on_our_consciousness/transcript?language=en#t-1261446

OCL, PHILO 101: Introduction to Philosophy
<http://opencourselibrary.org/phil-101-introduction-to-philosophy>

This Open Course Library (OCL) offering is not a replacement for faculty’s current teaching practice or course materials. The sole intention is to provide high quality materials that have the potential to lower instructional costs for students.

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

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 Introduction to Philosophy examination is based on material typically taught in a one-semester, three-credit, lower-level survey course in introduction to philosophy.

The examination measures knowledge of facts and terminology; understanding of logic, epistemology, metaphysics, ethics, logical reasoning, the history of philosophy, and the different approaches to various philosophical problems.

No prior knowledge of philosophy is required before beginning study for this exam.

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, understand, and apply some common logical principles and fallacies.
2. Identify, understand, and apply the major ethical theories. (Aligns to GECC 6.1)
3. Identify, understand, and apply the major metaphysical issues and viewpoints. (Aligns to GECC 4.1)
4. Identify, understand, and apply the major epistemological issues and viewpoints. (Aligns to GECC 4.1)

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 Introduction to Philosophy 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. The Nature of Philosophy and Logic	10%	14
II. Metaphysics	35%	48
III. Epistemology	20%	27
IV. Ethics	35%	48
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.

I. The Nature of Philosophy and Logic

10 PERCENT OF EXAM

Chaffee (2016)

Ch. 1, What is philosophy?

Ch. 2, What is the philosopher's way?

Ch. 6, What is real? What is true?

Internet Encyclopedia of Philosophy

Fallacies, <https://www.iep.utm.edu/fallacy/>

A. What is philosophy?

1. Definitions
2. Having a philosophy vs. doing philosophy
3. Purpose of philosophy

B. Why is philosophy important?

C. Branches of philosophy (for example: metaphysics, ethics, logic, epistemology)

D. Logical reasoning

1. Fallacies (ad hominem, begging the question, equivocation, appeal to popularity, false dilemma, ignorance, post hoc, slippery slope, naturalistic fallacy, denying the antecedent, affirming the consequent)
2. Argument forms (logical laws)
3. Validity
4. Soundness

E. Critical thinking

1. Point of view
2. Assumptions
3. Evidence
4. Reaching conclusions

F. Socrates

1. *Apology* by Plato (Lab)
2. Socratic method

G. Bertrand Russell—*The Problems of Philosophy*

II. Metaphysics

35 PERCENT OF EXAM

Chaffee (2016)

Ch. 3, Who are you?

Ch. 4, Are you free?

Ch. 5, How can we know the nature of reality?

Ch. 6, What is real? What is true?

Ch. 7, Is there a spiritual reality?

Stanford Encyclopedia of Philosophy

Chinese room argument, <https://plato.stanford.edu/entries/chinese-room/>

A. God

1. Proofs for God's existence
 - a. Anselm—*Proslogion* (Ch. 2–7)
 - b. Aquinas—*Summa Theologica* (third article: Whether God Exists)
 - c. David Hume—*Dialogues Concerning Natural Religion*
 - d. William Paley—*The Teleological Argument*
 - e. Bertrand Russell—*Why I Am Not a Christian*
2. The problem of evil
 - a. John Hick—*Philosophy of Religion* (God Can Allow Some Evil)
3. *The Ethics of Belief* by Clifford
4. *The Will to Believe* by James
5. Pascal
6. Kierkegaard
 - a. The leap of faith—*Philosophical Fragments*
7. Nietzsche
8. Religion
 - a. Buddhism
 - b. Christianity
 - c. Hinduism—*Bhagavad-Gita*
 - d. Islam
 - e. Judaism

- f. Taoism
- g. Mary Daly's feminist view

B. The nature of reality

1. Heraclitus—*Fragments*
2. Aristotle
 - a. Four causes
 - b. Reality
 - c. Forms
 - d. *The Politics* (Book I, Book IV)
3. Leibniz

C. Self, mind, and soul

1. Mind-body problem
 - a. Materialism
 - b. Dualism
2. Descartes—*Meditations on First Philosophy*
3. The soul
4. Locke—*An Essay Concerning Human Understanding* (Book 1, Chapters 1 and 2; Book 2, Chapters 2 and 7; Book 4, Chapter 11)
5. Hume—*An Inquiry Concerning Human Understanding* (selections)
6. Kant—*Fundamental Principles of the Metaphysics of Morals*
7. Other theorists (for example: Freud, Ryle)
 - a. *The Concept of Mind*—Ryle

D. Personal identity

1. Memory
2. Body
3. No self

E. Free will and determinism

1. Free will
2. Determinism
 - a. *The System of Nature* by d'Holbach (Thiry)
 - b. *The Will to Believe* by James
3. Existentialism

- a. Sartre—*Existentialism Is a Humanism*
- 4. Feminist approaches
 - a. Grimshaw
- F. Causality
 - 1. Hume—*An Inquiry Concerning Human Understanding: Of the Idea of Necessary Connection*
- G. Plato—**Republic**—selections
 - 1. Theory of Forms
 - 2. Theory of innate ideas
 - 3. Allegory of the Cave
- H. Russell—**The Problems of Philosophy** (appearance/reality)
- I. Eastern approaches
 - 1. Buddha—*Dhammapada*

- 2. Popper
- 3. Feyerabend
- 4. Longino
- D. Empiricism
 - 1. Locke—*An Essay Concerning Human Understanding*
 - a. Tabula rasa
 - 2. Berkeley—*Three Dialogues Between Hylas and Philonous*
 - 3. Hume—*An Inquiry Concerning Human Understanding: of the Origins of Ideas*
- E. Rationalism
 - 1. Descartes
 - a. *Meditations on First Philosophy 1, 2, and 6*
 - 2. Leibniz
 - 3. Kant
 - a. *Prolegomena to Any Future Metaphysics*
 - b. *Critique of Pure Reason*

III. Epistemology

20 PERCENT OF EXAM

Chaffee (2016)

- Ch. 3, Who are you?
- Ch. 5, How can we know the nature of reality?
- Ch.6, What is real? What is true?
- Ch. 7, Is there a spiritual reality?
- Ch. 8, Are there moral truths?

Internet Encyclopedia of Philosophy

<https://www.iep.utm.edu/>

Advaita Vedanta

Karl Popper

W.E.B. DuBois, Double Consciousness

Stanford Encyclopedia of Philosophy

<https://plato.stanford.edu/index.html>

Scientific Objectivity

Scientific Revolutions

-
- A. Knowledge
 - B. Truth
 - C. Science
 - 1. Kuhn

- F. Skepticism
- G. Phenomenology
- H. Constructivism
- I. Pragmatism
- J. Plato
 - 1. The divided line
- K. African American approaches
 - 1. W.E.B. DuBois—*The Souls of Black Folk*
 - 2. Martin Luther King, Jr—*Letter from Birmingham Jail*
- L. Feminist approaches
 - 1. Jaggar
- M. Eastern approaches
 - 1. Buddhism
 - 2. Hinduism
 - a. *The Upanishads*
 - 3. Taoism
 - a. Lao Tzu—*Tao Te Ching*

IV. Ethics

35 PERCENT OF EXAM

Chaffee (2016)

Ch. 8, Are there moral truths?

Ch. 9, What are right actions?

Ch. 10, What is social justice?

Stanford Encyclopedia of Philosophy

<https://plato.stanford.edu/index.html>

Feminist Ethics

Feminist History of Philosophy

Religion and Morality

Stoicism

Burrington's Guide to the Socratic Dialogues

Euthyphro, <http://users.hartwick.edu/burrington/dialogues/euthyphro.html>

A. Plato

1. *Euthyphro*

B. Aristotle

1. *Nicomachean Ethics*

C. Absolutism

1. *The Concept of Morals* by Stace

D. Egoism

1. Rational egoism
2. *The Virtue of Selfishness* by Rand
3. *Egoism and Moral Skepticism* by Rachels

E. Stoicism

1. Marcus Aurelius—*Meditations*

F. Natural law

G. Relativism

1. *Anthropology and the Abnormal* by Benedict

H. Subjectivism

I. Values

J. Utilitarianism

1. Bentham—*An Introduction to the Principles of Morality and Legislation*
2. Mill

a. *Utilitarianism*

b. *On Liberty*

3. Epicurus—*Letters to Menoeceus*

K. Kant—*Fundamental Principles of the Metaphysics of Morals*

1. Deontology
2. Hypothetical imperative
3. Categorical imperative

L. Existentialism

1. Kierkegaard
2. Nietzsche
3. Sartre
4. De Beauvoir
5. Camus—*The Myth of Sisyphus*

M. The ethic of care

1. Noddings
2. Gilligan

N. Social justice

1. Plato's political ideas
 - a. *The Republic*
 - b. *Crito*
2. Aristotle
 - a. *The Politics*
3. Hobbes
 - a. *Leviathan*
4. Locke
 - a. *The Second Treatise of Government*
5. Hume
6. Marx—*The Communist Manifesto*
7. Rawls—*A Theory of Justice*
8. Okin
9. Wollstonecraft—*A Vindication of the Rights of Women* (Lab)

O. Religion

1. Divine command theory

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 17–19 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 logical fallacy occurs whenever a person categorically assumes what an argument is trying to prove?
 - 1) post hoc
 - 2) ad hominem
 - 3) equivocation
 - 4) begging the question
2. Which branch of philosophy is devoted to the study of reason and argumentation?
 - 1) epistemology
 - 2) ethics
 - 3) logic
 - 4) metaphysics
3. Order and apparent purpose are observed in the universe. It is therefore reasonable to assume God has created the universe. This summarizes which argument for the existence of God?

The argument of

 - 1) motion
 - 2) design
 - 3) levels of being
 - 4) contingency and necessity
4. Which philosopher coined the term “leap of faith”?
 - 1) Kierkegaard
 - 2) Nietzsche
 - 3) Popper
 - 4) Russell
5. According to Aristotle, which cause gives shape and purpose to matter?
 - 1) final cause
 - 2) formal cause
 - 3) material cause
 - 4) efficient cause
6. Which philosophical viewpoint assumes that mind and body are separate and distinct realities or entities?
 - 1) dualism
 - 2) empiricism
 - 3) materialism
 - 4) rationalism

7. Which statement best explains existentialism?
 - 1) Scientific progress is based on resistance to attempts to falsify scientific hypothesis.
 - 2) Scientific progress is made by accumulating evidence in support of general principles.
 - 3) Humans are determined by causal laws.
 - 4) Humans create themselves through freedom of choices.
8. According to Epicurus, what is the highest pleasure?
 - 1) eating
 - 2) learning
 - 3) sex
 - 4) sleeping
9. What ideal did Plato consider to be the essence of everything that exists?
 - 1) form
 - 2) golden mean
 - 3) divided line
 - 4) body
10. What does John Searle consider to be the hardest question for a philosopher?
 - 1) "Is the mind distinct from the body?"
 - 2) "What is the relation of the mind to the rest of the universe?"
 - 3) "How can enlightenment be achieved through non-attachment?"
 - 4) "How do consciousness and memory provide the basis for the self?"
11. "To be is to be perceived." Who stated this philosophy?
 - 1) Anselm
 - 2) Berkeley
 - 3) Descartes
 - 4) Plato
12. Which philosopher claimed that every belief should be doubted?
 - 1) René Descartes
 - 2) Socrates
 - 3) William James
 - 4) Aristotle
13. "All things in the world come from being, and being comes from non-being." Which philosopher said these words?
 - 1) Lao-Tzu
 - 2) Confucius
 - 3) Plato
 - 4) Thales
14. Which Greek philosopher wrote *The Nicomachean Ethics*?
 - 1) Aristotle
 - 2) Epicurus
 - 3) Plato
 - 4) Heraclitus
15. According to Aristotle, which is the way to happiness?
 - 1) piety
 - 2) celibacy
 - 3) a humble life
 - 4) virtuous living
16. Which statement best characterizes the doctrine of ethical egoism?
 - 1) "Character is higher than intellect."
 - 2) "The unexamined life is not worth living."
 - 3) "One has not only a legal but a moral responsibility to obey just laws."
 - 4) "The achievement of happiness is a human being's highest moral purpose."
17. Which statement best summarizes the philosophy in Paul Henri Thiry, Baron d'Holbach's *The System of Nature*?
 - 1) The natural world is the best of all possible worlds.
 - 2) Life does not make sense without personal freedoms.
 - 3) The laws of nature determine human behavior.
 - 4) When one makes a choice, it is implied that all people make the same choice.

18. What does Jeremy Bentham's principle of utility assume?

The principle of utility assumes that

- 1) being does not require causation.
- 2) knowledge is both rational and empirical.
- 3) pain should decrease and pleasure should increase.
- 4) nature is the basis of all human behavior.

19. Which term refers to something which can be known only through reason, without the help of empirical verification?

- 1) a priori
- 2) a posteriori
- 3) ex post facto
- 4) ex hypothesi

20. What does John Rawls's "veil of ignorance" best illustrate?

How human beings

- 1) behave in a state of nature
- 2) become rational beings
- 3) function in society
- 4) explain the soul after death

SECTION FOUR

Rationales

1.(ID1)

- 1) This fallacy occurs when you confuse coincidence with causality.
- 2) This fallacy occurs when an author attacks the person rather than the argument.
- 3) This fallacy occurs whenever an argument turns on a crucial shift in the meaning of a significant word or phrase.
- *4) This fallacy makes an assertion even though it assumes to ask a question, pointing the listener to a certain position within its own language.

2.(IC)

- 1) This is the study of knowledge.
- 2) This is the study of proper behavior.
- *3) Logic is concerned with valid inferences and the structure of arguments.
- 4) This is the study of the nature of reality.

3.(IIA1d)

- 1) Design precedes movement, although both are attributable to God in this philosophical observation.
- *2) This argument assumes that a God designed the universe and its so-called divine order.
- 3) God is considered to represent the highest degree of reality in this observation, that is, where all levels of being merge into one.
- 4) In yet a different theory of knowledge, God is both contingent and necessary.

4.(IIA6a)

- *1) Kierkegaard believed that there are times when humans must transcend pure rationality and rely instead on faith.
- 2) See 1).
- 3) See 1).
- 4) See 1).

5.(IIB2a)

- 1) Final cause refers to the ultimate purpose for which something exists.
- *2) Formal cause is the embedded form that gives shape and purpose to the matter.
- 3) Material cause is the actual matter of which something is made.
- 4) Efficient cause triggers the action that sets a thing in motion.

6.(IIC1b)

- *1) Dualism is the belief that experience can be compartmentalized into two entities: the physical and the cognitive.
- 2) Empiricism holds that all knowledge comes from sensory experience.
- 3) Materialism holds that matter is the only true reality.
- 4) Rationalism emphasizes reason as a source of knowledge.

*correct answer

7.(IID4)

- 1) Existentialism is not a thesis about the nature of science.
- 2) Existentialism is not a thesis about the nature of science.
- 3) This is the definition of determinism.
- *4) This statement is the only explanation among the four of Jean-Paul Sartre's theory of existentialism.

8.(IVD)

- 1) Eating is a physical pleasure, which Epicurus considered lower than intellectual pursuits.
- *2) Epicurus believed that intellectual pursuits, such as learning, are higher pleasures than others having to do with maintaining the physical body.
- 3) See 2).
- 4) See 2).

9.(IIG)

- *1) The theory of forms is one of Plato's key metaphysical doctrines.
- 2) This concept is key to Aristotle's philosophy of ethics.
- 3) This is a key concept of Plato's epistemology.
- 4) The body, as a concept, is less real than form, according to Plato.

10.(IIIC1)

- 1) This is a question first addressed by René Descartes and more recently by Daniel Dennett.
- *2) Searle is interested in the philosophy of the mind and the relationship between the self and mental phenomena.
- 3) This is an issue considered in the Buddhist theory of "no-self."
- 4) This is a question considered at length by David Hume in *A Treatise of Human Nature*.

11.(IIID2)

- 1) Perception is irrelevant to St. Anselm's philosophy.
- *2) Perception is the essence of George Berkeley's philosophy on the nature of being.
- 3) René Descartes' existential philosophy is based on the idea that "I think, therefore I am."
- 4) Plato discussed perception in "The Allegory of the Cave," but this phrase does not summarize his entire philosophy.

12.(IIIE1a)

- *1) René Descartes made this claim in ***Discourse on Method***, which expounded on the doubt inherent in every belief system.
- 2) See 1).
- 3) See 1).
- 4) See 1).

13.(IIIM3)

- *1) These transcendent words were written by Lao-Tzu in ***The Way of Lao-Tzu***.
- 2) See 1).
- 3) See 1).
- 4) See 1).

14.(IVB)

- *1) This is one of many classics written by Aristotle.
- 2) Epicurus is remembered for the letters he wrote, not books.
- 3) Plato is perhaps best known for *The Republic*.
- 4) Heraclitus was a pre-Socratic who wrote on the nature of reality.

*correct answer

15.(IVB)

- 1) Piety is not a relevant virtue for Aristotle.
- 2) To Aristotle, celibacy was a deficiency, as was promiscuity. Monogamy, on the other hand, was a virtue.
- 3) A humble life is not central to the idea of virtue in Greek philosophical thought.
- *4) To Aristotle, happiness means living virtuously, that is, balanced between deficiency and excess.

16.(IVD)

- 1) This quote, by Ralph Waldo Emerson, speaks to the importance of character and the limits of knowledge.
- 2) This quote, attributed to Socrates and recorded by Plato, speaks to the importance of human reflection on experience.
- 3) This quote, by Martin Luther King, Jr., speaks to the relationship between law and ethical behavior.
- *4) This quote best reflects the premise of ethical egoism, as postulated by Ayn Rand.

17.(IIE)

- 1) This is a position put forward by Pope and Leibniz, and satirized by Voltaire in *Candide*.
- 2) This is the idea put forward by William James in *The Will to Believe*.
- *3) According to Baron d'Holbach (Thiry), all motives and actions are subject to the immutable laws of nature.
- 4) This is an idea from Jean-Paul Sartre's *Existentialism Is a Humanism*.

18.(IVJ1)

- 1) The ancient Greek philosopher Parmenides said that being is without cause.
- 2) This was Immanuel Kant's position in his *Critique of Pure Reason*.
- *3) Bentham's principle of utility holds that humans will choose the insight of education, which in turn decreases pain and increases pleasure, for the betterment of society as a whole.
- 4) Nature is the basis of all human behavior, of which utility is but a part.

19.(IVK)

- *1) A priori means "prior to experience," and refers to specific knowledge that is true and independent of direct experience.
- 2) A posteriori refers to a truth which is dependent upon direct experience or empirical verification.
- 3) Ex post facto refers to doing something retroactively, or after the fact.
- 4) Ex hypothesi means "from hypothesis."

20.(IVN8a)

- 1) Philosophers disagree on how people would behave in a true state of nature. Rawls was building upon a different theory, that of social contract.
- 2) That humans are rational is a given in Rawls's thinking.
- *3) The concept of the "veil of ignorance" levels the playing field among humans, which ensures equal opportunity in the formation of a just society.
- 4) Rawls was more concerned with justice than with metaphysical subjects such as the soul.

*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

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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.

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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

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- 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.

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Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill the introductory philosophy core requirement for the Philosophy major, as a Humanities general education course, or as a free elective for all Excelsior College degree programs that allow for free electives.

Introduction to Philosophy

Exam Development

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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:
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