

EXAM  
CODE **358**

CATALOG  
NUMBER **SOCx330**

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**PRACTICE  
EXAMS**  
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# World Population

CREDIT  
HOURS

**3**

LEVEL

**UPPER**

PUBLISHED FEBRUARY 2021

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## SECTION ONE

# Preparing for the Exam

## Before You Choose This UExcel Exam

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### 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.

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 120 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.<sup>①</sup>
- 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 transcripted 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.

<sup>①</sup> 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](http://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](http://www.excelsior.edu/library) (login is required). Access to the library is available 24/7.

## Take Charge of Your Own Learning

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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](http://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](http://www.excelsior.edu/testprep).

## Exam Preparation Strategies

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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](http://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 World Population

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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](#).

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

Weeks, J. (2021). *Population: An introduction to concepts and issues* (13th ed.). New York: Wadsworth.

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

Hardin, G. (1974), Commentary: Living on a Lifeboat. *BioScience* 24(10), 561-568. Available at [https://www.garretthardinsociety.org/articles\\_pdf/living\\_on\\_a\\_lifeboat.pdf](https://www.garretthardinsociety.org/articles_pdf/living_on_a_lifeboat.pdf)

Brockerhoff, M.P. (2000, September). *An Urbanizing World*  
<https://www.prb.org/anurbanizingworldpdf619kb/>

Gelbard, A., Haub, C., & Kent, M. (1999, March). *World population beyond six billion*.  
<https://www.prb.org/https://www.prb.org/wp-content/uploads/1999/03/ACFAC54.pdf>

O'Neill, B., & Balk, D. (2001, September). *World population futures*.  
<https://www.prb.org/worldpopulationfuturespdf338kb/>

Riley, Nancy E. (2004). *China's Population: New Trends and Challenges*.  
<https://case.edu/affil/tibet/tibetanSociety/documents/Riley2004.pdf>

## Optional Resources

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

## Reducing Textbook Costs

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

## Open Educational Resources

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

Most sites for university-based OER can be searched through [www.ocwconsortium.org](http://www.ocwconsortium.org) and/or [www.oercommons.org](http://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](http://www.education-portal.com)

[www.opencourselibrary.org](http://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](http://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 World Population examination is based on material typically taught in a one-semester upper-level course in world population offered in a department of sociology or geography.

The examination measures knowledge and understanding of interrelationships among human population, society, and the environment, including demography, fertility, mortality, migration, and urbanization; the ability to demonstrate interpretive skills, including the interpretation of tabular and graphed data; the ability to analyze information, and to apply critical thinking.

Those beginning to study for this exam should be familiar with concepts generally covered in college-level statistics and have some knowledge of basic sociology, geography, and economics.

### **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. Summarize changes in the rate and volume of increase in the world's population from pre-modern to modern times. (Aligns to GECC 5.1)
2. Examine population characteristics of the six most populous countries in terms of rates of growth, fertility, and mortality. (Aligns to GECC 5.1)
3. Recognize sources of population data and interpret various ways of representing that data. (Aligns to GECC 3.1)
4. Examine the perspectives of the major demographic theorists. (Aligns to GECC 5.1)
5. Define the basic concepts of mortality and fertility. (Aligns to GECC 5.1)
6. Recognize the key processes of population change, especially migration and urbanization. (Aligns to GECC 5.1)
7. Apply basic concepts to the specific cases of China and India. (Aligns to GECC 5.1)
8. Examine recent and future trends in population aging, family demography, environmental impact, and population policy development. (Aligns to GECC 5.1)

### **General Education Career Competencies Addressed in this Exam**

GECC-3: Information Literacy: Locate and evaluate sources to meet an information need.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

## 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 World Population 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 of the World's Population and Demographic Resources	15%	20
II. Demographic Perspectives	10%	13
III. Fertility	15%	20
IV. Mortality	10%	14
V. Migration and Urbanization	15%	20
VI. Case Studies on the Future of Population	15%	20
VII. Population Issues	20%	27
<b>Total</b>	<b>100%</b>	

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

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

### I. Overview of the World's Population and Demographic Resources

**15 PERCENT OF EXAM**

#### Weeks

- Ch. 1, Introduction to Demography
- Ch. 2, Demographic Data and Applied Demography
- Ch. 8, The Age Transition and the Life Course

- A. Brief history of world population
- B. Geographic distribution of world's population
- C. Sources of data
  - 1. Population censuses
  - 2. Vital statistics
  - 3. Sample surveys
- D. Population composition and structure
  - 1. Sex ratio
  - 2. Population pyramids
  - 3. Age stratification and cohort flow
  - 4. Dependency ratio
  - 5. Population projections

## II. Demographic Perspectives

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**10 PERCENT OF EXAM**

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### Weeks

Ch. 3, Demographic Perspectives and Theories

Ch. 11, section on population growth and economic development, only

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- A. Malthus
- B. Marx
- C. Boserup and Simon
- D. Demographic transition
- E. Other perspectives (for example: Easterlin, Davis, Mill)

## III. Fertility

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**15 PERCENT OF EXAM**

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### Weeks

Ch. 5, The Fertility Transition

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- A. Measures of fertility
  1. Crude birth rate (CBR)
  2. General fertility rate (GFR)
  3. Child-woman ratio (CWR)
  4. Age-specific fertility rates (ASFR)
  5. Total fertility rate (TFR)
  6. Gross reproduction rate (GRR)
  7. Net reproduction rate (NRR)
- B. Determinants of fertility
  1. Biological component (age, health, nutrition, environment)
  2. contraception, abortion)
- C. Explanations for the fertility transition
  1. The supply-demand framework
  2. The innovation/diffusion and “cultural” perspective
  3. Preconditions for a fertility decline
- D. Explanations for high fertility — case studies (India, Mexico, Jordan)

1. Need to replenish society
2. Children as security and labor
3. Desire for sons

### E. Explanations for low fertility — case studies (England, Japan, Canada, United States)

1. Wealth, prestige, and fertility
2. Income and fertility
3. Education and fertility
4. Other factors

## IV. Mortality

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**10 PERCENT OF EXAM**

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### Weeks

Ch. 4, The Health and Mortality Transition

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### A. Measures

1. Crude death rate (CDR)
2. Age/sex-specific death rate (ASDR)
3. Infant mortality rate (IMR)
4. Life expectancy

### B. Determinants of mortality

1. Causes of death
2. The epidemiological transition (from communicable to degenerative)

### C. Mortality differentials

1. Urban and rural
2. Social status
3. Gender
4. Age

## V. Migration and Urbanization

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**15 PERCENT OF EXAM**

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### Weeks

Ch. 6, The Migration Transition

Ch. 7, The Urban Transition

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### A. Basic concepts

**B. Measures of migration**

1. Immigration rate
2. Emigration rate
3. Net migration rate

**C. Why people migrate**

1. Push-pull theory
2. Selectivity of migration
3. Conceptualizing the migration process

**D. International migration**

**E. Internal migration (excluding rural-to-urban)**

**F. Urbanization**

3. Growth as unrelated
4. Role of the agricultural and industrial revolutions
5. Agricultural productivity
6. Environmental issues

**C. Population policies (including ethical dimensions)**

1. Fertility policies
2. Mortality policies
3. Migration policies

**D. Demographics**

1. Geographic information systems (GIS)
2. Business planning
3. Social planning
4. Political planning

**VI. Case Studies on the Future of Population**

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**15** PERCENT OF EXAM

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**PRB Population Bulletins**

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**A. China (Riley)**

**B. The future of world population (Gelbard et al., O'Neill & Balk)**

**VII. Population Issues**

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**20** PERCENT OF EXAM

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**Hardin**

**Weeks**

**Ch. 9, Family Demography and Life Chances**

**Ch. 10, Population, the Environment, and Global Sustainability**

**Ch. 2, Demographic Data and Applied Demography**

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**A. Family demography**

1. Household composition
2. Explaining the transformation of households
3. Consequences of demographic shifts in household composition

**B. Population and the environment**

1. Growth as stimulus
2. Growth as obstacle

## 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 16–19 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.

**Note:** In your exam, you may find questions that use graphs (for example, population pyramids). Be advised that the display capabilities of some computers currently available at the testing centers make the numbers or other fine details difficult to read. Be assured that you should be able to answer these questions based on the shape of the graph, without the numbers.

1. Which mortality and fertility pattern is found in most economically developing countries of the world?
  - 1) low mortality and low fertility
  - 2) low mortality and high fertility
  - 3) high mortality and low fertility
  - 4) high mortality and high fertility
2. Which policy would a country choose if it followed the Malthusian perspective in attempting to solve the problem of rapid population growth?

The country would

  - 1) raise the legal age of marriage.
  - 2) raise wages.
  - 3) subsidize education.
  - 4) tax wealthy incomes.
3. Which theorist would most likely have seen class differences as a major factor in economic development?
  - 1) Charles Darwin
  - 2) Thomas Malthus
  - 3) Karl Marx
  - 4) John Stuart Mill
4. If it is easy for individuals to rise in their professions, they are more likely to marry early and have several children. This concept is associated with which theorist?
  - 1) Ester Boserup
  - 2) Richard Easterlin
  - 3) Abdel Omran
  - 4) E.G. Ravenstein
5. What is the term for the number of live births in a given year for every one thousand people?
  - 1) crude birth rate (CBR)
  - 2) general fertility rate (GFR)
  - 3) gross reproduction rate (GRR)
  - 4) total fertility rate (TFR)

6. How is the child-woman ratio (CWR) measured?
- Based on census data, it is the ratio of
- 1) children age 0–4 to the number of women, multiplied by 1,000.
  - 2) children age 0–4 to the number of women age 15–49, multiplied by 1,000.
  - 3) all children to the number of women, multiplied by 1,000.
  - 4) all children to the number of women age 15–49, multiplied by 1,000.
7. Which fertility measure is concerned with female births, only?
- 1) child-woman ratio (CWR)
  - 2) general fertility rate (GFR)
  - 3) gross reproduction rate (GRR)
  - 4) total fertility rate (TFR)
8. Which information is required to calculate the age/sex-specific death rate (ASDR)?
- 1) census data, only
  - 2) vital registration data, only
  - 3) both census and vital registration data
  - 4) sample survey data and population pyramid data
9. Which category comprises the leading causes of death in the United States?
- 1) accidents
  - 2) communicable disease
  - 3) degenerative illness
  - 4) homicide

Base your answers to questions 10–12 on the table below:

**Basic Demographic Characteristics for Selected Countries – 1996**

Country	Population (millions)	Crude Birth Rate	Crude Death Rate	Infant Mortality Rate	Total Fertility Rate
A	9.5	50	20	134.0	6.7
B	8.1	11	10	5.5	1.4
C	24.0	29	7	60.0	3.5
D	18.4	20	5	18.4	2.3
E	11.7	29	6	40.0	3.6

10. Which country has demographic characteristics associated with economically developed nations?
- 1) A
  - 2) B
  - 3) C
  - 4) D
11. Which country has the largest annual growth rate?
- 1) A
  - 2) B
  - 3) D
  - 4) E
12. Which country has the lowest natural increase?
- 1) A
  - 2) B
  - 3) D
  - 4) E
13. Which measure of migration is calculated by the equation below?
- $$\frac{\text{Total in-migrants} - \text{Total out-migrants}}{\text{Total midyear population}} \times 1,000$$
- 1) migration ratio
  - 2) crude net migration rate
  - 3) in-migration rate
  - 4) out-migration rate
14. What is the major determinant of migration?
- 1) climate
  - 2) employment
  - 3) family
  - 4) housing

15. Who is most likely to migrate?  
People who
- 1) have not completed high school
  - 2) have completed high school, only
  - 3) have attended college but did not graduate
  - 4) have completed college
16. Which theory of international migration is represented when a rich nation exploits the resources of a poorer nation?
- 1) dual labor market theory
  - 2) neoclassical economic theory
  - 3) network theory
  - 4) world systems theory
17. As part of its efforts to slow population growth, which country initiated a one-child policy for married couples?
- 1) China
  - 2) India
  - 3) Japan
  - 4) Thailand
18. Which situation best characterizes the relationship between education and fertility?
- 1) higher educational status with low fertility
  - 2) lower educational status with high fertility
  - 3) lower educational status with low fertility
  - 4) no relationship exists between education and fertility
19. What is the most commonly used index for a nation's income?
- 1) consumer price index (CPI)
  - 2) stock market performance
  - 3) gross reproduction rate (GRR)
  - 4) gross national product (GNP)
20. Which theoretical position argues that population growth is detrimental to economic development?
- 1) capitalist
  - 2) nationalist
  - 3) neo-Malthusian
  - 4) neo-Marxist
21. Which statement best describes core nations?  
Core nations
- 1) are self-sufficient with respect to energy sources.
  - 2) have high incomes and low rates of consumption.
  - 3) experience higher rates of emigration.
  - 4) dictate economic terms to the rest of the world.
22. What is the fundamental premise of a Marxist perspective on population growth and economic development?
- 1) Capitalist economic structure has no effect on overpopulation.
  - 2) Development will be stimulated by population growth among society's more educated classes.
  - 3) Development can occur only with a reduction in population size and a lower demand for food resources.
  - 4) Development emerges from society's political and economic structure, not from population change.
23. Which best describes the green revolution?
- 1) the rebellion of tenant farmers in Latin America against the landowners
  - 2) the rise in levels of food per capita in economically developing countries as a result of falling birth rates
  - 3) increases in food production that resulted from the development of new varieties of wheat and rice
  - 4) a worldwide program aimed at converting pastures and forests into cropland in economically developing countries
24. Which is an example of market segmentation?
- 1) advertising expensive cars in the mass media
  - 2) starting a college radio station that plays only current Top 40 songs
  - 3) using population data to determine the number of televisions to stock at an appliance store
  - 4) hiring department store salespersons with different ethnic and racial backgrounds

## SECTION FOUR

# Rationales

### 1.(IID)

- 1) A low mortality and low fertility pattern is associated with economically developed countries.
- \*2) A low mortality and high fertility pattern is associated with most economically developing countries.
- 3) A high mortality and low fertility pattern rarely occurs anywhere.
- 4) A high mortality and high fertility pattern is uncommon because mortality has declined substantially throughout the world in recent decades.

### 2.(IIA)

- \*1) Malthus specifically mentioned delaying marriage as a means of controlling population growth.
- 2) Raising wages may lead to an increase in fertility rather than a decline in fertility.
- 3) Although subsidized education would have an indirect effect on fertility, Malthus believed deferring marriage would directly affect population growth.
- 4) Taxing wealthy incomes would have little or no impact on overall fertility rates, since people who are wealthy constitute only a small percentage of any country's population.

### 3.(IIB)

- 1) Darwin was not concerned with class differences as a factor in economic development.
- 2) Malthus focused on the relationship between food resources and population growth.
- \*3) Marx emphasized the importance of class differences in his economic and historical works. He argued that the consequences of capitalism are overpopulation and poverty for the majority with a few elite capitalists reaping the benefits of development. In a socialist (classless) society, population growth would be readily absorbed by economic development with no side effects.
- 4) Mill is best known for his work on the nature of liberty.

### 4.(IIE)

- 1) Boserup's work is associated with the argument that population growth may stimulate economic development.
- \*2) Easterlin argued in his relative income hypothesis that relative economic well-being and economic upward mobility will lead to greater fertility and larger families.
- 3) Omran's work is associated with historical demographic patterns.
- 4) Ravenstein's work is associated with a classic theory on migration.

\*correct answer

5.(IIIA1)

- \*1) CBR is defined as the total number of live births in a given year divided by the total midyear population, multiplied by 1,000.
- 2) GFR is defined as the total number of live births in a given year divided by the total number of women in the childbearing ages, multiplied by 1,000.
- 3) GRR is defined as the number of daughters that a female just born may expect to have in her lifetime, assuming that birth rates stay the same and ignoring her chances of survival through her reproductive years.
- 4) TFR is defined as an estimate of the average number of children that would be born alive to each woman if the current age-specific fertility rates remained constant.

6.(IIIA3)

- 1) This is not a formula for measuring fertility.
- \*2) The CWR is a census-based measure of fertility, calculated as the ratio of children aged 0-4 to the number of women aged 15-49, multiplied by 1,000.
- 3) See 1).
- 4) See 1).

7.(IIIA6)

- 1) The CWR is concerned with the total number of children aged 0-4, both female and male.
- 2) The GFR is concerned with the total number of live births, both female and male, in a given year.
- \*3) The GRR is concerned with female births, only.
- 4) The TFR is concerned with the average number of children, both female and male, that would be born to each woman if the current age-specific birth rates remained constant.

8.(IVA2)

- 1) Census data, only does not provide the data on mortality needed to calculate the ASDR.
- 2) Vital registration data, only does not provide the age-specific data needed to calculate the ASDR.

- \*3) Both census and vital registration data are required to calculate the ASDR. The number of people of a given age and sex who died in a given year is obtained from the vital registration data, and the total population of people of that age and sex is obtained from the census data.
- 4) Sample survey data do not include the total population and population pyramids are visual presentations of the age-sex distribution of a society.

9.(IVB2)

- 1) Accidents are a relatively minor cause of death in the United States.
- 2) Communicable diseases such as influenza are not a major factor in mortality rates in the United States.
- \*3) Degenerative illnesses such as heart disease are the major cause of death in the United States.
- 4) Homicides are a very minor cause of death in the United States.

10.(II,III,IV)

- 1) Country A has the highest crude death rate, highest crude birth rate, highest infant mortality rate, and highest total fertility rate. These demographic rates are characteristic of an economically developing country.
- \*2) Country B has the lowest crude birth rate, a low crude death rate, the lowest infant mortality rate, and the lowest total fertility rate. These demographic rates are characteristic of an economically developed country.
- 3) Country C has a high crude birth rate, a low crude death rate, a high infant mortality rate, and a high total fertility rate. These demographic rates are characteristic of an economically developing country.
- 4) Country D has a reasonably low crude birth rate, the lowest crude death rate, a very low infant mortality rate, and a total fertility rate that is almost at replacement level. These demographic rates are characteristic of a newly industrialized country that is at the verge of achieving demographic transition.

\*correct answer

11.(III,IV)

- \*1) The annual growth rate is calculated by subtracting the crude death rate from the crude birth rate, dividing by 1,000, and multiplying the result by 100 to express it as a percent. Country A clearly has the highest annual growth rate of 3% calculated as  $((50 - 20)/1,000) \times 100 = 3.0\%$ .
- 2) The annual growth rate for Country B is  $((11 - 10)/1,000) \times 100 = 0.1\%$ .
- 3) The annual growth rate for Country D is  $((20 - 5)/1,000) \times 100 = 1.5\%$ .
- 4) The annual growth rate for Country E is  $((29 - 6)/1,000) \times 100 = 2.3\%$ .

12.(III,IV)

- 1) The natural increase is the difference between the crude birth rate and crude death rate, divided by 1,000, and multiplied by 100 to express it as a percent. Country A has the highest natural increase of 3.0%.
- \*2) Country B has the lowest natural increase of 0.1%.
- 3) Country D has a natural increase of 1.5%.
- 4) Country E has a natural increase of 2.3%.

13.(VB3)

- 1) Migration ratio is calculated as follows:  
$$\frac{\text{Net migration} \times 1,000}{\text{Births} - \text{deaths}}$$
- \*2) This formula calculates the crude net migration rate.
- 3) In-migration rate is calculated as follows:  
$$\frac{\text{Total in-migrants} \times 1,000}{\text{Total midyear population}}$$
- 4) Out-migration rate is calculated as follows:  
$$\frac{\text{Total out-migrants} \times 1,000}{\text{Total midyear population}}$$

14.(VC1)

- 1) Climate is an underlying factor in some migration but it is not considered to be the major determinant.

- \*2) Employment opportunities appear to be the primary motivation for migration today.
- 3) Family influences migration patterns but it is not the major determinant.
- 4) Availability and cost of housing are also important influences but they are not the major determinants.

15.(VC2)

- 1) People who have not completed high school are the least likely to migrate.
- 2) People who have completed high school only are more likely to migrate than people who have not completed high school but are less likely to migrate than people who have attended or completed college.
- 3) Some college education influences migratory patterns but not to the same degree as it does for people who have graduated from college.
- \*4) People who have completed college are the most likely to migrate due to greater employment opportunities.

16.(VD)

- 1) Dual labor market theory attempts to explain why different groups of workers are willing to work for different wage scales within a society.
- 2) Neoclassical economic theory argues that migration is a process of labor adjustment caused by differences in the supply and demand for labor.
- 3) Network theory examines how employment patterns are influenced by family and social networks.
- \*4) World systems theory examines the economic relationships between the developed and developing nations of the world.

17.(VIA)

- \*1) China instituted a one-child policy and was successful in reducing the general fertility rate.
- 2) India does not have a one-child policy and has not reduced the general fertility rate.
- 3) Japan has a low fertility rate without a one-child policy.
- 4) Thailand has reduced the general fertility rate without a one-child policy.

\*correct answer

18.(IIIE3)

- \*1) Higher educational status is consistently associated with lower fertility rates.
- 2) Lower educational status is not associated with higher fertility rates.
- 3) Lower educational status is not strongly associated with lower fertility rates.
- 4) There is an inverse relationship between education and fertility.

19.(VIIB)

- 1) The CPI measures the cost of basic goods and services. It does not measure a nation's income.
- 2) Stock market performance does not measure a nation's income.
- 3) The GRR is the proportion of all births that are female. It does not measure a nation's income.
- \*4) The GNP measures the total goods and services produced by a society and is the most commonly used measure of a nation's income.

20.(IIA, VIIB2)

- 1) Capitalists generally argue that population growth may stimulate economic development.
- 2) Nationalists generally argue that population growth stimulates economic development.
- \*3) Neo-Malthusians view population growth as a barrier to economic development.
- 4) Neo-Marxists view the unequal distribution of resources, not population growth, as the major detriment to economic development.

21.(VD, VF)

- 1) Core nations are not self-sufficient in energy sources and have to import large quantities of oil.
- 2) Core nations have both high incomes and high rates of consumption.

- 3) By attracting immigrants from economically developing countries, core nations have lower emigration and higher immigration rates.
- \*4) Core nations dictate economic terms to the rest of the world and peripheral and semi-peripheral nations are dependent upon decisions made by the core nations.

22.(IIB, VIIB3)

- 1) Marxists would argue just the opposite of this statement.
- 2) Marxists would be highly critical of this elitist approach to population.
- 3) This statement reflects the Malthusian perspective.
- \*4) This statement reflects the classic Marxist perspective of examining social structure, both political and economic, to understand development.

23.(VIIB5)

- 1) This statement describes a political reaction to an economic policy. It does not describe the green revolution.
- 2) This statement does not describe the green revolution.
- \*3) The green revolution is the name given to the development of enriched varieties of wheat and rice.
- 4) This statement describes the conversion of landmass for agricultural purposes. It does not describe the green revolution.

24.(VIID2)

- 1) Advertising expensive cars in the mass media constitutes a mass marketing campaign not aimed at any one particular group.
- \*2) Starting a college radio station that plays only Top 40 songs targets college students, a specific market segment.
- 3) Using population data to determine the number of televisions to stock at an appliance store is an example of market research.
- 4) Hiring department store salespersons with different ethnic and racial backgrounds establishes a broader-based appeal.

\*correct answer

## SECTION FIVE

# Taking the Exam

## Registering for Your Exam

### Register Online

[www.excelsior.edu/examregistration](http://www.excelsior.edu/examregistration)

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

### Examination Administration

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

### Accessibility Services

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

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

### Computer-Delivered Testing

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

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

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

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

### Breaks

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

### Online Proctoring

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

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

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

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

# On the Day of Your Exam

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## Important Reminders

On the day of your exam, remember to:

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

## Academic Integrity Nondisclosure Statement

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

If you choose not to accept the terms of the agreement

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

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

## UExcel Grade Report

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

## Grade Appeals

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

## What If I Miss My Appointment?

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

## Late Arrivals

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

## Information About UExcel Exams for Colleges and Universities

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

Excelsior College, the test developer, grants three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill the Social Sciences/History requirement or as a free elective for all Excelsior College degree programs that allow for free electives. For the Liberal Arts degrees, it may be used to help fulfill requirements for the Geography, Sociology, and Area Studies concentrations. The American Council on Education has reviewed the World Population examination and recommended three (3) lower-level credits. 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 and type of credit awarded and the minimum acceptable score.

## World Population Exam Development Committee

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Gregg Carter, PhD

(Columbia University, Sociology, 1983)

Chair and Professor, Bryant College

William Egelman, PhD

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William Kory, PhD

(University of Pittsburgh, Geography, 1977)

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Pittsburgh at Johnstown

# Sample Grade Report

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Excelsior College  
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:  
3 Lower Level

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

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

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

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







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