



Standard Course Outline

FIN 330 Insurance Principles

I. General Information:

Units: 3 credits

Prerequisites: None.

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II. Catalog Description:

Principles of risk-bearing and insurance. Life and property-liability insurance needs of the individual. Types of carriers and insurance markets; organization and functions of carriers; industry regulation. Letter grade only (A-F).

III. Curriculum Justification:

The course addresses a number of [COB Undergraduate Program Learning Goals](#)

General

- ♦ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
 - Students will be able to (a) illustrate the degree of competence in describe the basic purpose and scope of risk management by individuals and organizations, (b) describe the benefits of risk management and how it reduces the financial consequences of risk for individuals, organizations, and society. (c) explain how insurance companies operate, price their products and remain solvent, (d) show how insurance helps the economy by assuming losses that the insured cannot afford to at the time and summarize relevant and forward-looking and globally-oriented strategic recommendations.
- ♦ **Ethics:** Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and apply them in decision making in the local, regional, and global communities.
 - Students will be able to (a) distinguish ethical corporate actions from ones that are not, and (b) understand how unethical behavior can lead to a loss of value and decline of a firm.
- ♦ **Team & Interpersonal Skills:** Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
 - Students will work on an insurance industry case study through the Harvard Business School, produce a written report and deliver oral presentations while working through managing interpersonal conflict, negotiating and integrating their skills with team members. Students will also demonstrate that they understand the common issues in team/group decision making setting and should be able to resolve them within the team.
- ♦ **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills in English.
 - Student will demonstrate the competency of written communication skills given the significant amount of writing requirement in this course. Students will also demonstrate the competency of the skills that will enable them to conduct a combination of the oral and written group presentation.



Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of all relevant business functions, forward-looking practices and related theories and be able to integrate this functional knowledge in order to address current business problems.
 - Students will be able to understand key concepts of insurance, the use and limitations of insurance, and the principles and practices employed in insurance markets.
- ♦ **Quantitative & Technical Skills:** Students will develop the competence of quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
 - Students will be able to apply (a) the core principles of insurance - Insurable Interest, Utmost Good Faith, and Proximate Cause, and b) the core principles and their relation to compulsory classes of insurance, insurance regulation and consumer protection, and c) the corporate demand for insurance and its relation to profit smoothing, avoidance of bankruptcy and the monitoring role of insurance.
- ♦ **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's domestic and global-oriented business environment (e.g., legal, regulatory, political, cultural, and economic).
 - Students will demonstrate that they can make investment decisions in today's domestic and global marketing environment (e.g. legal, regulatory, political, cultural and economic environmental factors).

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

OBJECTIVE - Critical Thinking:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

Students will be able to apply (a) the core principles of insurance - Insurable Interest, Utmost Good Faith, and Proximate Cause, and b) the core principles and their relation to compulsory classes of insurance, insurance regulation and consumer protection, and c) the corporate demand for insurance and its relation to profit smoothing, avoidance of bankruptcy and the monitoring role of insurance

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include multiple choice and problem-oriented exams and quizzes, short answer and essay exams, and in-class problem-solving assignments.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will review the key knowledge before the assignments and provide feedback on the assignments.

OBJECTIVE - Business Functions:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will learn to (a) demonstrate that they understand the advantages, disadvantages and costs of the different types of insurance that their company or themselves may require throughout their lives, (b) how the proper use of insurance may be used to free up assets for more productive uses and (c) how to determine the proper cost-benefit ratio of various levels of insurance coverage for businesses and individuals.



B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include homework assignments, papers and case studies. Excel is used whenever possible within those assignments to make it a more familiar tool to the students.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain rubrics for writing expectations both before and after the case study, reviewing components of examples of well-written reports, incorporating feedback on reports with opportunities for revision.

OBJECTIVE - Quantitative and Technical Skills:

A. MEASURABLE STUDENT LEARNING OUTCOME(S):

After taking this course, students will be able to (a) analyze and comprehend the cost-benefit ratio of various types and levels of insurance coverage, (b) understand why insurance is a valuable and necessary part of our economy and (c) demonstrate that they can build a proper mix of insurance to support a corporation's current and relevant financial goals.

B. EVALUATION INSTRUMENTS (ASSIGNMENTS):

Specific assignments will vary by instructor, but typical assignments include excel group case assignment and valuation project.

C. INSTRUCTIONAL STRATEGIES FOR SKILL DEVELOPMENT:

Instructors will explain rubrics for writing expectations both before and after the case study project, reviewing components of examples of well-written reports, incorporating feedback on reports with opportunities for revision.

V. Outline of Subject Matter

SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED.

Topics to be covered in this class typically include:

1. Introduction to insurance and risk management
2. Risk identification and evaluation
3. Selecting and implementing risk management techniques
4. Operations and functions of insurers
5. Fundamental legal principles and the insurance policy
6. The insurance industry
7. Personal property and liability risks
8. Commercial property and liability risks

At least one class meeting should be devoted to content related to current topic and futuristic trends of finance including but not limited to Fintech, cryptocurrency, augmented reality, cyber security, public cloud, block chain, etc.

VI. Methods of Instruction

INSTRUCTION MODE

Check one or more modes of instruction that this course is authorized to use. Syllabi must also contain an



explicit statement describing the mode of instructional delivery.

May refer to University policies on “Academic Technology and the Mode of Instruction” and “Course Syllabi and Standard Course Outlines,” for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

This class can be offered as an online, hybrid, or flipped class, with the approval of the department chair, subject to program requirements and college guidelines.

✓ Traditional ✓ Hybrid ✓ Local Online ✓ Distance Education

CLASSROOM ACTIVITIES

Method of instruction generally comprises a combination of lecture, class discussions, and in-class exercises. Homework assignments, case studies, reports of current financial topics, and group projects may be used to strengthen students’ knowledge of relevant finance theories and applications.

EXTENT AND NATURE OF TECHNOLOGY USE.

Instructors will require students to use WRDS (Wharton Research Data Services) and Excel for data retrieval and data processing tool (such as a simple regression to calculate beta using excel) as part of instruction.

If the course is conducted entirely through Alternative Modes of Instruction, both synchronous and asynchronous learning will be incorporated. Students will access the course material and activities on BeachBoard and will be required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality and a webcam to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet with sufficient speed in order to be able to participate in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should notify the instructor via email as soon as possible.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

VII. Information about Textbooks/Readings

An example of textbooks used in this class is *Introduction to Risk Management and Insurance*, by Mark S. Dorfman, Pearson/Prentice Hall

VIII. Instructional Policies Requirements

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on “Attendance,” “Course Syllabi & Standard Course Outlines,” and “Final Course Grades, Grading Procedures, and Final Assessments.” If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on Academic Technology and the Mode of Instruction. Instructors should refer to the current CSULB Catalog and to the Academic Senate website for campus guidelines and policy statements as they develop their individual course policies.



Lecturing on theories & concepts of finance and applications to investments. Quantitative techniques and problem solving. Managing an investment portfolio, presentation & discussion (group project). Individual hedging strategy using derivative securities.

Instructors in planning the exams, and other grading procedures, should adhere to the relevant [University Policy on Grades, Grading Procedures, and Final Assessments](#).

The textbooks for this course should be chosen in accordance with the [University Policy on textbooks](#). There are many appropriate textbooks for this course; it is generally agreed that none of them is perfect. The following suggestion is based on the special nature of this core MBA course:

- ♦ Students will arrive at this course with extraordinary range of backgrounds; and therefore prior knowledge will be highly variable, however,
- ♦ Students will have a level of maturity that will enable them to look at a broader picture via more advanced cases, simulations, group projects and
- ♦ Examinations must be essay-type and/or problem solving questions and avoid the use of multiple-choice questions.

IX. Course Assessment and Grading

The exact set of course assignments will vary depending on the instructor. However, at least one Excel group case assignment and valuation project (e.g. a simple regression to calculate beta using excel) is required and will count for certain percentages of final grade.

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with University policy on “Final Course Grades, Grading Procedures, and Final Assessments.” Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percent	Grade	Grade Description
90-100%	A	Mastery of the relevant course standards.
80-89%	B	Above average proficiency of the relevant course standards.
70-79%	C	Satisfactory proficiency of the relevant course standards.
60-69%	D	Partial proficiency of the relevant course standards.
Below 60%	F	Little or no proficiency of the relevant course standards.

X. Disabilities

The SCO and syllabi should contain a statement regarding support services for students with disabilities. Under the Office of Civil Rights and the Americans with Disability Act, students may disclose **at any time** during the academic semester that they need a classroom accommodation based on a disability. Thus, it is strongly recommended that all SCOs and syllabi use the following language, as it meets both federal and state legal standards.

The Bob Murphy Access Center (BMAC)

The Bob Murphy Access Center (BMAC) provides certification for students with disabilities and helps arrange relevant accommodations: [Bob Murphy Access Center](#). Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can



be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: amac@csulb.edu.

XI. Assistive Technology

The SCO should contain a statement regarding the university policy on assistive technology.

In compliance with university policy on “Accessibility and Faculty Responsibility for the Selection of Instructional Materials,” instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim’s Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim’s advocate, who can help them through the reporting process, or they can report the assault directly to the [Title IX Office](#) by completing an online reporting form or contacting the Office of Equity & Diversity at OED@csulb.edu.

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIV. [Additional Resources for Development of Syllabi](#)