

Implementation Date
Fall 2008

PROGRAM CONCENTRATION: Business & Computer Science
CAREER PATHWAY: Financial Management - Services
COURSE TITLE: Insurance and Risk Management

Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business partnerships with risk management companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Prerequisite for Financial Management - Services Pathway: Business Essentials

Risk Management

BCS-IRM-1. Students will explain the principles of risk management and insurance.

- a. Examine the concept of risk and probability.
- b. Describe the historical development of insurance.
- c. Explain and illustrate how risk is determined, avoided, controlled, and transferred.
- d. Analyze risk management techniques.
- e. Distinguish between insurable and noninsurable risks and the concept of economic loss.
- f. Analyze the different types of insuring organizations and insurance products.
- g. Explain the items to be considered when selecting an insurance company: product, price, and company stability.
- h. Examine the role of the insurance commission.
- i. Explain the law of large numbers as it relates to insurance and risk management.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RCA3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

Implementation Date
Fall 2008

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Business Insurance

BCS-IRM – 2. Students will identify risks present in business and the insurance needed to protect business.

- a. Determine different types of insurance coverage needed for business.
- b. Assess the effectiveness of insurance products in relation to cost.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MM2P1. Students will solve problems (using appropriate technology).

MM2P4. Students will make connections among mathematical ideas and to other disciplines.

Product Liability

BCS-IRM-3. Students will describe product liability in the business environment and ways to manage this risk.

- a. Investigate product liability and punitive damages cases in the business environment.
- b. Determine business insurance needs and ways to limit losses stemming from product liability.
- c. Evaluate the effect of lawsuits involving product liability and punitive damages.

Implementation Date
Fall 2008

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Automobile Insurance

BCS-IRM-4. Students will describe the principles of automobile insurance and identify types of coverage and policy types available.

- a. Evaluate different types of automobile insurance coverage, including riders and endorsements.
- b. Determine the effect of various factors on insurance rates.
- c. Examine ways to reduce the cost of insurance.
- d. Examine an automobile insurance application.
- e. Review claim procedures.
- f. Identify reasons for policy cancellation.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Implementation Date
Fall 2008

Homeowner's/Renter's Insurance

BCS-IRM-5. Students will describe the principles of homeowner's insurance and identify types of coverage and policy types available.

- a. Describe coverage common to most homeowner/renter/business property policies and explain how the amount of coverage needed is determined.
- b. Describe special coverage available.
- c. Explain variances in homeowner/renter/business property rates and determine how to obtain the best rates.
- d. Compare the difference between replacement and value coverage.
- e. Examine types of business and personal property coverage.
- f. Explain why business and personal property rates vary and how to obtain the best rates.
- g. Explain how to inventory and document all business and personal property and how to use riders and endorsements to cover specific needs.
- h. Assess the need for umbrella and excess liability coverage.
- i. Examine property insurance applications.
- j. Identify reasons for policy cancellation.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Health/Medical Insurance

BCS-IRM-6. Students will describe the principles of health insurance and identify types of coverage and policy types available.

- a. Identify basic types of coverage offered by health insurance companies and describe different health/medical insurance plans.
- b. Identify the features of various health insurance policies.

Implementation Date
Fall 2008

- c. Define the responsibility of the insured for co-pay, deductible, and no covered medical expenses.
- d. Determine insurability and identify reasons for policy cancellation.
- e. Explain why health/medical insurance rates vary and how to obtain the best rates.
- f. Examine a health insurance claim form.
- g. Compare and contrast the services and the cost of employee health/medical insurance plans available for businesses.
- h. Identify how Medicaid, Medicare, and Medigap programs work.
- i. Describe the role of supplementary and transitional insurance (i.e., hospital indemnity, HIPAA, COBRA).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Life Insurance

BCS-IRM-7. Students will describe the principles of life insurance and identify types of coverage and policy types available.

- a. Compare different types of life insurance programs and how to determine the best coverage.
- b. Explain why life insurance rates vary and how to obtain the best rates and enumerate common exclusions.
- c. Determine variables to consider when naming beneficiaries.
- d. Evaluate possible tax consequences for beneficiaries.
- e. Identify different life insurance settlement options.
- f. Identify reasons for policy cancellation.
- g. Describe mortgage protection insurance.
- h. Examine a life insurance application.

ACADEMIC STANDARDS:

Implementation Date
Fall 2008

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Disability Insurance

BCS-IRM-8. Students will describe the principles of disability insurance and identify types of coverage and policy types available.

- a. Explain the benefits of disability coverage.
- b. Describe disabling conditions that qualify for benefits.
- c. Explain why disability rates vary and how to obtain the best rates.
- d. Evaluate the role of Social Security in providing disability benefits.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Long-Term Care Insurance

BCS-IRM-9. Students will describe the principles of long-term care insurance and identify types of coverage and policy types available.

Implementation Date
Fall 2008

- a. Evaluate the need for long-term care insurance.
- b. Determine who should purchase long-term care insurance.
- c. Explain why long-term care insurance rates vary and how to obtain the best rates.
- d. Examine a long-term care insurance application.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Workplace Risk

BCS-IRM-10. Students will explain the purpose of worker's compensation insurance, its responsibility, and its benefits.

- a. Explain the role of workers compensation insurance.
- b. Explain the benefits of workers compensation insurance to policyholders.

BSC-IRM-11. Students will explain the purpose of unemployment insurance, its responsibility, and its benefits.

- a. Define unemployment insurance.
- b. Explain how state and federal legislation affect unemployment insurance.
- c. Explain the financial obligation of the employer as it pertains to unemployment insurance.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

Implementation Date
Fall 2008

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Other Types of Insurance

BCS-IRM-12. Students will identify other types of insurance in the industry and the risks the types protect.

- a. Explain the advantages of other types of insurance (i.e., identity theft, title, malpractice, and gap).
- b. Explain the disadvantages of other types of insurance (i.e., identity theft, title, malpractice, and gap).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Insurance Ethics and Insurance Fraud

BCS-IRM-13. Students will describe the ethical responsibilities of the insurance company, the agent, and the insured.

- a. Describe each of the four categories of regulations for insurance companies (i.e., financial condition of the insurer, standard provisions in contracts, licensing of companies and agents, and premium rates).
- b. Describe how the company and laws of the state regulate an agent.

Implementation Date
Fall 2008

- c. Describe the major rights and responsibilities of an insured (i.e., researching the policy and company, honesty in filing claims and applying for policies, maintaining state compulsory coverage, paying premiums on time, and protecting dependents).

BCS-IRM-14. Students will list different types of insurance fraud and explain how fraud affects policyholders.

- a. Describe the differences between internal and external fraud.
- b. List examples of internal and external fraud.
- c. Explain how to avoid insurance fraud.

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Careers in Insurance

BCS-IRM-15. Students will identify three segments of insurance company operations and evaluate advantages to a career in the insurance industry.

- a. Describe careers in insurance underwriting (i.e., underwriter, management, and actuary).
- b. Describe careers in insurance marketing (i.e., independent agent, exclusive agent, direct writing, direct response, advertising, and management).
- c. Describe careers in insurance claims (i.e., adjuster and estimator).
- d. Identify advantages to a career in insurance (i.e., recognition, rewards, flexibility, challenge, variety, advancement).

ACADEMIC STANDARDS:

SSEPF5. The student will describe how insurance and other risk-management strategies protect against financial loss.

Implementation Date
Fall 2008

ELA10RC3. The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.

ELA10W3. The student uses research and technology to support writing.

ELA10LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational

Implementation Date
Fall 2008

structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.