



SOCIETY OF ACTUARIES

**Spring 2004**

**Basic Education Catalog**

## MISCELLANEOUS INFORMATION

- All applications and order forms can be found in the back of the printed catalog or on the SOA Web site, [www.soa.org](http://www.soa.org). For hard copies of the catalog send requests to [inforequest@soa.org](mailto:inforequest@soa.org).
- Please refer to our web site for any future updates to course information.

The following list of abbreviations that will be found in this catalog:

AAA	American Academy of Actuaries
APC	Associateship Professionalism Course
ASA	Associate of the Society of Actuaries
ASB	Actuarial Standards Board
ASP	Actuarial Standards of Practice
ASPA	American Society of Pension Actuaries
BOG	Board of Governors—Society of Actuaries
CAS	Casualty Actuarial Society
CCA	Conference of Consulting Actuaries
CIA	Canadian Institute of Actuaries
CLU	Chartered Life Underwriter
CMA	Chartered Management Accountant
CPCU	Chartered Property/Casualty Underwriter
EA	Enrolled Actuary
EA-1	Enrolled Actuaries Basic Examination
EA-2, A	Enrolled Actuaries Pension Examination, Segment A
EA-2, B	Enrolled Actuaries Pension Examination, Segment B
E&E	Education and Examination
FAC	Fellowship Admissions Course
FAS	Financial Accounting Standard
FASB	Financial Accounting Standards Board
FSA	Fellow of the Society of Actuaries
ISN	Introductory Study Note
JBEA	Joint Board for the Enrollment of Actuaries
<i>NAAJ</i>	<i>North American Actuarial Journal</i>
PD	Professional Development
<i>RSA</i>	<i>Record, Society of Actuaries</i>
SN	Study Note
SOA	Society of Actuaries
<i>TSA</i>	<i>Transactions, Society of Actuaries</i>
<i>TSA Reports</i>	<i>Transactions, Reports of Mortality and Morbidity Experience, Society of Actuaries</i>

# THE SOCIETY OF ACTUARIES

## Mission and Vision Statement of the Society of Actuaries

The Society of Actuaries (SOA) is an educational, research, and professional organization dedicated to serving the public and Society members. Its mission is to advance actuarial knowledge and to enhance the ability of actuaries to provide expert advice and relevant solutions for financial, business, and societal problems involving uncertain future events. The vision of the SOA is for actuaries to be recognized as the leading professionals in the modeling and management of financial risk and contingent events.

Terms and concepts used in the Mission and Vision Statement may be amplified as follows:

### 1. Education Organization

The SOA provides basic education in the fundamental principles of actuarial science, advanced education and professional development in areas requiring specific technical or regulatory knowledge, and continuing education for practicing actuaries.

### 2. Research Organization

The SOA conducts research to develop studies of historical experience and techniques for projections into the future, to analyze the actuarial aspects of public policy issues, and to provide the foundation for further expansion of the profession.

### 3. Professional Organization

The SOA promotes high standards of professional competence and conduct within the actuarial profession. The SOA has adopted a Code of Professional Conduct, and in matters of conduct and discipline, it cooperates with the Canadian Institute of Actuaries and with the American Academy of Actuaries, including the Actuarial Standards Board and the Actuarial Board for Counseling and Discipline.

### 4. Serving the Public

By developing and valuing financial programs, actuaries provide service to the public. In addition to looking after the interests of direct participants and beneficiaries of such public and private programs, actuaries also provide advice to shareholders, regulators, financial analysts and others. The SOA meets its responsibility to the various publics by recruiting and educating actuaries and by its role as a professional organization. Note that the SOA places serving the public ahead of serving its members.

### 5. Serving its Members

The SOA is committed to meeting the needs of its members. Members work in the traditional practice areas of life insurance, retirement systems, health benefit systems, financial and investment management, and in emerging practice areas. In meeting the needs of its members, the SOA conducts meetings and seminars, publishes papers and studies, makes or sponsors investigations, promotes educational activities for candidates and members, utilizes technology to enhance communications, sponsors academics and supports universities with actuarial science programs, organizes special interest sections, and undertakes such other activities as appropriate. However, in accomplishing many of these tasks, the SOA relies on the generous support of its members in volunteer roles.

Although the majority of the SOA members reside in Canada or in the U.S., a significant number of members live or practice in other geographical areas. The SOA is committed to encouraging the development of actuarial science worldwide and to addressing the international needs of SOA members. The SOA is a member of the International Actuarial Association and of the worldwide actuarial profession.

### 6. Advancing Actuarial Knowledge and Enhancing the Ability of Actuaries

Knowledge of actuarial science is the foundation of the actuarial profession. Actuaries often deal with problems relating to uncertain future events. With insurance based on scientific actuarial principles, financial aspects of uncertainties such as premature death, disability, need for medical care, etc., can be exchanged for the certainty of a premium payment. Pension and social security programs require actuarial analysis based on contingencies such as period of employment, covered earnings, and mortality. Investments and other financial transactions involving risk or uncertainty can also be modeled using actuarial techniques. In a dynamic and rapidly changing world, actuarial

knowledge must be continuously expanded to meet increasingly complex problems and to enhance the value added by actuarial analysis.

## **7. Recognition as the Leading Professionals**

The vision of the SOA is not only to have actuaries be the leading professionals in the modeling and management of financial risk and contingent events, but to have this expertise widely recognized and accepted outside the actuarial profession as well.

## **8. Critical Success Factors**

Critical success factors for the profession and the SOA are:

### **For the Profession**

- Be relevant to the needs of our customers. Provide value to a constituency sufficiently large to sustain meaningful work for current and future members of the profession. This may mean expanding our horizons as a profession.
- Be recognized and credible with employers, clients, policymakers and the public by clearly defining who we are and how we differ from others.
- Expand the scope of the actuarial profession. Design a paradigm that expands the scope of meaningful applications of our science, while preserving its integrity and uniqueness.
- Have an effective influence on public policy.
- Focus on maintaining quality membership by recruiting, educating and retaining people who are a credit to the profession, the customers and the societies we serve.
- Be forward looking, flexible and adaptable. Where appropriate, motivate the need for actuarial services in the absence of government regulations. Focus our professional resources on outcomes most important to members and the public.

### **For the SOA**

- Provide a relevant educational system to train new actuaries and provide continuing education for actuaries. Keep Education and Examination (E&E) and Continuing Education systems in line with the profession's needs.
- Carry out research initiatives that maintain a current knowledge base and expand it so that we can add value to our customers; publications should support dissemination of the knowledge base; knowledge base needs to support both new and existing practice areas.
- Provide appropriate scope for actuarial practice, encompassing attention to the new practice areas and appropriate geographical areas, and building and maintaining employment opportunities for actuaries. Focus should continue to be on customer needs.
- Provide and maintain strong and effective services for members. The key is helping members add value to their customers with emphasis on external focus.
- Maintain a strong volunteer system and effectively support it with staff.
- Provide support to help achieve the critical success factors for the profession.
- Prepare for the future, focusing on both the long and the short term.  
The critical success factors should serve as a framework for testing priorities and allocating resources.

## **Principles Underlying the Education and Examination (E&E) System**

The SOA administers a series of courses leading to Associateship and Fellowship. The principles underlying the SOA E&E system are the following:

1. To provide the actuary with an understanding of fundamental mathematical concepts and how they are applied, with recognition of the dynamic nature of these fundamental concepts in that the actuary must remain up-to-date with developments in mathematics and statistics;
2. To provide the actuary with an accurate picture of the sociodemographic, political, legal, and economic environments within which financial arrangements operate, along with an understanding of the changing nature and potential future directions of these environments;
3. To expose the actuary to a broad range of techniques that the actuary can recognize and identify as to their application and as to their inherent limitations, with appropriate new techniques introduced into this range as they are developed;

4. To expose the actuary to a broad range of relevant actuarial practice, including current and potential application of mathematical concepts and techniques to the various and specialized areas of actuarial practice; and
5. To develop the actuary's sense of inquisitiveness so as to encourage exploration into areas where traditional methods and practice do not appear to work effectively.

## **Admission Requirements to the SOA**

### ***Associateship***

#### **A. Who may be admitted**

Anyone pursuing actuarial studies may apply for admission to the SOA. If the Board of Governors (BOG) approves the Application for Admission as Associate, the candidate will be enrolled as an Associate of the Society of Actuaries (ASA) after completing the Associateship educational requirements as prescribed by the BOG, subject to any further requirements that the BOG may prescribe. Membership dues are not charged until the Application is accepted and all requirements prescribed by the BOG have been satisfied.

#### **B. When and how to apply**

A candidate planning to seek admission to the SOA should submit the Application for Admission as Associate before completing the educational requirements for Associateship. The Application for Admission as Associate is separate from the candidate's course registration application and will be sent to candidates who have passed the SOA Courses 1–4. Upon receiving the Application for Admission as Associate, candidates are encouraged to complete the application and return it to the Membership Coordinator at their earliest convenience. Any questions regarding the application should be directed to the Membership Coordinator at 847-706-3532.

#### **C. Associateship Requirements - effective May 1, 2003**

To attain Associateship, the candidate must successfully complete the course requirements described below, and must have the Application for Admission as an Associate approved by the SOA Board of Governors.

Credit for all courses must be obtained by examinations offered by the SOA or by alternative methods approved by the BOG. In certain circumstances, course credit may be obtained by waiver for a candidate who has the examination credits in another actuarial organization.

Effective May 1, 2003 the following requirements for Associateship will be applicable.

1. All candidates must complete Courses 1-4.
2. Candidates may elect any two of the following, subject to stated restrictions:
  - Course 5
  - Course 6
  - Course 7
  - Course 8 (select one Course 8 examination)
  - Professional Development (PD) component
3. All candidates must also complete the Associateship Professionalism Course (APC). Candidates must also have an approved Application for Admission as an Associate on file, as described in item C above.

Course selections from, among Courses 5, 6, 7, 8 and PD are subject to the following restrictions:

1. Candidates may not use the combination of Course 7 and PD unless Course 7 credit was obtained through conversion from the 2000 system.
2. A candidate who elects to use Course 7 must satisfy all of the prerequisites for Course 7 and complete all eligibility qualifications for the Course 7 Prerequisite Waiver as stated in the Course of Reading and Description of Examinations.
3. Candidates may not use two Course 8 examinations towards the ASA examination requirements.
4. If a candidate elects to use PD, the candidate must satisfy all of the requirements of the PD component. In addition, the following criteria apply when PD is used as one of the additional components for the ASA:
  - No plan can be filed until the candidate has received a passing score for Courses 1-4 and one additional component (Courses 5, 6, or 8).

- A minimum of 25 units of the total 50 required PD units of credit must be obtained with a passing score from an examination-validated program.
- Candidate may use unassigned conversion credits from the pre-2000 SOA education system to satisfy the requirement for 25 units of examination-validated credits.
- A candidate who uses the PD component towards the ASA requirements and who continues to Fellowship must submit a second PD plan to meet the requirements for Fellowship.

### ***Fellowship***

#### **A. Who may be admitted**

An Associate will be admitted as a Fellow of the Society of Actuaries (FSA) after completing the Fellowship educational requirements, including the Professional Development (PD) requirement, the Fellowship Admissions Course (FAC), and any additional requirements prescribed by the BOG. No application is required for an Associate to be admitted as a Fellow.

#### **B. Fellowship Requirements - effective May 1, 2003**

Associates must complete all remaining educational requirements including the PD Requirement. The FAC is required of all candidates for Fellowship, and candidates may not attend the FAC until they have completed Courses 1–8 and the PD requirement.

### ***Education Redesign***

The current education system is undergoing review and revision. Components of the redesign, however, will not affect the syllabus in effect for the period covered by this current catalog. Additional details can be found at [http://www.soa.org/ccm/cms-service/stream/asset?asset\\_id=1008063](http://www.soa.org/ccm/cms-service/stream/asset?asset_id=1008063). Please watch the SOA Web site for announcements on implementation plans, conversion rules and other details. You may also contact [eq2005@soa.org](mailto:eq2005@soa.org) if you have any questions.

## COURSE LISTINGS

Specific Associateship and Fellowship requirements can be found under Current Admission Requirements to the SOA.

<b>Course</b>	<b>Title</b>	<b>Offered</b>
Course 1**	Mathematical Foundations of Actuarial Science	Spring & Fall
Course 2**	Interest Theory, Economics and Finance	Spring & Fall
Course 3	Actuarial Models	Spring & Fall
Course 4**	Actuarial Modeling	Spring & Fall
Course 5	Application of Basic Actuarial Principles	Fall
Course 6	Finance and Investments	Spring
Course 7	Applied Actuarial Modeling	Various
Course 8	Advanced Specialized Actuarial Practice Candidates must choose one of the following: Finance Health, Group Life & Managed Care* Individual Insurance Investments Retirement Benefits	Fall
Professional Development Requirement, Associate and Fellowship		
Associateship Professionalism Course (APC)		Various
Fellowship Admissions Course (FAC)		Various
<b>Other Offerings</b>		
<b>Course</b>	<b>Title</b>	<b>Offered</b>
EA-1	Enrolled Actuaries Basic Examination	Spring
EA-2, A	Enrolled Actuaries Pension Examination, Segment A	Fall
EA-2, B	Enrolled Actuaries Pension Examination, Segment B	Spring

\*Candidates selecting the Course 8 Health, Group Life and Managed Care examination will also select a subspecialty of either Managed Care or Health and Group Life.

\*\*Courses 1, 2 and 4 are jointly sponsored by the Casualty Actuarial Society (CAS) and the SOA.

## GENERAL INFORMATION REGARDING EDUCATION AND EXAMINATIONS

### Spring 2004 Examination Dates and Times

Course	Duration	Date	Time
Course 1*	4 hours	Wednesday, May 19	8:30 AM–12:30 PM
Course 2*	4 hours	Thursday, May 20	8:30 AM–12:30 PM
Course 3	4 hours	Thursday, May 13	8:30 AM–12:30 PM
Course 4*	4 hours	Wednesday, May 12	8:30 AM–12:30 PM
Course 6	5 hours 25 minutes	Friday, May 7	8:30 AM–11:45 AM and 1:30 PM–3:40 PM
EA-1	2½ hours	Tuesday, May 11	8:30–11:00 AM
EA-2, Segment B	2½ hours	Tuesday, May 11	1:00–3:30 PM

\*Courses 1, 2 and 4 are jointly sponsored by the CAS and the SOA.

**Note: Courses 5, 6 and 8 include read-through times. See the individual course descriptions for details.**

**Tentative Fall 2004 Examination Dates and Times**

<b>Course</b>	<b>Duration</b>	<b>Date</b>	<b>Time</b>
Course 1*	4 hours	Thursday, November 4	8:30 AM-12:30 PM
Course 2*	4 hours	Wednesday, November 3	8:30 AM-12:30 PM
Course 3	4 hours	Tuesday, November 2	8:30 AM-12:30 PM
Course 4*	4 hours	Monday, November 1	8:30 AM-12:30 PM
Course 5	5 hours 25 min.	Wednesday, October 27	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8 Finance	6 ½ Hours	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8 Health, Group Life and Managed Care- Health and Group Life Extension	6 ½ Hours	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8 Health, Group Life and Managed Care – Managed Care Extension	6 ½ Hours	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8 Individual Insurance	6 ½ Hours	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8 Investments	6 ½ Hours	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-4:45 PM
Course 8RU (U.S.) and 8RC (Canada) Retirement Benefits – Comprehensive Segment	4 hours 55 minutes	Thursday, October 28	8:30 AM-11:45 AM and 1:30 PM-3:30 PM
Course 8 Retirement Benefits – Pension Funding Mathematics	1 hour 40 minutes	Friday, October 29	2:00 PM-3:40 PM
EA-2, Segment A	4 hours	Friday, October 29	8:30 AM-12:30 PM

\*Courses 1, 2 and 4 are jointly sponsored by the CAS and the SOA.

**Note: Courses 5, 6 and 8 include read through times. See individual course descriptions for details**

## Course 7

Course 7 Applied Actuarial Modeling requires passing a pre-test and successfully completing a separate seminar. Pre-tests are administered on the first Friday of the following months: February, April, June, August, October and December. Course 7 seminars are scheduled as follows:

### 2004 Course 7 Seminars

Sites	2004 Dates	Specialty	Number of Seminars
Atlanta	March 1-4, 2004	General	2
Montreal	March 29-April 1, 2004	Pension	1
Montreal	March 29-April 1, 2004	General (French)	1
Chicago	June 7-10, 2004	General	3
Seattle	July 12-15, 2004	General	2
Hong Kong	July 12-15, 2004	General	1
Boston	August 9-12, 2004	Pension	1
Boston	August 9-12, 2004	General	2
Chicago	December 6-9, 2004	General	2

All seminar schedule changes (whether location, date or specialty) will be made on the seminar application form found on the Course 7 page of the SOA Web site at <http://www.soa.org/ccm/content/?categoryID=825036>.

Course 7 pre-test applicants may cancel pre-test registration in writing no less than two weeks prior to the administration of the pre-test. The SOA will refund the registration fee, minus a cancellation fee of \$50 (U.S.). No refunds will be considered for Course 7 pre-test applicants who fail to send a written cancellation request and simply do not write the pre-test. A written request to change pre-test registration to an alternate pre-test date will be accommodated when received no less than two weeks prior to the administration of the registered pre-test.

A candidate who submits an application for a Course 7 Seminar, but is unable to attend that seminar may submit a written request for a refund. The SOA will refund the registration fee, minus a cancellation fee of \$200 (U.S.). A written request to change Course 7 registration to an alternate date or location will be accommodated when possible and a fee of \$100 (U.S.) will be assessed if cancellation is received prior to the registration deadline. After the deadline, the transfer fee will be \$200 (U.S.).

Candidates awaiting pre-test results who have submitted a seminar application and who are subsequently unsuccessful on the pre-test will have their seminar registration canceled and registration fee refunded, less a \$100 (U.S.) processing fee. These candidates will not be permitted to register for another seminar until they have registered for another pre-test.

The SOA has the right to cancel or reschedule any of the Course 7 seminars if conditions warrant. In the event of a cancellation, full registration fees will be refunded. Candidates registered for a seminar that must be rescheduled may attend on the rescheduled date, choose another available seminar date or apply for a refund without penalty. The SOA will not be held liable for any airline or other cancellation fees assessed attendees in the event of a canceled or rescheduled seminar.

### Applications to Write Examinations and Deadlines for Submittal

Applications for all SOA examinations are available in this catalog or may be obtained from the SOA web page ([www.soa.org](http://www.soa.org)), or e-mail [inforequest@soa.org](mailto:inforequest@soa.org) or fax 847-273-8526. For the Enrolled Actuaries examinations, applications are also available from the American Society of Pension Actuaries (ASPA). Applications for the Casualty Actuarial Society (CAS) examinations are available from the CAS in the 'Students' Corner' of the CAS Web site ([www.casact.org](http://www.casact.org))

***A candidate may not write an examination for a course for which the candidate already has credit.***

Applications must be received on or before April 1 for the Spring session, and on or before September 24 for the Fall session. Applications received after the deadline will not be considered.

A registered candidate who requests a change of examination center must pay a \$50 (U.S.) change-of-center fee. *No change of center may be made after April 1 for the Spring examinations, or after September 24 for the Fall examinations.*

The registration deadline for the Course 7 pre-test is no later than two weeks prior to the administration of the pre-test (administered on the first Friday of the following months: February, April, June, August, October and December). Applications for a Course 7 seminar must be received no later than four weeks prior to the starting date of the seminar.

Candidates will not be considered registered for an examination until the SOA has received an original, signed application for the examination session. Unsigned, photocopied or facsimile applications are not valid. **All applications must include an original signature of the candidate.**

## Course Fees

Fees listed in this Catalog are guaranteed through the Spring 2004 examination session only. Candidates will be notified of any changes in fees. The examination fees for Courses 1–6 include electronic access to the required study notes.

### Course Fees for Spring 2004

Course	Course Fee*
Course 1**	\$ 95.00
Course 2**	\$ 140.00
Course 3	\$ 365.00
Course 3 Student Fee	\$ 290.00
Course 4**	\$ 365.00
Course 4 Student Fee**	\$ 290.00
Course 6	\$ 700.00
Course 7 Pre-test	\$ 150.00
Course 7 Seminar	\$ 1000.00
EA-1	\$ 200.00
EA-2, Segment B	\$ 200.00
Professional Development (Filing Fee)	\$ 150.00

\* All amounts in U.S. dollars.

\*\* Courses 1, 2 and 4 are jointly sponsored by the CAS and the SOA.

Student fees are available only to candidates currently enrolled in full-time university study programs.

Reduced examination fees are available to qualified candidates in eligible countries. Please see the SOA Web site at <http://www.soa.org/ccm/content/exams-education-jobs/candidate-and-exam-information/examination-and-study-material-fee-discount-program/> or contact the Manager of Global Initiatives at [msikaras@soa.org](mailto:msikaras@soa.org).

Fees should be remitted in U.S. funds (or equivalent) by check, money order, American Express, MasterCard or Visa. Please note that payment in non-U.S. currency may slightly delay the processing of the application.

## Refunds

A candidate who submits an application for an examination but does not write that examination may submit a written request for an examination refund. **A \$50 (U.S.) administrative fee is assessed on all refunds.** The written request must be received at the SOA no later than June 30, 2004 for the Spring examinations. Requests will not be considered after this date. *Change-of-center fees and fees for writing at specially arranged centers will not be refunded. Fees cannot be transferred from one session to another.* Special policies apply to the Course 7 pre-test and seminar. Please see the **Course 7** section for additional details.

## Examination Locations

Regular examination centers are set up in many locations, with consideration given to the number of candidates in the vicinity and the availability of appropriate facilities and supervisory personnel. Special examination centers may be arranged at the discretion of the SOA office. The additional fee for these special centers is \$50 (U.S.); *requests must be received by the **April 1 registration deadline** for the Spring examinations.*

Examination centers are listed on the examination application. A candidate's examination center will be indicated on the Ticket of Admission.

Please check our web site: [www.soa.org](http://www.soa.org) periodically for updated center information. Center locations are subject to change prior to the exam date.

### Special Arrangements for Candidates with Disabilities

A candidate with a formally diagnosed disability who needs special testing arrangements must submit a written request to the SOA office for each session the candidate intends to write. Documentation of the disability (e.g., physician's statement, diagnostic test results) as well as the need for special arrangements are required of each candidate; previous accommodations given to the candidate in an educational program or work setting are also considered. *Requests for special arrangements and supporting documentation must be submitted, at the applicant's expense, **no later than April 1** for the Spring examinations.*

### Food and Beverage in Examination Room

Candidates will be permitted to bring bottled water into the examination room. No food or other beverage, except as required for medical situations and with preauthorization provided, will be permitted. Candidates requiring special accommodations must submit a written request with their application. Written requests should be directed to the Examination Services Department c/o Society of Actuaries.

### Ticket of Admission/Instructions to Candidates

The SOA office will mail each candidate: 1) a *Ticket of Admission*, which indicates the examination(s) for which the candidate is registered, and 2) the *Instructions to Candidates*, which covers administrative details about the examination, and 3) the *Examination Center Locations* which lists the exact address of each exam center. ***This Ticket of Admission must be brought to the examination center.*** Tickets of Admission will be mailed beginning March 1 for the Spring session and September 1 for the Fall session. The ticket indicates the examination center to which the candidate should report and also provides the candidate number. This candidate number is to be written by the candidate on the examination(s) for identification purposes. **Candidates are strongly encouraged to retain their candidate numbers after the examination session is completed.** A candidate number is required to access pass/fail information through the SOA **automated hotline**.

*A candidate who has not received a Ticket of Admission two weeks prior to the examination, or whose ticket contains incorrect information, should call the SOA Examination Services Department at **847-706-3583**.*

The Ticket of Admission also serves as a receipt and should be retained if needed for tax purposes.

### Requirements for Admission to Examination Center

To be admitted into an examination center, each candidate must present a valid Ticket of Admission as well as positive identification with a signature and a photograph (e.g., driver's license, passport, school or work I.D., etc.). If a photo I.D. is not available, the candidate must present *two* forms of identification with a signature, with at least one form containing a physical description (height, weight, hair color, eye color, etc.). Each candidate will be required to sign in at the examination center. A candidate who does not present positive identification or who refuses or is unable to provide a matching signature will not be permitted to write the examination.

### Signatures on Examination Answer Sheets and Envelopes

Candidates are **required** to sign their answer sheets and envelopes. Candidates submitting examinations without a signed statement on the multiple-choice answer sheet or written-answer envelope will not receive a grade for those examinations. The statement to be signed reads:

**"I have neither given nor received assistance of any kind on this examination. I understand the examination is confidential and will not disclose its contents.**

**This examination is being written with the understanding that if the answer sheet/envelope is returned unsigned, it will not be graded."**

Envelopes for written-answer examinations will be opened in the SOA office. Committee officers and graders will receive information identifying candidates only by candidate number.

## Bilingual Examinations in Canada

For examination centers in Canada, examination booklets for Courses 1–6, and 8 are printed in both English and French. For bilingual examinations, responses to written-answer questions may be in either English or French. The Course 7 seminar project may also be written in either English or French. French speaking candidates writing the Course 7 Pre-test may bring a French/English dictionary into the examination room.

## Use of Calculators and Other Assistance in Writing Examinations

Only the calculators described in the following paragraphs may be brought into the examination room. Books, papers, computers or other electronic devices may not be brought into the examination room.

For the 2004 examination administrations, candidates may use the battery- or solar-powered Texas Instruments BA-35 model calculator (the official SOA/CAS calculator), the BA II Plus\*, the TI-30X or TI-30Xa (the official CAS calculator) or TI-30X II\* (IIS solar or IIB battery.) Candidates using any of these calculators need not have calculators with the SOA or CAS logo; candidates may also continue to use any previous calculator model that bears either logo. Candidates may use more than one of the approved calculators during an examination.

The same calculator models are approved for use on the joint SOA/CAS examinations as well as the SOA examinations. For the Enrolled Actuaries (EA) examinations, candidates may use any model that meets the specifications of the Joint Board for the Enrollment of Actuaries. Specifications are listed in the Joint Board's *Examination Program*. Candidates writing these examinations will receive a special set of calculator rules with their tickets of admission. All of the approved SOA models meet the specifications of the Joint Board.

Calculator instructions cannot be brought into the examination room. During the examination, the calculator must be removed from its carrying case so the supervisor can confirm it is an approved model. Candidates using a calculator other than the approved models will have their examination disqualified.

Calculators are no longer available for purchase through the SOA. Candidates can purchase calculators from some of the book distributors listed in the back of this catalog or from Texas Instruments, Attention: Order Entry, PO Box 650311, Mail Station 3962, Dallas, TX 75265, phone 800-842-2737, or [www.ti.com](http://www.ti.com).

*\* The memory of **TI-30X II** (IIS solar or IIB battery) and **BA II Plus** will need to be cleared by the examination supervisor upon the candidates' entrance to the examination room. For the **BA II Plus**, clearing will reset the calculator to the factory default settings.*

## Examination Results

Candidates receive individual statements of their examination results, usually eight to ten weeks after the examination date. A few weeks later, a list of the names of passing candidates for the examination session is made available through the SOA web page ([www.soa.org](http://www.soa.org)).

Grades are reported on a 0 to 10 scale. Passing grades range from 6 to 10; failing grades range from 0 to 5. On this scale, the interval is 10 percent of the score required to pass; for example, a grade of 5 means failing with a score of at least 90 percent but less than 100 percent of the score required to pass. A grade of 0 does not mean that the candidate received no points, but that the candidate's score was less than 50 percent of the score required to pass.

Upon request, a copy of the candidate's answer sheet for EA-1 or EA-2 is available from the Joint Board for the Enrollment of Actuaries. Examination answer sheets are not returned to candidates for any other SOA examination. For certain examinations, an analysis of results is automatically sent to failing candidates.

An automated hotline service begins once grades have been mailed. A candidate may call the hotline at 847-706-3579. This automated hotline is an Interactive Voice Response (IVR) system that, with the use of the confidential candidate number and touch-tone phone, allows access to examination results, 24 hours a day, 7 days a week. This IVR system is designed only to give pass/fail results; no other information will be available. The hotline operates for a limited time each examination session

after grades are mailed. Once examination results are released candidates are also able to access lists of passing candidate numbers via the SOA Web site.

**Note: To preserve candidate confidentiality, in the event of a lost or misplaced candidate number, phone and facsimile requests to obtain the candidate number will not be honored by the SOA.**

### **Lost Examinations**

If a completed examination answer sheet or the written answers for an examination are inadvertently lost or destroyed, the examination fee will be refunded. The SOA and any jointly administering or sponsoring organizations assume no other obligation, and candidates must take all examinations subject to this understanding. The one exception to this policy is noted in the following paragraph.

In the case of a multiple-choice examination, whenever reasonably possible, the SOA will make use of a candidate's examination book to reconstruct the answers selected by the candidate. Where a candidate has clearly indicated the response selected for each question, the E&E Steering and Coordinating Committee can determine when the candidate demonstrates a passing performance and give that candidate a passing grade. Therefore, candidates may want to circle or otherwise clearly indicate their answer choices in the examination books. However, additional time in the examination period will not be given for candidates to do this. If a candidate receives a passing grade as a result of the review of the examination book, the examination fee will not be refunded.

### **Defective Questions**

Occasionally, through an inadvertent error or a difference in interpretation, an examination question is found to be defective. Examples of defects might include typographical errors, ambiguities, or questions that test material no longer covered in the Course of Reading. Candidates who believe that a question is defective should write to the Ombudsperson at the SOA within two weeks of the date the examination was administered. This letter should explain in detail why the question seems to be defective. The SOA E&E Committee will investigate all questions brought to its attention in this way, and may make allowances in the grading process, if appropriate. The E&E Committee may make use of candidates' examination books to determine whether their scores should be adjusted. The committee makes no guarantee it can consider correspondence which does not reach the SOA office within two weeks after the examination administration.

### **Confidentiality of Examination Records**

The fact that a candidate has passed an examination for credit with the SOA is considered public knowledge. Any further information about the examinations taken or grades received by a candidate is available only to that candidate and to E&E Committee Officers as required for Committee purposes. However, a candidate may request in writing to the SOA office that a designated person or institution should receive such information.

### **Disciplinary Action**

Candidates must not give or receive assistance of any kind during the examination. Any cheating, any attempt to cheat, assisting others to cheat, or participating therein, or engaging in such improper conduct as listed below is a serious violation and will generally result in the SOA disqualifying the candidate's paper, and such other disciplinary action as may be deemed appropriate. Candidates have agreed in their applications for examination to be bound by the rules and regulations governing the examinations.

Examples of improper conduct:

1. Gaining access to examination questions before the examination
2. Using an unauthorized calculator or other mechanical aid that is not permitted
3. Looking in the examination book before the instruction to begin is given
4. Marking or otherwise writing on the examination book or answer sheet before the instruction to begin is given
5. Making any changes, additions, deletions, or otherwise marking, erasing or writing on the examination book or answer sheet after the time for the examination has expired

6. Having access to or consulting notes or books during the examination
7. Looking at or copying from another candidate's paper
8. Enabling another candidate to copy from one's paper
9. Talking or otherwise communicating with another candidate during the examination.
10. Disturbing other candidates during the examination
11. Consulting other persons outside the examination room during the examination
12. Copying questions, answers, or answer choices onto paper or into a calculator to take from the examination room
13. Taking an examination book from the examination room
14. Taking an examination for another candidate
15. Arranging to have another person take an examination for the candidate
16. Threatening or physically or verbally abusing a supervisor or proctor responsible for curbing or reporting improper conduct
17. Disclosing the contents of an examination to any other person
18. Presenting false information on an examination application
19. Failing to remain in the examination room for a minimum of two hours, the duration of the exam, or a 30 minute minimum for the afternoon portion of an examination that has distinct morning and afternoon segments
20. Failing to follow other examination instructions

The E&E Committee of the SOA will pursue any evidence that a candidate has cheated or failed to follow examination rules, either in letter or spirit. Any irregularity or suspected violation will be investigated. When a violation is confirmed, disciplinary actions may include, but are not limited to, disqualification of the candidate's examination paper and a prohibition against writing SOA examinations for a specified period. The SOA rules and regulations concerning examination administration, including disciplinary action, are comprised of the information in this Catalog, as well as the information in the *Instructions to Candidates* mailed with the Tickets of Admission, the information on the covers of examination booklets, and the material read by the supervisors during each examination administration. All candidates, on their applications for examinations, are required to read and sign the following statement:

**"I have read the rules and regulations concerning the examination(s) for which I am applying, and agree to be bound by them. I also agree that the results of any examination(s) which I take, and any action taken as a result of my conduct (such as an irregularity, violation or cheating, and any hearings thereon) may, at the sole discretion of the SOA, be disclosed to any other bona fide actuarial organization that has a legitimate interest in such results and/or action."**

The SOA may, at its sole discretion, disclose to any other bona fide actuarial organization having a legitimate interest, information on the identity of any candidates determined to have committed a serious examination violation (those for which the penalty is greater than the simple disqualification/nullification of the examination), and the specific penalties imposed on those candidates.

Where an actuarial organization with which the SOA has a direct working relationship invokes a penalty against a candidate for an examination-related violation on an examination for which the SOA is not a joint sponsor or administrator, the SOA will invoke the same penalty on the candidate with respect to writing any SOA examinations.

Candidates will have the right to appeal the SOA's application of the disciplinary decision of another actuarial organization. Where a candidate makes such an appeal, the SOA will request the transfer of the appropriate disciplinary case files, including all direct evidence, from the other organization to the SOA for disposition of the appeal under the general provisions of the SOA disciplinary process.

If a candidate appeals an SOA examination-related disciplinary penalty to another actuarial organization invoking the same penalty based on the reciprocal agreement, the SOA will provide the relevant disciplinary case files upon receipt of formal written request from the organization, subject to the applicable SOA policies and procedures (and respecting the legitimate protection of the SOA attorney/client privileged communication). The candidate will be required to acknowledge that the appeal requires the exchange of the confidential information between the SOA and the other

organization, and must provide written authorization for the release of the information to the other organization.

These standards may seem stricter than those to which candidates are accustomed in other examination environments. The SOA maintains these strict standards because the examinations are such a significant part of a candidate's career. Therefore, equitable administration of the examinations and enforcement of the highest standards of conduct cannot be emphasized too strongly. The conduct of the majority of candidates for the SOA examinations is of the highest quality.

Candidates who desire a copy of the full procedures followed in disciplinary cases should send a written request to the Ombudsperson at the SOA office address.

### **Notice to Candidates for EA Designation**

The Joint Board for the Enrollment of Actuaries has restructured the examinations it offers effective May 2001. The need for restructuring is based on the expansion of the body of law affecting the private pension system and the corresponding increase in the complexity of the work for which enrolled actuaries are responsible. Descriptions of the transition and proposed changes are provided in IRS Announcement 99-25. This announcement may be obtained through the Internet at [www.irs.gov](http://www.irs.gov). Click on *Tax Info for Business* and choose IRS Bulletin 1999-12 for Announcement 99-25. Information is also available on the SOA Web page.

### **Credit for Examinations Passed in Other Actuarial Organizations**

The BOG may waive certain requirements for passing some examinations of the SOA if the applicant has passed substantially equivalent examinations that are required by another recognized actuarial organization. Requests for these waivers should be sent to the Registrar at the SOA office.

### **FSA's Writing Examinations**

FSA's have expressed a desire to write SOA examinations to satisfy a professional continuing education provision, or to acquire new knowledge. The SOA supports enabling FSA's with a legitimate purpose to write SOA examinations, subject to limited restrictions.

As is the case for all candidates, FSA's cannot write examinations they have previously passed unless such demonstration is required to satisfy licensing/certification continuing education requirements (e.g., Enrolled Actuaries in the U.S.).

FSA's serving on an education or examination committee may need to separate themselves from that committee involvement for a period of time before taking an examination. FSA's who are interested in writing an SOA examination but have questions about any relevant restrictions should contact the Ombudsperson at 847-706-3527 or [ombudsperson@soa.org](mailto:ombudsperson@soa.org).

### **Joint Sponsorship**

The Casualty Actuarial Society (CAS) jointly sponsors and administers Courses 1, 2 and 4 with the SOA. These three courses/exams are part of the basis for the Preliminary Actuarial Examinations. They form a body of knowledge common to all actuarial candidates. The Canadian Institute of Actuaries (CIA) sponsors and administers the Associateship and Fellowship examinations with the SOA. In addition, the American Society of Pension Actuaries and the Joint Board for the Enrollment of Actuaries jointly sponsor and administer EA-1; EA-2, A and EA-2, B with the SOA. The American Academy of Actuaries (AAA) and the Conference of Consulting Actuaries (CCA) jointly sponsor the Associateship and Fellowship examinations with the SOA. The addresses for the above organizations can be found on the back inside cover of this catalog.

### **Correspondence**

Requests for application forms or correspondence regarding examinations, Study Notes (SNs), classes, or other matters should be e-mailed to [inforequest@soa.org](mailto:inforequest@soa.org), downloaded from [www.soa.org](http://www.soa.org), fax 847-273-8526 or mailed to:

Society of Actuaries  
Information Request  
475 North Martingale Road, Suite 600  
Schaumburg, Illinois 60173-2226 U.S.A.

# THE EDUCATION AND EXAMINATION COMMITTEE

## Organizational Structure of the Education and Examination Committee

The Education and Examination (E&E) Steering and Coordinating Committee oversees the basic education program of the SOA. Within this overall committee, two separate committees operate. The Education Committee is responsible for the selection and development of the study material for the SOA basic educational programs. The Examination Committee is responsible for the development and grading of the examinations. Both of these committees report to the General Chairperson. Each of these committees has its own Chairperson and several General Officers. The E&E Committee operates under guidelines set by the SOA E&E Management Committee.

The Education Committee is responsible for determining the content of the Course of Reading and learning objectives. Input and suggestions for improvements may come from many sources, including the SOA Staff Fellows, the individual examination committees, Education Committee members, Sections and Practice Areas, the general SOA membership, academics, and candidates.

The Examination Committee consists of several individual examination committees, each responsible for specified examinations. Each examination committee develops and is responsible for the initial review of all of the questions to be included in its examinations. The committee recommends the pass marks for its examinations.

## Review and Development of Course of Reading

The Course of Reading is reviewed regularly by members of the Education Committee. Both short-term and long-term goals for improvement are developed. Textbooks and articles may be selected or Study Notes (SNs) developed to be included in the Course of Reading. From time to time, new textbooks are written for the specific purpose of inclusion in the Course of Reading.

If new study material needs to be developed, or existing material needs to be revised, authors and reviewers who are experts in the area are recruited. Every effort is made to develop material that is appropriate, relevant, up-to-date, concise and well written. Suggestions for improvement are always welcome and should be sent to the Core Studies Department of the SOA office in care of the Ombudsperson.

Every effort is made to present educational material clearly and unambiguously. Occasionally, however, errors do occur. Candidates who believe that they have found an error in any study material should write to the Core Studies Department at the SOA office in care of the Ombudsperson so that any necessary corrective action may be taken.

## Development of Examinations

Each examination is developed by the appropriate committee to test candidates' knowledge of the subject matter as defined in the Course of Reading in this Catalog. The officers of the individual examination committee, one or more General Officers, and where applicable, representatives of jointly administering organizations, review each examination to assure its quality.

Every effort is made to ensure that the questions fall within the scope of the Course of Reading, and that each question can be answered in the allocated time. Complete coverage of all parts of the Course of Reading is not practical for every examination every year, but the goal is to develop well-rounded examinations containing representative, high-quality questions that test the candidates' knowledge and ability to make use of material from many parts of the Course of Reading. Trick questions are avoided, and the wording of each question is carefully considered to eliminate possible ambiguities. Preliminary versions of each examination are thoroughly reviewed in relation to all of these factors before the final examination is set.

## Grading Process

Multiple-choice questions are scored by optical-scanning equipment. As a check, several papers for each examination are scored by hand. Only the answer sheet determines the score. No credit, partial or full, is given for anything written in the multiple-choice examination book, except as indicated in the next paragraph and as described in the **Lost Examinations** section found within this catalog.

A multiple-choice question found to be defective may be discarded, leaving scores and rankings as they would have been if the defective question had not been asked. In this situation, the individual examination chairperson may examine the examination books of candidates with the highest failing scores to see if credit should be granted for work on the defective question. See the **Defective Questions** section within this catalog for information.

For all multiple-choice examinations, no guessing adjustment is made to candidates' scores. Therefore, candidates will maximize their scores by answering every question, even if some of those answers are pure guesses. When there is no guessing adjustment, there is never an advantage to be gained by omitting a question.

For written-answer questions, every effort is made to grade the answers according to completely objective standards. The anonymity of the candidates is fully preserved; committee members see only a candidate number when grading a written-answer examination. Each examination committee has the same grading process adjusted for the number of papers to be graded. A committee with a relatively small number of papers to grade might work as follows.

A single committee member is assigned to grade each written-answer question. The grader starts with a grading outline that lists possible items that are directly relevant to the question with numerical values set according to each item's importance. All answers are measured against the same grading outline to ensure that the same standards are applied to all candidates. Written-answer scores are then combined with multiple-choice scores.

Approximately one-third to one-half of the candidates—those with scores fairly near the expected pass mark—will have their written-answer papers regraded at a central grading session. The papers of the other candidates will not be regraded, since their scores would not change sufficiently to move from pass to fail or vice versa.

At the central grading session, a different committee member using the same grading outline independently grades each paper. If the second grader's score on a question varies from the first grader's score by more than a small defined tolerance, the two graders discuss the paper in detail and settle upon a score.

For an examination with a relatively large number of candidates, two or more graders will be assigned to each question at the beginning and procedures modified accordingly.

Papers are retained for six months in case questions or problems arise that would warrant special action. After this, the papers are destroyed.

### **Determination of the Pass Mark**

The objective of the examinations is to identify those candidates who, as a prerequisite for qualifying for Associateship and/or Fellowship, demonstrate adequate knowledge of the Course of Reading based on standards that are formulated and applied consistently from year to year.

For the multiple-choice examinations, a panel of experts in the subject material is convened to review the examination. Each expert is asked to review each question in the examination, and assess the difficulty of that question. More specifically, they are asked to estimate the likelihood that a minimally prepared candidate would answer the question correctly. The sum of these probabilities, averaged across the panel of experts, gives a preliminary estimate of the pass mark. Performance on the examinations is considered in finalizing the pass mark and especially the effect of any particularly difficult questions. For written-answer questions, the assessment process is more difficult. A similar panel of experts is used, and a sample of actual candidate responses is used in the review. Each expert reviews each response in the sample, and makes an assessment as to how well the candidate demonstrated that they understood the material. The responses are then sorted into broad categories, relative to how close they are to the pass/fail line (in the opinion of the expert, for that particular question). The sum of the average scores of those papers closest to the pass/fail line provides a good indication of a preliminary pass mark.

There is no preconceived notion of the passing percentage. With the use of content based passmarks, a fluctuation from session to session is expected. The final decision is reached by consultation among the Chairperson and Vice-Chairpersons of the individual examination committee and Officers of the E&E Committee.

These procedures are somewhat different, however, for EA-1, EA-2, A and EA-2, B, which are jointly administered by ASPA, the Joint Board for the Enrollment of Actuaries, and the SOA. For the purposes of EA credit, the Joint Board sets the pass mark. Each of the sponsoring organizations has the right to set its own pass mark for credit towards its own educational requirements. While a common pass mark is anticipated, it is possible for the SOA pass mark to differ from the pass marks of the other sponsoring organizations.

## SUGGESTIONS FOR CANDIDATES

### Study Methods

For mathematical examinations, candidates should acquire proficiency with techniques and formulas by working on a large number of problems similar to those expected on the examinations.

For any examination, schedule study time so that each subject is covered adequately. Try to approach each subject from more than one perspective. Do not limit yourself to the approach taken in daily work. Maintain an interest in current developments. Knowledge of actuarial practice is helpful. The discussions of papers, unless excluded, are an essential part of the reading and should be studied as carefully as the papers themselves. Integrate the material studied. Compare programs, methods and so on. The more connections developed in the studied material, the deeper the understanding and the better the use made of the acquired information.

Maintain contact with other candidates and take advantage of the opportunities to discuss difficult topics. Do not hesitate to consult established members of the profession in your own organization or elsewhere.

Do not rely solely on commercial outlines of study material. Rather, strive to summarize knowledge of the material by adequate review prior to the examination. For written-answer examinations, try constructing "trial" examinations. These trial examinations will not only test knowledge and understanding of the Course of Reading, but they may also improve speed and confidence.

Expect integrated questions. Integrated questions encompass different sections of the material, and require the candidate to pull together various concepts into a cohesive response. This method mirrors a real-life situation, and provides a better discriminator with regards to who demonstrates understanding of the material.

#### **Meet the Learning Objectives**

In the SOA Basic Education Catalog, we provide a set of learning objectives for each course. Our goal is that, by the time of the examination, candidates will have met those learning objectives and can demonstrate that knowledge on the examination. From that perspective, it's no longer sufficient to have just gone through all the material on the syllabus. Candidates need to be confident that they have met all the learning objectives. Note that the objectives are stated in terms of being able to "do" something, as opposed to "knowing" something. This is a subtle difference, but important when it comes to being successful on the examination.

#### **Structure Written-Answer Responses Accordingly**

Because we are now asking questions which require more integration of material, candidates should structure their responses on the examination in a similar way. A candidate who can synthesize concepts into an organized answer will perform better than a candidate who simply recites facts. Even though the examinations contain larger questions in terms of point value, we have taken into account the fact that candidates will need time to think through the issues and formulate an integrated response. Extra time has been built into the point values for that purpose.

#### **Become Familiar with the Case Study**

All of the Course 8 examinations contain a case study. This is a good way to bring real-life applications into the study setting. A common misconception that candidates may have is that the case study is simply another study note. In fact, the case study is used to link into as much of the examination material as possible, and references to the case study will appear on the examination. It is a good idea to read through the case study before reviewing anything else on the syllabus, and refer back to the case study as new topics are covered. As a reminder, candidates will not be permitted to bring their copy of the case study into the examination room. A copy will be included in the examination booklet.

### Review Classes and Seminars

Many candidates study by themselves or participate in informal study groups to prepare for examinations, but a few additional options are available. In certain areas, universities or actuarial clubs offer classes to assist candidates.

Review seminars and workshops are held at several universities and in various cities. Order forms are included with your study note order, or a listing of providers can be found on the SOA Web site under Study Notes/Information or e-mail [inforequest@soa.org](mailto:inforequest@soa.org).

## Study Manuals

Study manuals for examinations administered by the SOA are available from various sources not associated with the SOA. These products contain material such as summary outlines of Course of Reading material, various types of practice problems, and, in some cases, solutions to recent sample examination problems.

These study materials are neither a part of the Course of Reading nor a substitute for the SOA SNs; nor do they reflect any official interpretation, opinion or endorsement of the SOA or its E&E Committee.

Some book distributors carry study manuals, as shown on their order forms. Order forms for study manuals are included with the SOA SNs. A listing of these providers can be found on the SOA Web site under Study Notes/Information.

**The required SOA SNs are not contained in any of these study manuals. The official SNs are available only from the SOA, and are obtained by completing the order form from the back of this Catalog and sending the form, along with the appropriate payment, to the address indicated on the order form. (Study notes for Courses 1–6 are available electronically on the SOA Web site, [www.soa.org](http://www.soa.org).)**

## Approaches to Writing Multiple-Choice Examinations

A key to success in writing multiple-choice examinations is to make steady progress through the questions. Do not spend a disproportionate amount of time on a single question with which you are having trouble. Move on, and come back to it if time is left at the end. Chances of correctly completing the greatest number of questions are increased if each question is attempted seriously at least once. It may help to determine the proportionate number of questions to answer in the first half hour of the examination, check how much ground was actually covered in that time and adjust the pace accordingly.

When pressed for time, a good strategy is to omit questions that are expected to require more than average time and use the time to complete a larger number of more quickly answered questions. For example, if a cluster of questions with a common introduction is not readily grasped, skip the entire cluster on the first attempt. Look for questions that deal with more familiar subject matter.

When answering a question, look for the quickest way possible to arrive at the correct choice and mark it on your answer sheet.

If a question is encountered for which all choices appear to be incorrect, simply move on. It later may be determined that one of the answers is correct. Also, develop shortcuts for eliminating impossible answers by checking out boundary conditions, inspecting other aspects of certain suggested solutions, or substituting numerical values.

Because there is **no** guessing adjustment, mark an answer choice on the answer sheet for every examination question.

## Approaches to Writing Written-Answer Examinations

Written-answer questions are intended to elicit answers in essay and/or outline form. Numerical written-answer questions require extended numerical or formula solutions; credit given is based not only on the correct results, but also on the steps used to derive these results. Candidates should define formulas and show all work.

Paper is provided at the examination room for your answers. Take time to write legibly, since graders can only give credit for what they can read.

Each written-answer question is assigned a specified number of points. The number of points indicates the relative weighting each question bears to the total examination and to other questions and suggests the relative time that should be spent on that question. Try to distribute the examination time over all questions and limit consideration of any question to the time proportionately allotted to it. Generally, it will be more profitable to write at least a brief answer to a question for which you are relatively unprepared than to spend time refining an answer to a question on which you are well informed. No extra points are given for padding an answer.

Read each question thoroughly. Before starting to write, determine what is being asked and try to organize the intended answer. It is most important to answer the question that is asked. Points are not awarded for providing a good answer to a question not asked. It may be helpful to write a brief outline before beginning the actual answer. Answer the questions in any order. Some candidates prefer to answer the questions in the order given, while others read over the entire paper, warm up with an answer that comes easily, and gradually work into the more challenging questions.

It may be helpful to jot down on scratch paper ideas that come to mind concerning both answered and unanswered questions. (Hand in the scratch paper with the rest of your papers.) Questions may be answered in outline form, provided the meaning is clear and the question is fully answered. Another acceptable technique is to use one sheet of paper for "advantages" and another for "disadvantages," and similarly for other contrasts. This method allows going back and forth from one page to the other and putting down items as they occur. Use as much paper as needed. An uncrowded and orderly presentation can do no harm, and the use of additional pages may result in putting down further facts and considerations that earn additional credit.

If you believe that there is a better answer or approach than what is indicated in the Course of Reading (e.g., because of recent changes in regulations), it is acceptable to provide this answer, although state at the outset that this answer differs from the Course of Reading. If possible, also indicate the answer or approach given by the Course of Reading, thus demonstrating to the individual examination committee that the assigned material was read and mastered. However, there is no advantage to adding to an answer that is already complete.

Obscure interpretations should not be read into a question; each question is designed to be straightforward. Try to cover all aspects of the question in the answer, and include pertinent facts and details even if, based on practical experience, they seem obvious. However, including facts and details not pertinent to the question will waste examination time and will not earn any additional credit. Do not expand upon one or two points to the exclusion of others of equal importance. Try to state both sides of a question where called for in an answer. Do not, however, try to hedge an issue if a definitive statement is called for; no additional credit will be earned through that approach. If the question involves calculations, show all formulas and work involved in arriving at the answer. If time permits, review your answers.

In most written-answer examinations, there is an average of three minutes for every examination point. However, it may be helpful to adjust the time per question to leave some time for the initial reading of the entire paper and for a final review. Then allocate the net remaining time in proportion to the points for each question. It is well worth attempting every question; generally some credit will be earned, even if a question is only partially answered. However, when no more can be done on a question (even though some time remains for it), move on to another.

Questions will cross subject lines. Prepare for this by thoroughly understanding the interrelationship of the various subjects within each course.

Case studies will be used as the basis for questions on the Course 8 examinations. Be sure to answer the question asked by referring to the case study. For example, when asked for the advantages of a particular plan design to the company referenced in the case study, limit the response to that company. Do not list other advantages as they are extraneous to the question and will result in no additional credit. Further, if they conflict with the applicable advantages, no credit will be given.

Since each question is graded separately, each of the answers must be self-contained. An answer must not say, for example, "Part of the answer to question 1 is found in the answer to question 3." Also, each answer must be started on a new sheet of paper.

## **Ombudsperson**

In an effort to remain responsive to the individual concerns of candidates, the SOA has an Ombudsperson. The Ombudsperson is available to respond to non-routine E&E inquiries from candidates, and to direct candidate inquiries to the appropriate staff member or department. Candidates may contact the Ombudsperson at 847-706-3527 (phone); 847-706-3599 (fax); or [ombudsperson@soa.org](mailto:ombudsperson@soa.org).

## COURSE OF READING AND DESCRIPTION OF SPRING 2004 EXAMINATIONS

The following Course of Reading is a guide to those preparing for the examinations. The objective of the examinations is to test the candidates' ability to grasp the underlying principles and apply them in the solution of problems.

A “#” indicates a **change** in the Course of Reading from a previous syllabus (new or revised study material, shift of study material from one examination to another, different chapter references from a previously used textbook, a new textbook or a new edition of a textbook, etc.).

If a paper or article from an actuarial or insurance publication is recommended for study, candidates should study any discussions of the papers or articles published in the same volume, unless the Course of Reading or SNs indicate otherwise. All appendices should be included as reading material unless it is stated in the syllabus that they are excluded.

An item noted as “background reading” may be helpful to the candidate in providing additional background on a topic. No examination questions will be based on an item noted as background reading.

Candidates are expected to obtain their own copies of software and texts from the distributors, publishers or actuarial organizations listed in the back of the catalog. SNs must be purchased from the SOA. The Study Note and Published Reference Order Form is located in the back of the printed catalog or on the Study Notes/Information page on the SOA Web site.

References to publications of the SOA, the CCA, the CIA, AAA and the ASB are abbreviated in the Course of Reading. These abbreviations can be found in the Miscellaneous Information section.

### Study Notes

#### **General Information**

**Candidates are urged to obtain SNs for any examination that they plan to take. SNs for Courses 1–6 are available electronically on the SOA Web site, [www.soa.org](http://www.soa.org).**

The E&E Committee publishes SNs to help candidates prepare for the examinations. In some instances, SNs are the principal references; in others, they are designed to coordinate the subject for the candidate or to complement other readings.

Sample questions, illustrative solutions, and answer keys for Course examinations 1–6, Course 7 pre-test, and Course 8 are available as part of the set of SNs.

Introductory Study Notes (ISNs) contain important information about the examinations, including any changes to the Course of Reading, changes in examination times or dates, errata and descriptions of examination formats.

Occasionally, the Course of Reading for an examination may be changed after publication of the Catalog. Such a change will be announced in the ISN for the affected examination. *If any conflict exists between information contained in this Catalog and that contained in the ISNs, the ISN will govern.* Additional corrections or notices to the Course of Reading that are made after the initial release of the ISNs, will be mailed to the candidates who order the study notes. These notices will also be posted on the Education and Examination Area of the SOA Web site under “Updates and Notices to Candidates.” Candidates should be sure to check this site periodically.

#### **Ordering SNs**

Paper copies of SNs for Courses 1–4 may be ordered after January 1 for the spring administration and July 1 for the fall administration. SNs for Courses 1–6 are available on the Web site.

SNs may be ordered after December 1 for Course 6 and June 1 for Courses 5 and 8. Course 7 pre-test study notes may be ordered throughout the year and are periodically updated. Check the order form for more details. SNs for Courses 5, 6 and 8 are available in two forms—Complete Sets (which contain all material, including revisions) or Revisions Only. The Complete Set contains the ISN, at least one sample examination for the course, and all SNs on the syllabus for the course. The Revisions Only package contains the ISN, the most recently released sample examination for the course, and those SNs that are new to the syllabus or that have been revised since the previous administration of the respective examination. Candidates who are writing the course examination for the first time should order a Complete Set of SNs rather than the Revisions Only package.

Study Note fees are listed on the order form at the back of this catalog. The completed order form, together with the total payment (check or money order in U.S. funds, payable to the **SOA**; or charged to

American Express, MasterCard or Visa) should be sent to the address on the order form. **SN fees are non refundable.**

In referring to the sample questions, candidates should keep in mind that the questions are intended to serve as a study aid, and that the actual examinations may vary somewhat as to the proportion of question styles and subjects. New forms of questions may appear, and certain forms may not be used in the future.

Questions concerning SNs or SN orders should be directed to the Publication Orders Manager at 847-706-3525 or [azionce@soa.org](mailto:azionce@soa.org).

## Course 1      Mathematical Foundations of Actuarial Science

**This course is jointly administered by the SOA and CAS.**

The examination for this course consists of four hours of multiple-choice questions and is identical to CAS Exam 1.

The purpose of this course is to develop knowledge of the fundamental mathematical tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of calculus and probability topics is assumed. Additionally, a very basic knowledge of insurance and risk management is assumed.

The tools emphasized are:

- Limits, series, sequences and functions;
- Derivatives of single and multivariate functions (maximums, minimums, constrained maximums and minimums, rate of change);
- Integrals of single and multivariate functions, simple differential equations;
- Parameterized curves;
- General probability (set functions, basic axioms, independence);
- Bayes' Theorem;
- Univariate probability distributions (probabilities, moments, variance, mode, percentiles, transformations);
- Multivariate probability distributions (Central Limit Theorem; joint, conditional and marginal distributions—probabilities, moments, variance, covariance).

A table of values for the normal distribution will be included with the examination booklet.

### Suggested Texts

The texts listed below are considered representative of the many texts used by colleges and universities in Canada and the U.S. to cover material on which the candidate may be examined. Earlier or later editions of the listed texts contain essentially the same material and should be adequate for review purposes. In addition there are study notes for this course. The candidate is expected to be familiar with the concepts introduced in the study notes.

#### Calculus

- *Calculus* (Seventh Edition), 2002, by Larson, R.E., Hostetler, R.P. and Edwards, B.H.
- *Calculus: Concepts and Contexts* (Second Edition), 2001, by Stewart, J.
- *Calculus: Graphic, Numerical and Algebraic*, 1999, by Finney, R.L., Demana, F.D. and Waits, B.K.
- *Calculus: Late Transcendentals* (Seventh Edition), 2001, by Anton, H., Bivens, I. and Davis, S.
- # *Calculus with Analytic Geometry* (Sixth Edition), 2002, by Edwards, C.H. and Penney, D.E.

#### Probability

- *A First Course in Probability* (Sixth Edition), 2001, by Ross, S.M., Chapters 1–8.
- *Fundamentals of Probability* (Second Edition), 1999, by Ghahramani, S., Chapters 1–10.
- *Probability for Risk Management*, 1999, by Hassett, M. and Stewart, D., Chapters 1–11.
- *Probability and Statistical Inference* (Sixth Edition), 2001, by Hogg, R.V. and Tanis, E.A., Chapters 1–6.
- *Probability: The Science of Uncertainty with Applications to Investments, Insurance and Engineering* 2001, by Bean, M.A., Chapters 1–9.

## Study Notes

**SNs for Courses 1–6 are available on our Web site in the Education and Examination area under “Study Notes/Information.” Hard copies may be purchased by using the Study Note and Published Reference order form in the back of the printed catalog or on the “Study Notes/Information” Web page.**

<b>Code</b>	<b>Title</b>
1-05-04#	Course 1 Introductory Study Note
1-10-01	May 2001 Course/Exam 1
1-12-01	November 2001 Course/Exam 1
1-10-03	May 2003 Course/Exam 1
1-21-00	Risk and Insurance

## Course 2 Interest Theory, Economics and Finance

**This course is jointly administered by the SOA and CAS.**

The examination for this course consists of four hours of multiple-choice questions and is identical to CAS Exam 2.

This course covers interest theory (discrete and continuous), intermediate microeconomics and macroeconomics and the fundamentals of finance. It assumes a basic knowledge of calculus and probability.

A table of values for the normal distribution will be included with the examination booklet.

### Learning Objectives

#### A. Economics

##### 1. Microeconomics

- a. Candidates should be able to use the following microeconomic principles to build models to increase their understanding of the framework of contingent events and to use as a frame for activities such as pricing:
  - The shape of the Demand Curve, demand versus quantity demanded, changes in demand, and market demand,
  - The supply versus quantity supplied equilibrium and the point of equilibrium and changes in the equilibrium point,
  - Tastes, indifference curves and the Marginal Rate of Substitution,
  - Changes in income and the budget line, the Engel Curve,
  - Changes in price and changes in the budget line, the Demand Curve,
  - Income and substitution effects, the Compensated Demand Curve, why Demand Curves slope downward,
  - Decisions under uncertainty such as the following: attitudes toward risk and the risk and theory of rational expectations,
  - Adverse selection and moral hazard.
- b. Candidates should be able to use knowledge of the following microeconomic principles to increase their understanding of the markets in which we operate and of the regulatory issues, also to use the following microeconomic principles to increase their understanding of the ramification of strategic decisions:
  - The competitive firm, the competitive industry in the short run, revenue, costs and supply, elasticity of supply, competitive equilibrium,
  - The competitive firm, the competitive industry in the long run, long run costs, supply profits, constant/decreasing-cost industries, and equilibrium,
  - Sources of monopoly power: natural, patents, resources, and legal barriers,
  - Oligopoly, contestable markets, a fixed number of firms,
  - Collusion, game theory, the prisoner's dilemma, and the breakdown of cartels,
  - Monopolistic competition, product differentiation and the economics of location,
  - Consumers' and producers' surplus economics, theories of values,
  - Adverse selection and moral hazard.

##### 2. Macroeconomics

- a. Candidates should understand the following macroeconomic principles and use them in developing economic models and/or economic assumptions:
  - The general accounting conventions and data sources used in tracking economic activity,
  - The simplified Keynesian model, without adjustments for changes in price level or money supply, as it applies to changes in GDP caused by changes in investment, government spending, and net exports,

- The relationship among interest rates, demand for money, consumption and investment using concepts such as the IS/LM curve, fiscal and monetary policy, and how foreign exchange rates affect GDP/NI,
  - The instruments and processes that shape the money supply including the money multiplier and the role of central banks, and their impact on inflation.
- b. Candidates should understand the following macroeconomic principles and how they relate to the business cycle:
- The general accounting conventions and data sources used to track economic activity,
  - The simplified Keynesian model, without adjustments for changes in price level or money supply, as it applies to changes in GDP caused by changes in investment, government spending, and net exports,
  - The relationships of price level, money demand, total demand, and total supply under the Keynesian Model.

## B. Interest Theory and Finance

### 1. Interest Theory

- a. Candidates should have a practical knowledge of the theory of interest in both finite and continuous time. That knowledge should include how these concepts are used in the various annuity functions, and apply the concepts of present and accumulated value for various streams of cash flows as a basis for future use in: reserving, valuation, pricing, duration, asset/liability management, investment income, capital budgeting, and contingencies. Candidates should be able to perform present and accumulated value calculations using non-level interest rates.
- b. Candidates should understand the following principles and applications of interest theory:
- Accumulation function and special cases of simple and compound interest,
  - Nominal and effective interest and discount rates, and the force of interest—constant and varying,
  - Valuation of discrete and continuous streams of payments, including the case in which the interest conversion period differs from the payment period,
  - Determination of yield rates on investments, both portfolio and investment year methods, and the time required to accumulate a given amount or repay a given loan amount,
  - Application of interest theory to amortization of lump sums, fixed income securities, depreciation, mortgages, etc.
- c. Candidates should be able to use annuity functions in a broad finance context.

### 2. Finance

- a. Candidates should understand and be able to analyze financial statements including balance sheets, income statements, and statements of cash flow. Candidates should be able to calculate discounted cash flow, internal rate of return, present and future values of bonds and apply the dividend growth model and price/earnings ratios concept to valuing stocks.
- b. Candidates must be able to assess financial performance using net present value and the payback, discounted payback models, internal rate of return and profitability index models. Candidates should be able to analyze statements and identify what should be discounted, what other factors should be considered, and possible interactions between models.
- c. Candidates should understand the trade-off between risk and return, the implications of the efficient market theory to the valuation of securities, and be able to perform the following:
- Apply measures of portfolio risk, analyze the effects of diversification, systematic and unsystematic risks. Calculate portfolio risk and analyze the impact of individual securities on portfolio risk.
  - Identify efficient portfolios and apply the CAPM to firm cost of capital measures.
  - Value cash flows and analyze the certainty equivalent versus risk adjusted discount rates using assumptions for inflation, the term structure of interest rates and default risk correctly in their calculations.

- d. Candidates should understand the following concepts and be able to use them to analyze financial structures:
  - Efficient markets and their effect on security prices,
  - Capital structure and the impact of financial leverage and long/short term financing policies on capital structure,
  - Sources of capital and the definitions of techniques for valuing basic options such as calls and puts.
- e. Candidates should understand and be able to analyze financial performance by evaluating financial statements and financial ratios such as leverage, liquidity, profitability, market value ratios and analysis of accounting return versus economic return.
- f. Candidates should understand and be able to apply the basic principles of option pricing theory including:
  - Black-Scholes formula,
  - Valuation of basic options.

**Note:** Concepts, principles and techniques needed for Course 2 are covered in the references listed below. Candidates and educators may use other references, but candidates should be very familiar with the notation, terminology and viewpoints espoused in the listed references.

### Texts

- *Principles of Corporate Finance* (Seventh Edition), 2002, by Brealey, R.A. and Myers, S.C., Chapters 1, 4–22, and 29. [Candidates may also use the Sixth Edition, 2000. Chapters 1, 4–21 and 28.]
- *Price Theory and Application* (Fifth Edition), 2002, by Landsburg, S.E., Chapters 1–5, 7–8, 9 (9.3 only), 10–11, and 14.
- *Theory of Interest* (Second Edition), 1991, by Kellison, S.G., Chapters 1–3 (exclude 3.6, 3.7, 3.8, 3.10), 4 (exclude 4.8), 5 (exclude 5.8–5.9), 6 (exclude 6.7–6.8), 7 (7.3–7.4 only), and 8 (8.5–8.7 only).

### Study Notes

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<b>Code</b>	<b>Title</b>
2-05-04#	Course 2 Introductory Study Note
2-10-01	May 2001 Course/Exam 2
2-12-01	November 2001 Course/Exam 2
2-10-03	May 2003 Course/Exam 2
2-21-00	<i>Macroeconomics</i> (Third or Fourth Printing)

## Course 3 Actuarial Models

The examination for this course consists of four hours of multiple-choice questions.

This course develops the candidate's knowledge of the theoretical basis of actuarial models and the application of those models to insurance and other financial risks. A thorough knowledge of calculus, probability and interest theory is assumed. Knowledge of risk management at the level of Course 1 is also assumed.

The candidate will be required to understand, in an actuarial context, what is meant by the word "model," how and why models are used, their advantages and their limitations. The candidate will be expected to understand what important results can be obtained from these models for the purpose of making business decisions, and what approaches can be used to determine these results.

A variety of tables will be provided to the candidate in the study note package and at the examination. These include values for the standard normal distribution, illustrative life tables, and abridged inventories of discrete and continuous probability distributions. These tables are also available on the SOA Web site. Since they will be included with the examination, candidates will not be allowed to bring copies of the tables into the examination room.

### Learning Objectives

#### *Understanding Actuarial Models*

The candidate is expected to understand the models and techniques listed below and to be able to apply them to solve problems set in a business context. The effects of regulations, laws, accounting practices and competition on the results produced by these models are not considered in this course. The candidate is expected to be able to:

1. Explain what a mathematical model is and, in particular, what an actuarial model can be.
2. Discuss the value of building models for such purposes as: forecasting, estimating the impact of making changes to the modeled situation, estimating the impact of external changes on the modeled situation.
3. Identify the models and methods available, and understand the difference between the models and the methods.
4. Explain the difference between a stochastic and a deterministic model and identify the advantages/disadvantages of each.
5. Understand that all models presented (e.g., survival models, stochastic processes, aggregate loss models) are closely related.
6. Formulate a model for the present value, with respect to an assumed interest rate structure, of a set of future contingent cash flows. The model may be stochastic or deterministic.
7. Determine the characteristics of the components and the effects of changes to the components of the model in 6. Components include:
  - a deterministic interest rate structure;
  - a scheme for the amounts of the cash flows;
  - a probability distribution of the times of the cash flows; and
  - the probability distribution of the present value of the set of cash flows.
8. Apply a principle to a present value model to associate a cost or pattern of costs (possibly contingent) with a set of future contingent cash flows.
  - Principles include: equivalence, exponential, standard deviation, variance, and percentile.
  - Models include: present value models based on 9–12 below.
  - Applications include: insurance, health care, credit risk, environmental risk, consumer behavior (e.g., subscriptions), and warranties.
9. Characterize discrete and continuous univariate probability distributions for failure time random variables in terms of the life table functions,  $l_x$ ,  $q_x$ ,  $p_x$ ,  ${}_nq_x$ ,  ${}_np_x$ , and  ${}_m|_nq_x$ , the cumulative distribution function, the survival function, the probability density function and the hazard function (force of mortality), as appropriate.
  - Establish relations between the different functions.

- Develop expressions, including recursion relations, in terms of the functions for probabilities and moments associated with functions of failure time random variables, and calculate such quantities using simple failure time distributions.
  - Express the impact of explanatory variables on a failure time distribution in terms of proportional hazards and accelerated failure time models.
- Given the joint distribution of two failure times:
    - Calculate probabilities and moments associated with functions of these random variables.
    - Characterize the distribution of the smaller failure time (the joint life status) and the larger failure time (the last survivor status) in terms of functions analogous to those in 9, as appropriate.
    - Develop expressions, including recursion relations, for probabilities and moments of functions of the joint life status and the last survivor status, and express these in terms of the univariate functions in 9 in the case in which the two failure times are independent.
    - Characterize the joint distribution of two failure times, the joint life status and the last survivor status using the common shock model.
  - Characterize the joint distribution (pdf and cdf) of the time until failure and the cause of failure in the competing risk (multiple decrement) model, in terms of the functions  $l_x^{(\tau)}$ ,  $q_x^{(\tau)}$ ,  $p_x^{(\tau)}$ ,  $d_x^{(\tau)}$ ,  $\mu_x^{(\tau)}(t)$ .
    - Establish relations between the functions.
    - Given the joint distribution of the time of failure and the cause of failure, calculate probabilities and moments associated with functions of these random variables.
    - Apply assumptions about the pattern of failures between integral ages to obtain the associated (discrete) single decrement models from a discrete multiple decrement model as well as the discrete multiple decrement model that results from two or more discrete single decrement models.
  - Generalize the models of 9, 10, and 11 to multiple state models characterized in terms of transition probability functions or transition intensity functions (forces of transition).
  - Define a counting distribution (frequency distribution).
    - Characterize the following distributions in terms of their parameters and moments: Poisson, mixed Poisson, negative binomial, and binomial distributions.
    - Identify the applications for which these distributions are used and the reasons why they are used.
    - Given the parameters of a distribution, apply the distribution to an application.
  - Define a loss distribution.
    - Characterize the following families of distributions in terms of their parameters and moments: transformed beta, transformed gamma, inverse transformed gamma, lognormal and inverse Gaussian.
    - Apply the following techniques for creating new families of distributions: multiplication by a constant, raising to a power, exponentiation, and mixing.
    - Identify the applications in which these distributions are used and the reasons why they are used.
    - Given the parameters of a distribution, apply the distribution to an application.
  - Define a compound distribution.
  - Calculate probabilities associated with a compound distribution when the compounding distribution is a member of the families in 13, and the compounded distribution is discrete or a discretization of a continuous distribution.
  - Adjust the calculation of 16 for the impact of policy modifications such as deductibles, policy limits and coinsurance.
  - Define a stochastic process and distinguish between discrete-time and continuous-time processes.
  - Characterize a discrete-time Markov chain in terms of the transition probability matrix.
    - Use the Chapman-Kolmogorov equations to obtain probabilities associated with a discrete-time Markov chain.
    - Classify the states of a discrete-time Markov chain.
    - Calculate the limiting probabilities of a discrete-time Markov chain.
  - Define a counting process.

21. Characterize a Poisson process in terms of:
  - the distribution of the waiting times between events,
  - the distribution of the process increments,
  - the behavior of the process over an infinitesimal time interval.
22. Define a nonhomogeneous Poisson process.
  - Calculate probabilities associated with numbers of events and time periods of interest.
23. Define a compound Poisson process.
  - Calculate moments associated with the value of the process at a given time.
  - Characterize the value of the process at a given time as a compound Poisson random variable.
24. Define a Brownian motion process.
  - Determine the distribution of the value of the process at any time.
  - Determine the distribution of a hitting time.
  - Calculate the probability that one hitting time will be smaller than another.
  - Define a Brownian motion process with drift and a geometric Brownian motion process.
25. For a discrete-time surplus process:
  - Calculate the probability of ruin within a finite time by a recursion relation.
  - Analyze the probability of ultimate ruin via the adjustment coefficient and establish bounds.
26. For a continuous-time Poisson surplus process:
  - Derive an expression for the probability of ruin assuming that the claim amounts are combinations of exponential random variables.
  - Calculate the probability that the surplus falls below its initial level, determine the deficit at the time this first occurs, and characterize the maximal aggregate loss as a compound geometric random variable.
  - Approximate the probability of ruin using the compound geometric recursion.
  - Analyze the probability of ruin: analytically (e.g., adjustment coefficient); numerically; and by establishing bounds.
  - Determine the characteristics of the distribution of the amount of surplus (deficit) at: first time below the initial level; and the lowest level (maximal aggregate loss).
27. Analyze the impact of reinsurance on the probability of ruin and the expected maximum aggregate loss of a surplus process.
28. Generate discrete random variables using basic simulation methods.
29. Generate continuous random variables using basic simulation methods.
30. Construct an algorithm to appropriately simulate outcomes under a stochastic model.

### *Applications of Actuarial Models*

The candidate is expected to be able to apply the models above to business applications. The candidate should be able to determine an appropriate model for a given business problem and be able to determine quantities that are important in making business decisions, given the values of the model parameters. Relevant business applications include, but are not limited to:

- Premium (rate) for life insurance and annuity contracts,
- Premium (rate) for accident and health insurance contracts,
- Premium (rate) for casualty (liability) insurance contracts,
- Premium (rate) for property insurance contracts,
- Rates for coverages under group benefit plans,
- Loss reserves for insurance contracts,
- Benefit reserves for insurance contracts,
- Resident fees for Continuing Care Retirement Communities (CCRCs),
- Cost of a warranty for manufactured goods,
- Value of a financial instrument such as: a loan, a stock, an option, etc.,
- Risk classification,
- Solvency (ruin).

**Note:** Concepts, principles and techniques needed for Course 3 are covered in the references listed below. Candidates and professional educators may use other references, but candidates should be very familiar with the notation and terminology used in the listed references.

### Texts

- *Actuarial Mathematics* (Second Edition), 1997, by Bowers, N.L., Gerber, H.U., Hickman, J.C., Jones, D.A. and Nesbitt, C.J., Chapters 3–4, Sections 5.1–5.4, 6.1–6.4, 7.1–7.6, 8.1–8.4, 9.1–9.5, 9.6 (excluding 9.6.2), 9.7–9.8, Chapter 10 (excluding 10.5.2 and 10.5.5), Sections 11.1–11.3 and Chapter 13 (excluding autoregressive discrete-time model and appendix).  
**Note:** Some notation presented in Chapter 13 of *Actuarial Mathematics* is introduced in Chapter 12. Candidates may find it helpful to refer to Chapter 12 when studying the readings in Chapters 13.
- *Introduction to Probability Models* (Eighth Edition), 2003, by Ross, S.M., Sections 2.8, 4.1–4.4, 4.5.1, 4.6, 5.3–5.4, 10.1–10.3. (Candidates may also use the Seventh Edition – same sections)
- *Loss Models: From Data to Decisions*, 1998, by Klugman, S.A., Panjer, H.H., and Willmot, G.E., Sections 1.3, 1.4, 3.1, 3.2.1–3.2.2, 3.3.1–3.3.2, 3.4.1, 3.5 (through first full paragraph on page 222), 3.7 (excluding Example 3.15, Theorem 3.4, Example 3.18 and following), 3.10.1 (excluding Example 3.34 and following), 3.10.2 (excluding Example 3.38 and following), 4.1–4.3, 4.5, 4.6 (excluding Theorem 4.4 and Sections 4.6.2–4.6.5), 4.8, 6.2.3, 6.3.1, 6.3.2.1.  
**Note:** Some notation presented in *Loss Models: From Data to Decisions* is introduced in Section 3.6.1. The candidate may find it helpful to refer to Section 3.6.1 when studying the later sections of the text.
- *Simulation* (Third Edition), 2002, by Ross, S.M., Sections 3.1, 4.1–4.3, Chapter 5 (excluding 5.3 and 5.5). (Candidates may also use the Second Edition, 1997. The same chapter and section references apply.)

### Study Notes

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Code	Title
3-05-04#	Course 3 Introductory Study Note
3-12-01	November 2001 Course/Exam 3
3-12-02	November 2002 Course/Exam 3
3-12-03#	November 2003 Course/Exam 3
3-23-02	Course/Exam 3 Study Note Replacing Chapter 2 material from <i>Loss Models</i> (Third Printing)

### Software

“Actuarial Models and Modeling: An Interactive Approach,” 2000, by Jones, B.L., (CD-ROM) [ACTEX Publications]. Background reading. (This reference is not required but may be a valuable tool to explore actuarial models and modeling techniques relevant to this course.)

## Course 4 Actuarial Modeling

**This course is jointly administered by the SOA and CAS.**

The examination for this course consists of four hours of multiple-choice questions and is identical to CAS Exam 4.

This course provides an introduction to modeling and covers important actuarial and statistical methods that are useful in modeling. A thorough knowledge of calculus, linear algebra, probability and mathematical statistics is assumed.

The candidate will be required to understand the steps involved in the modeling process and how to carry out these steps in solving business problems. The candidate should be able to: 1) analyze data from an application in a business context; 2) determine a suitable model including parameter values; and 3) provide measures of confidence for decisions based upon the model. The candidate will be introduced to a variety of tools for the calibration and evaluation of the models on Course 3.

A variety of tables will be provided to the candidate in the study note package and at the examination. These include values for the standard normal distribution, chi-square distribution,  $t$  distribution,  $F$  distribution, and abridged inventories of discrete and continuous probability distributions. These tables are also available on the SOA and CAS Web sites. Since they will be included with the examination, candidates will not be allowed to bring copies of the tables into the examination room.

### Learning Objectives

#### *Understanding Actuarial Models*

The candidate is expected to apply statistical methods to sample data to quantify and evaluate the models presented on Course 3 and to use the models to solve problems set in a business context. The effects of regulations, laws, accounting practices and competition on the results produced by these models are not considered in this course. The candidate is expected to be able to:

1. Identify the steps in the modeling process and discuss how they interrelate.
2. Identify the models and methods available, and understand the difference between the models and the methods.
3. Explain the difference between a stochastic and a deterministic model and identify the advantages/disadvantages of each.
4. Discuss the possible limitations imposed by the data available for input for constructing a model.
5. Understand that all models presented in Courses 3 and 4 are closely related. Apply models from more than one family (e.g., regression, stochastic process, time series) to a particular business application.
6. Identify the underlying assumptions implicit in each family of models and recognize which set(s) of assumptions are applicable to a given business application.
7. Estimate the parameters of a tabular failure time or loss distribution when the data is complete, or when it is incomplete, using maximum likelihood, method of moments, and Bayesian estimation.
8. Obtain nonparametric estimates for a failure time or loss distribution using the empirical distribution, the Kaplan-Meier estimator and the Nelson-Aalen estimator.
9. Construct the likelihood model needed to estimate the parameters of a parametric failure time or loss distribution regression model.
10. Construct the partial likelihood model needed to estimate the regression coefficients in a semiparametric failure time or loss distribution regression model.
11. Adjust an estimation based on the presentation of the sample data: complete, incomplete, censored, truncated, grouped, shifted.
12. Apply statistical tests to determine the acceptability of a fitted model:
  - Pearson's chi-square statistic
  - Likelihood ratio test
  - Kolmogorov-Smirnov statistic
13. For estimators, define the terms: efficiency, bias, consistency, mean squared error.
14. Calculate the least squares estimates of the parameters used in single and multiple linear regression models, and use knowledge of their distributions for hypothesis testing and development of confidence intervals.

15. Test a given linear regression model's fit to a given data set.
16. Assess the appropriateness of the linear regression model for a given data set by checking for such irregularities as heteroscedasticity, serial correlation, and multicollinearity.
17. Develop deterministic forecasts from time series data, using simple extrapolation and moving average models, applying smoothing techniques and seasonal adjustment when appropriate.
18. Use the concept of the autocorrelation function of a stochastic process to test the process for stationarity.
19. Generate a forecast using the general ARIMA model and develop confidence intervals for the forecast.
20. Test the hypothesis that a given stochastic process is a random walk.
21. For an ARIMA process (including simpler models as special cases), estimate the model parameters, and perform appropriate diagnostic checks of the model.
22. Apply limited fluctuation (classical) credibility including criteria for both full and partial credibility.
23. Perform Bayesian analysis using discrete and continuous examples.
24. Apply the Buhlmann-Straub credibility model to basic situations. Understand the relationship to the Bayesian model.
25. Apply the conjugate prior in Bayesian analysis and Buhlmann-Straub credibility, and, in particular, to the Poisson-gamma model.
26. Apply empirical Bayesian methods in the nonparametric and semiparametric cases.
27. Compare and contrast the assumptions underlying limited fluctuation credibility, Bayesian analysis, and the Buhlmann-Straub credibility model.
28. Determine an appropriate number of simulations to perform in order to estimate a quantity of interest.
29. Quantify the variability of an estimate in the context of simulation.
30. Determine the bootstrap estimates of the mean squared error of an estimator.
31. Use basic simulation methods to validate a model.

### *Applications of Actuarial Models*

The candidate is expected to apply the models presented in Course 3 and the statistical methods presented on this course to business applications. As discussed above, the candidate should be able to take data from a given application and determine a suitable model, including parameter estimates, for use in making business decisions related to the application. The candidate should be able to assess the variability of the parameter estimates and the goodness of fit of the model, and therefore provides an opinion on the confidence that should be given to the model output in making decisions.

Relevant business applications include, but are not limited to:

- Premium (rate) for life insurance and annuity contracts.
- Premium (rate) for accident and health insurance contracts.
- Premium (rate) for casualty (liability) insurance contracts.
- Premium (rate) for property insurance contracts.
- Rates for coverages under group benefit plans.
- Loss reserves for insurance contracts.
- Benefit reserves for insurance contracts.
- Resident fees for Continuing Care Retirement Communities (CCRCs).
- Cost of a warranty for manufactured goods.
- Value of a financial instrument such as: a loan, a stock, an option, etc.
- Risk classification.

**Note:** Concepts, principles and techniques needed for Course 4 are covered in the references listed below. Candidates and professional educators may use other references, but candidates should be very familiar with the notation and terminology used in the listed references.

### Texts

- *Econometric Models and Economic Forecasts* (Fourth Edition), 1998, by Pindyck, R.S. and Rubinfeld, D.L., Chapters 3–6, 15–18.
- *Foundations of Casualty Actuarial Science* (Fourth Edition), 2001, Casualty Actuarial Society, Chapter 8, “Credibility”, by Mahler, H.C., and Dean C.G., (Section 2 only). **(Available as SN 4-21-01)**.
- *Loss Models: From Data to Decisions*, 1998, by Klugman, S.A., Panjer, H.H. and Willmot, G.E., Sections 5.4–5.5 (excluding 5.4.6 and 5.5.3).
- *Simulation* (Third Edition), 2002, by Ross, S.M., Chapters 7 and 9 (excluding 9.4). [Candidates may also use the Second Edition, 1997. The same chapter and section references apply.]

### Alternative Courses of Readings for Credibility Theory

The candidate may use either Course of Reading shown below. The candidate will not be tested on the details of derivations in either Course of Reading.

- A. This Course of Reading is included in the **Texts** section above:
- *Foundations of Casualty Actuarial Science* (Fourth Edition), 2001, Casualty Actuarial Society, Chapter 8, “Credibility”, by Mahler, H.C., and Dean C.G., (Section 2 only). **(Available as SN 4-21-01)**.
  - *Loss Models: From Data to Decisions*, 1998, by Klugman, S.A., Panjer, H.H., and Willmot, G.E., Sections 5.4–5.5 (excluding 5.4.6 and 5.5.3).
- B. As an alternative to “A” above, the following readings may be used:
- *Foundations of Casualty Actuarial Science* (Fourth Edition), 2001, Casualty Actuarial Society, Chapter 8, “Credibility”, by Mahler, H.C., and Dean C.G., (Sections 2-5 only). **(Available as SN 4-21-01)**.
  - *Loss Models: From Data to Decisions*, 1998, by Klugman, S.A., Panjer, H.H., and Willmot, G.E., Sections 5.4.4 and 5.5 (excluding 5.5.3).

### Background Readings

Before commencing a formal study of credibility theory candidates may want to read the references listed below for a non-technical exposition of the basic ideas underlying credibility theory. Section 5.2 of *Loss Models: From Data to Decisions* contains a review of basic statistical concepts that some candidates may find useful.

- “An Examination of Credibility Concepts”, *Proceedings of the Casualty Actuarial Society*, LXVIII, pp. 195–212. **(Available as SN 4-22-01)**.
- *Foundations of Casualty Actuarial Science* (Fourth Edition), 2001, Casualty Actuarial Society, Chapter 8, “Credibility”, by Mahler, H.C., and Dean C.G., (Section 1 only). **(Available as SN 4-21-01)**.
- *Loss Models: From Data to Decisions*, 1998, by Klugman, S.A., Panjer, H.H., and Willmot, G.E., Sections 1.5, 5.1 and 5.2.

### Study Notes

**SNs for Courses 1–6 are available on our Web site in the Education and Examination area under “Study Notes/Information.” Hard copies may be purchased by using the Study Note and Published Reference order form in the back of the printed catalog or on the “Study Notes/Information” Web page.**

<b>Code</b>	<b>Title</b>
4-05-04#	Course 4 Introductory Study Note
4-12-01	November 2001 Course/Exam 4
4-12-02	November 2002 Course/Exam 4
4-12-03#	November 2003 Course/Exam 4
4-21-01	Credibility
4-22-01	An Examination of Credibility Concepts (Background only.)
4-23-03	Estimation, Evaluation and Selection of Actuarial Models (Second Printing)

### **Software**

“Actuarial Models and Modeling: An Interactive Approach,” 2000, by Jones, B.L., (CD-ROM) [ACTEX Publications]. Background reading. (This reference is not required but may be a valuable tool to explore actuarial models and modeling techniques relevant to this course.)

## Course 6 Finance and Investments

The examination for this course consists of five hours of multiple-choice and written-answer questions. A read-through time will be given prior to the start of the exam, 15 minutes in the morning session and 10 minutes in the afternoon session.

This course extends the candidate's knowledge of basic actuarial principles in the fields of investments and asset management. Candidates completing this course will have developed some expertise in the areas of capital markets, investment vehicles, applications of derivatives, principles of portfolio management and asset-liability management.

A "Course Overview" study note 6-20-02 has been prepared for this course. It is intended to give candidates additional insights into the Course of Reading as well as a possible approach to take when studying the various sections of the course.

### Learning Objectives

The candidate is expected to be able to perform the following actions:

1. Identify and evaluate the risk and return characteristics of various types of investments.
  - Explain the risks to which an investor may be exposed.
  - Evaluate the relationship between risk and return in the investment markets.
  - Explain the general design features and risk characteristics of fixed income and equity investments.
  - Evaluate the risk and return characteristics of government and corporate debt securities.
  - Evaluate the risk and return characteristics of real estate securities.
  - Evaluate the risk and return characteristics of Guaranteed Investment Contracts (GICs).
2. Identify how markets operate and explain the fundamental principles of modern portfolio theory.
  - Explain how individual securities are valued and traded.
  - Evaluate the risk/return trade-off from an investor's perspective.
  - Explain the term structure of interest rates including the yield curve and pricing of fixed income securities and spot and forward rates of interest.
  - Explain the Capital Asset Pricing model (CAPM) and its application to portfolio management.
  - Discuss the properties of the Markowitz Portfolio Selection model.
  - Evaluate the three versions of the efficient market hypothesis and explain their application to portfolio management.
  - Discuss the impact of investment diversification upon portfolio management.
  - Explain arbitrage pricing theory and its application to portfolio management.
  - Discuss the impact of behavioral finance on asset prices and financial markets.
3. Determine how options are priced in financial markets.
  - Evaluate the features and risk/return characteristics of financial derivatives including put and call options, swaps, forwards, interest rate caps, floors and compound options.
  - Evaluate the factors that affect the value of an option.
  - Identify the principles and applications of no arbitrage pricing models.
  - Apply binomial option pricing techniques.
  - Determine how options are priced using the Black-Scholes model.
4. Determine the value of cash flow streams with embedded options.
  - Calculate option-adjusted spreads including the impact of prepay on Mortgage-Backed Securities.
  - Apply option-adjusted pricing techniques to Mortgage-Backed Securities and other financial instruments.
  - Determine the cost and price-yield relationship of an embedded option in a series of cash flows.
5. Apply the concepts of interest rate risk management and effective duration.
  - Explain the concepts of immunization including modern refinements and practical limitations.
  - Calculate an effective duration measure using option-adjusted spread analysis.
6. Explain how principles of asset liability management (ALM) impact portfolio construction and management for institutional investors.
  - Evaluate the impact of liquidity requirements, valuation concerns, cash flow variability, regulatory constraints and investment management mandates in developing investment policies and strategies for insurance and other financial companies and pension plans.

- Apply ALM principles to the establishment of investment policy and strategy including asset allocation.
  - Determine the impact of interest rate risk analysis on portfolio construction.
  - Apply matched funding and dedicated portfolio management strategies to control interest rate risk.
7. Identify and apply portfolio management techniques to the ongoing investment management of financial institution and pension fund assets.
- Explain principles of risk-based capital management and their impact upon portfolio management.
  - Apply principles of active and passive investment management techniques to equity and fixed income portfolios.
  - Evaluate key considerations in developing investment policies and strategies for financial institutions and pension plans.
  - Identify key considerations in managing surplus pension funds.
  - Identify and apply the obligations of a fiduciary in managing investment portfolios.
  - Describe liquidity requirements of an investor and their impact upon portfolio management.

Concepts, principles and techniques needed for Course 6 are covered in the references listed below. Candidates and professional educators may use other references, but candidates should be very familiar with the notation and terminology used in the listed references.

### Texts

- *Bond Portfolio Management*, (Second Edition), 2001, by Fabozzi, F.J., editor, Chapters 2, 15–16.
- *Investments*, (Fifth Edition), 2002, by Bodie, Z., Kane, A., and Marcus, A., Chapters 1 (background only), 2–5, 6 (excluding appendix), 7, 8 (excluding appendix), 9–12 and 25.
- *Financial Economics*, 1998, by Panjer, H.H., editor, Chapters 2 (sections 1–6 only), 3, 5–6.
- *Handbook of Fixed Income Securities*, (Sixth Edition), 2000, by Fabozzi, F.J., Chapters 1–2, 5–6, 8, 11, 14, 24, 25, (pp. 573–588, 594–601, and 607–618 only), 26, 28, 29 (pp. 679–695 only), 32 (pp. 739–740, 750–756 only), 34, 37 (pp. 837–846 only), 39, 44–45, 47, 50 and 58.
- *Managing Investment Portfolios*, (Second Edition), 1990, by Maginn, J.L., and Tuttle, D.L., Chapters 7 (exclude pp. 36–69), 8.
- *Valuation of Interest-Sensitive Financial Instruments*, (Second Printing), 1996, by Babbel, D. and Merrill, C., Chapters 1 (background only), 2–3, 5 and 8.

### Study Notes

**SNs for Courses 1–6 are available on our Web site in the Education and Examination area under “Study Notes/Information.” Hard copies may be purchased by using the Study Note and Published Reference order form in the back of the printed catalog or on the “Study Notes/Information” Web page.**

Code	Title
6-05-04#	Course 6 Introductory Study Note
6-10-01	May 2001 Course 6 Examination
6-10-02	May 2002 Course 6 Examination
6-10-03#	May 2003 Course 6 Examination
6-20-02	Course 6 Overview
6-21-03	Defaults & Returns on High Yield Bonds: Analysis Through First Half 2002
6-23-00	GIC Portfolio Design
6-28-00	Introduction to the Formation of Investment Strategy for Life Insurance Companies and Pension Plans
6-30-00	Liquidity: The Hidden Risk Factor
6-31-00	Fiduciary Liability Issues for Selection of Investments
6-32-00	Investment Management of Retirement Plans in Canada
6-35-03	An International Survey of Stress Tests

**Published References**

- "A Practical Guide to Interest Rate Generators for C-3 Risk Analysis," TSA XLIV
- "Investment Strategy Formulation and Implementation," RSA Vol. 22, No. 3
- "Management of Insurance Company Risk," RSA Vol. 23, No. 2
- "Managing Risk-Based Capital," RSA Vol. 23, No. 3
- "Risk-Based Capital Strategies," RSA Vol. 20, No. 4A
- "Which Pension Funding Method is Right for You?," RSA Vol. 23, No. 1
- "CIA Guidance Notes: An Overview of an Investment Policy Statement in an Asset/Liability Management Context," 1994
- "CIA Educational Note: Measurement of Exposure to Interest Rate Risk," (including appendices), 1995

## Course 7 Applied Actuarial Modeling

This course introduces the candidate to the practical considerations of modeling through an intensive seminar using a case study format. Candidates are required to pass a pre-test to be eligible to take the Course 7 seminar. The interactive approach of the seminar requires candidates to draw upon knowledge from the basic courses and to apply modeling and communication skills in a hands-on environment. The seminar also emphasizes teamwork and the synthesis of subjects in an applied setting.

### Learning Objectives

The candidate must demonstrate the ability to appropriately apply the modeling process in order to support recommendations and/or facilitate business decision-making. Further, the candidate must effectively communicate the findings and/or implications of his/her model to technical and non-technical audiences. The emphasis of the course is not on specific modeling techniques but on modeling process, business problem solving, and communication. At the seminar, technical knowledge of a limited number of models and/or modeling techniques will provide the context for assessing the primary objectives.

Within the context of these overall objectives, the candidate must demonstrate knowledge and capability in the following areas:

#### A. The Context of Modeling

The candidate shall be able to:

1. Define a model.
2. Define an actuarial model.
3. Demonstrate a general understanding of the modeling techniques used in actuarial practice such as, but not limited to, survival models, credibility models, risk theory models, ruin theory models, option pricing models, cash flow and cash flow testing models, and nontraditional models by,
  - a. Defining the general characteristics of each modeling technique.
  - b. Describing the characteristics of the data, assumptions and/or input required to specify a unique model.
  - c. Describing the characteristics of the output of each modeling technique.
  - d. Recognizing alternative modeling techniques that may be appropriate for solving a particular business problem.
4. Explain the modeling process, including the feedback loop.
5. Recognize when a modeling approach is appropriate or inappropriate. When a modeling approach is appropriate, recognize when a simplistic approach may be sufficient.
6. Apply principles underlying models, by
  - a. Defining principles common to all models.
  - b. Creating models that apply the principles appropriately.
  - c. Recognizing when principles have been violated and if any such violations have material effect on the solution to a business problem.
  - d. Adjusting a model or the output of a model to correct for material violations of principles.
7. Identify and describe limitations of specific applications of the modeling process.
8. Identify and describe sources of error in the modeling process, including:
  - a. Process error (pure risk),
  - b. Statistical estimation error,
  - c. Model selection error,
  - d. Model versus the universe, and
  - e. Assumption error, including explicit and implicit assumptions about the future environment.

#### B. Model Design, Selection and Set-up

The candidate shall be able to:

1. Select and apply model(s) appropriate to solving business problems.
2. Justify his/her model selection(s).
3. Calculate and explain potential errors in the model(s) selected.
4. Select and justify reasonable and appropriate assumptions to the selected underlying model(s).
5. Select and justify the parameters of any parametric model(s) selected.
6. Explain the explicit and implicit advantages and limitations of alternative models.

7. Explain how the model(s) selected was influenced by data quality and accessibility, available resources and output requirements.
8. Explain how professional and regulatory requirements affect the model(s) selected.
9. Explain explicit and implicit assumptions of the modes(s) selected.
10. Assess model usefulness using a variety of techniques including sensitivity analysis.

### **C. Input Data Selection and Analysis**

The candidate shall be able to:

1. Assess the quality and relevance of a given data set for solving business problems.
2. Evaluate and assess the effect of data quality on the solution to a specific business problem.
3. Balance data quality, accessibility, credibility and relevance when selecting the data needed to solve a business problem.
4. Identify, if possible, alternate data sources for solving a business problem.
  - a. Explain the variety, reliability and availability of data from each source.

### **D. Analysis of Results**

The candidate shall be able to:

1. Assess the reasonableness of the results of the modeling process.
2. Measure the sensitivity of output to changes in the input, model and model parameters. Assess the effect of sensitivity on the usefulness of the results.
3. Integrate the results of several models together.
4. Draw conclusions and/or make recommendations that support business decision-making.
5. Recognize the useful life of a model, its input and its assumptions.

### **E. Communicating the Modeling Process**

The candidate shall be able to:

1. Effectively communicate his/her conclusions, model, and limitations to technical and non-technical audiences alike. The communications shall recognize:
  - a. The nature of the audience,
  - b. Professional requirements (Standards of Practice),
  - c. Regulatory requirements.
2. Select appropriate format and medium for his/her communications.
3. Create and maintain sufficient documentation to meet professional standards.

### **Pre-Test**

Prior to attending the seminar, candidates must pass a pre-test on the readings outlined below. Successfully passing the pre-test assures that candidates have sufficient background on the modeling process (beyond passing the prerequisite courses) to attend and participate in an applied modeling seminar.

Candidates must attend a Course 7 seminar (from which a passing score is received) within 12 months of their successful pre-test administration. If the candidate is unsuccessful in passing the seminar within 12 months, the candidate will be required to pass another pre-test.

Administered on the first Fridays of the following months: February, April, June, August, October and December, the pre-test is a two-hour, open book test (limited to the material on the syllabus), and will consist of multiple-choice questions. After finding an FSA to supervise the administration of the pre-test, the candidate must submit a pre-test application to the SOA. The registration deadline is exactly two weeks prior to each administration of the pre-test. The pre-test is administered by the candidate's FSA supervisor in an appropriate workplace or other business location agreed upon by the candidate and supervisor.

The syllabus for the pre-test is guaranteed to be in effect for the period covered by the current catalog and for a period of at least five weeks after the release of the next catalog. If a new catalog is released after a candidate has purchased his/her study notes, the candidate is advised to check the pre-test syllabus in the new catalog for changes or additions. If new notes are listed in the most recent catalog, the candidate is responsible for obtaining those new notes through the Publication Orders department.

## Pre-test Readings Study Notes

Code	Title
7P-01-04#	Course 7P Introductory Study Note
7P-10-04#	Sample Pre-Test
7P-21-00	Long Range Forecasting—From Crystal Ball to Computer (excluding pp. 373–386)
7P-22-00	Pitfalls in Human Research—Ten Pivotal Points
7P-23-00	The Modeling Process
7P-24-00	Current Actuarial Modeling Practice and Related Issues and Questions
7P-25-00	Model Uncertainty, Data Mining and Statistical Inference (excluding discussion)
7P-26-00	Applied Futurism—An Introduction for Actuaries
7P-28-00	Evaluating the Risks of Modeling Assumptions Used in Risk Measurement
7P-29-00	The Strategic Uses of Value at Risk: Long-Term Capital Management for Property Casualty Insurers
7P-31-00	A Mechanic's Perspective to Model Building
7P-32-00	Some Guidelines on Data Quality Verification
7P-33-00	Actuarial Standard of Practice No. 23—Data Quality
7P-35-00	Designing Effective Graphs
7P-36-00	Report Writing: Communicating Data Analysis Results
7P-37-00	Report Writing Aids and Author's Checklist of Editorial Guidelines
7P-39-03	Actuarial Standard of Practice No. 41—Actuarial Communications, March 2002
7P-41-02	Actuarial Standard of Practice No. 38—Using Models Outside the Actuary's Area of Expertise (Property and Casualty)
7P-42-03	CIA Consolidated Standards of Practice, General Standards, May 2002, (Sections 1530, 1560, 1610, 1810, 1820, 1830 and 1840)
7P-43-04#	Life Insurance Forecasting and Liability Models: An Examination of the Trade-offs Involved with Certain Modeling Decisions (pages 1-23 only)

## Internet Download

# *Modeling Policyholder Outcomes under a Disability Income-Type Long-Term Care Insurance Policy*, 2003 by Jones, B.L. (Interactive Notebook). This interactive notebook may be downloaded from SOA site <http://www.soa.org/ccm/content/?categoryID=825036>. The interactive notebook includes a case study with 30 exercises. Completion of the exercises is not required, but may be a valuable tool for candidates.

**Please note: Candidates must purchase a copy of the software, *Actuarial Models and Modeling: An Interactive Approach, 2000*, by Jones, B.L. (CD-Rom)[ACTEX Publications] to run the interactive notebook above.** Although the CD-ROM software package includes reading material, required reading is limited to the content and text of the interactive notebook. Candidates will not be tested on the content of the CD-ROM.

## Seminar

Enrollment for the seminars will be on a first-come, first-served basis, with priority given to those candidates who have attained ASA level. To register for a seminar, the candidate must meet the following qualifications:

- Has passed Courses 1–4 and two of courses 5, 6 and 8 or has passed five of these seven courses (including 1–4) and written the final examination for a sixth course, awaiting results. However, priority will be given to those candidates who have already passed six of the courses. Candidates who apply while awaiting May/November results will be put on an Ineligible List until grades are released, at which time registration status will be updated. Candidates will **not** be allowed to attend a seminar until successfully completing Courses 1–4 and two of Courses 5, 6 and 8.\*
- Has attended and passed the pre-test within the 12 months prior to the seminar dates requested on the seminar registration form. Candidates may submit a seminar application when registering for the pre-test, however, priority will be given to those candidates who have already passed the pre-test. Candidates who apply for a seminar prior to passing the pre-test will be put on an Ineligible List until

grades are released, at which time registration status will be updated. Candidates passing the pre-test at that time will be moved to registered status, space permitting. Candidates will **not** be allowed to attend a seminar until successfully completing the pre-test. (Candidates who have submitted a seminar application and who are subsequently unsuccessful on the pre-test will have their seminar registration canceled and registration fee refunded, less a \$100 processing fee. These candidates will not be permitted to register for another seminar until they have registered for another pre-test.)

**Note:** Candidates who have submitted a seminar registration and fee prior to the registration deadline will receive the advance reading for the seminar regardless of their registration status, including those on the Wait List or Ineligible List. Candidates may only register for one seminar at a time and are not permitted to register for a future seminar while awaiting results of a previous seminar.

**Ineligible List**—Candidates registering for a Course 7 seminar who are not yet fully eligible to attend (i.e., have not yet passed Courses 1–4 and two of Courses 5, 6 and 8, as well as the Course 7 Pre-test) will be placed on the Ineligible List.

**Wait List**—Fully eligible candidates registering for a Course 7 seminar that is currently at capacity for attendance will be given the choice of transferring to another seminar or remaining on the Wait List for the original seminar.

The registration deadline for the seminar is exactly four weeks prior to the first day of the desired seminar. However, a seminar may be closed prior to the deadline if registration reaches the maximum for the seminar.

The seminar includes a Common Core segment featuring case studies that illustrate various aspects of the modeling process. A second segment, the Extended Case Study segment, features the presentation and discussion of a general or practice-area-specific case study that covers all of the major components of the modeling process. The focus of this segment varies from seminar to seminar. The content of this segment of a practice area specialty seminar will focus on application(s) in a single practice area. The content of this portion of a general seminar will be designed so that no particular practice area background is significantly advantageous. During the fourth day of the seminar, candidates individually complete the project assignment (general or practice-area specific) which is the means of evaluation of the candidates' comprehension of the seminar content.

Candidates will complete advance reading for each seminar. The advance reading material will be provided on a special web site approximately 4–8 weeks prior to the seminar. Candidates will be notified of the site address via the email address supplied on their seminar application. Advance reading will include a combination of readings, data sets, and exercises specific to the seminar. In addition to providing valuable preparation for the seminar, the advance reading and assignments also allow candidates to practice needed skills and verify that their laptop computer hardware and software have the required capabilities.

**Candidates who do not complete the advance reading will be at a significant disadvantage during the seminar.** It is strongly recommended that candidates complete the advance reading on the laptop they will be bringing to the seminar.

All candidates are required to bring a laptop computer to the seminar and will be responsible for the proper operation of the laptop during the seminar. The seminar facility will have outlets for plugging in the laptop. Minimum requirements and recommended configurations for the laptop are subject to change. Current requirements and configurations can be found on the Course 7 page of the SOA Web site at <http://www.soa.org/ccm/content/?categoryID=825036>. Printers with dedicated computers will be provided. Candidates may also bring an electronic calculator for use during the seminar.

### **Candidates Writing in French**

Candidates planning to write their project report in French at an English speaking seminar must contact the Course 7 Coordinator in the SOA Exam department no later than two weeks prior to the exam. These candidates should also be aware that the project materials will be presented in English at an English speaking seminar. Candidates writing in French may incorporate English from the project materials into their project without penalty.

### **\*Course 7 Prerequisite Waiver**

Experienced candidates wishing to complete the Course 7 Pre-test and Seminar prior to attaining eligibility for the Course must meet the following qualifications:

- has passed Courses 1-4 and one of Courses 5, 6 or 8 and
- can demonstrate completion of at least 4 years of responsible actuarial work experience.

Requests for a Course 7 Prerequisite Waiver should be submitted in writing to the SOA Ombudsperson at the SOA office address. Please note: Candidates whose Course 7 eligibility is dependent on a waiver will be placed on the Ineligible List until registration for the seminar is closed. If at that time seats remain, Waiver candidates will be added to the list of fully registered candidates.

### **Notice for Unsuccessful Candidates**

Recognizing that candidates who were unsuccessful in a previous Course 7 Seminar attempt may believe that they have fully mastered the content of the Common Core segment, previously unsuccessful candidates may choose to attend the seminar beginning with the Extended Case Study in the afternoon of the second day. Such candidates are, nevertheless, encouraged to attend the full seminar in order to benefit from the educational value of the entire course. The selection of Common Core cases is chosen specifically to provide the appropriate foundation for the seminar's Extended Case Study and project.

A previously unsuccessful candidate electing to attend this abbreviated version of the seminar must include a written request when submitting the seminar registration form. There is no fee reduction for attending only this portion of the seminar.

## **Professional Development Requirement**

The Professional Development (PD) requirement of the SOA curriculum serves to cover topics that the practitioner will need to learn throughout his/her career, including those that are country-specific, regulatory, or otherwise time-sensitive in nature. While this catalog attempts to cover all major facets of the PD requirement, candidates are advised to read carefully the information provided on the PD page of the SOA web site for more in-depth coverage of the requirement, helpful sample information, approved program lists and any updates regarding the PD process.

### **PD for Associateship**

A candidate who uses PD as one of the components for Associateship must satisfy **all** requirements of PD. The candidate must select an advisor, submit a formal plan, obtain a minimum of 50 credits within a 25-month period (as described in section E below), submit a project demonstrating effective application of professional skills relative to a legitimate issue within the chosen practice area, and satisfy all other PD requirements. No plan may be filed until the candidate has received a passing score for Courses 1-4 and one additional component (Course 5, 6, or 8). A minimum of 25 units of credit must be obtained with a passing score from a recognized examination-validated program. You may locate the options on the PD page of the SOA web site at <http://www.soa.org/ccm/content/exams-education-jobs/candidate-and-exam-information/values/>. A candidate may use unassigned conversion credits from the pre-2000 SOA education system to satisfy the requirement for 25 units of examination-validated credits.

All candidates who choose to complete PD at the Associateship level will also be required to complete a PD component prior to Fellowship. A candidate who previously used PD to meet the ASA requirements may use the credit obtained at the Associateship level through examination-validated programs, the completion of a project, and the application of unassigned conversion credits. Credit for seminars, symposia, meeting sessions, etc. (live or through distance learning) will not be carried forward and applied to the PD units required for FSA. Credit attained from conversion or from examination-validated options does not expire. Credit obtained through the completion of a project expires five years from the date the candidate's Associateship level PD plan was approved by the SOA.

*Candidates are strongly encouraged to file their initial plan prior to working on Professional Development credits.*

### **PD for Fellowship**

All candidates for Fellowship must satisfy the PD requirements. No plan may be filed until the candidate has received a passing score for Courses 1-8. The depth of topic treatment for PD must go beyond the level covered on Courses 1–8. At least 35 units must come from the completion of suitable formal professional development programs relevant to the chosen practice area (e.g., seminars and symposia, meeting sessions, professional examinations, and courses). The candidate must obtain a minimum of 50 units of eligible education within a 25-month period. A project demonstrating effective application of professional skills relative to a legitimate issue within the chosen practice area must be completed for 15 units of credit. Candidates are permitted to include up to 15 units of PD credit from activities occurring prior to the date the initial plan is accepted by the SOA.

### **Associateship & Fellowship Level**

Eligible programs and projects are to be selected in accordance with SOA guidelines and the following overall educational objective approved by the Board of Governors.

*Upon completion of the Professional Development (PD) requirement, the candidate will have a deeper understanding of the technical, legal, ethical, cultural, professional and practical parameters that apply to the chosen practice area, within the geographic territory or jurisdiction of the practice of the candidate.*

PD candidates will first file an initial PD plan package for SOA acceptance, followed by an executed plan package when all required elements are complete.

### **Process—Initial Plan**

- A. The candidate will identify his/her chosen practice area, territory of jurisdiction of practice, if applicable, and type of professional environment (business connection) in which the candidate plans to practice.
- B. The candidate will recruit an advisor with a minimum of 5 years experience as an FSA. (Candidate may include non-FSAs in an advisory panel if head of panel is a five-year FSA.) Advisor and candidate agree to and sign the PD Letter of Commitment (form available in back of catalog). Both are subject to the SOA's Code of Professional Conduct.
- C. In consultation with the advisor, educational objectives for the candidate's PD plan are identified that will address the candidate's own areas of professional interest, responsibility, long-term goals, or educational needs. Based on these objectives, the candidate may either adapt a Model Plan, or where the candidate elects to go outside the standard practice areas (or make use of programs not suitable for inclusion in a Model Plan), the candidate may develop a customized initial plan. The Model Plans are intended to be used primarily as a framework and candidates should consider tailoring the model plan objectives and topics to be covered to best fit their own PD needs.

Whether a candidate develops a PD plan that is based on the framework of the Model Plans or develops a completely customized plan, the educational objectives articulated by the candidate should be clear and cohesive. A candidate may choose to provide a well-articulated overall educational objective or several, clearly integrated educational objectives.

The initial plan document must include specific educational objectives, topics to be covered and an outline of the planned project. A candidate may include in the initial plan the general nature of the activities when known. Candidate and advisor then agree upon and sign the appropriate initial plan document for the candidate.

Initial PD plans filed with the SOA will receive initial acceptance as of the date eligibility processing at the SOA office is completed. Responsibility for ensuring the quality and appropriateness of initial plans will rest directly with the candidate and advisor. The SOA will send an acknowledgement (via email when possible) that the plan has been received and confirm the initial acceptance date. When confirmation of initial acceptance is received, candidates may proceed with the additional activity required to completely execute their plans.

The PD Committee will explicitly review initial plans only at the request of the candidate and advisor. Candidates may want to request a formal review of their initial PD plans if the proposed plan includes unique features such that the candidate is uncertain about executed plan acceptance. Candidates are advised that because their initial plans have not been reviewed and approved by the PD review groups, the review of their final executed plans may more frequently result in requests for justification or clarification of educational objectives as well as formal program elements (including the research project).

- D. The candidate files an initial plan package with the SOA office, Attn: PD Committee. The package must contain the following:
  - 1. Initial plan document – signed by the candidate and advisor (Model or custom plan)
  - 2. Letter of Commitment – signed by the candidate and advisor
  - 3. PD filing fee and payment form (form available in the back of this catalog)

**Note:** A maximum of 15 units of activity may be undertaken prior to the date of initial plan acceptance confirmation from the SOA.

- E. Once the candidate has received confirmation of initial plan acceptance from the SOA, the candidate will proceed with the execution of the proposed PD plan with continued guidance and review from the advisor. The plan must be completely executed within a 25-month period. The 25-month effective period for PD begins with the earlier of the following dates:
1. date of the earliest professional program included in the PD plan, or
  2. date of advisor's sign-off on completion of the PD project component
- The PD effective period (25-month maximum) ends with the advisor's sign-off on the completely executed PD plan.

### **Process—Executed Plan**

The candidate and advisor take on full responsibility during the executed plan review stage. When advisor and candidate agree that all elements of the PD plan are completed, they are required to sign off on the review checklist, demonstrating that the final review was performed in accordance with the standards of the SOA. A written response to an executed plan submission will generally require 3–4 weeks.

The PD Committee will thoroughly review a sample of the PD completion reports submitted. An administrative review for eligibility and adherence to limits and requirements will be conducted on all final PD reports submitted. Any concerns flagged during the administrative review will also send a plan report to the formal content review process.

Executed plan package must include the following:

- A. Statement attesting to the plan's completion—signed by the advisor and candidate.
- B. Executed PD Plan Review Checklist—signed by the advisor and candidate. (Checklist available in the back of this catalog.)
- C. A brief report describing the overall educational benefits obtained and discussing any modifications to the original plan.
- D. A program summary for each program/session that describes how that program helped to attain the educational objectives of the plan and what the candidate learned from the program that may benefit the candidate's current or future practice. The summary must be more than a list of the topics covered at the session.  
Note: Given the examination-validated format of the CIA's Practice Education Course and the AAA's Seminar on Life and Health Qualifications, candidates making use of these courses need not provide individual summaries for these programs.
- E. Copy of the project report.
- F. For non-approved programs, supporting documents obtained through program attendance (e.g., programs, handouts).

### **PD Document Submission—Additional Guidelines**

- A. All PD plan documents should be submitted to the PD Committee at the following address:

**Professional Development Committee  
Society of Actuaries  
475 N. Martingale Road, Suite 600  
Schaumburg, IL 60173-2226**

- B. Please allow 3–4 weeks for a response to your executed plan submission.
- C. Do not use company letterhead when submitting plan documents.
- D. Avoid binding plan documents, as the materials will need to be copied for review by the PD Committee. (Staples, clips or rubber bands are acceptable.)
- E. Include a cover memo stating the intent of the package (initial plan, executed plan, follow-up to previously submitted plan etc.)
- F. Include your PD filing fee and payment form when submitting your initial plan

**Note:** *If it is necessary to submit your PD filing fee and payment form separate from your PD plan documents, please send the payment to the address specified on the payment form for check or credit card payments. If submitting payment form along with plan documents, please send to the SOA office address, not the P.O. Box listed on the payment form.*

### Electronic Plan Submissions

PD plans may be submitted electronically to [pdcomments@soa.org](mailto:pdcomments@soa.org). When adhering to the following guidelines, electronic submission of the plan facilitates the review/approval process.

1. Initial Plan Package—Only the PD plan document need be submitted electronically. The *original* signed PD plan document along with hard copies of the letter of commitment and PD filing fee payment form must still be submitted to the PD Committee at the SOA office via mail or other courier at the same time as the electronic submission.
2. Executed Plan Package—The executed plan documents may be submitted electronically. The *original* signed documents along with any necessary handouts or supporting documents not in electronic form must be submitted to the PD Committee at the SOA office via mail or other courier at the same time as the electronic submission.

### Electronic Document Guidelines

1. Word, EXCEL, PowerPoint or PDF documents only
2. One document submissions only—If information is currently stored in more than one file, it is necessary to combine those files into one document prior to submission
3. Include cover letter information at the front of the document, not in the message portion of the email. Include the names of you and your advisor only once at the beginning of the document. Employer information should not be included in this document.

### **Plan Components—Minimum 50 units required**

#### A. Formal Professional Program Component = 35 units minimum

1. SOA-approved Programs = 20 units minimum  
All SOA-approved programs and meeting sessions are listed on the PD page of the SOA Web site. Program sponsors requesting formal program approval may submit information to the SOA office, Attn: Jacquenette Moody in the Continuing Education Department. A sixty-minute hour will generally be awarded 1 unit. Typically, an SOA-approved seminar will be given a maximum of 6 units per day, with a limit of 15 units for any one program, regardless of length. The following types of programs will in most cases be SOA-approved:
  - a. SOA, CAS, CIA, CCA, ASPA or AAA programs (and other recognized actuarial organizations)
    - seminars
    - symposia
    - appropriate meeting sessions
  - b. Evaluation-validated programs (with passing score)—Values for many examination-validated options are listed on the PD page of the SOA Web site.
    - Conversion credit from pre-2000 SOA education system—Credits are first applied to the project component, then to the SOA-approved program requirement and finally to any remaining units needed. However, a candidate with 15 or more units of conversion credit may elect to complete a project if desired.  
**Note:** Candidates completing PD for ASA level credit must have a minimum of 25 units of examination-validated credit plus 15 units of conversion credit from the pre-2000 system to be exempt from completing the project component.
      - Ph.D. dissertations or research papers published in refereed journals may also be eligible for credit if relevant.
  - c. Programs or examinations required for PD by JBEA, AAA or CIA

*Note: In special circumstances, such as when the candidate is active in an emerging practice area, relevant programs outside these categories (e.g., graduate level courses) may receive SOA-approved status.*

Non-approved Programs = 15 Units maximum

The non-approved category includes educational programs that the candidate and advisor believe are consistent with the educational objectives of the candidate's plan. Nonactuarial seminars, professional meetings and graduate level courses are among the programs suitable for inclusion. Non-approved programs are valued at a maximum of 5 units per full day program and 10 units maximum for any one program, regardless of length.

Program presenters may be awarded credit at a rate of 3 units for 1 hour of presentation. If the program is classified as SOA-approved, the presenter will receive SOA-approved units. If the program is not SOA-approved, the presenter will receive non-approved units for appropriate programs.

Candidates are permitted to make use of distance learning option up to a maximum of 15 units per plan (either SOA-approved or non-approved). Distance learning options may include activities such as professionally audiotaped or videotaped programs, Internet programs, CD-ROM products or other distance media. However, distance learning options are limited to those sponsored by the SOA or other recognized actuarial organizations (e.g., CAS, CIA, CCA, ASPA, AAA). If you have questions regarding the types of distance learning that may be appropriate for PD, please contact [pdcomments@soa.org](mailto:pdcomments@soa.org) for clarification.

**Please note:** In the case of previously presented programs (e.g., audio or videotaped sessions or rebroadcasts of earlier live internet sessions), the date of the actual program will serve as the effective date for a candidate's PD plan, not the date a candidate listens to a tape or views a recorded program. The effective date is used for determining if the credit is to be included in the 15-unit limit prior to initial acceptance. The effective date must also fall within the candidate's 25-month timeframe; no credit will be granted for distance learning elements outside of that window.

All programs, regardless of approval status, must be consistent with the educational objectives of the candidate's PD plan for credit to be received.

B. Project Component = 15 units (60–100 hours expected for completion)

The candidate defines a project that addresses an issue of relevance to his/her chosen practice area and that relates to the candidate's stated educational objectives. The candidate discusses the project with his/her advisor and then undertakes the necessary research and investigation including most or all of the following steps:

1. Identification of the practical situation or issue requiring research and analysis
2. Review of appropriate literature
3. Collection of data
4. Analysis of data and literature
5. Development and articulation of conclusions and recommendations reached from the research and analysis
6. Oral communication of the project's purpose, scope, results and conclusion to the advisor and other relevant parties
7. Written report

The project represents a significant work effort. It may be associated with work done in conjunction with the candidate's employment but must include additional independent research and relate to the educational objectives of the candidate's PD plan.

The PD Committee anticipates that the project will require a commitment of 60–100 hours by the candidate. The candidate will communicate the essential aspects of the project, orally for peer review and comment.

A written report on the project must be submitted to the SOA for review. Where the project contains information of a proprietary or sensitive nature, the candidate is not required to submit a full report; however, the candidate must provide a summary sufficient to allow assessment that the project has contributed satisfactorily to meeting the candidate's educational objectives. Candidates will not be required to submit a full project outline with the initial plan submission. However, the PD Committee will need to be able to clearly identify the project steps in the candidate's written project report submitted with the executed plan.

Please review the additional information on the PD requirement (including all related documents) on the PD page of the SOA Web site at <http://www.soa.org/ccm/content/?categoryID=833077>.

### **Associateship Professionalism Course (APC)**

The Associateship Professionalism Course (APC) is a component of the requirements for the Associate (ASA) designation. Candidates must complete five of the six Basic Education courses (Courses 1–6) prior to becoming eligible to register for the course. If space is available, candidates who have completed a minimum of four courses will be invited to attend.

Effective May 1, 2003 candidates will need to have credit for five of the six educational components (as described under Current Admission Requirements to the SOA) for Associateship prior to becoming eligible to register for the course. If space is available in a particular session, candidates who have completed a minimum of four courses will be invited to attend.

The Associateship Professionalism Course is one-half day in length. The course covers professionalism, ethics and legal liability and makes extensive use of the case study method.

The SOA Board of Governors has approved the Canadian Institute of Actuaries' Professionalism Course as a substitute for the APC for all candidates practicing in Canada. Therefore, Canadian candidates who attend the CIA course are not required to take the SOA course.

For course dates and registration information, please see our Web site at [www.soa.org](http://www.soa.org) under Education/Examinations or contact [apc@soa.org](mailto:apc@soa.org) or call 847-706-3561.

### **Fellowship Admissions Course (FAC)**

The final requirement to attain the FSA designation is the Fellowship Admissions Course. The FAC can be taken any time after all other educational requirements have been completed. Once these requirements are met, candidates may register for the next available session or any future session. Candidates will not receive the FSA designation, or be entitled to use such designation, until they have completed the FAC.

The FAC is designed to help actuaries deal effectively with the issues and situations they may confront as they progress in their organizations. It has three main educational purposes:

1. To increase awareness of professional ethical issues and identify strategies to address them, and
2. to encourage actuaries to approach problem solving from varied directions/perspectives, and
3. to review professionalism and malpractice avoidance.

In order to accomplish these objectives, the FAC has been designed to provide the actuary with opportunities to explore these issues over a two-day period primarily through the case study method.

Registration information will be sent to candidates after their final executed PD plan has been approved by the SOA PD committee. It is recommended that your PD Plan be submitted at least 5–6 weeks before the FAC registration deadline. Candidates who earn eligibility upon successful completion of an SOA examination, or the Course 7 seminar need to email [fac@soa.org](mailto:fac@soa.org) for registration materials. Registrations will be accepted up to 45 days prior to the start of a given FAC session, **space permitting**. Candidates are strongly encouraged to register for an FAC session immediately upon receiving final approval of their PD Plan or upon completing their exam requirements if they are not using PD as a final step.

For upcoming dates please see our Web site at [www.soa.org](http://www.soa.org) under Education/Examinations. Questions on the FAC may be directed to [fac@soa.org](mailto:fac@soa.org) or 847-706-3561.

## Enrolled Actuaries Examinations

The Enrolled Actuaries examinations are co-administered by the SOA, ASPA, and the Joint Board for the Enrollment of Actuaries.

The official description of the EA examinations is contained in the *Examination Program*, available from the Joint Board for the Enrollment of Actuaries. It is also available on the SOA Web site at [http://www.soa.org/ccm/cms-service/stream/asset?asset\\_id=1069052](http://www.soa.org/ccm/cms-service/stream/asset?asset_id=1069052). A copy of this announcement will be sent to each candidate who registers for the examination at the same time as the candidate's Ticket of Admission.

Candidates should note that the EA examination questions do not require the mastery of specified study materials or specified chapters of any particular textbooks. Moreover, a specified topic may not be fully covered in every suggested reference. Examination questions may even deal with practical situations not necessarily covered in any published material.

The study material below was listed in the *July 2003 Examination Program*. The Advisory Committee on Actuarial Examinations believes that most (if not all) of the topics in the syllabus are treated in one or more of these references. The *January 2004 Examination Program* has the official description of the Spring 2004 Enrollment examinations.

The SOA provides some study material for EA candidates. While the E&E Committee believes that these references are useful to EA candidates, the materials were not necessarily written with the particular nature of the Joint Board examinations in mind. The SOA SNs are listed separately from the Joint Board's suggested readings.

**Note:** The course of reading for this course may include commutation functions that are not included in the Second Edition of *Actuarial Mathematics*. Candidates who want a summary of commutation functions and their use can order Study Note 600-99-99, *Commutation Functions*, from the SOA.

The following list of topics and suggested readings is from the Joint Board's *July 2003 Examination Program* Booklet.

### EA-1 Basic (EA-1) Examination

The EA-1 examination is 2½ hours in length and covers (1) the mathematics of compound interest and practical financial analysis and (2) the mathematics of life contingencies and practical demographic analysis.

Beginning with the year 2000, the Joint Board will grant waiver of the EA-1, A examination to any candidate who has received credit from the SOA for Courses 2 and 3 of the SOA's current examination program.

#### A. Mathematics of compound interest and financial analysis (approximately 25%–50% of the examination)

1. nominal and effective rates of interest and discount, force of interest, accumulated value factors, and present value factors,
2. all forms of annuities including, but not limited to annuities certain, increasing and decreasing annuities, annuities in which the payment frequency is not the same as the frequency at which interest is compounded, and perpetuities,
3. amortization schedules and sinking funds, including the determination of outstanding principal, the split of payments into principal and interest, and the determination of required periodic payments,
4. bonds and related securities, including bond price formulas, bond accounting, the split of periodic payments into amortization and interest, mortgages, and variable interest securities,
5. determination of fund yield rates and effective rates of return using time-weighted and dollar weighted methods,
6. duration and immunization of cash flows,
7. asset reporting: including realized and unrealized gains/losses, book value versus market value, and receivables,
8. financial analysis, including inflation and its role, elements of risk and uncertainty, yield curves and available investments, and employee compensation increases,

B. Mathematics of life contingencies and demographic analysis (approximately 50%–75% of the examination)

1. measurements and demographic analysis of mortality, including the definition and application of standard mortality probability symbols and force of mortality,
2. approximation of fractional period mortality and survival probability,
3. measurement and demographic analysis of disability, employee turnover and employee retirement,
4. adjustments to mortality, disability, turnover and retirement rate tables, such as age setbacks and set forwards, select and ultimate tables, projection scales and generation adjustments,
5. life annuities, including life annuities with a term certain,
6. population theory, including complete and curtate expectation of life, central death rates, stationary population, and average ages in a stationary population,
7. multiple life functions, probabilities and annuities,
8. multiple decrement functions, including associated single decrement tables, probabilities of decrement and the construction of multiple decrement tables from associated single decrement tables,
9. principles of actuarial equivalence and related calculations,
10. one-year term costs for ancillary benefits,
11. life insurance, including basic forms, single and annual premiums, varying insurance, and insurance and annuity relationships.

**Suggested Readings (selected by the Joint Board):**

The Advisory Committee on Actuarial Examinations believes that most (if not all) of the topics in the syllabus are covered in one or more of the following sources. The references listed below are to identify available resources from which the candidate may select. This list is not meant to describe or modify the syllabus listed above.

**Texts**

- *Actuarial Mathematics*, (Second Edition), 1997, by Bowers, N.L., Jr., Gerber, H.U., Hickman, J.C., Jones, D.A. and Nesbitt C.J., (excluding Chapters 1–2, 12–15). First Edition (1986) may also be used (excluding Chapters 1–2, 11–13.)
- *A Guide for the Actuarial Student: Life Contingencies and Ruin Theory*, 1999, by Batten, R.W. and London, R.L. **(This is strictly a supplement to *Actuarial Mathematics* and would be found to be of little value in the absence of a prior, detailed study of that text.)**
- *Introduction to Mathematics of Demography*, (Third Edition), 1997, by Brown, R.L., Chapters 3 and 5.
- *Life Contingencies*, (Second Edition), 1967, by Jordan, C.W.
- *Mathematics of Finance*, (Fifth Edition), 2001, by Zima, P. and Brown, R.L.
- *Mathematics of Investment and Credit*, (Second Edition), 1996, by Broverman, S.A.
- *Survival Models and Their Estimation*, (Third Edition), 1997, by London, D., Chapters 3–8.
- *The Theory of Interest*, (Second Edition), 1991, by Kellison, S.G.
- *The Theory of Interest and Life Contingencies with Pension Applications: A Problem-Solving Approach*, (Third Edition) 1999, by Parmenter, M.M.

**Additional Readings**

- Actuarial Standards of Practice, No. 27, “Selection of Economic Assumptions for Measuring Pension Obligations”
- Actuarial Standards of Practice, No. 35, “Selection of Demographic and other Noneconomic Assumptions for Measuring Pension Obligations”

**Study Notes (selected by the SOA)**

Code	Title
EA1-05-04#	Introductory Study Note
EA1-10-01	May 2001 EA-1 Examination
EA1-10-02	May 2002 EA-1 Examination

EA1-10-03# May 2003 EA-1 Examination

EA1-24-91 Actuarially Equivalent Benefits

EA1-61-91 Measurement of Investment Return

Commutation Functions Study Note (600-99-99) can be purchased separately on the study note order form. In addition, it is suggested that candidates contact ASPA for their recommended readings and any study materials they may be offering.

## **EA-2, B Pension (EA-2, Segment B) Examination**

The EA-2, Segment B examination is 2½ hours in length and covers relevant pension laws (in particular the provisions of the Employee Retirement Income Security Act (ERISA) and related laws, regulations, and rulings) as they affect pension actuarial practice. The EA-2, Segment B examination presupposes knowledge of the topics covered in EA-2, Segment A and in the EA-1 examination.

### **Syllabus**

1. requirements with respect to reporting and disclosure, including underfunded plans, reductions in future benefit accruals, and reportable events,
2. non-discrimination requirements including those related to plan participation, coverage, and permitted disparity,
3. requirements with respect to vesting, service credits, employee contributions, accrued benefits, normal retirement, early retirement, postponed retirement, joint and survivor annuities, and preretirement death benefits,
- 4.# maximum benefit limitations and the effect on the funding standard account,
- 5.# additional requirements with respect to top-heavy plans and the effect on the funding standard account,
6. requirements with respect to mergers and spin-offs, including those in the Internal Revenue Code, Title IV of ERISA, and the effect on the funding standard account,
7. PBGC premium requirements,
8. plan termination requirements including standard and distress terminations, involuntary terminations, missing participants, guaranteed benefits, allocation of assets, plan liability and employer liability,
9. withdrawal liability under multiemployer plans,
10. excise taxes other than for funding requirements,
11. prohibited transactions and fiduciary standards,
12. standards of performance and professional conduct for enrolled actuaries.

### **Suggested Readings**

Pension law and IRS promulgations can be found in publications of Warren, Gorham & Lamont, Commerce Clearing House, Maxwell Macmillan, Research Institute of America, and similar organizations. This list is not meant to describe or modify the syllabus listed above.

**For purposes of this examination, the “sunset” provisions of the Economic Growth and Tax Relief Reconciliation Act (EGTRRA) should be ignored.**

**For purposes of this examination, IRS Treasury and PBGC releases granting disaster relief should be ignored.**

Employee Retirement Income Security Act of 1974 (ERISA), as amended through December 31, 2003

Internal Revenue Code sections, all as amended through December 31, 2003:

- 318 Constructive Ownership of Stock
- 401 Qualified Plans—definition excluding subsections (f), (g), (i), (m), (n), and (o)
- 410 Minimum Participation Standards excluding subsections (c) and (d)
- 411 Minimum Vesting Standards excluding subsection (e)
- 413 Collectively Bargained Plans, etc.
- 414 Definitions and Special Rules—Controlled Group, Multiemployer, Mergers, HCE, SLOB, Compensation excluding subsections (d), (e), (o), (t), and (u)

- 415 Limitations on Benefits & Contributions excluding subsections (m) and (n)
- 416 Top Heavy Rules
- 417 Minimum Survivor Annuity Requirements
- 420 Transfers of Excess Pension Assets to Retiree Health Accounts
- 1563 Definitions and Special Rules
- 4974 Excise Tax on Certain Accumulations in Qualified Retirement Plans
- 4975 Tax on Prohibited Transactions
- 4980 Tax on Reversion of Qualified Plan Assets to Employer
- 4980F Failure of Applicable Plans Reducing Benefit Accruals to Satisfy Notice Requirements
- 6057 Annual Registration
- 6058 Information Required in Connection with Certain Plans of Deferred Compensation
- 6059 Periodic Report of Actuary

Joint Board Regulations (20 CFR Part 901.20) Governing the Performance of Actuarial Services under ERISA

Treasury Department Circular No. 230 (31 CFR Part 10) Section 10.3

#### IRS Promulgations:

##### Regulations:

- 1.401(a)(4) Nondiscrimination Requirements
- 1.401(a)(17) Limitation on Annual Compensation
- 1.401(a)(26) Minimum Participation Requirements
- 1.401(1) Permitted Disparity
- 1.410(b) Minimum Coverage Requirements
- 1.411(d)-4 Section 411(d)(6) Protected Benefits
- 1.414(1) Mergers and Consolidations of Plans or Transfers of Plan Assets
- 1.414(q)-1T Highly Compensated Employees
- 1.414(s) Definition of Compensation
- 1.415 General Rules with Respect to Limitations on Benefits and Compensations under Qualified Plans
- 1.416-1 Questions and Answers to Top-Heavy Plans
- 1.417(e)-1 Restrictions and Valuations of Distributions from Plans Subject to Sections 401(a)(11) and 417
- 301.6057-1 Employee Retirement Benefit Plans; Identification of Participant with Deferred Vested Retirement Benefit
- 301.6057-2 Employee Retirement Benefit Plans; Notification of Change in Plan Status
- 301.6058-1 Information Required in Connection with Certain Plans of Deferred Compensation
- 301.6059-1 Periodic Report of the Actuary

##### Revenue Rulings

- 81-11 Minimum accrued benefits; fractional rule; break-in service
- 81-140 Suspension of Benefits Due to Reemployment
- 81-195 Effect of 415 Limits on Minimum and Maximum Contribution Levels, and Inability to Project Future Increases in Limits for Funding Purposes
- 81-212 Funding Standard Account, with Spin-off (See Revenue Ruling 86-47)
- 81-215 Effect of 415 Limits after Valuation Date but within Plan Year
- 85-131 Reasonable Allocation of Past and Future Liabilities under Unit Credit Method with 415 Limit is Involved
- 86-47 (Sequel to Revenue Ruling 81-212)
- 86-48 Determining "Benefits on a Termination Basis" for the Purpose of a Spinoff (i.e. early retirement benefits, optional forms, ...)
- 89-60 Interest Rates used in Determining Employees' "Accumulated Contributions"
- 89-87 Terminated Plans must Distribute as soon as Administratively Feasible after Plan Termination

92-66	Must an early retirement window benefit be provided permanently to all employees under a plan where the employer amends its plan to make the benefit available for substantially consecutive, limited periods of time?
98-1	Limitations on benefits and contributions, as amended by the Uruguay Round Agreement Act, and taking into account the applicable provisions of the Small Business Job Protection Act of 1996
2001-51	Limitations on benefits and contributions under qualified Plans
2001-62	Mortality Tables Prescribed under Section 415(b)(2)(E)(v) and the Applicable Mortality Table under Section 417(e)(3)(A)(ii)(I)
2002-42	Partial Termination Merger or Conversion of Money Purchase Plan: IRC §4980F Notice and 204(h) or ERISA
2002-43	General rules relating to excise tax on prohibited transactions
Notices	
83-10	Questions and Answers Relating to the Amendment of the Limitations on Benefits and Contributions by the TEFRA of 1982
87-20	Temporary Guidance on Interest Rate Used in Calculating Defined-Benefit Plan Present Value and Benefits
87-21	Guidance with Respect to the Effect of Certain Provisions TRA '86 Dealing Principally with the new Limitations on Contributions and Benefits under Code Section 415
88-25	No year of service (including years of service before the effective date of the OBRA 1986 provisions) may be disregarded because of the attainment of any age in determining benefits payable to employees from certain employee benefit plans
88-126	Regulation on Continued Benefit Accruals will Depart from EEOCs; Pre-1988 Service May Not Be Ignored Because of Age
97-75	Guidance relating to the amendments to the minimum distribution requirements of section 401(a)(9) of the Code made by section 1404 of the Small Business Job Protection Act of 1996, Pub. L. 104-188
99-44	Section 415 Limitation on Benefits and Contributions Under Qualified Plans
2001-56	Effective Dates for Certain Amendments made by EGTRRA

#### PBGC Promulgations:

##### Regulations:

4001	General and Definitions
4006	Computing Premiums
4007	Paying Premiums
4010	Notification to PBGC
4011	Participant Notices
4022	Guaranteed Benefits
4041	Terminations
4043	Reportable Events
4044	Allocation of Assets
4050	Missing Participants
4062	Termination Liability for Sponsor
4211	Multiemployer Plan Withdrawal Liability
4219	Multiemployer Plan Withdrawal Liability

##### PBGC Technical Updates:

96-3	Annual Financial and Actuarial Information Reporting
97-6	Waiver for Small Employer Reporting of Missed Quarterly Contributions
00-4	2000 PBGC's Full Funding Limit Exemption from the Variable Rate Premium
00-7	Increased Guarantee Limit for Multiemployer Plans

**Study Notes (selected by the SOA)**

<b>Code</b>	<b>Title</b>
E2B-05-04#	Introductory Study Note
E2B-10-01	May 2001 EA-2, Segment B Examination
E2B-10-02	May 2002 EA-2, Segment B Examination
E2B-10-03#	May 2003 EA-2, Segment B Examination
E2B-24-96	Pension Plan Terminations
E2B-25-90	Multiemployer Pension Plans Amendment Act of 1980
E2B-34-96	IRC Section 410
E2B-36-97	IRC Section 413
E2B-37-98	IRC Section 414
E2B-38-00	IRC Section 415
E2B-39-90	IRC Section 416
E2B-40-98	IRC Section 417
E2B-41-00	Practical Approach to Section 415 Limits
E2B-44-99	Update to E2B-24-96
E2B-46-92	Contributory Pension Plans after OBRA '89
E2B-50-97	IRC Section 411
E2B-53-00	Reportable Events and Form 200 Requirements
E2B-54-00	Circular No. 230 (Section 10.3)
E2B-55-00	Tax Forms and PBGC Contacts
E2B-56-02	Summary of Economic Growth and Tax Relief Reconciliation Act of 2001 (EGTRRA) Provisions Relating to Pension and Profit-Sharing Plans

Commutation Functions Study Note (600-99-99) can be purchased separately on the study note order form. In addition, it is suggested that candidates contact ASPA for their recommended readings and any study materials they may be offering.

## 2004 COURSE SUMMARIES

### **Course 1 Mathematical Foundations of Actuarial Science**

This course develops the candidate's knowledge of the fundamental mathematical tools for quantitatively assessing risk. The application of these tools to problems encountered in actuarial science is emphasized. A thorough command of calculus and probability topics is assumed. Additionally, very basic knowledge of insurance and risk management is assumed.

### **Course 2 Interest Theory, Economics and Finance**

This course develops the candidate's knowledge of interest theory, intermediate microeconomics and macroeconomics and the fundamentals of finance. It assumes basic knowledge of calculus and probability.

### **Course 3 Actuarial Models**

This course develops the candidate's knowledge of the theoretical basis of actuarial models and the application of those models to insurance and other financial risks. A thorough knowledge of calculus, probability and interest theory is assumed. Knowledge of risk management at the level of Course 1 is also assumed.

The candidate will be required to understand, in an actuarial context, what is meant by the word "model," how and why models are used, their advantages and their limitations. The candidate will be expected to understand what important results can be obtained from these models for the purpose of making business decisions, and what approaches can be used to determine these results.

### **Course 4 Actuarial Modeling**

This course develops the candidate's skills in modeling and covers important actuarial and statistical methods that are useful in modeling. A thorough knowledge of calculus, linear algebra, probability and mathematical statistics is assumed.

The candidate will be required to understand the steps involved in the modeling process and how to carry out these steps in solving business problems. The candidate should be able to: 1) analyze data from an application in a business context, 2) determine a suitable model including parameter values, and 3) provide measures of confidence for decisions based upon the model. The candidate will be introduced to a variety of tools for the calibration and evaluation of the models covered in Course 3.

**Courses 1, 2 and 4 are jointly administered by the SOA and the CAS.**

### **Course 5 Application of Basic Actuarial Principles (Offered in Fall Only)**

This course develops the candidate's knowledge of basic actuarial principles applicable to a variety of financial security systems: life, health, property & casualty insurance, annuities, and retirement systems. The candidate will be required to understand the purpose of these systems, the design and development of financial security products, the concepts of anti-selection and risk classification factors, and the effects of regulation and taxation on these issues. The course will develop the candidate's knowledge of principles and practices applicable to the determination of premiums and rates and the valuation and funding of these financial security systems.

### **Course 6 Finance and Investments (Offered in Spring Only)**

This course extends the candidate's knowledge of basic actuarial principles in the fields of investments and asset management. Candidates completing this course will have developed some expertise in the areas of capital markets, investment vehicles, derivatives-applications, principles of portfolio management and asset-liability management.

### **Course 7 Applied Actuarial Modeling**

This course introduces the candidate to the practical considerations of modeling through an intensive seminar using a case study format. Candidates are required to pass a pre-test and all other course prerequisites as stated in the Course of Reading and Description of Spring 2004 Examinations. The interactive approach of the seminar requires candidates to draw upon knowledge from the basic courses and apply modeling and communication skills in a hands-on environment. The course also emphasizes teamwork and the synthesis of subjects in an applied setting.

All seminars consist of a common core segment during which the instructor involves the attendees in several case studies and works with candidates to address various aspects of the modeling process. An Extended Case Study segment features presentation and discussion of a general or practice-area-specific case study that covers all of the major components of the modeling process. This segment varies from seminar to seminar. The content of this segment of a practice-area-specific seminar focuses on application(s) in a single practice area. The content of this portion of a general seminar is designed so no particular practice area background is significantly advantageous. During the fourth day of the seminar, candidates individually complete the project assignment, (general or practice-area specific) which is the means of evaluation of the candidates' comprehension of the seminar content.

### **Course 8 Advanced Specialized Actuarial Practice (Offered in Fall Only) Finance**

This course trains candidates in the financial aspects of operating and evaluating a business, with particular emphasis on the business of financial intermediaries. This includes gaining an understanding of several subjects, including corporate finance, financial strategy, capital management, and financial risk management.

### **Course 8 Advanced Specialized Actuarial Practice (Offered in Fall Only) Health, Group Life, and Managed Care**

This course consists of a core component and two extensions. The material for the core component will be common to every candidate sitting for this examination. However, each candidate will select only one of the two extensions for individual study.

Both the core component and the two extensions address actuarial principles within the context of plan design, data analysis and rating, and financial management. The core component also addresses issues related to administrative and delivery systems. The common elements of these general principles will be addressed in the core component of the examination as they relate to group life, both individual and group coverages of disability income, dental, medical and long-term care insurance, and the financing and delivery of medical and dental services provided in a managed care environment.

The course extension on Health and Group Life ("Group Extension") provides a more in-depth treatment of the application of these actuarial principles to group life and both individual and group disability income, dental, medical and long-term care insurance products.

The course extension on Managed Care ("Managed Care Extension") provides a more in-depth treatment of the application of actuarial principles to both the medical and dental managed care product environments. This course extension focuses primarily on the managed care delivery systems as currently implemented in the United States.

### **Course 8 Advanced Specialized Actuarial Practice (Offered in Fall Only) Individual Insurance**

This course covers advanced topics on individual life, annuity, and reinsurance coverages. The topics address the following areas relating to individual life and annuity products: 1) marketing; 2) actuarial principles and practices used in pricing; 3) valuation and financial statements; and 4) product development and pricing.

## **Course 8 Advanced Specialized Actuarial Practice (Offered in Fall Only) Investments**

This course pursues advanced topics in investment and asset management with a concentration on the application of asset-liability management techniques. Candidates completing this course will have enhanced their expertise in the areas of portfolio management theory and application, option pricing theory, and asset-liability management.

## **Course 8 Advanced Specialized Actuarial Practice (Offered in Fall Only) Retirement Benefits**

This course exposes candidates to all types of retirement plans from both the perspective of a consulting actuary and that of an actuary working in a financial organization offering retirement products and services. Topics covered include design of retirement programs, valuation considerations, the regulatory environment, pension funding vehicles, financial reporting of retirement programs, and professional standards.

The course will be administered in two segments: 1) Pension Funding Mathematics; and 2) Comprehensive Segment. Each of these segments is independent and may be taken in different years. However, the Comprehensive Segment will presume knowledge of the topics covered in the Pension Funding Mathematics Segment. Candidates with credit for the Enrolled Actuaries' examination EA-2, Segment A (EA-1, Segment B before 1/1/01), will automatically receive credit for the Course 8 Retirement Benefits Pension Funding Mathematics Segment and may not receive credit for both.

## **Enrolled Actuaries Examinations**

### **EA-1 Offered in Spring Only**

The EA-1 examination covers (1) the mathematics of compound interest and practical financial analysis, and (2) the mathematics of life contingencies and practical demographic analysis. It is a 2½ hour multiple-choice examination.

### **EA-2, Segment A Offered in Fall Only**

Segment A of the EA-2 examination covers the selection of actuarial assumptions and the calculation of minimum required and maximum tax-deductible contributions under current pension law, along with the related actuarial mathematics. Segment A of the EA-2 examination presupposes knowledge of the topics covered in the EA-1 examination. The examination is a four hour multiple-choice examination.

### **EA-2, Segment B Offered in Spring Only**

Segment B of the EA-2 examination covers relevant pension laws, in particular the provisions of the Employee Retirement Income Security Act and related laws, regulations, and rulings as they affect pension actuarial practice. Segment B presupposes knowledge of the topics covered in Segment A and in the EA-1 examination. The examination is a 2½ hour multiple-choice examination.

## **CONVERSION RULES**

### **Pre 2000 to Education 2000 System**

- Course 1**     **Mathematical Foundations of Actuarial Science.** Credit given if candidate has passed either Course 100 (Calculus and Linear Algebra) or Course 110 (Probability and Statistics). If candidate has passed both 100 and 110, candidate receives credit for Course 1 and 20 unassigned credits.
- Course 2**     **Interest Theory, Economics and Finance.** Credit given if candidate has 20 unassigned credits and has passed Course 140 (Mathematics of Compound Interest) or 141 (EA-1, Segment A).
- Course 3**     **Actuarial Models.** Credit given if candidate has passed both Course 150 (Actuarial Mathematics) and Course 151 (Risk Theory). Credit will also be given if a candidate has passed Course 150 plus 30 unassigned credits.
- Course 4**     **Actuarial Modeling.** Credit will be given if candidate has passed Course 120 (Applied Statistical Methods), Course 160 (Survival Models and Construction of Tables), and CAS 4B (Credibility Theory and Loss Distributions). Alternatively, credit will also be given if a candidate has passed two out of the three courses (120, 160, CAS 4B) as well as 20 unassigned credits. If a candidate does not have sufficient credit to obtain Course 4 credit, the candidate will be awarded 15 unassigned credits for each of the specified courses passed.
- Course 5**     **Application of Basic Actuarial Principles.** Credit given if candidate has credit for both Courses 200 (Introduction to Financial Security Programs) and 210 (Introduction to Actuarial Practice).
- Course 6**     **Finance and Investments.** Credit given if a candidate has credit for both Courses 220 (Introduction to Asset Management and Corporate Finance) and 230 (Principles of Asset/Liability Management). Alternatively, credit will be given if a candidate has credit for Course 220 and 25 unassigned credits.

**Candidates who had credit for Courses 1–6 at the time of the conversion in 2000 attained the ASA designation.**

- Course 7**     **Applied Actuarial Modeling.**  
Credit will be given for 50 unassigned credits.
- Course 8**     **Advanced Actuarial Practice.**  
Credit will be given if a candidate has 50 credits from required courses within a single track plus 10 unassigned credits.

#### **Professional Development.**

The PD requirement will be satisfied if the candidate has 50 unassigned credits. Candidates with 15 or more PD units from the conversion of examination credit are exempted from the project requirement. Any such candidates who are interested in doing a project are encouraged to do so—they will, of course, earn 15 PD credits for successfully completing a project.

Candidates who have credit for the Research Paper option are not required to complete a separate project as well. They are required to complete 50 PD units with 25 or more units coming from SOA-approved options.

\*Candidates who passed CAS Part 4A prior to Fall 1997 may substitute CAS Part 4A for Course 140 or 141 to obtain credit for Course 2.

### **Additional Information**

1. Please note that conversion credit for a course is used exactly once.
2. Candidates wishing to attain credit via conversion with the SOA for Courses 3 and 4 in the Education 2000 system must attain credit for them via the SOA conversion rules.
3. Unassigned credits will be awarded for any course from the pre-2000 system not being used for direct conversion credit for a course under the new system. Courses retain the original credit value earned when passed, unless otherwise specified. ±
4. Unassigned credits can be used, as described in these conversion rules, to help gain credit for specific Courses 1–8 or for credit toward the PD requirement, according to the following conditions:
  - a. Unassigned credits must be used to meet the requirements for Courses 1–8 in ascending order (except as noted in 4.c. below).
  - b. Unassigned credits not used for Courses 1–8 will be credited toward the PD requirement and will not expire. Fifty (50) unassigned credits will complete the PD requirement.
  - c. Credits from required courses within a pre-2000 specialty track will be retained for use toward Course 8 (unless the candidate does not have sufficient track credits or unassigned credits to satisfy the Course 8 requirement). Unassigned credits will be used toward Course 8 before being applied to Course 7. (This means that a candidate who has 50 credits from track-required courses plus at least 10 unassigned credits will receive credit for Course 8. This candidate would receive credit for Course 7 only if the candidate has another 50 unassigned credits.)
5. Courses used to attain ASA are not applied individually for conversion credit, except under special circumstances where a course is required to satisfy a requirement for Fellowship. Candidates in this situation will be advised of their alternatives.
  - a. ASA attained under educational regulations in effect from August 1, 1995 to December 31, 1999 earns conversion credit for Courses 1–6 plus 25 unassigned credits.
  - b. ASA attained under educational requirements in effect prior to July 31, 1995 earns conversion credit for Courses 1–4 plus 25 unassigned credits.

Questions about the application of the conversion rules may be directed to the Ombudsperson, at the SOA office (telephone 847-706-3527, fax 847-706-3599, or e-mail [ombudsperson@soa.org](mailto:ombudsperson@soa.org).) [Note that the EA-1, B refers to the pre-2001 EA examination system.]

± As EA-1, B is a separate required component for the Course 8 Retirement Benefits examination for some candidates, credit for EA-1, B will not automatically become unassigned credit at the time of the conversion. Candidates wishing to use EA-1, B as unassigned credit will be required to confirm, in writing, that they will be completing a Course 8 specialty other than Retirement Benefits. [EA-2, A in the current system is equivalent to EA-1, B in the pre-2001 EA examination system.]

## TEXTBOOKS INCLUDED IN THE COURSE OF READING—SPRING 2004

Candidates should order texts as early as possible to avoid being affected by possible delays. Any candidate who experiences a significant delay in obtaining a book from the publisher should contact the SOA office immediately.

For texts available from the SOA, see the order form in the back of this Catalog.

Course(s)	Author(s)	Title
1	Anton, H., Bivens, I., Davis, S.	<i>Calculus: Late Transcendentals</i> (Seventh Edition), 2001, John Wiley and Sons.
1	Bean, M.A.	<i>Probability: The Science of Uncertainty with Application to Investments, Insurance and Engineering</i> , 2001, Brooks/Cole Publishing Company, a division of Thomson Learning.
1 #	Edwards, C.H., Penney, D.E.	<i>Calculus with Analytic Geometry</i> (Sixth Edition), 2002, Prentice-Hall.
1	Finney, R.L., Demana, F.D., Waits, B.K.	<i>Calculus: Graphic, Numerical and Algebraic</i> , 1999, Addison-Wesley.
1	Ghahramani, S.	<i>Fundamentals of Probability</i> (Second Edition), 1999, Prentice-Hall.
1	Hassett, M., Stewart, D.	<i>Probability for Risk Management</i> , 1999, ACTEX Publications.
1	Hogg, R.V., Tanis, E.A.	<i>Probability and Statistical Inference</i> (Sixth Edition), 2001, Prentice-Hall.
1	Larson, R.E., Hostetler, R.P., Edwards, B.H.	<i>Calculus</i> (Seventh Edition), 2002, Houghton Mifflin Company.
1	Ross, S.M.	<i>A First Course in Probability</i> (Sixth Edition), 2001, Prentice-Hall.
1	Stewart, J.	<i>Calculus: Concepts and Contexts</i> (Second Edition), 2001, Brooks/Cole Publishing Company.
2	Brealey, R.A., Myers, S.C.	<i>Principles of Corporate Finance</i> (Seventh Edition), 2002, Irwin/McGraw-Hill.
2, EA-1	Kellison, S.G.	<i>The Theory of Interest</i> (Second Edition), 1991, Irwin/McGraw-Hill.
2	Landsburg, S.E.	<i>Price Theory and Application</i> (Fifth Edition), 2002, West Publishing.
3, EA-1	Bowers, N.L., Gerber, H.U., Jones, D.A., Hickman, J.C., Nesbitt, C.J.	<i>Actuarial Mathematics</i> (Second Edition), 1997, SOA.
3	Ross, S.M.	<i>Introduction to Probability Models</i> (Eighth Edition), 2003, Harcourt/Academic Press. Order from Elsevier Science or book distributors.
3, 4, 7P	Jones, B.L.	<i>Actuarial Models and Modeling: An Interactive Approach</i> , 2000, ACTEX Publications, (CD-ROM). <b>(Note to Course 7 Pre-test candidates: The software contained in the above referenced CD-ROM is needed to run the Internet download that is required reading for the Course 7 Pre-test.)</b>

# Indicates a new textbook, a new edition or new material.

3, 4	Klugman, S.A., Panjer, H.H., Willmot, G.E.	<i>Loss Models: From Data to Decisions</i> , 1998, John Wiley and Sons.
3, 4	Ross, S.M.	<i>Simulation</i> (Third Edition), 2002, Harcourt/Academic Press. Order from Elsevier Science or book distributors.
4	Casualty Actuarial Society	<i>Foundations of Casualty Actuarial Science</i> (Fourth Edition), 2001, CAS. Available as Study Note 4-21-01.
4	Pindyck, R.S., Rubinfeld, D.L.	<i>Econometric Models and Economic Forecasts</i> (Fourth Edition), 1998, Irwin/McGraw-Hill.
6	Babbel, D., Merrill, C.	<i>Valuation of Interest—Sensitive Financial Instruments</i> , (Second Printing), 1996, Frank J. Fabozzi & Associates.
6	Bodie, Z., Kane, A., Marcus, A.	<i>Investments</i> , (Fifth Edition), 2002, Irwin/McGraw-Hill.
6	Fabozzi, F.J. (editor)	<i>Bond Portfolio Management</i> , (Second Edition), 2001, Frank J. Fabozzi & Assoc.
6	Fabozzi, F.J. (editor)	<i>Handbook of Fixed Income Securities</i> , (Sixth Edition), 2000, Irwin/McGraw-Hill.
6	Maginn, J.L., Tuttle, D.L.	<i>Managing Investment Portfolios</i> , (Second Edition), 1990, available through book distributors listed.
6	Panjer, H.H. (editor)	<i>Financial Economics</i> , 1998, The Actuarial Foundation, order from book distributors or SOA.
7 #		<i>Modeling Policyholder Outcomes under a Disability Income-Type Long-Term Care Insurance Policy</i> , 2003 by Jones, B.L. (Interactive Notebook). This interactive notebook may be downloaded from SOA site <a href="http://www.soa.org/ccm/content/?categoryID=825036">http://www.soa.org/ccm/content/?categoryID=825036</a> . <b>Please note: Candidates must purchase a copy of the software, <i>Actuarial Models and Modeling: An Interactive Approach</i>, 2000, by Jones, B.L. (CD-Rom) [ACTEX Publications] to run the interactive notebook above</b>
EA-1	Batten, R.W., London, R.L.	<i>A Guide for the Actuarial Student: Life Contingencies and Ruin Theory</i> , 1999, ACTEX Publications.
EA-1, 3	Bowers, N.L., Jr. Gerber, H.U., Jones, D.A., Hickman, J.C., Nesbitt, C.J.	<i>Actuarial Mathematics</i> , (Second Edition), 1997, SOA.
EA-1	Broverman, S.A.	<i>Mathematics of Investment and Credit</i> , (Second Edition), 1996, ACTEX Publications.
EA-1	Brown, R.L.	<i>Introduction to Mathematics of Demography</i> , (Third Edition), 1997, ACTEX Publications.
EA-1, 2	Kellison, S.G.	<i>The Theory of Interest</i> , (Second Edition), 1991, Irwin/McGraw-Hill.
EA-1	Jordan, C.W.	<i>Life Contingencies</i> , (Second Edition), 1967, SOA.
EA-1	London, D.	<i>Survival Models and Their Estimation</i> , (Third Edition), 1997, ACTEX Publications.

# Indicates a new textbook, a new edition or new material.

EA-1	Parmenter, M.M.	<i>The Theory of Interest and Life Contingencies with Pension Applications: A Problem-Solving Approach</i> , (Third Edition), 1999, ACTEX Publications.
EA-1	Zima, P., Brown, R.L.	<i>Mathematics of Finance</i> , (Fifth Edition), 2001, McGraw-Hill Ryerson Ltd.

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