Your Thesis Title

A THESIS

Presented to

The Faculty of the Department of Economics and Business

The Colorado College

In Partial Fulfillment of the Requirements for the Degree

Bachelor of Arts

By

Your Name

Month Year

TITLE OF THESIS GOES HERE

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Major

# Abstract

Insert text of abstract here. An abstract must be no longer than one page, but may be as short as 1 paragraph. An abstract is a brief summary of your thesis. It should include the context of the problem, a statement of your problem or hypothesis, the approach or method, and the data or evidence used in your analysis. An abstract usually ends with a statement of the main pint or with a statement that anticipates the main point of the thesis.

KEYWORDS: (Word, Word, Word)

JEL CODES: (Code, Code, Code)

ON MY HONOR, I HAVE NEITHER GIVEN NOR RECEIVED

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**Introduction**

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Administrative data published by the U.S. Department of Education confirms that women now account for a disproportionate share of enrollment, and more than half of the associate, bachelor’s and master’s degrees conferred. By 1982 women surpassed men in the number of bachelor’s degrees earned. Today nearly 60% of all college students are female. Most recent statistics indicate that 2007 was the first year that women dominated every level of higher education earning 62% of all Associate degrees, 58.6% of all Bachelor’s degrees, 61% of all Master’s degrees, 51.6% of all Doctoral degrees, and 50.9% of all Professional degrees. With women making up such a high proportion of the college enrollments, it is unclear what affect this increasing gender gap will have on family structures, institutions of higher education, or the labor market. One recent example includes higher rates of structural unemployment for men in the United States.

1 inch Right Margin

1.5 inch left margin. Measure with a ruler.

It is not surprising that women have been increasing their enrollments in higher education. Education is widely recognized as the leading equalizing force in society. Specifically for women, higher education has significant impacts on social, family, and career outcomes. Higher levels of education improve the social standing of women, reduce the number of low-weight births, lead to higher household incomes, and allows for greater female autonomy (May, 2006). Historically women faced many challenges in

APA style in-text citation, author not listed in main text.

Catastrophic one-day stock collapses are not uncommon in the biopharma industry, yet stocks do not always experience significant appreciation after plummeting from bad news. After receiving numerous objections to its New Drug Application from the FDA, Chelsea Therapeutics stock (CHTP) dropped thirty-eight percent on February 13th, 2012 and saw its stock decline another sixty-seven percent from its February 13th closing price over the next six months.

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Figure should be legible and augment rather than duplicate text.

Figure 1: CHTP Stock Performance



Figures, tables, and equations should all be numbered sequentially. Do not include section place. The title goes above the figure or table and the source goes directly below the figure or table.

Source: Stockcharts.com

Typical financial metrics used for valuation are irrelevant as most small capitalization biopharmaceutical companies have little or no revenue. Investors place huge bets for or against a company based on the perceived chance a drug will continue to progress through the FDA process, which causes biopharma stocks to see the biggest price gyrations in the market and makes them high-risk/high-reward investments. This high volatility offers opportunities for enormous profits for well-timed trades. This begs the question: Can a trader implement a strategy to achieve consistent abnormal profits from taking a position after these large price drops? This paper begins to answer this

**Theory**

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In the United States primary and secondary education is provided publically. The reasons behind offering a public education stem from the thought that being able to read, write, calculate, and process information is a necessary precondition for functioning in society. For this reason, states have mandated school attendance. In the U.S. the mandated age of schooling is sixteen however, some states have increased the minimum age of dropout to seventeen or eighteen. Nevertheless, some individuals choose to continue academic instruction beyond the minimum requirement. This study is focused on explaining why an individual chooses additional education over dropping out. Therefore, it analyzes behavior that potentially contributes or inhibits higher levels of education.

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**Investment In Human Capital Model**

 The first theoretical approach used in this project is a model, which considers education as an investment in human capital, where education is conceived as an investment. This model assumes current income opportunities are renounced in exchange for better income prospects in the future. Investment theory indicates capital is demanded up to the point where its marginal productivity equates with the user cost. The main difference between traditional investment theory and human capital investment theory is that human capital is incorporated into human beings and cannot be resold during recession on secondary markets.

Despite the market failures in human capital investment, a simple model can be used to generate an individual’s decision to attend higher levels of education. Given the individual’s investment in higher levels of education, he or she must expect to receive higher wages after schooling. This higher wage is known as the college premium and is used in simple wage equation models. If an individual experiences two life periods youth (in period t) and adulthood in period (t+1) then the individual can devote a fraction of his/her time to schooling in order to increase his/her stock of human capital Hit (Checchi, 2006: 18-19). Human capital is rewarded in the labor market by a higher wage rate βt. Therefore, an individual’s incentive to accumulate higher levels of human capital is shown by the increased future wage gains displayed in equation 1 (Checchi, 2006: 18-19).

$W\_{ij}(H\_{ij})= β\_{j}H\_{ij}, j=t, t+1 $ Equation 1

Equation numbered on right margin

APA citation for author not listed in main text, pages known.

where Wij indicates the labor earnings of individual *i* in period *j*. The accumulation of human capital requires time and does depreciate with time at a rate of δ which leaves human capital accumulation to grow as given by equation 2.

Additional equations numbered along right margin in sequential order.

$H\_{it+1}= H\_{it}\left(1-δ\right)+ ΔH\_{it } $ Equation 2

$ΔH\_{it}=(A\_{i}S\_{it}E\_{it}H\_{it})^{α}, α<1 $ Equation 3

therefore, human capital will accumulate based on the fraction of time spent on schooling (S), on the individual’s innate ability (A), access to resources (libraries, family resources, quality teachers) (E), and decreasing returns on time spent in education (H). In addition, individuals face varying preferences for discounting the value of life-long earnings as shown by equation 4 (Checchi, 2006).

here, *γ*t represents the direct cost of school attendance and ρ indicates the subjective rate of intertemporal discount. If a perfect financial market existed, ρ would be replaced by the market rate of interest.

Heading Level 2

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**Defining Access To Resources**

As shown by the literature on human capital accumulation, access to resources is a prominent indicator for an individual’s academic success. However, many variables contribute to resource access, both at the individual’s elementary and secondary schools as well as at home. This study classifies the following categories as access to resources components of the game: family income, family academic resources, family household characteristics, and secondary school resources.

Level Heading 3:

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**Family Income.** As shown by a vast amount of literature, family income is highly correlated with an individual’s educational investment decision. Therefore, family income is included in this study as part of an individual’s access to resources. Wealthier families are more likely to invest in a child’s education and therefore, individual’s from these families are likely to have access to higher quality schools such as a private education, higher quality teachers as provided by higher income districts, and more academic resources[[1]](#footnote-1).

 In this study family income is taken at each survey and the categories are broken down as follows: a high income family is noted by an income of $100,000 or greater, a median income family is classified as an income of $20,000 to $100,000 and a low income family is defined as a family with household income of $20,000 and below. These values relate to high, medium, and low access to resources because a high income family will have a child with high access to resources, a medium income family will have a youth with medium access to resources, and a low income family corresponds with a youth that has low access to resources. Family income as access to resources is closely tied to the next sub-section: family academic resources.

Footnotes are for ancillary comments only

***Family academic resources.***According to Teachman (1987), family background resources are an important indicator of an individual’s academic success. A family that provides academic resources is better able to prepare a youth for higher educational attainment. Family academic resources include items like access to books at home, access to newspapers at home, whether or not the parents provide a study space in the home

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Level Heading 4:

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Table 5:

Figures, tables, and equations should all be numbered sequentially. Do not include section place. The title goes above the figure or table and the source goes directly below the figure or table.

Weight Status, Body Dissatisfaction, and Weight Control Behaviors At Time 1 And Suicidal Ideation At Time 2

Decked heads: heading that is stacked often to avoid reputation or words in column headings

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unadjusteda |  | Adjusted for Demographic Variablesb |  | Adjusted for Demographic Variables and Time 2 Depression |
| Variable | OR | 95% CI |  | OR | 95% CI |  | OR | 95% CI |
| Weight Status |  |  |  |  |  |  |  |  |
| Young men | 0.97 | [0.78, 1.21] |  | 0.94 | [0.75,1.19] |  | 0.95 | [0.74, 1.22] |
| Young women | 1.06 | [0.88, 1.26] |  | 1.02 | [0.85, 1.23] |  | 1.02 | [0.85, 1.23] |
| Body Dissatisfaction |  |  |  |  |  |  |  |  |
| Young men | 0.88 | [0.50,1.54] |  | 0.99 | [0.56, 1.75] |  | 0.67 | [0.36, 1.24] |
| Young women | 1.06 | [0.77, 1.46]  |  | 1.02 | [0.74, 1.42] |  | 0.93 | [0.93, 1.30] |
| UWCB |  |  |  |  |  |  |  |  |
| Young men | 0.81 | [0.54, 1.24] |  | 0.77 | [0.50, 1.19] |  | 0.62 | [0.39, 1.00] |
| Young women | 0.89 | [0.65, 1.21] |  | 0.93 | [0.68, 1.27] |  | 0.82 | [0.59, 1.13] |
| EWCB |  |  |  |  |  |  |  |  |
| Young men | 1.36 | [0.55, 3.36] |  | 1.73 | [0.69, 4.37] |  | 1.66 | [0.62-4.43] |
| Young women | 1.98 | 1.34, 2.93] |  | 2.00 | [1.34, 2.99] |  | 1.79 | [1.19, 2.71] |

*Note.* OR = odds ratio; CI = confidence interval; UWCB = unhealthy weight control behaviors; EWCB = extreme weight control behaviors. Adapted from “Are Body Dissatisfaction, Eating Disturbance, and Body Mass Index Predictors or Suicidal Behavior in Adolescents? A Longitudinal Study,” by S. Crow, M.E. Eisenberg, M. Story, and D. Neumark-Sztainer, 2008, *Journal of Consulting and Clinical Psychology,*  76, p 890. Copyright 2008 by the American Psychological Association.

aFour weight-related variables entered simultaneously. bAdjusted for race, socioeconomic status, and age group.

Tables may have three kinds of notes placed below the table: general notes, specific notes, and probability notes. General notes should include explanations that relate to the table as a whole including the source of the table. Specific notes will refer to particular columns or rows.

[Click here for information on how to align tables by decimal points](file:///C%3A%5CUsers%5CChristian%5CDownloads%5CHow%20to%20align%20tables%20by%20decimal%20point.docx)

Also note that numbers in tables should extend 2 decimal places.

Table 6:

Fixed Effects Estimates Of The Predictors Of Positive Parenting

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Parameter | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 |
| Intercept | 12.51 (0.04) | 12.23 (0.07) | 12.23 (0.07) | 12.23 (0.07) | 12.64 (0.11) |
| Level 1 (Child Specific) |  |  |  |  |  |
| Age |  | -0.49\* (0.02) | -0.48\* (0.02) | -0.48\* (0.02) | -0.48\*(0.02)Standard errors or confidence interval should be displayed in tables with means, correlations, or regression slopes. |
| Age2 |  |  0.06\* (0.01) |  0.06\* (0.01) |  0.06\* (0.01) |  0.06\* (0.01) |
| Negative Affectivity |  | -0.56\* (0.08) | -0.53\* (0.08) | -0.57\* (0.09) | -0.57\*(0.09) |
| Girl  |  |  0.05(0.05) |  0.05 (0.05) |  0.04 (0.05) |  0.07 (0.05) |
| Not bio. mother |  | -0.34 (0.26) | -0.28 (0.26) | -0.28 (0.26) | -0.30 (0.28) |
| Not bio. father |  | -0.34\* (0.10) | -0.31\* (0.10) | -0.30\* (0.10) | -0.29 (0.15) |
| oldest sibling |  |  0.38\* (0.07) |  0.37\* (0.07) |  0.37\* (0.07) |  0.36\* (0.07) |
| middle sibling |  | -0.36 \* (0.06) | -0.34\* (0.06) | -0.35\* (0.06) | -0.28\*(0.06) |
| Level 2 (family) |  |  |  |  |  |
| SES |  |  |  |  |  0.18\* (0.06) |
| Marital dissatisfaction |  |  |  |  | -0.43\* (0.14) |
| Family size |  |  |  |  | -0.41\* (0.08) |
| Single Parent |  |  |  |  |  0.09 (0.19) |
| All-girl sibship |  |  |  |  | -0.20 (0.13) |
| Mixed gender sibship |  |  |  |  | -0.25\* (0.10) |

*Note:* Standard errors are in parentheses. Not bio. mother = not living with biological mother; not bio. father = not living with biological father; SES = socioeconomic status. Adapted from “The Role of the Shared Family Context in Differential Parenting,” by J.M. Jenkins, J. Rasbash, and T.G. O’Connor, 2003, *Developmental Psychology,*  39, p. 104. Copyright 2003 by the American Psychological Association.

\*p<0.05.

Note: When making your regression tables, you can choose whether to include confidence intervals or standard error.

Note should include significance values

1. The reasoning behind the idea that wealthier families place higher value on education, and are therefore more willing to put greater resources towards their children’s education, stems from the idea that education is a normal good, so as income increases, families will spend more on it. Additionally, as the “College Pays” article highlights more highly educated families place greater emphasis on educating their children (Baum, Ma, and Payae, 2010). Thus, having more wealth and greater levels of education in one generation will lead to higher education levels in the following generation. [↑](#footnote-ref-1)