SYLLABUS- DUQUESNE UNIVERSITY SCHOOL OF PHARMACY

Course Title: Introduction to Financial Investing

Academic Semester; Fall 2018

Course Number; PHBA 424-01

Credits: 1

Pre-Requisites: none

Scheduled Class Meeting Times and Class Location: Bayer 204; Wed 3-450pm
Aug 29-Oct 17

Instructor(s) and Office Location(s)

John R. Tomko, Pharm.D, BCPP        David Tipton, PhD
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Phone: 412-396-5134                Phone: 412-396-5458
Email: tomdo170@duq.edu            Email: tipton@duq.edu

Office Hours
By appointment

Course Description
Students will face personal financial decisions throughout their careers, including planning for family needs, personal needs, and future retirement income. This course will introduce students to various types of financial instruments that are available to them in order to achieve their financial goals. Emphasis is placed on understanding the implications of concepts such as time value of money, inflation, interest rates, risk, volatility, setting realistic retirement goals, and investment philosophy. **THIS IS A PARTICIPATION COURSE! ATTENDANCE IS MANDATORY!**

Required Textbooks and/or other Course Materials


Educational Technology Requirements
Blackboard will be used in this course. Since financial data and news will be accessed during the class, students must have access to the internet through a laptop computer or tablet. Students must also have the Nearpod application on either their phone or tablet since in-class quizzes will be delivered through this app.

Assignments, Presentations, Examinations, and other Methods of Evaluation

1. Simulated Employer-Based 401k/403b Exercise (50 points)
The student receives a list of mutual fund choices for a 401k or 403b, similar to what they would receive from an employer. The student will write a paper listing the investment choices from that list, the percentage invested on each fund, and the decision process for their investment mix decision. This paper will include:
   - State the dollar amount of paycheck deduction per year that is going to be devoted to 401k / 403b contributions (assuming $100,00/year)
   - Explain the student’s personal investment risk tolerance level and the possible benefits and weaknesses of this approach; e.g., aggressive vs conservative investing strategy
   - Describe why each particular fund was chosen
     - Justify the chosen investments in the mix based upon stated risk tolerance and investment strategy
       - Money market funds, fixed income funds, equity funds, balanced funds, index funds, specialty funds, fund-of-funds.
       - Investment strategy- Growth vs income; small, medium, or large capitalized companies within the funds, etc
     - Justify these selections and proportions using researched investment measures and ratios
   - Develop a plan to modify the future investment mix at ages of 40, 50, and 60. The student will describe the changes in investment strategy at each age by adjusting their choices from their mutual fund list.
   The Simulated Employer-Provided 401k/403b Assignment will be due by 12 noon on the date listed in the Course Schedule. Assignments turned in late will have 10% deducted for each day the assignment is late; eg, 10% deducted if turned in within 24 hours of the start of class, another 10% for the following 24 hours, and so on).

2. In class quizzes (30 points total; instructor reserves the right to add extra quizzes as needed):
These quizzes will be delivered through either Nearpod or Examplify. These quizzes may involve questions about current news, current interest rates, inflation, and other information that could influence investors.
3. Class Attendance / Participation (10 attendance/10 points participation)

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>91.5-100% A</td>
<td>“Employer-based 401k/403b” 50 pts</td>
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<tr>
<td>89.5-91.4% A-</td>
<td>In class quizzes 30 pts</td>
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<td>87.5-89.4% B+</td>
<td>Participation/attendance 20 pts</td>
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<td>81.5-87.4% B</td>
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<td>79.5-81.4% B-</td>
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<td>77.5-79.5% C+</td>
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<td>69.5-77.4% C</td>
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<td>60.0-69.4% D</td>
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Final grades will be assigned after review by all of the instructors in the course.

Learning Outcomes and Assessment Strategy

3.1. Problem Solving (Problem Solver)
   3.1.1. Identify and define the primary problem.
   3.1.2. Define goals and alternative goals.
   3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.
   3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
   3.1.6. Reflect on the solution implemented and its effects to improve future performance.

4.1. Self-awareness (Self-aware)
   4.1.1. Use metacognition to regulate one’s own thinking and learning.
   4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
   4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
   4.1.4. Approach tasks with a desire to learn.
   4.1.5. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.
   4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
   4.1.8. Seek personal, professional, or academic support to address personal limitations.
   4.1.17 Discuss how to manage your career.

4.3. Innovation and Entrepreneurship (Innovator)
   4.3.1. Demonstrate initiative when confronted with challenges.
   4.3.3. Demonstrate creative decision making when confronted with novel problems or challenges.
   4.3.7 Discuss how creative thinking can be improved.

At the completion of this course, the student will be able to:
   1. Determine the level of risk and volatility for different investment vehicles
   2. Develop an appropriate retirement investment strategy in order to achieve their personal goals
Course Objectives

1. Describe the role of the Federal Reserve and their influence on money and banking
2. Determine realistic retirement and personal financial needs
3. Explain the risk exposure of common investment vehicles
4. Describe the concept of volatility and how it is determined
5. Develop a realistic investment strategy, reconciling the student’s level of risk tolerance and the returns needed to achieve their goals
6. Describe how to use risk and volatility indicators in making investment decisions

Outline of Course Topics and Assignment Due Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Aug 29</td>
<td>Savings and investment goals introduction</td>
<td>Border and Houpt- Ch 1 and 2, AH Frey- Ch 1 and 2</td>
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<tr>
<td></td>
<td>-Time value of money and inflation</td>
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<td>-Overview of investment risk</td>
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<td>-Cash</td>
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<td>Behavioral Finance</td>
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<td>Overview of Global Finance</td>
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<td>Federal Reserve role</td>
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<td>-Discount rate, Federal funds rate</td>
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<td>-Banking (savings, CDs)</td>
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<td>Sept 5 and 12</td>
<td>Bonds</td>
<td>Border and Houpt- Ch 5, AH Frey- Ch 2 and 4</td>
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<td>-Treasuries</td>
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<td>-Savings (EE)</td>
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<td>-Tax free municipals</td>
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<td>-Corporate</td>
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<td>Bond Ratings</td>
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<td>-Standard and Poor’s</td>
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<td>-Moody’s</td>
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<td>Issues with bonds</td>
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<td>-callable</td>
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<td>-interest rate risk</td>
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<td>Sept 12, 19, and 26</td>
<td>Stocks</td>
<td>Border and Houpt- Ch 3, 4, 5, AH Frey- Ch 6, 7, and 8</td>
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<td>-Exchanges</td>
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<td>-Preferred stock</td>
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<td>-Common stocks</td>
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<td>-how a stock is offered</td>
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<td>-IPO process</td>
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<td>-investment banking</td>
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<td>-brokerages</td>
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<td>-components of stock price</td>
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| Oct 3 and 10 | Mutual funds  
| -fund focus  
| -income  
| -growth  
| -bond  
| -index  
| -sectors/ focused  
| -capitalization / size  
| -market focus  
| Risk and volatility estimation  
| -alpha coefficient  
| -beta coefficient  
| -Sharpe's ratio  
| Exchange Traded Funds (ETF)  
| REITs, limited partnerships, trusts  
| Futures, commodities, arbitrage  
| Border and Houpt- Ch 8 and 9  
| AH Frey- Ch 3, 5, 8  

| Oct 17 | 401K/ 403b project due Dec 1  
| Personal plans  
| -investment decisions vs debt service  
| -depreciable assets  
| -choosing a financial planner  
| Border and Houpt- Ch 6, 7, 10  

**Professional Classroom Behavior**

Once class begins, all cell phones and electronic devices are to be used ONLY for assigned internet searches. The instructor WILL solicit student conversation or discussion during classes. Because of the interactive nature of the course, plausible, logical answers are expected. Students are expected to respond professionally and intelligently to questions posed in class; therefore, class readings and assignments should be completed before class.

Student conversations during the lecture or discussion are a hindrance to others listening, and disruptive and disrespectful to the instructor and other students. A student found to be disruptive to the instructor will be asked to leave the room for the remainder of the class period. Such a student cannot attend future classes until first meeting with the Assistant Dean of Professional Programs (Dr Livengood) and then bringing the instructor a signed note from the ADPP that authorizes reintroduction into the classroom.

Since each student will have an individual approach to investing (risk tolerance, preference for certain investment vehicles, etc), all responses (written assignments and verbal responses) should be the student’s own thoughts. Plagiarism will NOT be tolerated in either instance. Not only is this practice unethical, but financial decisions are
highly personal. Student investment decisions in the future will be made by the student alone. The goal of this course is to help students become independent thinkers in terms of their financial security; therefore the student must take responsibility for their own decisions, both good and bad.

**Policy for Missed or Late Assignments**

Since class attendance is mandatory, in-class quizzes will NOT be allowed to be made up. The exception to this policy involves an excused absence issued from the Assistant Dean of Professional Programs. See Administrative Policies Governing All Courses at the end of this syllabus or in Blackboard> School of Pharmacy: Professional and Graduate Students>Student Pharmacist Handbook>School of Pharmacy Policies and Procedures>Examination Policy-Missed Exam

**Policy & Procedure for Return/Review of Exams**

On most occasions, assessments will not be returned to the student following an examination. Scores will be recorded in the Blackboard Gradebook section. If a student wishes to review their assessment, the student will contact instructors via e-mail in order to set up a mutually convenient appointment to review that particular instructor’s material. Questions regarding particular subject matter on the examination must be referred to the corresponding instructor. Students will be permitted to review their assessments up to two weeks following the posting of the score on Blackboard. Following that time, the scores are considered finalized.

**Administrative Policies Governing All Courses**

Students are required to review these policies in their entirety. Complete copies of or links to the policies may be found on the Student Services Blackboard site, Policy and Procedures.

Exam Tardiness Policy
Missed Exams Policy
Grade Appeal Policy
Academic Integrity Policy
Services for Students with Disabilities
Audio/Visual Taping Policy

[https://duquesne.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_17108_1&content_id=_874584_1](https://duquesne.blackboard.com/webapps/blackboard/content/listContent.jsp?course_id=_17108_1&content_id=_874584_1)