

# **MGT 4073 Syllabus**

**Financial Modeling, Section A, 3 credits  
Fall 2026**

## **Instructor information**

Instructor: Dr. Jacqueline Garner  
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## **General Course Information**

Class days: Mondays/Wednesdays  
Office Hours: TBA  
Website: Canvas  
Prerequisites: MGT 3062 or MGT 3078

**Classroom:** Ferris-Goldsmith Trading Floor, Scheller

## **Teaching Assistant (TA) Contact information**

**TBA**

## **Course description**

*Financial Modeling* presents tools necessary to build advanced Excel spreadsheets for financial decision making. The course will include topics such as firm valuation, financial statements, cost of capital, portfolio construction, option valuation, duration and immunization. Students will create spreadsheets using regression analysis, pivot tables, MACROS, Visual Basic Applications (VBA), solver, and goal seek. Active learning is a key component in this class. Each class will begin with a theoretical/conceptual explanation of the day's task. During most class periods, a student will then build a spreadsheet.

## COURSE LEARNING OBJECTIVES

The class has two overall learning objectives: A) Excel-based objectives and B) Finance-based objectives. These are explained below.

### A) Excel Based Learning Objectives:

The student should be able to:

1. Perform basic arithmetic calculations and be able to use most embedded Excel functions
2. Perform regression analysis
3. Create macros and pivot tables
4. Use solver and goal seek
5. Generate random numbers
6. Write VBA programs
7. Be able to construct valuation model spreadsheets with “input” sheets that flow through the analysis
- 8) Create professional looking spreadsheets

### B) Finance Based Learning Objectives:

The student should be able to:

1. Value a firm/project using the free cash flow to firm and free cash flow to equity models, as well as the APV model (in Excel)
2. Build a football field and tornado chart
3. Build a LBO model
4. Build a three-statement model
5. Perform a portfolio optimization analysis
6. Price options using the Black-Scholes option pricing model
7. Build a Duration/Immunization model

## REQUIRED COURSE MATERIALS

- Excel. You will need access to Excel inside and outside of class.
- Calculator (Any calculator for basic calculations).
- Syllabus and lecture notes: these are available on Canvas.

### Course Website and Other Classroom Management Tools:

- This class is a Face to Face (F2F) class.
- Class delivery will occur on Mondays and Wednesdays.
- Office hours will be held M/W/F **from 5:15 p.m. to 6:30 p.m. EST.** Other office hours can be set up by appointment! I'm very flexible!
- All other course content and materials will also be placed in Canvas

### Absences

Each student is allowed three (3) "free" non-excused absences from class time, which is applicable to class work, but not any other assignment. A non-excused absence means not physically being in class AND not having an approved excused absence. Excused absences do not "count" toward the "free" absences. Examples of excused absences are letters to me from Student Life, communication to me from Athletics, communication to me from the Registrar's office, etc. If a student is excused, any assignments during the excused time can be made-up.

### Technology/Software Requirements

Internet connection (DSL, LAN, or cable connection desirable)

## Course Grading Policy

- **Introductory Assignments: 2.5%**
- **Class Work: 15%**
- **Video Assignments: 7.5%**
- **Homework: 15%**
- **Cases: 54%**
- **Peer evaluations: 6%**

### Description of graded components

- 1) **Introductory components**
- 2) **Class work**
- 3) **Video assignments**
- 4) **Homework**
- 5) **Cases**
- 6) **Peer evaluations**

**Introductory components:** Three assignments will ensure we build community, and you are familiar with the syllabus. **In total, these count 2.5% of your total grade.**

- a) Introduction to class (Discussion)
- b) Syllabus Quiz

**Class Work: In total, class work counts 15% of your total grade.** Most classes will consist of the instructor and students working through a problem together. These exercises will reinforce concepts and calculations. Class work will be uploaded as an assignment due TYPICALLY on Wednesdays at 11:59 p.m. Week 1 class work has a due date of Sunday (exception). **To obtain credit for Class Work, your file needs to be complete AND you must attend all classes during the week, and you must work on the file during class.** If you turn in a completed file, but you have exceeded the allowed “free absences” you do not get full credit for your work. Each student has **three** “free” absences; if you miss a class without a documented excuse, you must use up one of your “free” absences. Once your free absences are used, the grading policy is as follow: **Prior to missing three classes, if you miss one day of class during the week but turn in the Class work, you only get 50% of the points; if you miss both days (even if you turn in the file), you receive no points.** Once you exceed three absences, no work counts unless you attend class. If you are excused from class, you are not penalized for missing class work. Please see the absence policy regarding what is “excused.”

**Video assignments:** Video assignments are intended to introduce you to a topic. The videos are very short, and there are a few questions embedded in each assignment. You will be given two attempts at each assignment. These are due at 12:15 p.m. on the day they are due. Most video assignments are due on Mondays. **In total, video assignments count 7.5% of your total grade.**

**Homework:** Homework is completed individually. You will upload an Excel file (and possibly other files) back to Canvas. Each homework assignment will require students to complete a model in Excel and also answer some conceptual questions. **In total, homeworks count 15% of your total grade.**

**Cases:** Cases are completed in groups and count **54% of grade**. Each case assignment will require the students to build a more complex model as a group as well as answer conceptual questions/write an analysis. These are rather involved projects which have both Excel and Finance learning objectives.

### **Peer Evaluation:**

Each case will receive a “group grade” which will be evaluated along with a peer evaluation in order to obtain an individual student grade; this counts 6% of your grade (the completion of the peer evaluation). **Learners who complete zero or very minimal work on the group assignment will receive a zero on the case assignment (that is, they do not benefit from the group grade). If it is determined by the instruction team that a learner has not contributed the effort that was agreed and expected amongst the group, that learner’s grade will suffer. Very little or no contribution to the project will result in a zero on the case assignment. Simply responding to messages or emails does not count as contributing. Contribution means making intellectual input toward required submissions (e.g., Excel files, case questions, write-ups), such as creating or editing content or applying course principles and techniques.** Peer evaluations count toward the final grade. In order to receive credit, each learner must provide details of what other team members did on the case. Specifics matter. Not only will a learner not receive grade credit if the evaluation is not complete, the instructor will ignore it completely in evaluating the team members’ contribution.

### **Additional information about class and grading**

#### **Yellow Jackets Bank of Benjamins**

- We have a “bank” in this class (Yellow Jacket Bank) where each learner can “save” participation points (Called “Benjamins”). Benjamins can be earned by winning “points” in games like Kahoot and Jeopardy. Benjamins can be used to “buy” final grade points at the end of the semester.

**More on grading:**

Each homework assignment will require students to complete a model in Excel and also answer some conceptual questions. Cases are group assignments. Each case assignment will require the students to build a more complex model as a group. Each case will also require the completion of conceptual questions; while the case conceptual questions are turned in individually, the members of a group (not students outside the group) may consult each other on answers. Evidence of working on **HOMEWORKS** with anyone else will be considered a violation of the Georgia Tech Student Code of Conduct. Students **WITHIN** a group can work together on **CASES**, but students may not share files with non-group members. Peer evaluations are graded; each peer evaluation counts 1.5% of the learner's total grade.

**More on grading:**

Note: In this course, you will be provided with template files to use for homework and case assignments. Unless you are specifically instructed to do so, **do not make any adjustments to the formatting of these documents**, such as inserting/deleting rows or tabs in the workbook. Should you make changes to the template, you will earn whatever grade the auto-grader assigns, because there is not a practical way for the TA team to grade your file manually. We will allow one re-submission if this situation occurs, with the template corrected, for a maximum of 85% of the credit. This re-submission is for a specific situation; in general, re-submissions (for incorrect answers) are not allowed. Further, normal "re-grades" (as a result of a grading error) do not impose any penalty for the learner.

**Learners will have 48 hours from the time that a grade is posted to voice any dispute for that assignment's grade to the instruction team, after which the learner will have implicitly accepted the grade without dispute.**

**Attendance**

If you are excused from class, you are not penalized for missing class work. You must attend class to get credit for class work. You can miss three (3) class for "free." If you miss a class AND you have not missed more than 3 classes, you can turn in class work and it will be accepted. If you miss a class AFTER 3 absences and turn in your class work, it will not count (that is, you must be present for it to count). If you miss class for an Institute approved absence, this does not count toward the three free absences.

**Assignment Turn-In**

- Each homework and Case must be completed in accordance with their respective description and submitted by the date identified within the course syllabus and course outline
- **If you have any questions or concerns, please contact Dr. Garner immediately!**
- All Homeworks/Cases will be turned in on Canvas, as per the due dates

## **Grading Scale**

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

## **Timing Policy**

- The Modules (Course Content) follow a logical sequence that includes knowledge-building and experience-building.
- Assignments should be completed by their due dates, in order.
- You will have access to the course content for the duration of the course.

## **Student Drop-in Hours and Participation**

- Student drop-in hours will be held F2F
- Other student drop-in hours can be scheduled individually with your instructor
  - Either F2F or via Zoom (if this helps schedule a good time).

## **Course Expectations & Guidelines**

### **Academic Integrity**

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If any student is discovered engaging in either behavior in this course, they will earn a failing grade on the assignment in question, and further disciplinary action may be taken.

Additionally, any student suspected of cheating or plagiarizing an assignment will be reported to the Office of Student Integrity, which will investigate the incident and identify the appropriate penalty for violations.

If you have questions about my integration of the university's honor code into this course, please do not hesitate to ask via email or discussion post. My aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Here at Georgia Tech the aim is to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> and <http://www.catalog.gatech.edu/rules/18/>.

## Course Expectations & Guidelines, continued

**Statement of Intent for Inclusivity** As a member of the Georgia Tech community, I am committed to creating a learning environment in which all students feel safe and included. Because we are individuals with varying needs, I am reliant on your feedback to achieve this goal. To that end, I invite you to enter dialogue with me about the things I can stop, start, and continue doing to make my classroom an environment in which every student feels valued and can engage actively in our learning community.

### **Student-Faculty Expectations Agreement**

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Religious Holiday**

A student who wishes to observe a religious holiday/event should email the instructor within the first two weeks of the semester regarding the holiday/absence for planning purposes. If the absence falls on an examination date, the student will be allowed to complete make-up work.

### **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

- No late work is accepted.
- All assignments are expected to be completed and submitted by the due date
- Late assignments are not accepted unless there are **extenuating circumstances**. **These extenuating circumstances** should be communicated with the professor before an assignment is missed or late
- Proper documentation for all extenuating circumstances must be documented (must have a letter from Student Life, the Registrar, Athletics, etc.)
- Late work is allowed if the learner has an Institute excused absence, such as a student conference, athletic event, etc.

### **Communication for this class**

- Discussion boards/forums will be done via Canvas
- Email will be done via the Inbox function within Canvas
- Forms are set up to ask questions about grades



## Course Expectations & Guidelines, continued

### Recordings of Class Sessions and Required Permissions

Classes **may not be recorded by students without the express consent of the instructor** unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course. Students **may not record or share the materials or recordings**, including screen capturing or automated bots, unless the instructor gives permission. Digitally proctored exams may require students to engage the video camera, but those recordings will not be shared with or disclosed to others without consent unless legally permitted.

- For classes where participation is voluntary, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.
- For classes requiring class participation, if students are identifiable by their names, facial images, voices, and/ or comments, written consent must be obtained before sharing the recording with persons outside of currently enrolled students in the class.

**Netiquette** refers to etiquette that is used when communicating on the Internet. Review the Core Rules of Netiquette. When you are communicating via email, discussion forums or synchronously (real-time), please use correct spelling, punctuation and grammar consistent with the academic environment and scholarship. We expect all participants (learners, faculty, teaching assistants, staff) to interact respectfully. Learners who do not adhere to this guideline may be removed from the course.

1. Conner, P. (2006-2014). Ground Rules for Online Discussions, Retrieved 4/21/2014 from: <http://teaching.colostate.edu/tips/tip.cfm?tipid=128>

### Resources for Students at Georgia Tech

#### Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

#### Communication Center

The Communication Center is available for in person and online appointments. Consultants help with written and multimodal projects, papers, presentations, and much more. More information is here: <https://commlab.gatech.edu/>

### **Pathways to Success at Tech**

Student Success includes a network of support, from peers to professional staff. More information is here: [Success at Tech – Helping you succeed at GT! \(gatech.edu\)](https://gatech.edu/success-at-tech).

Resources available include: LGBTQIA Center, OMED, Women's Resource Center, study supports (Tutoring and Academic Support, the Communication Center), mental health resources (CARE), food banks and food security resources (STAR), resources for veterans, service members, and their families, and others.