

VIP Sports Valuation and Analytics Syllabus

VIP 2601, VIP 3601, VIP 3602, VIP 4601, VIP 4602, VIP 6601, Section VYX, Variable Credits

Fall 2026

Meeting Time: Wednesdays, 6:30 p.m. - 7:20 p.m.

Classroom: TBA

Instructor Information

Instructor	Email	Drop-in Hours & Location
Dr. Jacqueline Garner	Jgarner47@gatech.edu	Mondays, 5:15 p.m. - 6:45 p.m. Scheller, 4157

General Course Information

Description

Sports Valuation & Analytics Team Focus

In this course, we will adapt corporate valuation models to model the value of college sports. We also will develop "dashboards" which will use analytical programs and tools so that model output is easily organized and understood. We will also use fantasy sports data (professional sports) to compare the risk and return characteristics of fantasy participants to those in the stock market as well as to determine a winning strategy in fantasy sports. We have a team which examines NCAA Basketball team rosters to determine the intersection of revenue sharing and player rankings. We also will examine analytics of baseball players with the goal of having a model to help allocate revenue sharing.

Pre- &/or Co-Requisites

There are no pre-requisites or co-requisites for this course.

Course Goals and Learning Outcomes

By the end of this course sequence, students will be able to:

1. **Collect and use data to answer real-world research questions**
2. **Apply data-driven approaches to improve models and analysis**
3. **Develop new models to answer sports analytics questions**
4. **Be able to articulate clearly a research question, its hypothesis, and the findings from the research**

Course Requirements & Grading Policies

VIP teams function like real-world project teams. Members work on different aspects of a shared project, ranging from sophomores to graduate students, and from first-time participants to those with multiple semesters of experience. Students may enroll for variable credit hours, which are considered in grading.

Note: Zero-credit enrollment is reserved for paid participants and follows the same grading criteria.

Grading Overview

Each student is evaluated across three core areas, with three mandatory requirements. Regardless of role or experience, students must demonstrate achievement in all three areas:

1. Documentation and Records (33%)

- Maintain individual documentation (required).
- Digital notebooks must be completed each week (unless otherwise noted by instructor)
- Contribute to team documentation: [VIP Wiki](#), [blog](#)

2. Personal Contributions (33%)

- Engage actively in the project.
- Pursue knowledge relevant to the project.
- Contribute to technical progress.
- Experienced members may also contribute to project management.

3. Teamwork and Interaction (33%)

- Participate in peer evaluations. **Failure to submit results in a full letter grade deduction.**
- Attend meetings on time. Attendance taken on Wednesdays. If you have a legitimate conflict, you must attend another weekly meeting with your team and report the day/time you met with them to instructor each week
- Collaborate toward team goals.
- Coordinate and assist teammates.
- Contribute to team presentations.

Course Materials

Materials/Resources

Excel, Python IDE

Course Website and Other Classroom Management Tools

Canvas, Basecamp and ICE (for some teams)

Peer evaluations are administered by the VIP Program [Click Here](#) to access peer-evaluations from off campus. [Click here](#) to access from on campus. You will be prompted to sign in. Users can only log in from on campus or via [VPN](#). Students can only access the peer evaluation portion of the system during active evaluation periods.

Description of Graded Components.

See rubric below

Student meets or does not meet specified expectations.

A = meets expectations on 4 standards and meets all * expectations

B = meets expectations on 3 standards

C = meets expectations on 2 standards

Documentation (1/3 of grade): Each week your digital NB needs to cover the areas below.		
Standard Met	Area	Expectations:
—	Consistent to-do lists	Leaves each meeting with work to do; checks items off list as tasks/work are completed; progress/work can be tracked over time.
—	Explanation of what was done (in individual notebook/documentation)	Sufficient explanation of work, progress, and next steps. Someone knowledgeable/skilled in the field would be able to understand decisions made, repeat what was done, and obtain the same result.
—	Reflects on what did/did not go well	Discusses what did and did not go well. Or what is needed to complete tasks
—	Team-level documentation	Summarize what the status of the project is from an overall perspective.

Contributions (1/3 of grade) Instructor will use peer evaluations, digital notebooks and class observations to determine grades for this category.		
Standard Met	Area	Expectations:
—	Proactive	Identifies or asks for tasks to do; does not stop working and searches for solutions when obstacles arise - checks team documentation, searches online, reaches out to teammates, etc.
—	Learning	Acquires knowledge or skills needed for the project.
—	Quality of effort	Work is timely, thorough, and accurate; Student comes to meetings prepared.

Rubric for Grading, continued

Teamwork (1/3 of grade) Grade will primarily determined by attendance and completion of peer evaluations.		
Standard Met	Area	Expectations:
___*	Attitude and participation	Demonstrates interest in the project; treats teammates with respect; pays attention to the people speaking during meetings; avoids distractions during meetings; participates in discussions around others' work; acknowledges the value of others' contributions.
___	Engages with others' work	Knows what others on the team/subteam are doing; checks in/stays abreast of their progress; gives teammates constructive feedback and suggestions; helps or provides guidance to teammates; helps keep the team/subteam moving forward.
___	Communicates well	Facilitates communication within the team; exchanges relevant information with teammates; clear and timely communication.
___	Adaptable	Able to pivot when plans change or problems arise; willing to accept help; solicits and listens to suggestions and feedback; uses suggestions and feedback to improve.
___**	Peer evaluations	Completed peer evaluations by the deadline. Provided thoughtful feedback.
___	Attendance	Attended meetings >85%, >75%, >65%, >55%, <55% (A, B, C, D, F)

*Required in order to earn an A.

** Required in order to earn an A. Not completing peer evaluations is associated with a letter grade reduction.

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%

Course Policies, Expectations, & Guidelines

VIP is a collaborative, multidisciplinary, project-based learning and research experience. Your success in this course depends not only on your technical contributions but also on your active engagement with your team and the broader learning process.

Your Role in the Learning Process

As a VIP student, you are expected to:

- Take initiative in exploring and applying knowledge relevant to your project.
- Collaborate effectively with team members across disciplines and experience levels.
- Document your work thoroughly.
- Reflect on your learning and contributions throughout the semester.

This course is a real-world team environment, where learning is dynamic, self-directed, and collaborative. Your growth depends on your willingness to engage, contribute, and learn from others.

Team Meetings and Participation

Attendance and active participation in **team meetings** and **sub-team meetings** are required. These meetings are essential for:

- Coordinating project tasks and timelines.
- Sharing progress and receiving feedback.
- Learning from peers and mentors.
- Contributing to team decisions and direction.

Failure to attend meetings without valid reason may negatively impact your grade and your team's progress. If you anticipate missing a meeting, communicate with your team and advisor in advance.

Use of External Resources

You are encouraged to consult external sources to support your learning and project work. However:

- Do **not present someone else's work as your own**.
- Always **cite and reference** external materials used in your notebook, code, presentations, or other deliverables.
- Proper attribution is essential to maintain transparency and integrity in a collaborative research environment.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. [Review Georgia Tech's Honor Code](#) and the [student Code of Conduct](#).

Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) 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 in order to set up a time to discuss your learning needs.

Attendance and/or Participation

Required. See Page 4.

Extensions, Late Assignments

In general, no late work is accepted. Exceptions are Institute approved absences.

Inclement Weather and Digital Learning Days

If we have inclement weather, we will do class by Zoom or Teams.

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. [The Student-Faculty Expectations](#) articulate 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.

Student Use of Mobile Devices in the Classroom

Instructor Choice of Policy

Additional Course Policies

VIP Room and Equipment Use Policy

VIP rooms and equipment are shared resources used by multiple teams. To ensure a productive and respectful working environment, the following rules apply:

1. Room Usage Priorities

Room use is prioritized as follows:

1. Scheduled team meetings, lectures, and learning modules
2. Weekly sub-team meetings (multiple groups may share the space)
3. Video conferences or special meetings with VIP stakeholders
4. Other project-related work (multiple groups may share the space)

Room schedules are available on the VIP website.

Note: A “good neighbor” policy applies—students may use rooms during other activities as long as they do not cause disruption. Quiet individual work or studying is allowed when it does not interfere with scheduled uses. Similarly, multiple groups may use a VIP room at the same time.

2. Cleanliness and Conduct

- Everyone is responsible for keeping rooms clean.
- Food is allowed, but spills must be cleaned immediately.
- **Gum must be disposed of properly—do not stick it under desks or on carpets.**
- Rooms are monitored by cameras; violations may be reviewed via video.

3. Equipment Use

- Equipment may be designated for general use or assigned to specific teams.
 - General use examples: Projector in Klaus 1440, monitors in VL 465 and VL 463B.
 - Equipment assignments may change each semester.
- If unsure about equipment access, contact: vip-request@ece.gatech.edu
- Use equipment only for its intended purpose. Misuse may pose safety risks.

Important Equipment Rules:

- Equipment may not be removed from VIP rooms without a signed loan agreement approved by a VIP Director.
- You are financially responsible for any equipment not returned in good condition.
- You must know how to operate equipment safely. Approval to use equipment does not imply safety training has been provided.

4. Computer Accounts

- Accounts are for individual use only—do not share with others.
- All usage must comply with Georgia Tech, USG Board of Regents, and State of Georgia policies.
- Respect privacy and data integrity. Having access to a file does not mean you are authorized to read or modify it.

5. BuzzCard Access

- Access is a privilege and is logged.
- Rooms are under video surveillance. In cases of theft, vandalism, or messes, logs and footage will be reviewed.
- Do not allow unauthorized individuals into VIP spaces.
- Always secure the room (close the door) when leaving.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

1:1 Tutoring: Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. Georgia Institute of Technology has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit gatech.joinknack.com and sign in with your student account.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events”]

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](http://student-resource-guide.gatech.edu))

Terms of Participation (Must be signed and returned to Dr. Garner by Second Wednesday of Semester in order to continue in class).

By signing this document, the undersigned agrees to the following terms in addition to the [Georgia Institute of Technology's honor code](#).

1. **No Guarantee of Publication:** This work does not guarantee publication in any form.
2. **Ownership and Distribution of Work:** Each student's class work (programs and models) is solely their personal work. Students are free to distribute their work (programs and models) in any manner they choose. However, they are strictly prohibited from mentioning the instructor, or any other person associated with or affiliated with the course without obtaining explicit prior consent. No data given by the instructor for class use in this course can be distributed to any other person or used for any other purpose.
3. **Potential Development to Publication:** Good performance in class during the semester does not guarantee co-authorship on publication. If the students decide to develop a project further under the mentorship of the instructor to submit to a conference for publication related to work done in the VIP, the decision of authorship and order will be made at the time of submission based on the contribution.
4. **Confidentiality:** Any work or information discussed in confidence during VIP (Vertically Integrated Projects) meetings must not be disclosed publicly.
5. **Termination for Non-Compliance:** Failure to adhere to any of the above terms will result in termination of participation in the research.
6. **Prohibition on data Usage for other work:** Students within the program are strictly prohibited from utilizing any data shared in this class for other research projects without explicit permission from the instructor.
7. **Letter of Recommendation (LoR) Policy:** The instructor(s) are glad to write letters of recommendation if and when needed. However, the letters will only be given on a conditional basis. The student requesting the LOR has to have worked within the VIP for a total of at least two semesters.

Acknowledgment

By signing below, I acknowledge that I have read and fully understand the terms outlined above. I agree to comply with all conditions and understand that failure to do so may result in penalties as described.

Signature: _____

Name (Printed): _____ **Date:** _____