

**George Mason University College of Visual and Performing Arts  
Master of Arts in Arts Management Program**

<b>Course name</b>	Finance and Budgeting for Arts Administrators I / AMGT 704 001 / Fall 2019
<b>Day/Time</b>	Thursday / 4:30 to 7:10 pm
<b>Location</b>	Arlington Campus, Van Metre Hall, Room 320
<b>Instructor</b>	Christian Curtin (cell: 571.643.6015; ccurtin2@gmu.edu)
<b>Office hours</b>	The instructor normally arrives at the classroom at least one hour before class begins. Any student may come to see the instructor before class begins. A student may also contact the instructor to schedule an appointment (most likely by phone).
<b>Textbook<sup>1</sup></b>	Zietlow, John; Hankin, Jo Ann; Seidner, Alan G. (2007) Financial Management for Nonprofit Organizations: Policies and Practices. Hoboken, New Jersey: John Wiley & Sons, Inc. ISBN-13: 978- 0-471-74166-4
<b>Other</b>	QuickBooks software may be used during the class. If used, software will be provided in the classroom for in-class exercises. Other readings and case studies as assigned.
<b>Attachment</b>	Please read the attachment for Class and George Mason University policies.

**Course Overview**

This course is an introduction to the financial management of nonprofit organizations. We will focus on the basics of accounting and financial statements. Students will learn how nonprofit organizations report on their activities, how those reports are monitored and analyzed, and the importance of accurate and useful financial reporting. Additionally, we will:

- Analyze and evaluate the fiscal health of non-profit organizations.
- Gain an understanding for how financial transactions are recorded using the accounting equation.
- Compare and contrast the following financial statements:
  - Statement of Financial Position (a.k.a. "Balance Sheet")
  - Statement of Activities (a.k.a. "Income Statement")
  - Statement of Cash Flow
  - Statement of Functional Expenses
- Compare and contrast IRS Form 990 of different nonprofit organizations.
- Develop and analyze financial ratios and their significance as a benchmark in industry.
- Evaluate organizational stability, ethics, compliance and the development of financial policies.

We will view current financial practices as an evolution of past practices and with an eye toward future developments in the field. Financial management processes, and financial statements, are dynamic and not static or carved in stone. The goal of this course is to equip tomorrow's nonprofit leader with the baseline knowledge necessary to understand the mechanics and the value of proper accounting and financial reporting, with an awareness of the environmental trends that will continue to cause nonprofit financial management practices to evolve.

<sup>1</sup> The accounting industry has changed significantly since the publication of the Zeitlow textbook. Although the University supports using the text for this class, do not buy the textbook if you can avoid it. The instructor will deviate from the textbook significantly over the course of the semester to improve students' understanding of accounting theory and practice. Also, much of what the instructor teaches will be found online through various resources.

## Composition of Grade

The instructor will try to balance the student's efforts in the course with other demands placed on the student. Student grades will be based on a combination of:

- Class participation (15% or 15 points of your grade)
- Periodic quizzes (15% or 15 points of your grade)
- Weekly writing assignments (5% or 5 points of your grade)
- Midterm exam (25% or 25 points of your grade)
- Final exam (25% or 25 points of your grade)
- Analysis project (15% or 15 points of your grade)

The instructor highly values and recognizes effort. If something does not make sense, the student should write his/her assumptions and thoughts about the problem because the student may receive partial credit.

## Grading Scale

The grading scale for this course is:

<b>F</b>	<b>C</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>
0-69	70-79	80-82	83-86	87-89	90-92	93-96	97-100

An "A+" has the same quality points (4.00) as an "A."

## Analysis Project

Students will review and analyze the financial statements of either an arts or other nonprofit organization. The objective of the project is for the student to conclude on the organization's financial health, as far as can be determined, after analyzing the organization's audited financial statements (internal financial statements are generally not available) and IRS Form 990. This project is challenging. The instructor encourages students to (a) identify the nonprofit organization they wish to analyze as soon as possible and (b) leverage the organization's own communications (e.g., annual report) and related new stories to support their analysis. Students will also give their opinion as to why the financial statement display format is used, and what you think the organization is trying to communicate about its financial activities and its financial condition

Because students will use an organization's annual financial statements and Form 990, each student should ensure that the documents cover the same fiscal period. A nonprofit organization may not issue its Form 990 up to 11 months after the end of any given fiscal year. To ensure the Form 990 covers the same fiscal period as the audited financial statements, the student should review Line A of the Form 990 cover page (section highlighted below). The date after "...and ending" should be the same date of the fiscal year end of the audited financial statements. Students should ignore the form number (which is covered by an "X" below) when determining the fiscal period.

<b>Form 990</b> <small>Department of the Treasury Internal Revenue Service</small>	<b>Return of Organization Exempt From Income Tax</b> <small>Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)</small> ▶ Do not enter social security numbers on this form as it may be made public. ▶ Go to <a href="http://www.irs.gov/Form990">www.irs.gov/Form990</a> for instructions and the latest information.	<small>OMB No. 1545-0047</small> <b>2018</b> <b>Open to Public Inspection</b>
<b>A</b> For the 2018 calendar year, or tax year beginning _____, 2018, and ending _____, 20		
<b>B</b> Check if applicable: <input type="checkbox"/>	<b>C</b> Name of organization _____	<b>D</b> Employer identification number _____

The project should:

- Be professional in appearance.
- Reflect proper grammar and sentences.
- Incorporate financial charts and financial graphs. Projects that do not incorporate charts and graphs into the text will

be immediately returned, ungraded, to the student.

- Be no less than five and no more than 10 numbered pages. Succinctness will be critical.
- Not include a cover page.

Students may gather ideas for the project format by reviewing various organizations' financial reports (hint, financial statement footnotes) and the management discussion and analysis section of Securities and Exchange Commission (SEC) Forms 10-Q and 10-K.<sup>6</sup>

If a student relies on sources other than the organization's financial statements and IRS Form 990 in his/her analysis, the student must include a complete reference (e.g., URL) to each such source in their submission. A student may, if preferred, incorporate source documents into the project. Source documents do not count toward the page limitation.

References to the organization's financial statements and Form 990 should include sufficient information to allow the instructor to easily locate the referenced material.

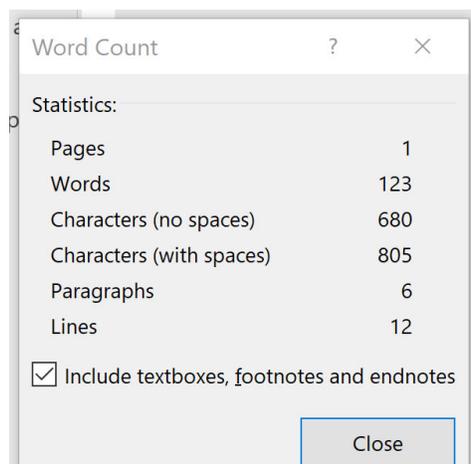
**Important change:** Unlike prior sessions, students will be grouped for the project. We will determine the size and composition of groups in the first week.

### Weekly Writing Assignments

At the beginning of the second, third, fourth, fifth, and sixth classes, students must submit a summary of a recent business-related article about a domestic or international organization or leader (should not be programmatically oriented – e.g., season announcement, performance). Also, the article is not required to be related to an arts organization. The assignment should:

- Be given to the instructor at the beginning of each class before instruction begins.
- For writing assignment:
  - 1, be no more than 115 words.
  - 2, be no more than 95 words.
  - 3, be no more than 75 words.
  - 4, be no more than 70 words.
  - 5, be no more than 65 words.
- Be conversational in nature (as if the student was discussing the article with the instructor in an elevator or in passing).
- Include a copy of the original article (attached).

Each student must submit a “snipped” word count along with his/her assignment. For example:



<sup>6</sup> The Securities Exchange Act of 1934 requires most SEC registrants (registrants are commonly referred to as either “public companies” or “publicly- traded companies”) to file a quarterly and annual report with the SEC on a Form 10-Q (“Q” designates quarterly) or Form 10-K, respectively. The form includes condensed financial information and other data/information prepared by a company’s accounting personnel and reviewed by the company’s independent auditors.

### Periodic Quizzes

The instructor will give three quizzes during the semester. Each quiz will be given at the beginning of the class and on paper.

### Mid-Term Exam

The mid-term exam will consist of 50 multiple choice, matching, and calculation questions and one essay.

### Final Exam

The final exam consists of three parts. Part:

- One consists of three essay questions. The essay questions will be given to students the week before the final exam and are due at the beginning of the final exam.
- Two consists of 70 multiple choice, matching, short answer, and calculation questions. This part will be taken during the final class.
- Three consists of 25 calculation questions. These questions will be given to students at the end of the last class and are due on the following Sunday, December 8<sup>th</sup>, by 12:00 pm. Part three will be due electronically.

### Weekly Course Outline

Week	Date	Topic	Week	Date	Topic
1	8/29	- Class overview - US GAAP, auditors, FASB, AICPA - Nonprofit accounting versus for-profit - Twelve basic principles - Basic accounting equation	8	10/17	<b>MIDTERM EXAM (WHOLE CLASS)</b>
2	9/5	<b>ANALYSIS PROJ. – Prelim. co. name</b> - Basic accounting equation (cont.) - Cash is king! - Chart of accounts - Budgets	9	10/24	- Financial ratios (if necessary) - IRS Forms 990 and 990-T (cont.)
3	9/12	<b>ANALYSIS PROJ. – Final co. name</b> - Budgets (cont.) - Financial statements	10	10/31	<b>ANALYSIS PROJ. – Working session</b> - IRS Forms 990 and 990-T(cont.) - Rating agencies and banks
4	9/19	- Financial statements (cont.)	11	11/7	- Internal controls - Time Value of Money - Return on Investment - Boards and Board Committees
5	9/26	- Financial statements (cont.)	12	11/14	- Borrowing - Different types of investments - Guest?
6	10/3	ANALYSIS PROJ. – Submit introduction - Footnotes - Financial ratios	13*	11/21	<b>FINAL EXAM Part 1 given to students</b> - Question and answer - Prep for final exam
7	10/10	- Financial ratios (cont.) - IRS Forms 990 and 990-T	14**	12/5	<b>FINAL EXAM Part 2</b> <b>FINAL EXAM Part 3 given to students</b>

**\* Analysis Project due to Instructor by 11:59 PM ET on Saturday, 11/23**

**\*\* We will not have class on 11/29 – Enjoy Thanksgiving recess!!**

## ATTACHMENT

### CLASS AND GEORGE MASON UNIVERSITY POLICIES – FALL 2019

#### Add/Drop Dates

The last day to add this class is Tuesday, September 3, 2019. The final day to drop this class without tuition penalty is Monday, September 9. For additional information visit:

<https://registrar.gmu.edu/calendars/fall-2019/>

#### Assignments and Due Dates

All homework assignments are due by 3:00 pm ET, via email, on the day of class. Hard copies of assignments are due at the beginning of class. Late assignments will not be accepted unless the student coordinates with the instructor at least 24 hours before due date/time.

#### Attendance

Since we meet just once per week, regular attendance is essential to complete the course objectives.

Each student is permitted one absence per semester, no questions asked. Students are expected to check with classmates to find out what was missed (student may also contact Instructor). Please note that although the instructor waives participation points for this penalty-free absence, grades for any assignments or presentations due are not. Each subsequent absence will result in the lowering of the Class Participation grade by one-half letter per absence. Example: Student misses two classes and has an A- Class Participation average at the end of the semester. As a result of the second absence, recorded Class Participation grade is a B; the following absence lowers it to a B-, etc.

Participation points may not be made up outside of class.

#### Class Participation

Students are expected to have done the reading before each class and to contribute to class discussion. Participation points cannot be made up in the event of an absence.

Full participation points can be earned by arriving to class on time and not departing early, voluntarily contributing to the weekly discussion, responding to questions directed at the whole class, and accurately responding to questions directly asked.

Class Participation includes any weekly presentations or writings and in-class activities. Students are asked to limit the use of their smartphones for purposes other than

class-related activities. Students who engage in activities during class time that are unrelated to class (internet browsing, online shopping, etc.) will not be able to get full participation points.

#### Communication

George Mason University ("Mason" or "University") uses electronic mail to provide official information to students. Students are responsible for the content of university communication sent to their Mason email account and are required to activate that account and check it regularly.

Mason email accounts will be used exclusively for class communications. Please remember that an email is a form of written communication that should be treated with professionalism and treat your instructor(s) as your "boss." Please use spellcheck, proper grammar, and punctuation. Instructors should be contacted during regular business hours (9 am to 5 pm) unless otherwise arranged. We will strive to respond within 48 business hours. **Text messages are not an acceptable form of communication with your instructor. However, the instructor permits the use of text messages in the case of an emergency.**

#### Emergencies

Please sign up for the Mason Alert System by visiting the website:

<https://alert.gmu.edu>

An emergency poster exists in each classroom explaining what to do in the event of crises, and further information about emergency procedures exists on:

<http://www.gmu.edu/service/cert>

#### Incomplete Grades

The instructor will only consider an incomplete grade ("IN") if a student requests it in writing, in advance. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the *Schedule of Classes*.

#### Honor Code

Student members Mason community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. To read more about the *Honor Code*, please visit:

<http://oai.gmu.edu/the-mason-honor-code-2/>

## **ATTACHMENT**

### **CLASS AND GEORGE MASON UNIVERSITY POLICIES – FALL 2019**

#### **Plagiarism**

Per the University Honor Code, the instructor will not tolerate plagiarism of any kind. Taking someone else's words or ideas and passing them off as your own without proper citation is prohibited. Please see your instructor if you have questions about how to properly cite another's words within your work. Plagiarism is a serious offense; students caught doing so will automatically receive a failing grade for the assignment(s). The instructor will give a student one warning for plagiarism; a second occurrence will lead to automatic dismissal from the program.

#### **Privacy**

Federal law (FERPA) requires faculty and staff to protect the privacy of student information. Faculty should not speak about a student's record with anyone other than the student. The record includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, and spouses.

#### **Professional Behavior and Respect**

The student should mute all mobile phones and other entertainment devices before class begins, and at the conclusion of any in-class breaks.

The instructor will give one or two breaks during class. If a student feels that they need an unscheduled break during a portion of the lesson, the student may excuse themselves. The instructor requests that students attempt to minimize the disruption to the other classroom students.

Your instructor respects that each student has responsibilities to their family, friends, and significant others. A student may, without penalty, periodically check their electronic device during class. If a circumstance that requires more than momentary attention arises, the instructor requests that the impacted student excuse themselves from the classroom out of respect for the classroom students.

Checking Facebook or surfing the internet on your laptop during class is rude, unfair to classmates and instructor(s) and a waste of everyone's valuable time. Students discovered surfing the internet, emailing, texting, or conducting business unrelated to the course at hand will

be given one warning. Any subsequent violation will result in the instructor considering the student as ABSENT for that entire class session. The student will lose all class participation points.

Our class time is precious; please take care of all personal business before class begins. Be prepared for class – that is, bring a pen or pencil, a notebook or your technology, as well as any readings assigned.

Please respect one another's ideas and questions by paying attention and listening. Participate fully in class discussion and exercises, and be respectful of other students' learning processes.

The instructor allows food and beverages in the classroom barring an explicit preclusion of food and drink as posted in the classroom. The instructor expects students to be respectful of the other classroom students by minimizing the disruption that may be caused by eating and drinking. Additionally, the instructor requires each student who chooses to eat or drink in the classroom to return the classroom to the condition it was before the class. Please throw away all trash and put recycling in the hall by the elevators.

A student may record the audio of the lesson and take pictures of presented materials. The instructor requests that students respect the fact that the classroom instruction constitutes the instructor's intellectual property. Classroom instruction is solely for the student's personal use. If a student has any question, please contact the instructor. A student is not permitted to reproduce the lesson in any way, including posting the lesson on any media-sharing, social, or other website/application. Mason will act upon the reproduction or distribution of these materials without permission as a violation of the Honor Code.

#### **Research Sources**

Please use critical sources – essays or articles appearing in peer-reviewed professional journals, recognized and respected newspapers and magazines, and Arts Management industry-produced documents – in your research. Although the Internet is a useful information-locating tool, websites such as Wikipedia should be used for this purpose only, rather than primary research materials.

## ATTACHMENT

### CLASS AND GEORGE MASON UNIVERSITY POLICIES – FALL 2019

#### Students with Disabilities

If you are a student with a *documented learning disability or other condition that may affect academic performance* and you need academic accommodations, please contact the Disability Resource Center (“DRC”) at:

- *SUB I, Rm. 4205*
- *ods.gmu.edu*
- *703-993-2474*
- *<http://ds.gmu.edu>*

Please also ensure that your documentation is on file **before** the submission of any graded assignments. The specific accommodation will be determined by and arranged through the DRC and Faculty may not provide accommodations to students on their own (e.g., allowing a student more time to complete an exam because the student reports having a disability). Once you have provided the proper documentation, please do discuss the accommodations arranged with the DRC with your instructor as early as possible.

#### Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

The University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of the University’s process, the resources, and the options available to students.

As a designated “Responsible Employee” and faculty member, all instructors are required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University policy 1412. If you wish to speak with someone confidentially, please contact one of the following resources:

- [Student Support and Advocacy Center-703.380.1434](#)
- [Counseling and Psychological Services-703.993.2380](#)
- [Student Health Services](#)
- [Mason’s Title IX Coordinator-703-993-8730](#)  
[cde@gmu.edu](mailto:cde@gmu.edu)

#### Written Component Format

Students should prepare all written components in a typed, double-spaced document using a standard 10 to 12-point font (Times, Times New Roman, Arial, Arial Narrow, Calibri – absolutely no Courier New or Comic Sans) and 1-inch margins all around. Include, single-spaced, your name, course number, and date in the top left or right-hand corner of the first page. Be sure to number your pages. Indent new paragraphs rather than double-spacing an extra space between them. The instructor recognizes that there are formatting differences between Apple and non-Apple computers and so your instructor will specify a word count range for papers. **For this class only, your instructor does NOT require you to use either the MLA Manual of Style (see required books list) or Chicago.**

#### Writing Resources

The Writing Center offers free writing support to Mason students through face-to-face tutoring, online tutoring, and workshops at both Arlington (FH Room 212) and Fairfax campuses. To make an appointment visit:

*[writingcenter.gmu.edu](http://writingcenter.gmu.edu).*

The Writing Center also offers workshops designed for ESL students. Please visit:

*<https://writingcenter.gmu.edu/for-graduate-students/esl-writing-groups>*

The Writing Center also offers Opt-in Tutoring Support for ESL students. Please visit:

*<https://writingcenter.gmu.edu/tutoring/esl-writing-support>*

Students are encouraged to make appointments with the writing center for help during the semester as soon as possible, and before the end of semester assignments are due.

**For more information about student support and resources at GMU visit:**

*<http://www.gmu.edu/mlstudents/>*