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# Educator of the Year

Board of Trustees Award for Teaching Excellence

**Nancy Stigen, CMA**

Accounting Instructor

**Minnesota State**  
Community and Technical College

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# Part One Introduction

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year





# Nancy Stigen, CMA

Accounting Instructor

Minnesota State Community and Technical College – Moorhead

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## *Part One – Introduction*

I am proud to be an accounting instructor. My introduction to the teaching profession and Minnesota State Community and Technical College (M State – Moorhead) began many years ago when I attended and graduated from this institution with a two-year Accounting degree. Having such a wonderful educational experience, I continued on and attained my Bachelors of Science in Accounting at Minnesota State University - Moorhead.

Twenty-two years ago I began teaching part-time in the Flex Lab at M State. This method of teaching was a new concept at that time where students could take classes on an independent study basis when class times didn't fit their schedules. The Flex Lab was staffed with instructors during day and evening hours to provide guidance when needed. This experience fueled my desire for teaching.

Realizing that teaching was my passion, I began in the classroom on a part-time basis and was hired for a full-time position in December 1997. After 22 years in the profession, I am still happy to come to work. I go all-out to guide my students on their educational journey. Through my years of teaching, I have held both accounting and administrative support licenses through the state of Minnesota.

My teaching philosophy has evolved over the years to this: I strive to make my classroom a safe, non-threatening environment for students to excel in their learning. My job is to make accounting fun, understandable, and attainable for student success.

My pedagogy and methodologies in teaching are based on the following five beliefs:

- |                       |                         |
|-----------------------|-------------------------|
| 1. The Attention Span | 4. Respect              |
| 2. Doing is Believing | 5. Personality of Class |
| 3. Participation      |                         |

Students today are a very diverse group. Not only do we have different ethnic groups, our student population average age is 27. Because of this, our classes tend to have a variety of cultures, age groups, and problems. I believe that every student has the ability to learn, but obstacles include English as a second language, being a parent and sometimes single parent, being older and not having the required technology skills. I work with students to overcome these problems. As instructors, we need to find workable solutions to help students succeed in various ways. For example, we had a young pregnant student who needed a “quiet zone.” I brought a cot into the office where she could lie down when she felt ill. When she felt better, she could return to class. This student lived 20 miles out of town so this arrangement made it possible for her to continue her studies.

My beliefs have led me to develop my own teaching style. I hope to always make it enjoyable for my students to come to class. Although I strive to make accounting understandable to all, I do realize that not all students are meant to be accountants. Our job as instructors is to not only teach our classes but also to steer students in the direction designed for them. It begins with the simple question – “Are you having fun?”





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# Part Two

## Content Expertise and Professional Growth

**Nancy Stigen, CMA**

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Accounting Instructor

Minnesota State Community and Technical College – Moorhead

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## *Part Two - Content Expertise and Professional Growth*

My expertise in accounting began with a two-year accounting degree attained at Minnesota State Community and Technical College – Moorhead (then named Moorhead Area Technical and Vocational Institute). After graduation, I went on to Minnesota State University Moorhead to complete my Bachelors of Science in Accounting. I worked in the accounting field for seven years at North Dakota Farm Bureau. Working in the field has enhanced my teaching, allowing me to bring real-life experiences to my students. Further teaching classes have been taken at Bemidji State University along with workshops and Continuing Professional Education (CPE) training through the years.

When our college merged and became a comprehensive college, the accounting department moved from the technical contract to the liberal arts contract. This prompted the attainment of my Certified Managerial Accountant (CMA) license in 2008. This licensure requires the applicant to take an international, comprehensive, four-part test much like the Certified Public Accountant exam. I chose the CMA certification because it increased my expertise in many areas in the accounting field and enhanced my teaching abilities in Financial Accounting, Intermediate Accounting and Managerial Accounting. (See Appendix 1 for listing of content covered in the CMA four part exam, a copy of my CMA award letter, and my license.)

In order to maintain my CMA license, I am required to complete 30 hours of CPE training each year. Within these 30 hours, two hours must be in the field of ethics. Every three years, I can count my accounting teaching experience for 28 hours, but I must also complete at least two hours of ethics training. The following is where I have attained my CPE hours since attaining my CMA in 2008:

2012 – TACTYC Conference, Institute of Management Accountants (IMA) classes

2011 – 27 hours for teaching, three hours of Ethics training through IMA

2010 – IMA Conference, TACTYC Conference, IMA Webinars, IMA classes

2009 – TACTYC Conference, IMA classes



Since 2000, I have maintained a membership with TACTYC (Teachers of Accounting at Two Year Colleges). This national organization's primary objective is to further the advancement of accounting education. It emphasizes creative and innovative teaching, methodologies, and curriculum, and it encourages networking amongst educators. TACTYC currently has members from 44 states.



I have attended 11 annual TACTYC conferences. These conferences provide information on improving teaching methodologies, discovering new opportunities for our students, learning of advancements in the accounting field, and networking with educators and authors from all over the country. This conference is extremely helpful in becoming aware of trends and the availability of new accounting and teaching software and applications. (See Appendix 2 for a schedule of events from a TACTYC Conference.)



For the past 20 years, I have been involved in Business Professionals of America (BPA) as a local advisor, state board member, and national committee member. BPA is a national career and technical student organization consisting of 23 state associations and more than 54,000 members. This organization serves students who are enrolled in a business education programs at secondary or post-secondary institutions. Chapters are located in high schools, career/technical centers, post-secondary technical institutions, junior and community colleges, and universities. The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership, citizenship, academic, and technological skills.

I currently serve on the Educator Advisory Panel for the AICPA (American Institute of Certified Public Accountants). The committee works on the “Start Here Go Places” website where students can inquire about the accounting profession and the AICPA organization and other areas involving student participation.



Expertise is a relative term. The accounting field is an ever-changing discipline. The rules for accounting in the United States are established by the Financial Accounting Standards Board and are called Generally Accepted Accounting Principles (GAAP). In the past few years, work is being done to create international standards called International Financial Reporting Standards (IFRS). As we all strive to be experts in our fields, instructors in accounting will need to keep current in these evolving standards.





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# Part Three Teaching Strategies, Pedagogies and Methodologies

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## *Part Three – Teaching Strategies, Pedagogies and Methodologies*

My teaching philosophy has evolved over the years to this: I strive to make my classroom a safe, non-threatening environment for students to excel in their learning. My job is to make accounting fun, understandable, and attainable for student success.

My pedagogy and methodologies in teaching are based on the following five beliefs:

1. The Attention Span
2. Doing is Believing
3. Participation
4. Respect
5. Personality of Class

The attention span of students over the past 20 years has changed. Knowing that students will only tune in when engaged my pedagogy includes three different components in each class. I first review topics discussed in prior class periods that are also part of the current chapter, which usually takes five minutes or less. I move on to new material, limiting my lecture to a few new subjects and assigning exercises dealing with these subjects. We then take time to make sure assignments from the previous day are correct, thus assessing previous learning. Combining all three components in each class engages students throughout the entire class period.



My philosophy on “Doing is Believing” is based on coursework. I believe that students must do accounting work in order to understand accounting. As other institutions teach the theory of accounting, technical colleges teach theory and production. Our students are prepared for the work force in that they can prepare journal entries, adjustments, and financial statements. Some of our major employers and past students have this to say about our graduates and accounting programs:

***“We find the M State graduates well prepared for real world accounting. The knowledge gained by experiencing different accounting software as well as other technology training at M State make it very easy for us to integrate the students into our organization.”***

**Ruth E. Nelson, CPA  
Fiebiger, Swanson, West & Co., PLLP**

***“As a graduate of a technical institution, I feel that my education better prepared me for real life work and gave me a better understanding of the fundamentals. It was an excellent stepping stone to obtaining a bachelor’s degree and I strongly feel that it was one of the reasons I passed the CPA exam on the first try.”***

**Sandy Kundert, CPA, CPP  
Senior Associate  
Eide Bailly LLP**

Participation is a key in my classroom. Some people believe that accountants sit in a closed office and come out only to distribute paychecks. This is a fallacy. Accountants need to be able to communicate to others as they will be interacting with others every day. In my classroom, I ask students to participate every day. Students are responsible for answering questions relating to assignments. I try to make this a painless environment where even an incorrect answer is a method of assessing and readdressing the subject matter to guide students to the correct answer.

I start each day by saying “Good Morning” to my class. This is part of my lesson on respect. Respect has to be earned, and I strive to gain this respect from the very first day of class. I attain respect by being up front with students and acknowledging what I expect of them. Setting guidelines puts some responsibility on the student to successfully complete the course.

I also believe in respecting students. Simple things like knowing students’ names shows them respect and that I care. Students today have a lot to deal with – families, jobs, and health problems. Setting guidelines for dealing with situations that arise will ease their trepidations and help them to gain success.

Each class has its own personality. While individual personalities within a class are varied, I believe it is important to bring a class together. I encourage students to work with me, the learning center, and tutors to attain knowledge. I also encourage getting to know others in the classroom through study groups, group projects and knowledge games. In the workplace, students will need to be able to deal with all sorts of personalities, and the classroom is a good place to start. Knowing that each class has its own personality affects the pace in the classroom. I do my best to leave no student behind. Attached are student and my dean’s evaluation of my classroom.

(Examples of my dean’s classroom observation and two years of my students’ evaluations may be viewed in Appendix 3.)





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# Part Four

# Standards for Assessment of Student Learning and Performance

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## *Part Four – Standards for Assessment of Student Learning and Performance*

Standards for my students are set a high level as I believe that, as an instructor, I need to push students to reach their full potential. Each class that I teach has the following grade levels:

A = 93-100%

D = 65-74%

B = 84-92%

F = 64% and below

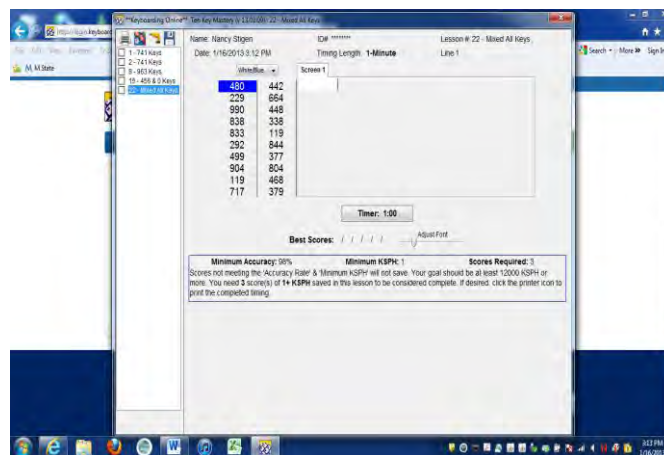
C = 75-83%

I assess the level of knowledge in several ways in my classroom. Every day in the classroom, students are asked to answer questions on assignments. This gives me a daily assessment measure. I also require students to turn in certain assignments with each test. This gives me another method of assessment along with the test.

I teach first- and second-year accounting classes. During my years of teaching, I have taught Principles of Bookkeeping, Financial Accounting I and II, Business Math, Cost Accounting, Managerial Accounting, Fund (Non-Profit) Accounting, Intermediate Accounting I and II, Intro to Microcomputers, four different night classes in Computer Skills, Microcomputer Databases, and Professional Leadership Development. I have also substituted in Business Law, Auditing, Computer Applications I and II, Payroll, Income Tax, Spreadsheets, Business English, and Foundations of Math.

In the past few years, my teaching schedule includes Business Math, Financial Accounting I and II, Managerial Accounting, and Intermediate Accounting I and II. I will talk about each class individually.

**Business Math** - This course covers commonly occurring business-related calculations, application of these calculations to accounting and other business functions and use of the touch system on the computer number pad keyboard. I offer this course to mostly business students. This course not only offers business mathematical functions but provides a skill in improving 10-key skills, something that is often tested at employment agencies. Attached is a screen shot of the online 10-Key Mastery System provided by Ellsworth Publishing. When students are able to list this skill on their resumes, it often makes a difference in whether they are hired.



**Financial Accounting I and II** are first-year accounting classes. I have taught Financial Accounting in full semester classes, half-semester classes, evening classes, and blended (part in-class and part online) classes. These classes are the foundation for Accounting Programs and the Business AS Program. Financial Accounting I introduces students to the content and concepts underlying financial statements. Course content includes study of the accounting model, financial statements, merchandise accounting, internal controls and accounting for assets. The course will focus on using accounting information for decision making,

Financial Accounting II continues with the content and concepts underlying basic financial statements. Major content includes income measurement, accrual accounting, accounting theory,



time-value of money, accounting for current and long-term liabilities, owner's equity for sole proprietorships, partnerships and corporations, statement of cash flows, and financial statement analysis.

One of my teaching methods is to play “Who Wants To Be An Accountant.” This game is played after the first few chapters as a way to review and reinforce the accounting equation and recording transactions. Lifelines are the team members, and of course rewards must be given in the form of treats. I try many methods to reinforce my teachings – the important thing is to make it stick in students’ minds.

**Managerial Accounting** is one of my favorite classes to teach. Not only do I get to talk about cost accounting methods, I also get to discuss various managerial analysis topics. This course focuses on strategic decision-making related to cost analysis and cost management. Managerial Accounting is taught to Accounting and Business students.

Part of my teaching focus is to apply all of the skills learned in this course into a practical application. In the book, Warren, Reeve, and Duchac; *ACCOUNTING*, 24th Ed., there is a Comprehensive Problem 5 in Chapter 23 that I use to reinforce all teachings of managerial accounting. This project is completed with team members. It starts with finding fixed and variable costs, establishing budgets and concludes with analysis. (An example of this project is included as Appendix 4.)

**Intermediate Accounting I and II** - These two courses are a comprehensive study of accounting theory and concepts with an analysis of the influence on financial accounting by various boards, associations, and governmental agencies. Topics include the income statement, balance sheet, statement of cash flows, and various asset, liability, and equity sections.

These classes are second- year accounting classes. Students in these classes are the cream of the crop in the Accounting program. I expect these students to work hard. This class is all about reviewing previous accounting information and adding to this knowledge. One of the ways I promote learning is to play a Jeopardy game with my class. Teams are selected and fun is had by all as we play this knowledge game based on various accounting subjects.



I enjoy teaching Intermediate Accounting classes as I feel that this is where I can push the students to expand their knowledge. Students learn more about the reasoning behind the rules of accounting. The future of accounting will involve the merging of American and international accounting rules called IFRS (International Financial Reporting Standards). The content for this class is the constantly evolving class as it focuses on current and future standards.





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# Part Five

## Service to Students, Profession, Institution and System

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## *Part Five – Service to Students, the Profession, and the Institution and System*

The start of the educational journey for every student is to receive advising. I have advised students throughout my entire career at M State. In previous years, we had “Freshman Day.” This day was always the first day of school and was a chance for instructors to get to know students and introduce them to our programs and our campus. (Examples of “Freshman Day” introductory materials I produced are included in Appendix 5).

As an advisor, I develop schedules for students and the accounting instructors each year. In preparing both schedules, we can coordinate classes to allow students to finish the accounting program in a timely manner. I have also developed and maintained program plans for all of our accounting programs for students starting in the fall or spring semesters. (Examples of program plans and student and instructor schedules I have developed are included in Appendix 5.)

Other items I have developed over the years include having half-semester courses in Financial Accounting I and II in order to allow students to finish the program in two years while maintaining efficiencies in class sizes. Other projects include teaching night classes and developing a blended (part online and part in-class) Financial Accounting I course.

In the Program Review process, a college committee studies each program and considers its work in curriculum, retention, graduation rates, recruitment, and stability. In 2009, I gathered the information and submitted the report for this project.

In recent years, the Curriculum Approval and Review Program (CARP) was introduced to our campus. This website was developed as a way to submit curriculum, program and assessment changes, promote discussion of changes, and receive academic approval. Each M State instructor helped to input their assigned courses. To complete each program design, information needed to be entered and a mapping process completed, linking each program outcome to M State's overall college outcomes. I volunteered and completed this process in a timely manner for all four accounting programs (Accounting AAS, Accounting Diploma, Accounting Clerk, and Payroll Specialist) for all campuses.

In addition to my curriculum work, I have also been involved in developing new programs. I have co-authored a new program, Payroll Specialist, which integrates our first-year accounting with human resources for this specialized degree. As the need for specialty jobs become evident, we will work to add additional programs and certificates to prepare our students for these jobs.

I have also worked on articulation agreements. This fall I attended a meeting as part of the Northwest Alliance Articulation Committee. I have secured an articulation agreement with University of Minnesota – Crookston, and I am working on another with Minnesota State University – Moorhead. (You can review the articulation agreement with University of Minnesota - Crookston in Appendix 6).

For the past 20 years, I have been involved in Business Professionals of America (BPA) as the local advisor. BPA is a national career and technical student organization consisting of 23 state associations and more than 54,000 members. The organization serves students who are enrolled in business education programs at a secondary or post-secondary institution. The mission of BPA is to contribute to the preparation of a world-class workforce through the advancement of leadership,

citizenship, academic, and technological skills. (See Appendix 7 for my national BPA recognition and newspaper clip recognizing our student successes.)



#### Minnesota Business Professionals of America (BPA) Advisors

The BPA local level is where we strive to broaden students' horizons through community service projects and state/national events. The service projects we have organized and assisted with include a fall yard cleanup for the elderly, a spaghetti dinners for the "Christmas Wish Program", "Toys for Tots", sandbagging when the Red River flooded in Fargo-Moorhead, bell ringing for the Salvation Army, raising funds for a van for a wheelchair-bound girl, assisting at fundraisers for the Dan Sperling Scholarship Fund, assisting with the Frito Lay drive for overseas troops, sponsoring Trooper Dave, and any more.





At the state level, we participate in the BPA Fall Professional Development Conference and the Spring Leadership Conference. The fall conference has workshops designed to further students' careers with job-seeking skills and team building. The state conference, also known as state competitive events, spotlights students' accomplishments in their respective areas of study.



If successful at the state level, students are invited to represent the state of Minnesota at the national competitive events. In the past five years, we have taken 54 M State - Moorhead students to the national competitive events level, and these students have taken home 44 national awards.



Since 2001, I have served on the Minnesota BPA State Board of Directors as the accounting representative, and in recent years as the treasurer. We meet four times a year to discuss policy and procedures and plan upcoming events including the Fall Professional Development Conference and the Spring Leadership Conference (Competitive Events).

As a member of BPA and advisor, I feel that this organization is of great importance to students. It promotes citizenship, volunteering, fundraising, and teamwork for our students. By participating in BPA, our students gain the confidence they need to excel in the workplace. Here is a quote from two former BPA members:

***“BPA helped to develop my public speaking skills and created interest on my resume. Potential employers were impressed with my involvement and achievements.”***

***Cindy Hernandez***

***“Through BPA, I received the opportunity to travel and compete with the rest of the country, and build my self-esteem.”***

***Angie Lockwood***

Along with serving BPA at the state level, I was selected to represent Minnesota at the national level on the Classroom Educators Advisory Council (CEAC) from 2001 to present. The CEAC committee is made up of instructors from all over the United States at the secondary and post-secondary level that set guidelines and audit tests for the regional, state, and national competitive events. I have served as the CEAC Vice Chair for one year and the Chair for two years.



I also serve on the Educator Advisory Panel for the American Institute of Certified Public Accountants (AICPA). The committee works on the “Start Here Go Places” website where students can inquire about the accounting profession and the AICPA organization and other areas involving student participation.

During my years at M State, I have had held many committee appointments. I have served on the MSCTC Foundation, Vocational Re-Licensure Committee, Facilities Committee, Shared Governance, Accounting Department Chair, Business Division Chair, various hiring committees, and Union Vice President.

One of the most exciting events I have helped to organize was the appearance of my Professional Leadership Development class on ABC television’s “Good Morning America” program. Students selected the event as a class project to promote the college. Our campus was spotlighted during the national morning news program as it went live to our students saying “Good Morning!”



I am currently serving on the M State – Moorhead Alumni Committee, Job Fair Committee, Northwest Minnesota Alliance Articulation Committee, Dan Sperling Scholarship Endowment Committee, and the M State Friends Committee. I believe it is important to the college and our students to be active in the college. I will continue to participate in committee work. (In Appendix 8 you can view projects developed for the Alumni Committee and Sperling Endowment).

As instructors, our goal is to get our students into the workforce. Since 2007 I have been a part of the Job Fair Committee. We organize a Job Fair on our campus to connect our students with potential employers. Participation at this event has led to several jobs for our students.

I have also taken part in career exploration events at the college. During the Program Showcase, high school students visit the college and explore options for post-secondary education. I have developed an interactive game showcasing information about the accounting field. Did you know that nearly 1,400 FBI agents are accountants? Did you know that the tax code was expanded by 250,000 words during the past 5 years? Did you know that well-known author John Grisham is an accountant?

My teaching career at M State - Moorhead has spanned over 22 years. As I have previously stated, my goal as an instructor is to create a safe, non-threatening environment conducive to learning. I believe my job is to make learning fun and interesting while still being effective. As I tell my students, "I am just your guide on this journey." I also encourage students to continue with their studies whether in the next year or in upcoming years.

Thank you for considering me as having a part in making our students successful in their lives and in their professions. May we all be the best we can be.





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# Part Six Current Curriculum Vitae

**Nancy Stigen, CMA**

Accounting Instructor

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Candidate for Educator of the Year



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# Nancy E. Stigen

610 Rensvold Boulevard

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(218)233-6095

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**Objective:** My career is teaching Accounting. I believe in creating a safe, non-threatening environment for students to excel in their learning. My job is to make accounting fun, understandable and attainable for student success.

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## Teaching Experience:

<u>Courses Taught:</u>	<u>Substituted in the following Courses:</u>
<ul style="list-style-type: none"><li>• Principles of Bookkeeping</li><li>• Financial Accounting I and II</li><li>• Business Mathematics</li><li>• Cost Accounting</li><li>• Managerial Accounting</li><li>• Fund Non-Profit Accounting</li><li>• Intermediate Accounting I and II</li><li>• Intro to Microcomputers</li><li>• Computer Skills (four different night classes)</li><li>• Microcomputer Database</li><li>• Professional Leadership Development</li><li>• Keyboarding</li></ul>	<ul style="list-style-type: none"><li>• Business Law</li><li>• Auditing</li><li>• Computer Applications I and II</li><li>• Payroll</li><li>• Income Tax</li><li>• Spreadsheets</li><li>• Business English</li><li>• Foundations of Math</li></ul>

## Education:

• Bemidji State University	1993	Vocational Teaching Courses
• Moorhead State University	1984	Bachelors of Science in Accounting
• Mhd Area Vocational & Tech Institute	1981	Two Year Accounting Degree

## Work Experience:

• M State – Moorhead	1990 – Present	Accounting Instructor
• North Dakota Farm Bureau	1984 - 1991	Accountant/Asst. Treasurer
• Home Heating Company	1977 - 1979	Bookkeeper/Office Manager

### **Affiliations/Memberships:**

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- |  |                |
|--|----------------|
| • Business Professionals of America Local Advisor                                    | 1991 – Present |
| • Teachers of Accounting at Two Year Colleges  | 2000 - Present |
| • Business Professionals of America State Board Member                               | 2001 - 2012    |
| • Business Professionals of American National - Classroom Educators Advisory Council | 2001 – 2012    |
| • Business Professionals of America CEAC Vice Chair                                  | 2008 – 2009    |
| • Institute of Managerial Accountants Member   | 2008 – Present |
| • Business Professionals of America CEAC Chair                                       | 2009 – 2011    |
| • Educator Advisory Panel of the American Institute of Certified Public Accountants  | 2009 - Present |
| • Business Professionals of America State Board Treasurer                            | 2009 - 2012    |

### **Honors/Achievements:**

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- Certified Managerial Accountant, achieved CMA certification in 2008
- BPA 20 years of service recognition in 2011

### **College Activities and Committees:**

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- |                                      |   |
|--------------------------------------|---|
| • Vocational Re-Licensure            | • Various Hiring Committees                           |
| • MSCTC Foundation                   | • Union Vice President                                |
| • Facilities Committee               | • Faculty/Student Scheduling                          |
| • Shared Governance                  | • Class featured in ABC's "Good Morning America" Show |
| • Department Chair                   | • Alumni Committee                                    |
| • Division Chair                     | • Job Fair  |
| • Northwest Minnesota Alliance       | • M State Friends                                     |
| • Dan Sperling Scholarship Committee |   |

References available upon request.





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# Appendix One CMA Test Content Listing, CMA Award Letter and License

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## **CMA Content Specification Overview**

### ***Part 1 Business Analysis (3 hours – 110 questions)***

<b>Business Economics</b>	<b>25%</b>	<b>Level B</b>
<b>Global Business</b>	<b>20%</b>	<b>Level B</b>
<b>Internal Controls</b>	<b>15%</b>	<b>Level A</b>
<b>Quantitative Methods</b>	<b>15%</b>	<b>Level B</b>
<b>Financial Statement Analysis</b>	<b>25%</b>	<b>Level B</b>

### ***Part 2 Management Accounting and Reporting (4 hours – 140 questions)***

<b>Budget Preparation</b>	<b>15%</b>	<b>Level C</b>
<b>Cost Management</b>	<b>25%</b>	<b>Level C</b>
<b>Information Management</b>	<b>15%</b>	<b>Level A</b>
<b>Performance Measurement</b>	<b>20%</b>	<b>Level C</b>
<b>External Financial Reporting</b>	<b>25%</b>	<b>Level B</b>

### ***Part 3 Strategic Management (3 hours – 110 questions)***

<b>Strategic Planning</b>	<b>15%</b>	<b>Level B</b>
<b>Strategic Marketing</b>	<b>15%</b>	<b>Level A</b>
<b>Corporate Finance</b>	<b>25%</b>	<b>Level B</b>
<b>Decision Analysis</b>	<b>25%</b>	<b>Level C</b>
<b>Investment Decisions</b>	<b>20%</b>	<b>Level C</b>

### ***Part 4 Business Applications (Level C) (3 hours)***

**All topics from Parts 1, 2, and 3 plus:**

**Organization Management**  
**Organization Communication**  
**Behavioral Issues**  
**Ethical Considerations**



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Mr. Dennis Whitney, CMA, CFM

October 02, 2008

Mrs. Nancy E. Stigen, CMA  
610 Rensvold Blvd  
Moorhead, MN 56560

Dear Mrs. Stigen:

The Certified Management Accountant certificate that accompanies this letter is awarded in recognition of your success on the CMA examination and the completion of the experience requirement.

State laws regulate the designation of accountants and others offering professional accounting services to the public. The Board of Regents recommends that holders of the designation investigate the state laws to determine their rights and privileges under the law.

The Certified Management Accountant designation is a mark of distinction in the field of management accounting. The Board looks forward to your contribution to the continued development and growth of management accounting.

Sincerely,

Dennis Whitney, CMA, CFM  
Vice President

The Institute of Certified Management Accountants  
of the  
Institute of Management Accountants  
United States of America

proclaims that

Nancy Stigen

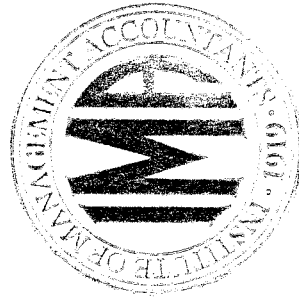
has earned the designation

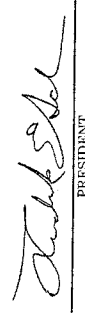
Certified Management Accountant

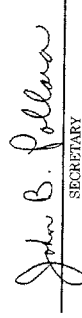
in recognition of demonstrated knowledge and competence in  
Management Accounting

and confers herewith all the rights, privileges, and responsibilities  
as prescribed by the Board of Regents.

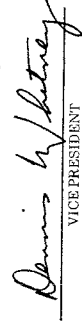
September 29, 2008



  
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# Appendix Two TACTYC Conference Schedule of Events

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year

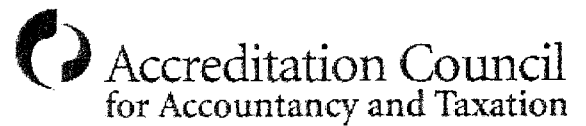




TEACHERS OF ACCOUNTING AT TWO YEAR COLLEGES

2011 Conference, May 12-14, 2011  
Minneapolis, Minnesota

Be sure to visit the exhibitors at the conference!



PEARSON

PKL Software



# THURSDAY, MAY 12

Ongoing Registration

Noon – 6:00 p.m.

Conference Registration Desk, 4th Floor

Welcome Reception

5:00 p.m. – 6:30 p.m.

Sponsored by Wiley Publishers

Atrium, 4th Floor

Dinner – On your own

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# FRIDAY, MAY 13

CONTINENTAL BREAKFAST, Ballroom, 4th Floor

Paid conference attendees only

7:30 a.m. – 8:30 a.m.

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## FIRST Concurrent Session

8:30 a.m. – 9:20 a.m.

- 1A Learning Financial Accounting: Demonstration and Discussion of Self-Directed Online Learning  
Connie Belden  
Specialized Knowledge – Basic
- 1B Differences between IFRS and US GAAP that Affect Introductory Accounting  
Paul Kimmel  
Specialized Knowledge – Basic
- 1C Tips and Techniques for New Instructors  
Donna McGovern  
Specialized Knowledge – Basic
- 1D Threshold Concepts in Accounting: Opening Doors to a Deeper Understanding  
Fred Phillips  
Specialized Knowledge – Basic
- 1E The ABC's of Assessment Rubrics  
Janice Stoudemire  
Specialized Knowledge – Basic
- 1F Publisher Sponsored Session - PKL Software - See page 15



## SECOND Concurrent Session

9:30 a.m. – 10:20 a.m.

- 2A Integrating Excel Modeling and Industry Specific Skills into the Accounting Curriculum  
Rajendra Bhika  
Specialized Knowledge – Intermediate
- 2B New Look for Financial Statements  
Jefferson Jones  
Accounting – Intermediate
- 2C Engaging Students with Team Based Testing  
Linda Miller  
Specialized Knowledge – Basic
- 2D Reaching Our Students: Traditional to Virtual Classrooms with Implications to Student Expectations and Performance  
Barbara Chiappetta and John Wild  
Specialized Knowledge – Basic
- 2E Why Didn't Anybody Tell Me? Things I Wish I Had Known Before My First Semester  
Varun Gupta  
Specialized Knowledge – Basic

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BREAK – Refreshments Available in the Atrium for  
paid conference attendees

10:20 a.m. – 10:50 a.m.

Visit with Exhibitors in the Ballroom

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## THIRD Concurrent Session

10:50 a.m. – 11:40 a.m.

- 3A Mastering the Accounting Cycle: The Home Court Advantage  
Kathleen O'Donnell  
Specialized Knowledge – Basic
- 3B Catch Me If You Can - Student Engagement via E-Learning Mediums  
Larry Johnson and Susan Wright  
Specialized Knowledge – Basic
- 3C Teaching and Learning Strategies for the I-Generation  
Panel Discussion

- 3D Volunteer Tax Programs in the Accounting Curriculum  
Gina Jones  
Specialized Knowledge – Basic
- 3E Implications of the FASB/IASB Staff Exposure Draft on  
Financial Statement Presentation for Teaching Introductor  
Accounting  
Carl Warren  
Specialized Knowledge – Basic
- 3F Publisher Sponsored Session - Wiley - See Page 15
- 

## LUNCH

11:50 a.m. – 1:30 p.m.  
Paid conference attendees only  
Ballroom, 4th Floor

Welcoming Remarks  
Lanny Nelms, TACTYC President

TACTYC Scholarship Presentation  
Brenda Mattison – Scholarship Chair

The Commission on Accounting Higher Education:  
Pathways to a Profession  
Bruce Behn  
Specialized Knowledge-Basic

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## FOURTH Concurrent Session

1:50 p.m. – 2:40 p.m.

- 4A How the French Put International Accounting Convergence  
on the Rocks  
Earl Stice  
Specialized Knowledge – Intermediate
- 4B The Utility of Online Homework Management Systems for  
Assessing Learning Outcomes at the Course or Program Level  
Patricia Goedl  
Specialized Knowledge – Basic
- 4C R.I.C.H. Instruction: A Pathway to Knowledge Retention  
Cassandra Smith  
Specialized Knowledge – Basic

- 4D Integrating Forensic Accounting and Fraud Investigations into Accounting Courses **(Repeated in Session 7E)**  
Mary Leber  
Specialized Knowledge – Basic
- 4E Tips and Techniques for New Instructors  
Gerald Singh  
Specialized Knowledge – Basic
- 4F Publisher Sponsored Session - AME Learning - See page 16
- 

## FIFTH Concurrent Session


2:50 p.m. – 3:40 p.m.

- 5A Financial Statements from 30,000 Feet: An Approach to Teaching First-Year Accounting  
Marian Powers  
Accounting – Basic
- 5B Learning It Your Way Using Adobe Connect for Live On-Line Classes  
Dan O'Brien  
Specialized Knowledge – Intermediate
- 5C Facilitating Learning - Leaving the Podium  
Michele Martinez and Linda Tarrago  
Specialized Knowledge – Basic
- 5D Tackling Teaching Together Discussion  
Susan Crosson  
Specialized Knowledge – Basic
- 5E Fostering Media Literacy in the Introductory Accounting Class  
Allan Burstein  
Specialized Knowledge – Basic
- 

BREAK – Refreshments Available in the Atrium for  
paid conference attendees  
3:40 p.m. – 4:10 p.m.  
Visit with Exhibitors in the Ballroom

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## SIXTH Concurrent Session

4:10 p.m. – 5:00 p.m.

- 6A Using a Rubric to Identify and Assess Student Learning Outcomes for QuickBooks  
Glen Owen  
Specialized Knowledge – Intermediate
- 6B Integrating IFRS in First Year Accounting: Three Approaches  
Belverd Needles  
Accounting – Intermediate
- 6C Tips and Techniques to Increase Student Retention  
Suzanne Oliver  
Specialized Knowledge – Basic
- 6D Open Source Financial and Managerial Accounting- Washington State's Open Course Library Project  
Jackie Franklin and Andy Williams  
Specialized Knowledge – Basic
- 6E VITA - Beyond the Tax Return  
Kelley Heartfield  
Specialized Knowledge – Basic

DINNER – On your own

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## SATURDAY, MAY 14

CONTINENTAL BREAKFAST, Ballroom, 4th Floor  
Paid conference attendees only  
7:30 a.m. – 8:30 a.m.

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## SEVENTH Concurrent Session

8:30 a.m. – 9:20 a.m.

- 7A Impact of Structure of Early Practice on Student Performance in Transaction Analysis  
Benny Johnson  
Specialized Knowledge – Basic

- 7B Voluntary Peer Review Assessment: An Effective and Safe Assessment of Instruction and Learning  
Wendy Jansen and Julie Raddatz  
Accounting – Intermediate
- 7C Student Success and Retention - Tips and Strategies  
Susan Pope and Doug Woods  
Specialized Knowledge – Basic
- 7D Facilitating Learning for Whole-Person in Accounting Using Narratives as a Teaching and Assessment Tool  
Ted Jiro Takamura  
Specialized Knowledge – Basic
- 7E Integrating Forensic Accounting and Fraud Investigations into Accounting Courses (**Repeat of Session 4D**)  
Mary Leber  
Specialized Knowledge – Basic
- 

## EIGHTH Concurrent Session

9:30 a.m. – 10:20 a.m.

- 8A Wondering Where to Start with IFRS?  
Nicole Morris  
Accounting – Intermediate
- 8B Integrating Corporate Social Responsibility into an Introductory Accounting Class through Active Learning  
James Wallace  
Specialized Knowledge – Basic
- 8C Assessing Learning Objectives in Accounting Programs: Building Portfolios or Taking an Exam  
Elida Kraja  
Specialized Knowledge – Basic
- 8D Introducing Accounting in High School  
Dominique Svarc  
Specialized Knowledge – Basic
- 8E Tools and Electronic Resources to Enhance Your Teaching  
Cathy Scott and Tracie Nobles  
Specialized Knowledge – Basic

## NINTH Concurrent Session

10:30 a.m. – 11:20 a.m.

- 9A A Two-Year Accounting Degree – The Efficient Path to Value Added Employment  
Dan Puhl  
Specialized Knowledge – Basic
- 9B Using Conflict in the Classroom as a Practical Method to Teach Accounting and Develop Social Skills  
Ralph Mendez III  
Specialized Knowledge – Basic
- 9C Development of an Online Accounting Course Using the Quality Matters Rubric  
Bruce Gunning  
Specialized Knowledge – Basic
- 9D Tax Update  
Gerald E. Whittenburg  
Specialized Knowledge – Basic
- 9E Managerial Accounting: Fun and Work - Authentic Ways to Learn  
Susan Crosson  
Specialized Knowledge – Basic

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# Appendix Three Dean Classroom Observation, Spring 2011 and 2012 Student Evaluations

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year





## 2-CLASSROOM OBSERVATION OF INSTRUCTION FORMS

*Faculty will choose Option I, II, or III. The classroom observer will complete the chosen form. Additional written comments are helpful to the instructor.*

### Option I.

Instructor: Nancy Stigen Course: ACCT2622 Intermediate Accounting II  
 Room: B129 Time: 11 a.m. Day: Monday, March 19, 2012

Please respond to the following questions by marking your response either:

*5 = almost always; 4 = usually; 3 = sometimes; 2 = rarely;*

*1 = almost never; or N/A = not applicable or no knowledge*

5	Lesson objectives were made clear to the students. The objectives were introduced at the start of the class and read from the start of the chapter in the book.
5	The instructor's presentation was well organized. Nancy demonstrated an excellent flow of material to the students. It was very sequential and easily followed.
5	The instructor communicated the subject matter to the students. Nancy has a pleasant feelingtone and is well received by her students.
5	The instructor selected an example of the concept or principle that are easily demonstrated or understood and related it to previous student learning.
5	The instructor performed the steps of the demonstration in logical order. Nancy presented material that built on knowledge from information presented earlier in the lecture or earlier in the semester.
5	The instructor monitored student learning and adjusted instruction. Nancy did an exceptional job tracking students and their understanding of material presented.
5	The instructor was receptive to the expression of student views/responses. Nancy responded to student comments in a professional manner and stayed after class to help a few students gain a better understanding of a past assignment.
5	The instructor answered questions clearly and positively.
5	Summarized key points of the lecture/demonstration throughout the class Nancy provided mini summaries after each section of the lecture prior to moving to the next topic in the lecture.
5	The instructor defined terms or gave background information when necessary. Nancy provided background about the types of bonds and how they are different.
n/a	The instructor involved the students in learning by, simulation, role playing, or other classroom activity that result in higher retention.
5	The instructor uses questions to assess student learning. Nancy asked excellent questions to the students throughout the lecture.
5	A summary (verbal or written) of key lesson points was provided by the instructor at the end of the class session. Nancy did an excellent job conveying a summary of material covered in the day's presentation. Nancy also informed students what they should be able to do from at the end of the class.



## **2-CLASSROOM OBSERVATION OF INSTRUCTION FORMS**

*Faculty will choose Option I, II, or III. The classroom observer will complete the chosen form. Additional written comments are helpful to the instructor.*

---

*Option I. Classroom Observer Signature/John Centko*

Nancy –

Today was another performance of your level of professionalism in the classroom and working with students. It is clear you have a high level of comfort working with students and healthy level of knowledge about bonds. Students were very respectful of you and each other; this demonstrates to me that you have wonderful classroom management skills.

I look forward to our meeting.



# Nancy Stigen

## Spring 2011 Student Course Survey Report

### ACCT2622 - Course ID #000171

Question	N	Mean	Standard Deviation
Instructor involves students in the learning process by encouraging student questions and reinforcing effective participation.	15.00	5.00	0.00
Instructor demonstrates organization and preparation.	15.00	5.00	0.00
Instructor uses class time efficiently.	15.00	5.00	0.00
Handouts and instructional material are helpful and effective.	15.00	5.00	0.00
Course content is related to course objectives.	15.00	5.00	0.00
Instructor communicates course objectives and assignment requirements in a clear manner.	15.00	5.00	0.00
Instructor supports a class environment that is conducive to learning.	15.00	5.00	0.00
Instructor reviews and grades assignments as communicated.	15.00	5.00	0.00
Instructor demonstrated knowledge of the subject matter.	15.00	5.00	0.00
The instructor was enthusiastic about the subject matter.	15.00	4.93	0.26
Instructor welcomes questions and comments about the subject matter.	15.00	5.00	0.00
Instructor clearly defines the material to be covered in tests.	15.00	5.00	0.00
Instructor uses examples and illustrations (oral, audiovisual, demonstration, whiteboard, chalkboard, etc.) effectively.	15.00	5.00	0.00
Instructor treated students courteously.	15.00	5.00	0.00
Students interacted respectfully.	15.00	4.80	0.56
Instructor is an effective teacher.	15.00	5.00	0.00
The instructor was willing to help outside of this class.	15.00	5.00	0.00
The instructor defined my responsibilities in this class.	15.00	5.00	0.00
The instructor seemed concerned with students' progress.	15.00	4.80	0.56
The instructor set high standards for student performance.	15.00	5.00	0.00
Instructor and students follow safety guidelines and principles.	11.00	5.00	0.45
Lab time was spent efficiently.	11.00	5.00	0.45
Sufficient time was allocated for completing lab assignments.	11.00	5.00	0.45
Labs were well prepared and organized.	11.00	5.00	0.45

Almost Never = 1 Rarely = 2 Sometimes = 3 Usually = 4 Almost Always = 5 N/A not applicable or no knowledge = 6

Q29. Comments:

Excellent, teacher, best I have ever had.

The study guides prepared for the tests are the best study guides I have ever had.

I enjoy this class most of the despite the degree of difficulty. Nancy always takes the time to explain things to me and I am very appreciative of all her assistance.

I think that she is an awesome teacher, she is willing to help you until you get what she is teaching. She always makes you feel welcome to come to her office

Nancy is a wonderful teacher. She cares about each one of her students. She is one of my favorites by far. I am glad to have had her as an instructor.

Nancy Rocks!!!!!!!!!!

One of my favorite teachers!

Nancy is a great teacher. She is very effective and by test day, I feel we understand the material.

I have been going to school here at MSCTC for about 2 years now, and I always look forward to her classes! She is the absolute BEST instructor that I have ever had!!!! I wish she would have taught ALL of my classes!!!!

Nancy tries very hard not to leave any student behind and is available for individual assistance. She is well versed in the subject matter and does admit when she does not have the answer. She teaches to everyone's level. Please advise Nancy that this link may be set up on D2L as a link for future use.

Great instructor. Always made it easy to ask questions and ask for extra help.

Nancy is one of the most effective Accounting instructors that I have had. She knows what she is talking about, and makes sure we have every opportunity to learn the material.

**SHE IS MY BEST TEACHER I EVER HAD**

# Nancy Stigen

## Spring 2012 Student Course Survey Report

### ACCT2622 - Course ID #000595

Question	N	Mean	Standard Deviation
Instructor involves students in the learning process by encouraging student questions and reinforcing effective participation.	12.00	4.92	0.29
Instructor demonstrates organization and preparation.	11.00	5.00	0.32
Instructor uses class time efficiently.	12.00	4.75	0.45
Handouts and instructional material are helpful and effective.	12.00	4.75	0.62
Course content is related to course objectives.	12.00	4.92	0.29
Instructor communicates course objectives and assignment requirements in a clear manner.	12.00	4.92	0.29
Instructor supports a class environment that is conducive to learning.	12.00	4.83	0.39
Instructor reviews and grades assignments as communicated.	12.00	4.83	0.39
Instructor demonstrated knowledge of the subject matter.	12.00	4.92	0.29
The instructor was enthusiastic about the subject matter.	12.00	4.67	0.65
Instructor welcomes questions and comments about the subject matter.	12.00	4.83	0.39
Instructor clearly defines the material to be covered in tests.	12.00	4.75	0.87
Instructor uses examples and illustrations (oral, audiovisual, demonstration, whiteboard, chalkboard, etc.) effectively.	12.00	4.83	0.39
Instructor treated students courteously.	12.00	4.83	0.39
Students interacted respectfully.	11.00	4.82	0.55
Instructor is an effective teacher.	12.00	4.83	0.39
The instructor was willing to help outside of this class.	12.00	4.92	0.29
The instructor defined my responsibilities in this class.	12.00	4.75	0.45
The instructor seemed concerned with students' progress.	12.00	4.83	0.39
The instructor set high standards for student performance.	12.00	4.75	0.45
Instructor and students follow safety guidelines and principles.	7.00	4.71	0.49
Lab time was spent efficiently.	7.00	4.57	0.53
Sufficient time was allocated for completing lab assignments.	7.00	4.43	0.53
Labs were well prepared and organized.	7.00	4.43	0.53

Almost Never = 1 Rarely = 2 Sometimes = 3 Usually = 4 Almost Always = 5 N/A not applicable or no knowledge = 6

#### Q29. Comments:

Great teacher! I would recommend her to everyone I know!

I really enjoy your style of teaching. Great use of white board and examples. I really dont like teachers that lecture right out of the book but you use good examples to help understand the homework and assagnments!

Very Professional

She's the best teacher I've had at Mstate. She is absolutely an amazing teacher.

i think nancy does a great job if all my teachers were like her i would never complain about my classes...EVER!!!

I have truly enjoyed having Nancy as an instrutor. She goes above and beyond what is required of an instrutor. I wish more instructors would teach the way she teaches, so students understand the material if not she will keep going over it with you until they do. I will miss her when i graduate



Nancy is one of the best instructors I have ever had. She has been very patient with me when I have trouble understanding the material. She is always willing to explain things in her office when she can. She explains the material in a way that is easier to learn. Nancy has an excellent knowledge of the material. She goes above and beyond her duties for any student who wants to succeed and do well. I would pick her over any other instructor.

Nancy Stigen is one of the BEST instructors I have ever had! She is so caring, responsive to students' needs, knows her stuff inside and out, gives good examples, has interesting discussions as she explains the acct'g. The woman ought to be CLONED!!! She is so amazing! She has a routine that is consistent from semester to semester. She goes around the class asking for answers when we go over our homework. This encourages us to do our homework because we don't want to disappoint her by having to say, "pass" when it is our turn. She provides excellent Study Gdes for the tests and she monitors us to see whether we are actually ready to take the test. Sometimes we need another day for her to go over the subject again. She is always cheerful and she fun to see each day. Love her!





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# Appendix Four Comprehensive Problem 5

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year



## Comprehensive Problem 5

Essence of Persia, Inc., began operations on January 1, 2010. The company produces a hand and body lotion in an eight-ounce bottle called *Eternal Beauty*. The lotion is sold wholesale in 12-bottle cases for \$80 per case. There is a selling commission of \$16 per case. The January direct materials, direct labor, and factory overhead costs are as follows:

DIRECT MATERIALS				
	Cost Behavior	Units per Case	Cost per Unit	Direct Materials Cost per Case
Cream base	Variable	72 ozs.	\$0.015	\$ 1.08
Natural oils	Variable	24 ozs.	0.250	6.00
Bottle (8-oz.)	Variable	12 bottles	0.400	4.80
				<u>\$11.88</u>

DIRECT LABOR				
Department	Cost Behavior	Time per Case	Labor Rate per Hour	Direct Labor Cost per Case
Mixing	Variable	16.80 min.	\$15.00	\$4.20
Filling	Variable	4.20	12.00	0.84
		<u>21.00 min.</u>		<u>\$5.04</u>

FACTORY OVERHEAD		
	Cost Behavior	Total Cost
Utilities	Mixed	\$ 230
Facility lease	Fixed	14,392
Equipment depreciation	Fixed	3,600
Supplies	Fixed	600
		<u>\$18,822</u>

### Part A—Break-Even Analysis

The management of Essence of Persia, Inc., wishes to determine the number of cases required to break even per month. The utilities cost, which is part of factory overhead, is a mixed cost. The following information was gathered from the first six months of operation regarding this cost:

2010	Case Production	Utility Total Cost
January	300	\$230
February	600	263
March	1,000	300
April	900	292
May	750	280
June	825	285

### Instructions

- Determine the fixed and variable portion of the utility cost using the high-low method.
- Determine the contribution margin per case.
- Determine the fixed costs per month, including the utility fixed cost from part (1).
- Determine the break-even number of cases per month.

### Part B—August Budgets

During July of the current year, the management of Essence of Persia, Inc., asked the controller to prepare August manufacturing and income statement budgets. Demand was expected to be 1,400 cases at \$80 per case for August. Inventory planning information is provided as follows:



Finished Goods Inventory:

	Cases	Cost
Estimated finished goods inventory, August 1, 2010	200	\$6,000
Desired finished goods inventory, August 31, 2010	100	3,000

Materials Inventory:

	Cream Base (ozs.)	Oils (ozs.)	Bottles (bottles)
Estimated materials inventory, August 1, 2010	400	240	500
Desired materials inventory, August 31, 2010	600	300	400

There was negligible work in process inventory assumed for either the beginning or end of the month; thus, none was assumed. In addition, there was no change in the cost per unit or estimated units per case operating data from January.

### Instructions

- Prepare the August production budget.
- Prepare the August direct materials purchases budget.
- Prepare the August direct labor budget.
- Prepare the August factory overhead budget.
- Prepare the August budgeted income statement, including selling expenses.

### Part C—August Variance Analysis

During September of the current year, the controller was asked to perform variance analyses for August. The January operating data provided the standard prices, rates, times, and quantities per case. There were 1,500 actual cases produced during August, which was 200 more cases than planned at the beginning of the month. Actual data for August were as follows:

	Actual Direct Materials Price per Case	Actual Direct Materials Quantity per Case
Cream base	\$1.05 (for 72 ozs.)	76 ozs.
Natural oils	6.25 (for 24 ozs.)	25 ozs.
Bottle (8-oz.)	4.65 (for 12 bottles)	12.4 bottles

	Actual Direct Labor Rate	Actual Direct Labor Time per Case
Mixing	\$15.40	16.00 min.
Filling	11.80	4.60 min.
Actual variable overhead	\$158.00	
Normal volume	1,450 cases	

The prices of the materials were different than standard due to fluctuations in market prices. The standard quantity of materials used per case was an ideal standard. The Mixing Department used a higher grade labor classification during the month, thus causing the actual labor rate to exceed standard. The Filling Department used a lower grade labor classification during the month, thus causing the actual labor rate to be less than standard.

### Instructions

- Determine and interpret the direct materials price and quantity variances for the three materials.
- Determine and interpret the direct labor rate and time variances for the two departments.
- Determine and interpret the factory overhead controllable variance.
- Determine and interpret the factory overhead volume variance.
- Why are the standard direct labor and direct materials costs in the calculations for parts (10) and (11) based on the actual 1,500-case production volume rather than the planned 1,300 cases of production used in the budgets for parts (6) and (7)?

## Part 1

1.

	Cost	Product
High	300	1000
Low	-230	-300
Difference:	70	700

$70/700 = .10$  per unit Variable

$(1000 * .10) * x = 300$ ,       $x = 200$  Fixed

2.  $80 - 16 - 11.88 - 5.04 - .1 = \$46.98$  Contribution Margin

3. \$18,792 Total Fixed Cost

4.  $18792 / 46.98 = 400$  cases

Essence of Persia, Inc.  
Production Budget  
FME Aug. 31, 2010

Units	
Expect Sales	1400
Add: Desired Ending	100
Subtotal	1500
Subtract: Est. Beg.	200
<b>Total Production units</b>	<b>1300</b>

Essence of Persia, Inc.  
DM Budget  
FME Aug. 31, 2010

	Cream Base	Oils	Bottles	Total
Production Expected	93,600	31,200	15,600	
Add: Desired End	600	300	400	
Subtotal	94,200	31,500	16,000	
Subtract: Est. Beg.	400	240	500	
Total DM Units	93,800	31,260	15,500	
cost per unit	\$ 0.02	\$ 0.25	\$ 0.40	
<b>Total DM Cost</b>	<b>\$ 1,407.00</b>	<b>\$ 7,815.00</b>	<b>\$ 6,200.00</b>	<b>\$ 15,422.00</b>

Essence of Persia, Inc.  
DL Budget  
FME Aug. 31, 2010

	Mixing	Filling	Total
Hours	364	91	
Hourly Rate	\$ 15.00	\$ 12.00	
<b>Total DL Cost</b>	<b>\$ 5,460.00</b>	<b>\$ 1,092.00</b>	<b>\$ 6,552.00</b>

Essence of Persia, Inc.  
FOH Budget  
FME Aug. 31, 2010

	Cost
Utilities	\$ 330.00
Factory Leases	\$ 14,392.00
Equipment Depr.	\$ 3,600.00
Supplies	\$ 600.00
<b>Total FOH Cost</b>	<b>\$ 18,922.00</b>

Essence of Persia, Inc.  
Income Stmt. Budget  
FME Aug. 31, 2010

Sales	\$ 112,000.00
Cost Of Goods Sold	43,918.00
Gross Profit	68,082.00
Selling Expenses	
Sales Commissions	22,400.00
<b>Net Income</b>	<b>\$ 45,682.00</b>



Part 3

<u>Direct Materials Variances</u>			
D M Price:	<u>Cream</u>	<u>Natural Cream</u>	<u>Bottles</u>
Actual	\$ 1.05	\$ 6.25	\$ 4.65
Standard	1.08	6.00	4.80
Difference	(0.03)	0.25	(0.15)
* Actual Quantity	*1,500	*1,500	*1,500
Total Price Variance	\$ (45.00)	\$ 375.00	\$ (225.00)
	Favor	Unfavor	Favor
D M Quantity:			
Actual	1,500	1,500	1,500
Standard	1,450	1,450	1,450
Difference	50	50	50
* Standard Price	*1.80	*6.00	*4.80
Total Quantity Variance	\$ 54.00	\$ 300.00	\$ 240.00
	Unfavor	Unfavor	Unfavor
Total DM Variance	\$ 9.00	\$ 675.00	\$ 15.00
	Unfavor	Unfavor	Unfavor

<u>Direct Labor Variances</u>		
D L Rate:	<u>Mixing</u>	<u>Filling</u>
Actual	\$ 15.40	\$ 11.80
Standard	15.00	12.00
Difference	0.40	(0.20)
* Actual Time	*400	*115
Total Rate Variance	\$ 160.00	\$ (23.00)
	Unfavor	Favor
D L Time:		
Actual	400	115
Standard	420	105
Difference	-20	10
* Standard Rate	*15.00	*12.00
Total Time Variance	\$ (300.00)	\$ 120.00
	Favor	Unfavor
Total DL Variance	\$ (140.00)	\$ 97.00

<u>FOH Variance</u>		
Controllable:		
Actual	\$ 158.00	
Standard	<u>150.00</u>	
Controllable Variance	<u>\$ 8.00</u>	Unfavor
Volume:		
100%	1450	
Actual at Standard	<u>1500</u>	
Difference	<u>-50</u>	
*Fixed Rate	<u>*12.96</u>	
Volume Variance	<u>\$ (648.00)</u>	Favor
Total Overhead Variance	<u>\$ (640.00)</u>	

14. We use 1500 for (10 ) and (11) over the planned 1450 for (6) and (7) because we need to compare. In the month we actually produce 1500 cases.





Minnesota  
STATE COLLEGES  
& UNIVERSITIES

# Appendix Five Freshman Day Materials, Accounting Program Plans, Fall and Spring Student Schedules and Instructor Schedules

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year





## *Welcome to Accounting Getting Acquainted Mixer*

1. *Name* \_\_\_\_\_

2. *Hometown* \_\_\_\_\_

3. *Favorite Movie* \_\_\_\_\_

4. *Favorite Food* \_\_\_\_\_

5. *Favorite Soda* \_\_\_\_\_

6. *Birth Month* \_\_\_\_\_

7. *Favorite Sports Team* \_\_\_\_\_

8. *Prefer Pen or Pencil* \_\_\_\_\_

9. *Favorite Animal* \_\_\_\_\_

10. *Dream Car* \_\_\_\_\_

*\*Classroom Tips\**

1. *Calculator—cheap, don't buy special*
2. *Cell phones—turn off ringers, if you need to take a call, please leave the room*
3. *Smoking shelter on the north side of building*
4. *Printers—please do not print during class unless lab and do not print in a room you are not in.*
5. *Bathrooms are located in west hallways and close to commons.*
6. *Laptops are required for the Accounting program - please get them into the help center as soon as possible.*
7. *Please get your books as soon as possible.*

*\*Student Organizations*

1. *Business Professionals of America (BPA)*
2. *Student Senate*
3. *Intramurals*

*\*If you need help...*

1. *We are here to help—office is room B165*

<i>Allen Beaton</i>	<i>(218)299-6595</i>	<i>allen.beaton@minnesota.edu</i>
<i>Judy Patrick</i>	<i>(218)299-6621</i>	<i>judy.patrick@minnesota.edu</i>
<i>Nancy Stigen</i>	<i>(218)299-6510</i>	<i>nancy.stigen@minnesota.edu</i>
2. *Resource Learning Center - room D120*
3. *Counselors*
4. *Work Study available - see Sara Saude in Financial Aid*

*In closing—we want you to know we are here to guide you through your accounting education, please feel free to talk to us if you need to.*

Associate Accounting

AAS 72 Credits

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results:    Reading Strategies   ☐    Writing Fundamentals   ☐    Foundations of Math   ☐

\*\*Should take remedial courses in the first two semesters\*\*   Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
Required:				
First Fall Semester:				
*ENGL1101	College Writing	3	_____	_____
ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT1120	Business Law	3	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____
First Spring Semester:				
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT1101	Payroll	3	_____	_____
	Technical Electives (1 credits):		_____	_____
_____		1	_____	_____
	*General Education Electives (3 credits):		_____	_____
_____		3	_____	_____
Second Fall Semester:				
*COMM1120	Intro to Public Speaking	3	_____	_____
ACCT2217	Advanced Comp Accounting	3	_____	_____
ACCT2620	Intermediate Accounting I	4	_____	_____
ACCT2213	Managerial Accounting	3	_____	_____
ACCT2203	Managerial Accounting Lab	1	_____	_____
	Accounting Elective (3 credits):		_____	_____
ACCT		3	_____	_____
Second Spring Semester:				
*ECON2210	Macro Economics	3	_____	_____
ACCT2622	Intermediate Accounting II	4	_____	_____
	*General Education Electives (6 credits):		_____	_____
_____		3	_____	_____
_____		3	_____	_____
	Accounting Electives (3 credits):		_____	_____
ACCT		3	_____	_____
	Technical Electives (3 credits):		_____	_____
_____		3	_____	_____

\*General Education courses.

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date



Minnesota State Community and Technical College

# Accounting

Diploma 64 Credits

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
<u>Required:</u>				
<u>First Fall Semester:</u>				
ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT1120	Business Law	3	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____
<u>First Spring Semester:</u>				
ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1101	Payroll	3	_____	_____
*COMM1100	Communications & Effect Hum Rel	3	_____	_____
	Technical Elective (1 credits):		_____	_____
_____	_____	1	_____	_____
<u>Second Fall Semester:</u>				
ACCT2217	Advanced Computerized Accounting	3	_____	_____
ACCT2620	Intermediate Accounting I	4	_____	_____
ACCT2213	Managerial Accounting	3	_____	_____
ACCT2203	Managerial Accounting Lab	1	_____	_____
	Accounting Electives (3 credits):		_____	_____
ACCT	_____	3	_____	_____
_____	*General Education Communications (3 credits):		_____	_____
_____	_____	3	_____	_____
<u>Second Spring Semester:</u>				
ACCT2622	Intermediate Accounting II	4	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
	Accounting Electives (3 credits):		_____	_____
ACCT	_____	3	_____	_____
_____	*General Education Electives (3 credits):		_____	_____
_____	_____	3	_____	_____
_____	Technical Elective (3 credits):		_____	_____
_____	_____	3	_____	_____
_____	Total Semester Credits		<div style="border: 1px solid black; width: 50px; height: 20px; display: inline-block;"></div>	_____

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date

Minnesota State Community and Technical College

# Accounting Clerk

Diploma 33 Credits

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
---------------	--------------	---------	----------------	-------

Required:

First Fall Semester:

ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____
	*General Education Communications (3 credits):			
		3	_____	_____

First Spring Semester:

ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1101	Payroll	3	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
	Technical Electives (3 credits):			
		3	_____	_____

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date

Minnesota State Community and Technical College

# Payroll Specialist

Diploma 33 Credits

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
------------------	--------------	---------	-------------------	-------

Required:

First Fall Semester:

ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____
HRES1122	Human Resource Management	3	_____	_____
HRES1130	Benefit Administration	3	_____	_____

First Spring Semester:

ACCT1101	Payroll	3	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
	General Education Communications (3 cr):	3	_____	_____

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date



Minnesota State Community and Technical College

# Associate Accounting

AAS 72 Credits

## Spring Starts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
---------------	--------------	---------	----------------	-------

### Required:

#### First Spring Semester:

ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____

#### First Fall Semester:

ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2620	Intermediate Accounting I	4	_____	_____
ACCT2213	Managerial Accounting	3	_____	_____
ACCT2203	Managerial Accounting Lab	1	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1101	Payroll	3	_____	_____

#### Second Spring Semester:

*ECON2210	Macro Economics	3	_____	_____
*COMM1120	Introduction to Public Speaking	3	_____	_____
ACCT1120	Business Law	3	_____	_____
ACCT2622	Intermediate Accounting II	4	_____	_____
ACCT	Accounting Electives (3 credits):	3	_____	_____
_____	Technical Electives (4 credits):	3	_____	_____
_____	_____	3	_____	_____
_____	_____	1	_____	_____

#### Second Fall Semester:

*ENGL1101	College Writing	3	_____	_____
ACCT2217	Advanced Comp Accounting	3	_____	_____
_____	General Ed Electives (9 credits):	3	_____	_____
_____	_____	3	_____	_____
_____	_____	3	_____	_____
_____	_____	3	_____	_____
ACCT	Accounting Elective (3 credits):	3	_____	_____

\*General Education courses.

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date

Minnesota State Community and Technical College

# Accounting

Diploma 64 Credits

## Spring Start

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
------------------	--------------	---------	-------------------	-------

### Required:

#### First Spring Semester:

ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____

#### First Fall Semester:

ACCT1124	Spreadsheets Applications	3	_____	_____
ACCT2620	Intermediate Accounting I	4	_____	_____
ACCT2213	Managerial Accounting	3	_____	_____
ACCT2203	Managerial Accounting Lab	1	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1101	Payroll	3	_____	_____

#### Second Spring Semester:

ACCT1120	Business Law	3	_____	_____
ACCT2622	Intermediate Accounting II	4	_____	_____
ACCT	Accounting Electives (3 credits):	3	_____	_____
_____	Technical Electives (4 credits):	3	_____	_____
_____	_____	3	_____	_____
_____	_____	1	_____	_____

#### Second Fall Semester:

ACCT2217	Advanced Computerized Accounting	3	_____	_____
*COMM1100	Communications & Effect Human Rel	3	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
_____	Accounting Electives (3 credits):	3	_____	_____
_____	*General Education Electives (3 credits):	3	_____	_____
_____	_____	3	_____	_____
_____	*General Education Communications (3 credits):	3	_____	_____
_____	_____	3	_____	_____

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date

Minnesota State Community and Technical College

# Accounting Clerk

Diploma 33 Credits

## Spring Starts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results: Reading Strategies ☐ Writing Fundamentals ☐ Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

Course Number	Course Title	Credits	Semester Taken	Grade
---------------	--------------	---------	----------------	-------

Required:

First Spring Semester:

ACCT2255	Income Tax - Individual	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____

First Fall Semester:

ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
ACCT1101	Payroll	3	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
	*General Education Communications (3 credits):	3	_____	_____
_____	Technical Electives (3 credits):	3	_____	_____
_____		3	_____	_____

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date



Minnesota State Community and Technical College

## Payroll Specialist

Diploma 33 Credits

### Spring Starts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accuplacer Results:    Reading Strategies ☐    Writing Fundamentals ☐    Foundations of Math ☐

\*\*Should take remedial courses in the first two semesters\*\* Check off as completed

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Semester Taken</b>	<b>Grade</b>
--------------------------	---------------------	----------------	---------------------------	--------------

#### Required:

##### First Spring Semester:

ACCT1101	Payroll	3	_____	_____
ACCT1108	Business Math/Calculators	3	_____	_____
ACCT2211	Financial Accounting I	3	_____	_____
ACCT2201	Financial Accounting I Lab	1	_____	_____
ACCT2212	Financial Accounting II	3	_____	_____
ACCT2202	Financial Accounting II Lab	1	_____	_____
CPTR1104	Intro to Computer Tech	3	_____	_____

##### First Fall Semester:

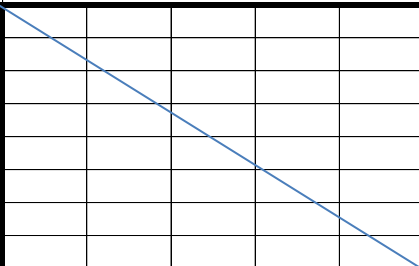
ACCT1124	Spreadsheet Applications	3	_____	_____
ACCT2216	Quickbooks ®	3	_____	_____
HRES1122	Human Resource Management	3	_____	_____
HRES1130	Benefit Administration	3	_____	_____
PDEV1102	Contemporary Career Search	1	_____	_____
	*General Education Communications (3 credits):		_____	_____
		3	_____	_____

Total Semester Credits

Review for graduation: \_\_\_\_\_

Approval Signature

Approval Date

Fall Semester - 1st Year Fall Starts																		
	AAS					DIPLOMA					CLERK							
8:00																		
9:00	Financial Accounting I - - - - -					Financial Accounting I - - - - -					Financial Accounting I - - - - -							
10:00	Tax - Individual - - - - -					Tax - Individual - - - - -					Tax - Individual - - - - -							
11:00	C Writ		C Writ		C Writ													
12:00	Intro	Bus	Intro	Bus		Intro	Bus	Intro	Bus		Intro	Bus	Intro	Bus				
1:00	Comp	Math	Comp	Math		Comp	Math	Comp	Math		Comp	Math	Comp	Math				
2:00	Bus		Bus			Bus		Bus			Comm & Effect HR - - - - -							
3:00	Law		Law			Law		Law										
			19 cr					16 cr				16 cr						
Fall Semester - 2nd Year Fall Starts																		
	AAS					DIPLOMA					CLERK							
8:00																		
9:00	Managerial Acct - - - - -					Managerial Acct - - - - -												
10:00	Spch	Adv C	Spch	Adv C	Spch	Spch	Adv C	Spch	Adv C	Spch								
11:00	Bus Tax - - - - -					Bus Tax - - - - -												
12:00	Intermediate Acct - - - - -					Intermediate Acct - - - - -												
1:00																		
2:00																		
3:00																		
			17 cr					17 cr										
Fall Semester - 1st Year Spring Starts																		
	AAS					DIPLOMA					CLERK							
8:00																		
9:00	Managerial Acct - - - - -					Managerial Acct - - - - -												
10:00	Spch	Pay	Spch	Pay	Spch	Spch	Pay	Spch	Pay	Spch	Spch	Pay	Spch	Pay				
11:00		roll		roll			roll		roll			roll		roll				
12:00	Intermediate Acct - - - - -					Intermediate Acct - - - - -					Career		Career					
1:00	Spreadsheets - - - - -					Spreadsheets - - - - -					Spreadsheets - - - - -							
2:00											Quickbooks online							
3:00											3 credits of Tech Electives							
			17 cr					17 cr				16 cr						
Fall Semester - 2nd Year Spring Starts																		
	AAS					DIPLOMA					CLERK							
8:00		Coll		Coll														
9:00	Soc	Writ	Soc	Writ	Soc	Soc		Soc		Soc								
10:00	Psyc	Adv C	Psyc	Adv C	Pysc	C Writ	Adv C	C Writ	Adv C	C Writ								
11:00	Bus Tax - - - - -					Bus Tax - - - - -												
12:00						Career		Career										
1:00	Am Hist		Am Hist		Am Hist													
2:00																		
3:00						3 credits of Tech Electives												
			18 cr					16 cr										







Minnesota  
STATE COLLEGES  
& UNIVERSITIES

# Appendix Six Articulation Agreement

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year



<p align="center"><b>MINNESOTA STATE COLLEGES AND UNIVERSITIES*</b></p> <p align="center"><b>ARTICULATION AGREEMENT BETWEEN</b></p>	<p align="center">Minnesota State Community and Technical College – Moorhead <b>AND</b> University of Minnesota, Crookston</p>
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between Minnesota State Community and Technical College – Moorhead (hereinafter sending institution), and University of Minnesota, Crookston (UMC) (hereinafter receiving institution). This Agreement and any amendments and supplements, shall be interpreted pursuant to the laws of the State of Minnesota.

The sending institution has established an Accounting A.A.S. degree (hereinafter sending program), and the receiving institution has established an Accounting B.S. degree (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

#### **Admission and Graduation Requirements**

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

#### **Transfer of Credits**

- A. The receiving institution will accept 72 credits from the sending program. A total of 70 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table. For system institutions, once the courses are encoded, they will transfer as described in the uSelect Audit.

#### **Implementation and Review**

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 11/01/2012 and shall remain in effect until the end date of 11/01/2017 or for five years, whichever occurs first, unless terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties beginning 06/01/2017 (within six months of the end date).
- E. When a student notifies the receiving institution of their intent to follow this agreement, the receiving institution will encode course waivers and substitutions.

July 6, 2011

## PROGRAM ARTICULATION TABLE

	College (sending)	University (receiving)
Institution	Minnesota State Community and Technical College - Moorhead	University of Minnesota, Crookston
Program name	Accounting	Accounting
Award Type (e.g., AS)	AAS	BS
Credit Length	72	120
CIP code (6-digit)		
Describe program admission requirements (if any)		

### Instructions

- List all required courses in both academic programs.
- MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution.
- Do not indicate a goal area for general education courses that are not part of the MnTC.
- For restricted or unrestricted electives, list number of credits.
- Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion.
- Show equivalent university-college courses on the same row to ensure accurate DARS encoding.
- Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank.

(To add rows, place cursor outside of the end of a row and press enter.)

### SECTION A - Minnesota Transfer Curriculum-General Education

College (sending)			University (receiving)			
course prefix, number and name	Goal(s) <sup>1</sup>	Credits	course prefix, number and name	Goal(s) <sup>1</sup>	Credits Applied	EquivSubWav
Minnesota Transfer Curriculum-General Education						
ENGL 1101 College Writing	1	3	COMP 1011 Composition I	1	3	Equiv
COMM 1120 Introduction to Public Speaking	1	3	SPCH 1101 Public Speaking	1	3	Equiv
ECON 2210 Macroeconomics	5	3	ECON 2102 Macroeconomics	5	3	Equiv
Additional Mn Transfer Curriculum Credits*	1-10	9	Electives	1-10	9	
UMC recommends any of the following courses to be taken, as they directly transfer if indicated, or meet an area requirement needed at the receiving institution:						
ECON 2222 Microeconomics (3)	5		ECON2101 Microeconomics	5		
ENGL 1102 College Writing II (3)	1		COMP 1013 Composition II	1		
BIOL 1111 General Biology I (4)	3		Goal Area 3 Elective	3		
GLST 1510 Global Studies: Natural Science (3) or	3		Goal Area 3 Elective	3		
PHYS 1105 Fundamental Concepts in Physics (3)	3		Goal Area 3 Elective	3		
MATH 1114 College Algebra (4)	4		MATH 1031 College Algebra	4		
MATH 1213 Introduction to Statistics (4)	4		MATH 1150 Elementary Statistics	4		

<sup>1</sup> MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending college/university



PSYC 1200 General Psychology (3)	5	PSY 1001 General Psychology	5	
<b>MnTC/General Education Total</b>		<b>18</b>		
<b>Special Notes, If any:</b>				
UMC requires students to successfully complete at least 40 semester credits in Liberal Education (MnTC).				
<b>SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other</b>				
(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). <u>Restricted electives (in Major)</u> fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).				
<b>Major, Emphasis, Restricted, Unrestricted Electives or Other Courses</b>				
ACCT 1101 Payroll	3	Elective	3	
ACCT 1108 Business Math/Calculators	3	Elective	3	
ACCT 1120 Business Law	3	GBUS 3117 Business Law*	3	Sub
ACCT 1124 Spreadsheet Applications	3	CA 1020 Spreadsheet Applications	3	Equiv
ACCT 2201 Financial Accounting I Lab	1	Elective	1	
ACCT 2202 Financial Accounting II Lab	1	Elective	1	
ACCT 2203 Managerial Accounting Lab	1	Elective	1	
ACCT 2211 Financial Accounting I	3	Elective	3	
ACCT 2212 Financial Accounting II	3	ACCT 2101 Principles of Accounting I	3	Equiv
ACCT 2213 Managerial Accounting	3	ACCT 2102 Principles of Accounting II	3	Equiv
ACCT 2216 QuickBooks (3) AND ACCT 2217 Microsoft Dynamics GP (3)	6	ACCT 3220 Accounting Systems*	6	Sub
ACCT 2255 Income Tax – Individual	3	Elective	3	
ACCT 2620 Intermediate Accounting I	4	Elective	4	
ACCT 2622 Intermediate Accounting II	4	Elective	4	
CPTR 1104 Intro to Computer Tech	3	Elective	3	
Choose 6 credits from the following: ACCT 2256 Income Tax – Business (3) or ACCT 2630 Fund/Nonprofit Accounting (3) or ACCT 2643 Accounting Internship (1-4) or ACCT 2800 ACAT Review (3)	6	Elective	6	
Restricted elective credits – list courses (if none enter 0)	0			
Unrestricted elective credits (if none enter 0)	4	Elective	4	
<b>Major, Emphasis, Unrestricted Electives Total</b>	<b>54</b>	<b>Total College Credits Applied (sum of sections A and B)</b>		<b>72</b>

<b>SECTION C - Remaining University (receiving) Requirements</b>		
	course prefix, number and name	Credits
	ACCT 3201 Intermediate Accounting I	4
	ACCT 3202 Intermediate Accounting II	4
	ACCT 3301 Cost Accounting I	3
	ACCT 3302 Cost Accounting II	3
	ACCT 4110 Advanced Accounting I	3
	ACCT 4111 Advanced Accounting II	3
	ACCT 4221 Auditing I	3
	ACCT 4310 Auditing II	3
	ACCT 4404 Income Tax I	3
	ACCT 4405 Income Tax II	3
	COMM 3303 Writing In Your Profession	3
	GBUS 1005 Orientation to Online Programs (ONLINE ONLY)	1
	GBUS 3107 Legal Environment In Business	3
	MGMT 3100 Managerial Finance	3
	MGMT 3200 Principles of Management	3
	MKTG 3300 Principles of Marketing	3
	Remaining MnTC	22
	University unrestricted elective credits not counted elsewhere (if none enter 0)	
	<b>Total Remaining University Credits</b>	<b>70</b>
<b>Special Notes, if any:</b>		
*1000 & 2000 level courses do not transfer to upper division credit		

UMC requires students to successfully complete at least 40 upper division level credits (3xxx's and above), with at least half (20 credits) of upper division major work awarded by UMC.

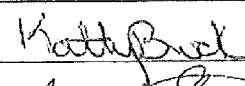
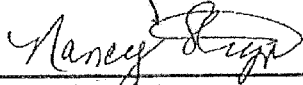
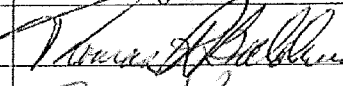
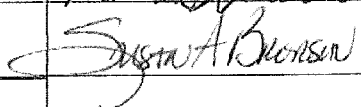
### SECTION D - Summary of Total Program Credits

College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	18		
Major, Emphasis, Unrestricted Electives or Other	54		
Total College Credits	72	Total College Credits Applied	72
		Remaining credit to be taken at the university (receiving institution)	70
		Total Program Credits	142

#### Special Notes, if any:

To be eligible for a B.S. degree from the University of Minnesota, Crookston:

- The student must successfully complete at least 30 semester credit from UMC, with at least 15 of the last 30 credit earned prior to the awarding of a University degree, be awarded by UMC
- The student must successfully complete at least 40 upper division level credits (3xxx's and above), with at least half (20 credits) of upper division major work awarded by UMC
- The student must successfully complete at least 40 semester credits in Liberal Education
- The student must complete at minimum of 120 semester credits and met the required GPA

College	Name	Signature	Date
Chief Academic Officer	Dr. Kathy Brock		11/5/12
Accounting Program Instructor	Nancy Sligen		10/21/12
Title	ACCOUNTING INSTRUCTOR		
University	Name	Signature	Date
Chief Academic Officer	Dr. Thomas Baldwin		11/12/12
Business Department Head	Dr. Susan Brorson		11/7/12
Title			
DARS Encoder			

Date when equivalencies were encoded in DARS by the receiving MnSCU institution.

July 6, 2011

## ARTICULATION SUMMARY

University of Minnesota, Crookston Campus

**Institution:** Minnesota State Community and Technical College - Moorhead  
**Program:** Accounting A.A.S. Degree - 72 credits  
**UMC Program:** Bachelor of Science in Accounting (On Campus and Online Options)  
**Effective Dates:** November 1, 2012 - November 1, 2017

Transfer credits accepted from MSCTC - Moorhead: 72 credits  
Minimum number of additional credits needed for a B. S. degree from UMC: 70 credits

To be eligible for a B.S. degree from the University of Minnesota, Crookston:

- \* The student must successfully complete at least 30 semester credits from UMC, with at least 15 of the last 30 credits earned prior to the awarding of a University degree, be awarded by UMC;
- \* The student must successfully complete at least 40 upper division level credits (3xxx's & above), with at least half (20 credits) of upper division major work awarded by UMC;
- \* The student must successfully complete at least 40 semester credits in Liberal Education;
- \* The student must complete a minimum of 120 semester credits and meet the required GPA.

1000 & 2000 level courses **do not** transfer to upper division credit

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We agree with the above articulation format and understand that the agreement may be changed due to curricular changes at either campus.

### UNIVERSITY OF MINNESOTA, CROOKSTON

Signed: Sue Brorson Date: 11/7/12  
Dr. Sue Brorson, Business Department Head

Signed: Thomas A. Belloni Date: 11/12/12  
Vice Chancellor for Academic Affairs

### MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE - MOORHEAD

Signed: Nancy Stigen Date: 10/31/12  
Nancy Stigen, Accounting Program Instructor

Signed: Kathy Brock Date: 10/31/12  
Dr. Kathy Brock, Chief Academic Officer

Updated October 2012





Minnesota  
STATE COLLEGES  
& UNIVERSITIES

# Appendix Seven BPA 20 Year Recognition and BPA News Clipping

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year





Today's students.  
Tomorrow's business professionals.

## *National Honor Advisor*

*Nancy Stigen*

*Minnesota State Community and Technical College, MN*

*Twenty Years of Service*

2010-2011 Membership Year

Thank you for your commitment to Business Professionals of America.

Your service, dedication, and support are greatly appreciated.

*Rich W. Lerner*  
Executive Director

*Vickie Thomas*  
Chair, Board of Trustees

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# CELEBRATIONS

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## NAMEDROPPERS

*occasional column for real news about real pe*

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### JAMESTOWN COLLEGE

**NEWS:** Nicholas Schultz, son of Robert and Marlene Schultz, Fargo, has been awarded the Melvin R. Arnold Scholarship at Jamestown (N.D.) College. The scholarship is valued at \$10,000 over four years. Recipients must major in either biochemistry or chemistry, or minor in chemistry along with a major in biology, mathematics or a pre-professional science area.

Zach Thorseth, Fargo, and Jordan Shive, West Fargo, recently toured with the Jamestown College Choir at performances in California, Montana and North Dakota.

**MSCTC NEWS:** The following area Minnesota State Community and Technical College students were "Top Ten" winners in the recent State Leadership Conference for Business Professionals of America:

Brian Christensen, Dilworth, ninth place in advanced accounting, fourth in computerized accounting, fifth in keyboarding speed, ninth in insurance concepts, sixth in managerial accounting, and eighth in financial math.

Joshua Drewlow, Fargo, sixth in fundamental accounting, sixth in accounting specialist, and sixth in fundamental spreadsheets.

Brady Elverud, Fargo, fifth in advanced accounting, third in computerized accounting, 10th in federal income tax, 10th in managerial accounting, third in advanced spreadsheets, and sixth in parliamentary procedures.

Nicole Gulsvig, Wadena, Minn., second in advanced

accounting, fifth in federal income tax, fifth in payroll, first in managerial accounting, fifth in financial math, and 10th in parliamentary procedures.

Sarah Schindler, Barnesville, Minn., sixth in federal income tax.

Jennifer Turchin, Grandin, N.D., eighth in accounting specialist, 10th in keyboarding speed, 10th in insurance concepts, seventh in parliamentary procedures, and ninth in administrative support.

Patty Wolf, Casselton, N.D., eighth in advanced accounting, second in insurance concepts, seventh in management/marketing/human resources, ninth in managerial accounting and ninth in administration support.

The students, who are coached by Nancy Stigen and Allen Beatson, are now eligible to compete at the national leadership conference in Washington in May.

MSCTC student Kayla Goebel was a top award winner in the American Advertising Federation of North Dakota annual competition. Goebel, a sophomore from West Fargo, won a gold Addy Award for a photo, "The Joy of Christmas Cards," and a silver Addy for a World AIDS Day poster.

### SCHOLARSHIPS AND

**GRANTS:** Soroptimist International of Moorhead has named Veronica Neumann of Hawley, Minn., the winner of their Violet Richardson Award. The award is given to a young woman between the ages of 14 and 17 who volunteers in the community. Newman volunteers time





Minnesota  
STATE COLLEGES  
& UNIVERSITIES

# Appendix Eight Alumni Brochure and Table T, Sperling Endowment Flyer and Database

**Nancy Stigen, CMA**

Accounting Instructor

Minnesota State Community and Technical College - Moorhead Campus

Candidate for Educator of the Year



***Watch For...***



**Spring All School Reunion**

**April 9, 2011**

**M State Alumni**

**Webpage—currently under  
construction**

**M State Alumni**

**On Facebook  
(Coming Soon)**

**Please feel free to contact any  
Alumni committee  
member with any questions  
or suggestions.**

***Alumni Committee***

- ♦ **President- Luci Melby**  
**luci@fsw-co.com**  
**(701)280-2100**
- ♦ **Vice President-Deb Krogsgaard**  
**cdkgard@aol.com**  
**(218)846-0982**
- ♦ **Treasurer- Lacey Hoffmann**  
**lacey.hoffmann@minnesota.edu**  
**(218)299-6570**
- ♦ **Secretary-Michele Jenson**  
**michele.jenson@minnesota.edu**  
**(218)299-6593**
- ♦ **Alumni Representatives**  
**Lorie Row**  
**lorie.row@minnesota.edu**  
**(218)299-6809**
- ♦ **Nancy Stigen**  
**nancy.stigen@minnesota.edu**  
**(218)299-6510**

***M State  
Alumni***



***Come Home  
Again!***

## ***Purpose***

**To produce, promote and create events and opportunities for alumni and friends of the Minnesota State Community and Technical College (M State)—**

**Moorhead Campus to celebrate and promote the campus.**



**Our goal is to renew communications with our alumni and bring them back home to M State —Moorhead.**

## ***Membership***

**Membership to the M State Moorhead Alumni Association is open to all individuals who attended or worked at the campus. Alumni Association members may have attended and/or received their credential when the campus was operating under a previous name.**

**They are:**

- ♦ Moorhead Area Vocational and Technical Institute (MAVTI)
- ♦ Moorhead Technical Institute
- ♦ Moorhead Technical College
- ♦ Northwest Technical College
- ♦ Minnesota State Community and Technical College (MSCTC)



## ***Your Part***



**WE NEED YOU TO...**

- ♦ **Join your Alumni Association**
- ♦ **Provide names and addresses of former students and friends**
- ♦ **Volunteer for committees**
- ♦ **Help with ideas for future events**
- ♦ **Provide ideas for the M State Alumni Webpage & Facebook**
- ♦ **Help with Spring Reunion**
- ♦ **Stay in touch through M State Alumni email. [Mstate\\_alumni@minnesota.edu](mailto:Mstate_alumni@minnesota.edu)**

# ***Coming Attractions:***

- \* *Friday, December 17—Fall Graduation*
  - \* *Auction for “Realize Your Dream” (Dan Sperling) Scholarship*
  - \* *Thursday, December 2—Spaghetti Dinner/Silent Auction for “Realize Your Dream” (Dan Sperling)*
  - \* *Thursday, December 2—Steak Fry*
  - \* *Friday, November 19—Annual Art Auction*
- 
- \* *Friday, November 19—Annual Art Auction*
  - \* *Thursday, December 2—Steak Fry*
  - \* *Thursday, December 2—Spaghetti Dinner/Silent Auction for “Realize Your Dream” (Dan Sperling) Scholarship*
  - \* *Friday, December 17—Fall Graduation*





## *2nd Annual Dinner for a Dream...*



*You are invited to a Spaghetti Dinner and Silent  
Auction to build a scholarship/endowment in memory of  
Dan Sperling, our beloved counselor and friend at  
M State - Moorhead.*

*The event will be held on Thursday, December 1  
from 4—7 p.m. in the East Commons. Free-will dinner  
donations and auction proceeds will go to  
Dan's "Realize Your Dream" Scholarship.  
Auction bids will close at 6:59 p.m.*

*Minnesota State Community and Technical College  
1900 28th Avenue South  
Moorhead, MN 56560*

*For questions, please contact [Tom.Dubbels@minnesota.edu](mailto:Tom.Dubbels@minnesota.edu)*

