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## eLearning Newsletter Issue # 13, Fall 2011

Editor: Rita Cubie

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## eLearning Team

Online learning is growing at The University of Texas at Dallas! As a result, this newsletter will be a bit broader in scope, including news from distance learning programs across the university. As time goes on and more programs and courses come online, we look forward to keeping you in the know.

I would like to congratulate Online Accounting Professor Mary Beth Goodrich and Online Academic Advisor Corina Cantua for being recognized by the Jindal School of Management for excellence in teaching and service. Many of you have experienced Professor Goodrich's passion for teaching and all JSOM online students have benefitted from the guidance and exceptional customer service of Ms. Cantua. Thank you for all you do!

Last semester we asked for your feedback on how the eLearning Team communicates. We received 100 responses to our survey and here is what you said.

When asked what your preferred means of receiving information from the UT Dallas eLearning Team was, you said:

- 70% (69 Responses) Email
- 26% (26 Responses) Announcements in eLearning
- 2% (2 Responses) Newsletter
- 1% (1 Response) eLearning Blog
- 1% (1 Response) Text Messages

When asked to rate the frequency of communications from the UT Dallas eLearning Team, you said:

- 77% (78 Responses) Just Right
- 11% (11 Responses) Not Frequent Enough
- 11% (11 Responses) Too Frequent

When asked if you feel the UT Dallas eLearning team communicates effectively, you said:

[Galaxy](#)

[CourseBook](#)

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eLearning Director  
Darren Crone, Ed.D.  
[darren.crone@utdallas.edu](mailto:darren.crone@utdallas.edu)

- 81% (80) Yes
- 19% (19) Communication could be improved. 7 out of 10 comments centered around the ability to push notifications to email or text when something happens within the course (grade posted, new announcement, new discussion posting, etc.). This feature will be available when the new Learning Management System is implemented.

Finally, 88% (84 Responses) stated that they felt the UT Dallas eLearning Team is receptive to student comments/suggestions, while 13% (12 respondents) stated they did not feel we are receptive. I can assure you that my primary goal is customer service. We are here to help facilitate the best educational experience possible. If there is a way that you feel we can improve upon this, please do not hesitate to contact me at [darren.crone@utdallas.edu](mailto:darren.crone@utdallas.edu). Thank you for all of the great feedback! Your communication and ideas will help to shape the future of our online programs.

The survey for this semester is on technical support. Please consider letting us know your thoughts by taking this very short survey.

[eLearning Technical Support Survey](#)

Thank you and have a great semester!

*-Darren Crone, Ed.D., eLearning Director*

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## Featured Online Student



**Rachelle Bye, MBA Student**

The eLearning Team invites you to meet our students by viewing a different profile each newsletter. This semester's featured student is Rachelle Bye.

- **Name:**  
Rachelle Bye
- **What degree are you seeking?**  
MBA
- **Where do you work?**

Lockheed Martin

- **What is your position?**

I currently am participating in Lockheed Martin's Finance Leadership Development Program. It is a program that consists of three rotations. I've held positions in Contracts, Overhead Finance and currently in Capital Planning.

- **How long have you been there?**

I graduated in May 2009 and started working for Lockheed Martin July 2009.

- **What do you want to do after you finish your degree?**

I plan to stay at Lockheed Martin, but hopefully with a promotion. I am currently in Finance and want the opportunity to see other parts of the corporation such as Business Development.

- **How many online courses have you taken?**

I started my MBA last fall and have completed 5 courses to date. I am enrolled in another 5 courses this semester.

- **Why did you decide to take online courses?**

I currently work at my Business Unit's headquarter in Gaithersburg, MD. While a rotation in Dallas is possible, the online coursework allows me the flexibility to be rotated anywhere while still continuing my degree.

- **How is the online experience different from the traditional classroom?**

The online experience allows me much more flexibility with my schedule. It has also taught me quite a great deal about other technology that can be used for communication. There are chat rooms, "virtual rooms", and of course skype. All of which I've been able to use through UT Dallas. Perhaps the best part of having courses online is that it has improved how effectively and succinctly I can communicate in the written form.

- **What makes an online course effective?**

It is imperative that professors disclose everything about their course in their syllabus at the beginning. Regular communication through the discussion board, email, and announcements page is also important. I think for me, what makes an online course effective is the amount of time I dedicate to reading the course material.

- **Who was your favorite professor and why?**

Tracey Rockett was my favorite professor. Professor Rockett teaches Organizational Behavior, which has been one of my favorite courses thus far. She is prompt with responding to questions, and has a passion for the subject which is obvious to all of her students. Her lectures changed how I interact and think about my interactions at work.

- **Is there any advice you can give to other online students?**

Logon daily to eLearning or at least every few days. You will either miss important announcements or you will feel overwhelmed when you return to 50+ new messages.

## Important Reminders

- **Join Our Facebook Group: *UT Dallas Online Students***

The eLearning Team has created a group in [Facebook](#) called "UT Dallas\_Online Students". This group is intended for UT Dallas students (past and present) who are taking or have taken online courses through UT Dallas' online programs.

- **eLearning Blog**

For the most up to date eLearning information visit our [blog](#).

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## Jindal School of Management

### Academic Advising

As you search for what online courses to take this Spring 2012 semester, please be aware that the section numbers have changed. Instead of the letter "G" they will now contain the letter "I". Therefore, section numbers 0G1, 0G2, 0G3, etc. will now show up as

0I1, 0I2, 0I3. You will still be able to search for the course(s) by selecting *Online/Internet* as the instruction method in [CourseBook](#). (That remains the same.) Remember if you only want to display the online courses offered through the Naveen Jindal School of Management, you will need to select *SOM – Management* as the school.

Enrollment dates were posted to your ORION account on October 31st. As in previous semesters, your enrollment date will give you the date and time when you can start adding courses to your schedule. In the meantime, please take time to review your account for any holds that may delay your registration. If you do not plan to register early but have specific courses in mind, monitor the seats available in those courses. You may have to register early in a course that is in high demand and is quickly filling up.

If you have any questions, please contact the JSOM Academic Advising Office. Now is a good time to get an updated degree audit if you are more than halfway finished with your degree.

All the best,

-Corina Cantua, *Academic Advisor*  
Assistant Director, JSOM Academic Advising  
[som-grad@utdallas.edu](mailto:som-grad@utdallas.edu)  
972-883-2750

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## **Online MBA Program**

Hello online students,

I want to remind you about the possibility of Intern Credit for fully employed students. This program has been available for the last few years but not many online students have taken advantage of it. Internships are currently in high demand by our full time MBA's, but employed students can also apply for these assuming your employer is willing to sponsor you. These are especially relevant if you are moving to a new area of responsibility at your company - and it will also give you and UT Dallas increasing visibility within your company.

If interested, contact me for the guidelines that give all the details about the program. Your proposed project *\*must\** be reviewed by Judy Guyer in Career Services - and there is no guarantee that Academic credit will be awarded. However, if you can't find the elective you need to finish your MBA, credit for an "internship" at your current job might be just what is needed.

You can contact Judy for more details on the internship program - and can contact me for other questions on the online MBA.

Larry Chasteen, [chasteen@utdallas.edu](mailto:chasteen@utdallas.edu), *Clinical Associate Professor and Director of the UT Dallas Online MBA Program*

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## **Meet Our Faculty**



**Steven Solcher, M.S., CPA, CMA, CIA**

ACCT 6352 Corporate Taxation

**Steven Solcher** has been a member of the faculty at The University of Texas at Dallas since August 2010.

He teaches graduate Intermediate Financial Accounting II and undergraduate and graduate Individual Income Tax in the classroom and graduate level Corporate Income Tax online as well as the classroom. He will be teaching the Regulations Section of the CPA Review Course offered at UT Dallas starting the Spring 2012.

Mr. Solcher graduated from St. Mary's University with a Bachelor of Business Administration in Accounting and from Oklahoma State University with a Master of Science in Accounting. He was an employee of McCown DeLeeuw and Co. He worked in the private equity firms accounting and tax function as well as the firm's investment staff.

Mr. Solcher is a licensed Certified Public Accountant (CPA), as well as a Certified Management Accountant (CMA) and a Certified Internal Auditor (CIA).

**ACCT6352 Corporate Taxation** (3 semester hours) Income taxes on corporations and associations, reorganizations, and corporate distributions are examined. The role of taxes in business decisions and business strategy is emphasized. Prerequisite: AIM 6351 or equivalent.

### **Student Learning Objectives/Outcomes**

#### To Use Critical Thinking

To understand and apply income tax concepts that influence decisions of corporate managers. The course will concentrate on tax effects in the following areas:

1. Creation of Corporations
2. Corporate Distributions
3. Corporate Reorganizations
4. Tax Practice and dealing with the IRS

To determine how distributions affect the tax liabilities of both the shareholders and the corporate entity.

To apply concepts to determine the best course of action for both the shareholders and the corporate entity.

#### To Understand the Ethical Considerations in Tax Practice

To appreciate the requirements and concepts contained in the Statement on Responsibilities in Tax Practice.

To understand the ethical issues that confronts both individual taxpayers and tax practitioners on a day-to-day basis.

#### To Enhance Communication Skills

To improve communication skills, students will prepare a Federal Corporate income tax return.

I enjoy teaching this course online. I strive to bring the same level of academic excellence as I do in the classroom. Because of the voluminous amount of material covered in this course, it is an ongoing challenge for me to ensure the level of learning is comparable. The online venue is a great alternative for those students with non-traditional schedules (i.e. full-time employees; overseas deployment; individuals with families). Because of the diverse population of students in an online course, this brings a unique perspective to the course that I do not always get in the classroom.

On a personal note: I am really looking forward to teaching the on-line class. While clearly different than the classroom experience I think you will find it rewarding. If you are in Dallas please feel free to stop by UTD and introduce yourself!

Also on a personal note- a little about myself: I enjoy golf and the lake (during the summer only!) and traveling.

## Important Reminders

### Jindal School of Management Online Teaching Award Nomination

Please consider nominating an instructor for a job well done: [Teaching Award Nomination](#)

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## School of Economic, Political and Policy Sciences

### Meet Our Faculty



**Wendy Hassett, Ph.D.**

PA 7318/POEC 7318, PA 6342/ECON 6372

Clinical Associate Professor of Public Affairs **Wendy L. Hassett** teaches several online graduate classes for the Master of Public Affairs program in EPPS. Her courses focus on the topics of local economic development, public productivity, ethics, organizational culture, and information systems in the policy environment. During the Spring 2012 semester, Dr. Hassett will be teaching **Ethics, Culture, and Public Responsibility** (PA 7318/POEC 7318) and **Local Economic Development** (PA 6342/ECON 6372). Both classes will be offered online via eLearning and can be used to fulfill core MPA course requirements.

Her scholarly work has appeared in key academic journals including: *Public Administration Review*, *Public Performance & Management Review*, *Review of Public Personnel Administration*, and *Journal of Public Budgeting, Accounting & Financial Management*. Some of her more recent work appears in *More than Mayor or Manager: Campaigns to Change Form of*

*Government in America's Large Cities* (2010) edited by James H. Svara and Douglas J. Watson and published by Georgetown University Press. In early 2011, she completed work on the sixth edition of the Guide for Charter Commissions for the National Civic League. Before joining the faculty at UTD, Dr. Hassett worked as an assistant city manager and has over twelve years of experience in local government management.

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## School of Interdisciplinary Studies

### Meet Our Faculty



**Alexey Root, Ph.D.**

ED 4358, ED 5344, ED 4359 and ED 5345

**Alexey Root** is a senior lecturer in the School of Interdisciplinary Studies at The University of Texas at Dallas (UTD). She has been a member of the faculty since 1999. She is the instructor for the Chess Online courses, Chess I (ED 4358 and ED 5344) and Chess II (ED 4359 and 5345).

Alexey Root has a Ph.D. in education from UCLA. Her most notable chess accomplishment was winning the U.S. Women's chess championship in 1989. She has written five books on chess in education: *The Living Chess Game: Fine Arts Activities for Kids 9-14* (2011); *People, Places, Checkmates: Teaching Social Studies with Chess* (2010); *Read, Write, Checkmate: Enrich Literacy with Chess Activities* (2009); *Science, Math, Checkmate: 32 Chess Activities for Inquiry and Problem Solving* (2008); *Children and Chess: A Guide for Educators* (2006).

No prior knowledge of chess is required to take the Chess Online courses. Students from all majors, and from freshmen to graduate students, have taken these courses. View the profile of UT Dallas Chess Champion, [Cindy Nam](#). Chess Online courses have been offered since 2001.

Chess Online course descriptions:

**ED 4358: Chess I — Using Chess in Elementary Schools** (Undergraduate) 3 semester hours. Using chess to teach critical thinking, math, and reading skills in the elementary classroom. This course is also appropriate for chess instructors who wish to incorporate additional academic and humanistic goals into their programs.

**ED 5344: Chess I — Chess in the Elementary School Curriculum** (Graduate) 3 semester hours. A consideration of methods for using chess to teach problem solving, math, and reading skills in the elementary classroom, based upon the curricular model

developed by McNeil.

**ED 4359: Chess II — Using Institutional & Cultural Contexts of Chess** (Undergraduate). 3 semester hours. ED 4359 students give examples of the cultural role of chess as a combination of art, game, history, and science using the interdisciplinary methods of the arts and humanities. Students in ED 4359 analyze essays on chess in education. Each student's culminating paper proposes improving an existing chess program or developing a new chess program.

**ED 5345: Chess II — Institutional & Cultural Contexts of Chess** (Graduate). 3 semester hours. ED5345 is an in-depth study of the history, art, game, science, and culture of chess. Students write their first paper on how cultural differences influenced the level of female participation in chess through the ages. Students assess research and choose funding opportunities for chess in education. Each student's final paper is a research-based proposal for integrating chess into a community institution.

After completing Chess I and Chess II, students have:

1. Played chess,
2. Notated and annotated their games,
3. Read, analyzed, and discussed course texts,
4. Cited and referenced using APA (Publication Manual of the American Psychological Association) style
5. Written, taught, and reflected on lessons, and
6. Proposed a chess program for a specific institution.

In addition to the six accomplishments above, ED 5344 students analyze three chess curricula and write an APA-style paper about their findings. ED 5345 students read, and write an APA-style paper about, Birth of the Chess Queen (Yalom, 2004)

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