



*eLearning Newsletter
Issue # 17, Summer 2013*

Helpful Links

- [UT Dallas eLearning Help Desk](#)
- [UT Dallas Computing Help Desk](#)
- [Getting Started With eLearning](#)
- [eLearning Blog](#)
- [eLearning Team](#)
- [UT Dallas Bookstore](#)
- [Off-Campus Books](#)
- [Academic Advising](#)
- [Office of the Registrar](#)
- [Office of Financial Aid](#)
- [Galaxy](#)
- [CourseBook](#)
- [Send us your feedback](#)

For all of your UT Dallas online learning news and information.

- [eLearning Team](#)
- [Featured Online Student](#)
- [Jindal School of Management](#)
- [School of Economic, Political and Policy Sciences](#)
- [School of Interdisciplinary Studies](#)
- [Meet our Faculty](#)

eLearning Team

In last semester's newsletter, the survey focused on the eLearning user experience. Of the 48 respondents who identified a favorite feature in eLearning, the interface and usability received the most kudos with 14 votes. A close second was the mobile app with 11, and there was a collection of positive comments on the communication tools (4 for notifications, 3 for chat and discussions, and 2 for email). Several of you also mentioned convenience, access to course materials, and customizability.

Of the 57 respondents who identified a least favorite eLearning feature, discussion boards received 10, email received 9, bugs/reliability/speed accounted for 8, and navigation got 7 votes. Other areas mentioned were user interface, compatibility of the mobile app, tests/quizzes, and chat.

Thank you very much to everyone who took the survey. It is our goal to provide the best user experience possible, and feedback such as this is invaluable.

We are always looking for ways to improve your educational experience with technology. This semester's survey is on potentially implementing web-conferencing in your online classes. Please take a moment to answer a couple of very short questions.

[Web Conferencing Survey](#)

-Darren Crone, Ed.D., Director, Educational Technology Services

[Top](#)

Featured Online Student

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





**Len Hostetter,
MS Student**

- **Where do you work?**
FedEx Services in Memphis, TN.
- **What is your position?**
Vice President, Brand Engagement Marketing (responsible for Global Brand Management, Advertising, Interactive Marketing, Digital Access Technology and Sponsorship Marketing).
- **How long have you been there?**
14 years.
- **What do you want to do after you finish your degree?**
Pursue a career in Marketing and eventually return to school for a graduate degree (received my MBA in 1987 from Harvard Business School).
- **How many online courses have you taken?**
The Executive and Professional Coaching coursework here at UT Dallas is the first I have taken. Very pleased.
- **Why did you decide to take online courses?**
Convenience and the quality of the coursework and instruction.
- **How is the online experience different from the traditional classroom?**
Much more interactive with my fellow students using the chat board and online instructor facilitation.
- **What makes an online course effective?**
The quality of the instruction and discussion and chat comments facilitate learning from other students in my class.
- **Who was your favorite professor and why?**
Meg Rentschler – she was one of the first instructors and hit the ball out of the park in providing an outstanding learning environment online, genuine concern for the students and personality that resonated with me.
- **Is there any advice you can give to other online students?**
Participate and get involved in the discussion – both voice over and in the chat room. Makes for a more fulfilling experience.

If you would like to be featured in the eLearning Newsletter, [email us!](#)

[Top](#)

Jindal School of Management

Academic Advising

Time for a degree audit? If you have completed at least half of your degree credit hours and have not previously requested a degree audit, we recommend that you do so now. It gives us an opportunity to check on your progress and outline what is still missing for you to complete your program. If you are planning on completing your degree this Fall 2013 term, a degree audit is a must.

Good luck as you complete your summer term. Please remember that Fall 2013 registration is currently taking place. As courses have started filling up, we encourage you to add your fall coursework within the next two weeks if you haven't done so already. As always, please be aware of all academic deadlines - <http://www.utdallas.edu/academiccalendar/> - and contact our [Academic Advising Office](#) with any questions.

Want to see an Advisor? Join the line from anywhere!

Text JSOM to 626-414-3210 or Call: 855-883-5766

All the best,

-Corina Cantua, Assistant Director
JSOM Academic Advising
som-grad@utdallas.edu
972-883-5963

JSOM Online Courses

This fall we will have two online courses for undergraduates:

- OPRE 3310 by Prof DeLuke
- MIS 3300 by Prof Thouin

Due to the overwhelming success of these undergraduate courses, we are working to develop additional undergraduate courses.

For graduates, several new courses will be offered for the first time next year:

For Fall 2013:

- MIS 6324 – Prof Menon
- MKT 6321 – Prof Edsel

For Spring 2014:

- MKT 6309 – Prof Murthi
- IMS 6310 – Prof Dalgic
- BPS 6379 – Prof Nair
- OPRE 6371 – Prof Katok

To view all of the planned offerings for next year, go to the [PMBA Online webpage](#). To view the list for a specific semester, use the UTD CourseBook and select Management for the School and Online for the Instruction Method.

If you have any questions concerning our online classes, please contact me.

Larry Chasteen, Ph.D., Director, Assistant Dean UT Dallas Online MBA Program chasteen@utdallas.edu

Amy Troutman, MS



Master of Science in Accounting (MS-ACCT)

For the past ten years, the accounting area has offered several courses online. These online courses are available to all students whether they are doing most of their coursework online or on campus. This is appealing to many students who require flexibility in some semesters as they are completing their Master of Science in Accounting (MS-ACCT). In fact, students can complete ALL requirements online for the MS-ACCT. For student preparing for the CPA exam in Texas, there are certain limitations as to the number of online courses that can be counted. The accounting faculty is always available to help you navigate through the CPA exam requirements as well as the MS-ACCT program. Have a great semester!

Amy Troutman, MS

Online Courses In Innovation and Entrepreneurship

Innovation is the engine that drives our global economy, accounting for more than 80 percent of net new job creation in the developed economies. The global "innovation economy" of the future will require all of the traditional skills – accounting, finance, marketing and engineering – but the most exciting opportunities will be reserved for those who can lead and manage the process of innovation.

At the graduate level, the Naveen Jindal School of Management offers a Master's degree, an MBA concentration and two certificate programs in this emerging field. The online course offerings currently include:

ENTP 6315 Entrepreneurial Finance (Spring) The objective of this course is to build skills and knowledge in the financing of entrepreneurial ventures. Entrepreneurial Finance concerns not only the processes of financing and investing in start-up companies, but also the changes to the initial financing mix that may be required as start-up companies mature and grow.

ENTP 6370 Entrepreneurship (Fall) This course provides an introduction to entrepreneurship, with an emphasis on identifying, evaluating and developing new venture opportunities. Topics include opportunity identification and evaluation, startup strategies, business valuation, business plan development, attracting stakeholders, financing the venture, managing the growing business and exit strategies.

ENTP 6375 Technology and New Product Development (Summer) This course addresses the strategic and organizational

issues confronted by firms in technology-intensive environments. The course reflects five broad themes: (1) managing firms in technology-intensive industries; (2) linking technology and business strategies; (3) using technology as a source of competitive advantage; (4) organizing firms to achieve these goals; and (5) implementing new technologies in organizations.

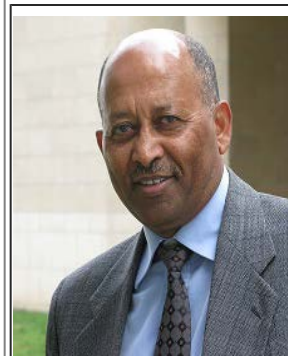
ENTP 6378 Managing the Emerging Enterprise (Summer) The course focuses on the challenges of growing a small company from early startup to a professionally managed business, as the entrepreneur seeks to maintain the entrepreneurial spirit of the firm while introducing the professional management disciplines essential to sustained and profitable growth.

These courses are taught by the same faculty who teach in the highly regarded Master of Science in Innovation and Entrepreneurship program. Excellence in teaching is the hallmark of our exceptional faculty with an average student rating of 4.5, averaged across all graduate courses, over the past seven years. Additional courses will be offered in the future.

For further information, please contact:

Joseph C. Picken, Ph.D.

Director, Programs in Innovation and Entrepreneurship
jpicken@utdallas.edu
 972-883-4986



Habte Woldu, Ph.D.

Diversity and Multiculturalism

In the article "Viewing the cultural value orientations of Austria, Poland, and Turkey through six cultural dimensions: an emphasis on Turkish cultural fit to European Union members", which was published in the 2012 Poznan Economics Review (12(4)) by JSOM's professors Habte Woldu and Tefvik Dalgic, with their colleagues – Drs. Agnieszka Skuza, from Poznań University of Economics in Poland and Ipek Altinbasaka from Bahcesehir University in Turkey, discusses whether cultural issues might be one of the reasons for Turkey's delay from being a member of EU. They measure the cultural proximity of Turkey when compared to other EU countries and they use two EU member countries – Poland and Austria as the basis of their comparison. The findings of their study reveals that even though there are cultural differences among the nations studied, the directions of those cultural differences do not necessarily support the assumptions of mainstream thinkers. First, it was interesting to learn from the study that despite the skepticism about Turkey's cultural fit to the European community, Turkey and Austria

demonstrate more similar cultural value orientations, with Poland being most culturally distant. Second, even if there are some cross-cultural differences among the nations, those differences significantly diminish when similar demographic groups are categorized by age, gender and occupation.

Furthermore, the authors in their conclusion, caution that multinational companies moving to the emerging countries such as Poland and Turkey might need to avoid preconceived perceptions about nations' cultural values and might need to understand the cultural dynamics that have been taking place in the last few decades.

The study is part of a long-term research domain Dr. Habte Woldu has been conducting over the last 15 years involving more than 40 countries with his academic colleagues from various international research institutions.

Habte Woldu, Ph.D.

	<p>Steve Yurkovich, Ph.D.</p>
---	--------------------------------------


Systems Engineering and Management (SEM) Distance Learning

Are you interested in taking graduate courses for credit in Systems Engineering and Management but cannot commit to traveling to campus on a regular basis? Distance learning may be the solution for you. For additional information, please view the [SEM website](#).

Steve Yurkovich, Ph.D.

[Top](#)

School of Economic, Political and Policy Sciences

	<p>Denise Paquette Boots, Ph.D.</p>
--	--

For me, teaching students why "death is different" is a central goal in my class on Homicide and Capital Punishment. This online course, which was formerly offered to both undergraduate (CRIM 3320) in the Summer of 2013 and will be offered again to graduate students (CRIM 7381 Special Topics) in Fall 2013, examines the policy and legal controversies surrounding the application of the death penalty in the United States. Students in the graduate course read a variety of texts that cover the history of the death penalty through the US, study relevant U.S. Supreme Court case law decisions that have impacted the application of the punishment, and explore the facts surrounding the practical application, goals of punishment, and the impact of the death penalty on society as a whole. In addition, students learn about the latest issues surrounding homicide as well as the Texas Penal Code. The course analyzes the nature, extent, and distribution of criminal homicide across various populations in our country.

This online course seeks to stimulate student learning using a variety of different tools and study methodologies. Students read assigned texts and supplemental materials in eLearning that are related to the topics explored. I have created custom Power Points with embedded video and media to enhance the students' learning and engage them in different exercises. To facilitate classroom participation and build the virtual classroom, online discussion board posts challenge students on their understanding of capital punishment and their opinions across legal, moral, and policy-related questions. These exercises present different scenarios that represent realistic issues and death-eligible situations where students interact with the instructor and fellow classmates. I encourage critical thinking and this results in many spirited discussions across a number of topics related to crime and the death penalty. Depending on the course level, students also have online quizzes, study guides, case brief assignments, and supplemental materials via eLearning that help them navigate through complex material that examine all aspects related to the death penalty today. One of the unique facets of the course is the final assignment in the class where students serve as a "capital juror" and review online evidence and trial testimony from an actual death penalty case in the state of Texas. After reviewing all the presented evidence and utilizing their newfound knowledge on capital punishment, they make a determination of guilt or innocence, as well as death worthiness.

Here is some student feedback from one student who took the Summer 2013 undergraduate course:

Dr. Boots' online Death Penalty course is a rigorous, thought-provoking, enlightening and challenging experience. She provides students with a plethora of information from a wide variety of media sources, ensuring that the information presented is not only comprehensive and current, but also engaging and accessible. The course is fast-paced, with all objectives and expectations clearly outlined, as Dr. Boots wants nothing more than for her students to succeed. The best part of the course is being able to participate in the role of juror on a real death penalty case. Students are given actual trial exhibits and transcripts, allowing them to experience the entire trial process from opening to closing statements. This exercise forces students to contend with their own preconceived ideas about the death penalty while working within the confines of the penal code.

-- Karri Bertrand Bolton (UTD undergraduate student)

Seats tend to fill quickly for this course, and students with an interest in advanced criminology, law, and public policy topics related to the death penalty are encouraged to enroll. Students across a range of disciplines are welcome. Strong writing and critical thinking skills as well as good time management are essential for students to succeed in these types of online courses. Hope to see you in one of my classes in the future!

Denise Paquette Boots, Ph.D.

[Top](#)

School of Interdisciplinary Studies



Alexey Root, Ph.D.

Chess I and Chess II

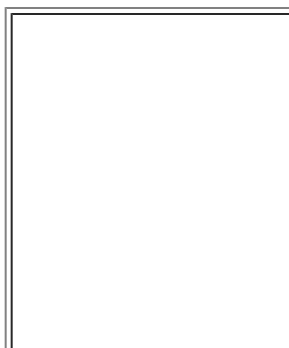
Chess I (ED 4358 or ED 5344) and Chess II (ED 4359 or ED 5345) are offered in fall 2013 and spring 2014. The Chess I and Chess II courses are taught completely online, via UT Dallas eLearning. You can take Chess I and Chess II in the same semester or, if taking just one course, may take either Chess I or Chess II. Taking either ED 4358 or ED 4359 fulfills the Certificate in Critical Communication Skills (C3) written communication requirement.

For more information, visit the UTD Online Chess program website, <http://www.utdallas.edu/is/chess-online/>, or email Dr. Alexey Root at aroot@utdallas.edu.

Alexey Root, Ph.D.

[Top](#)

Meet Our Faculty



Jeffrey Kromer, MBA



ACCT 6384 Analytical Reviews Using Audit Software

Are you a management student looking for a marketable skill to add to your resume? Then consider learning data analytics and taking ACCT 6384 – Analytical Reviews Using Audit Software! This course was developed by Adjunct Lecturer Jeffrey Kromer in live format for the spring 2005 semester and has been offered in eLearning format since the spring 2010 semester. It is an elective in the [Internal Auditing Excellence](#) degree program and features:

- Hands-on instruction in the most popular audit software packages used by audit firms and industry
- 100% case study format
- A real-world data analytics project

Data analytics, the ability to synthesize data into clear, actionable information is a valuable skillset in high demand by today's employers, particularly now with the mass quantities of structured and unstructured data available to enterprises; a phenomenon commonly called "big data." In 2004, Mark Salamasick, Director of the Jindal School of Management's [Center for Internal Auditing Excellence](#), saw the need to enhance his Internal Auditing program with an audit software course. After talking with internal and external audit executives throughout the country, it was clear to Mark that skills in audit software products like ACL and IDEA were in high demand, but were not being offered in graduate degree programs. It was then that he approached Professor Kromer to develop this unique course.

ACCT 6384 begins with an orientation to audit software product, their common uses and a methodology for developing computer assisted audit techniques (CAATs) with the software. Then students are introduced to ACL and IDEA, the two most widely used generalized audit software products. Next, Professor Kromer shows students how to perform many of the audit functions available in ACL and IDEA more affordably with Microsoft Office products Excel and Access. The final project for the course challenges students to obtain data from a company of their choosing and use one of these four audit software products to perform data analytics in a real world situation. This project has been a big plus for several former students who were able to showcase their audit software skills before their potential employers and land a job offer.

Jeffrey Kromer, MBA

[Top](#)

