



Issue # 19, Spring 2014

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eLearning Team

Last semester’s survey focused on web-cam based proctored exams and we received 281 responses. The results were interesting as there appears to be apprehension about the technology.

When asked if you would rather take a proctored exam at a testing center or use a web-cam on your own computer, you said:

#	Answer		Response	%
1	go to a testing center	<div></div>	157	56%
2	use a web-cam system that connects to your computer	<div></div>	124	44%
Total			281	100%

When asked if you would be concerned about potential technical issues with a web-cam based system, you said:

#	Answer		Response	%
1	Yes	<div></div>	225	81%
2	No	<div></div>	52	19%
Total			277	100%

Only seven of you reported having taken a proctored exam using a web-cam previously. Out of the seven, four reported a positive experience, citing convenience and potential cost savings. Three reported issues such as internet bandwidth/connectivity.

This semester’s survey is on blended courses. What is a blended course, you might ask? This is when a course is conducted more than 50 percent but less than 85 percent online. For example, if you would normally have an on-campus class that meets on Tuesdays and Thursdays in person, you would instead physically come to campus only on Tuesdays and “attend” the rest of class virtually – much like your online courses. Please take a few moments to share your thoughts on this.

[Blended Course Survey](#)

In case you missed it, the University of Texas at Dallas Online MBA program was recently [ranked No. 4](#) for Best Online Graduate Business Programs by U.S. News & World Report. Thank you for being a HUGE part of our success. Our students are the reason we are here.

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

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Featured Online Students

The eLearning Team invites you to meet our students by viewing different student profiles in each newsletter. This semester’s featured students are Justin K. Miller and Trineice Johnson.



Justin Miller

Where do you work?

City of McKinney

What is your position?

Recreational Assistant

How long have you been there?

9 months

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

I would like to start my own small business.

How many online courses have you taken?

I have taken 3 online courses at UTD.

Why did you decide to take online courses?

It is convenient and there is no travel (i.e. gas & time). Also, they were the only classes offered for each class during the summer.

How is the online experience different from the traditional classroom?

It has a faster pace, more self-taught, more information and more writing.

What makes an online course effective?

Having to submit work weekly, accessible power points, being able to complete work & "go to class" at my own convenience.

Who was your favorite professor and why?

Dr. Boots was my favorite professor in the Homicide and Punishment course. She showed a real passion that I felt even through the computer.

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

If you are good with fast paced courses, need a flexible class schedule, want to avoid on-site classroom visits and can stay committed to doing self-taught reading, then you should definitely take as many online courses as manageable.



Trineice Johnson

Where do you work?

On campus, Work Study for the Environmental Health and Safety Department..

What is your position?

Receptionist/Student Worker

How long have you been there?

1 year, 4 months

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

I will work within the Texas Criminal Justice System in either the probation or parole division.

How many online courses have you taken?

I have taken a total of five online classes.

Why did you decide to take online courses?

There are not enough hours in a day to fulfill family obligations and attend several in-class lectures. Online courses allow me to complete more credits per semester.

How is the online experience different from the traditional classroom?

Although the class does not meet face to face, sometimes connections are made through online class discussion boards. Since facial

expressions cannot be seen when communicating online, it is important to be aware of choice of words and tone of writing.

What makes an online course effective?

Online courses are effective because the same quality of education can be expected and the flexibility accommodates most students' schedule.

Who was your favorite professor and why?

My favorite online professor is Dr. Denise Boots. Her class was flawlessly structured. There were no inconsistencies with the syllabus. Also, she would send emails periodically, reminding students of due dates and encouraging us to keep up the good work.

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

Stay organized, initiate discussions and reply to other classmates' comments. Participating in discussions makes an online course feel more like an in-class setting. Most importantly, because most online exams are timed, it is imperative to be familiar with the course material ahead of time. You most likely will not have enough time to research each individual question.

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

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Jindal School of Management

Academic Advising

NEW JSOM Waitlists: When a course reaches its enrollment capacity, we are unable to register additional students in the closed section. However, beginning Summer 2014, you can add your name to the JSOM Waitlist in case a space becomes available. Please review the guidelines listed on the [JSOM Waitlist website](#) for information on how to add your name to the waitlists. Please keep in mind that for registration and for waitlists, all holds or registration blocks must be cleared.

Please contact the [Academic Advising Office](#) with any questions regarding this new feature or any other advising inquiry.

Corina Cantua, Assistant Director | JSOM Academic Advising | corina.cantua@utdallas.edu | 972-883-5963

Want to see an Advisor? Join the line from anywhere! Text JSOM to 626-414-3210 or Call: 855-883-5766

JSOM Online Courses

Hello Online Students,

There have been some administrative changes in our online MBA Program. In order to better coordinate the online MBA Program with the on-campus MBA Program, Lisa Shatz will now be the Director of all the UT Dallas MBA programs. She will answer questions from current online MBA students as well as potential students.

She will also be in charge of recruiting students for all the UT Dallas MBA programs. We feel we can better serve the MBA students by combining all the various MBA programs as well as increasing the total number of MBA students in the UT Dallas programs.

Lisa and her staff contact numbers are shown on the UT Dallas MBA Programs website.

I will still be the Director of the UT Dallas Online Programs and will be responsible for coordinating online classes with the Area Coordinators and their faculty, monitoring the performance of our online classes and faculty, and the development of new online classes.

If you have questions concerning online classes or registration, please contact me or Lisa as appropriate.

Larry Chasteen, chasteen@utdallas.edu, Director UT Dallas Online Programs

Two New or Renewed Online Courses for Fall 2014

IMS 6302: LEGAL ASPECTS OF INTERNATIONAL BUSINESS

The legal environment and framework of international business, legal aspects and implications of international trade and the establishment and operation of business abroad, moving goods across national borders, immigration, joint ventures, licensing, setting up and financing operations abroad, negotiating an international deal, resolving disputes, international corruption, bribery and crime. Prerequisite: IMS 6204 or consent of the instructor.

BPS 6379: STRATEGIES FOR SUSTAINABILITY

The course introduces student to sustainable business practices. The role of legislation and its impact on business practices as well as proactive business strategies firms use to differentiate themselves and obtain a competitive advantage will also be addressed. By viewing a firm through an environmental lens, managers find opportunities to reduce risks, drive down costs, and create intangible value. Further, firms can build stronger connections with a broad range of stakeholders.

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School of Interdisciplinary Studies

Scheduling Choices for Chess Online Students

The School of Interdisciplinary Studies offers four Chess Online courses: undergraduate courses ED 4358 and ED 4359 and graduate courses ED 5344 and ED 5345. ED 4358 and ED 5344 are designated as "Chess I" and ED 4359 and ED 5345 are "Chess II." Students may select one "Chess I" and one "Chess II" course or take both courses at once. Students can register for Chess II without having taken Chess I. The courses are offered in the fall and spring semesters via UT Dallas eLearning.

Although the Chess I and Chess II courses are officially listed as second eight week courses, students may choose to follow either a 16-week or second eight week schedule offered internally within the courses by instructor Dr. Alexey Root. Senior Lecturer Root explains, "If students

register for Chess Online courses at the beginning of the 16-week semester, which means August for fall and January for spring, they have more time to complete the eight units within each course. I encourage students to begin their Chess Online coursework as soon as they are registered." Students following Root's 16-week schedule have about two weeks for each unit compared to the approximately one unit per week pace for students following the second eight week schedule. 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.

Permission from Alexey Root is required for students interested in registering for the Chess Online courses. Students email aroot@utdallas.edu for permission. After permission is granted, staff in the School of Interdisciplinary Studies register students and provide them with the course software. The syllabi are available on www.coursebook.utdallas.edu

Alexey Root, Senior Lecturer | School of Interdisciplinary Studies | aroot@utdallas.edu | 972-883-2323

New Online Summer Course

ED5320: ISSUES IN EDUCATIONAL TECHNOLOGY

This course has been designed specifically for anyone interested in learning how to use technology to enhance the understanding of any subject. Graduate students from any program across our campus may apply. Faculty and staff are welcome too. The Syllabus for Su14, can be accessed at www.coursebook.utdallas.edu. I also recommend viewing the 3-minute "INFOmercial"!

Rebekah Nix, Senior Lecturer | School of Interdisciplinary Studies | rnix@utdallas.edu | 972-883-2488

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Meet Our Faculty



William Cready

Dr. Bill Cready is an Ashbel Smith Professor of Accounting at UTD. He has previously taught at Louisiana State University, Texas A&M University, The University of North Carolina at Chapel Hill, and The Ohio State University. He holds a Ph.D. and Master's Degrees in Accounting from Ohio State and Bachelor's degree in accounting from the University of Alabama and has passed both the CPA and CMA professional examinations.

He worked in industry as an internal auditor for Square D Company, an electrical equipment manufacturer. His research has focuses on financial accounting, addressing various issues concerning the interrelationships between financial accounting information/disclosures and capital market users of such information. His initial work concerned the relation between accounting information and investor trading decisions.

He has authored a number of papers on this topic including "Information Value and Investor Wealth: The Case of Earnings Announcements" (*Journal of Accounting Research*, 1988), "The Information Content of Annual Reports: A Price and Trading Response Analysis," (*The Accounting Review*, 1991), "Institutional Ownership, Differential Predisclosure Precision and Trading Volume at Announcement Dates" (*Journal of Accounting and Economics*, 1997), and "Detecting Market Response Using Return and Volume Metrics" (*The Accounting Review*, 2002). In terms of the Intermediate I course, much of this research would loosely fit into the "Understandability" box of the "Qualitative Characteristics of Accounting Information" section of the financial reporting conceptual framework.

Some of his research touches upon topics covered in the Intermediate Accounting course. One of the disclosure options for the income statement is to classify a given item as a "Special item." In a series of studies he and his co-authors explore the implications of "special item" classification for manager compensation, for stock price valuation, and whether special items serve as vehicles for hiding more ordinary expenses. He has also investigated accounting for research and development expenditures, a topic that falls into the general category of intangible assets.

One of these [studies](#) presents evidence that market participants systematically underestimate the future earnings implications of R&D spending. The [second](#) evaluates whether R&D spending is associated with returns to scale (i.e., big firms derive greater value from R&D than small firms.)

More of Dr. Cready's research can be viewed at his [SSRN page](#).

Dr. Cready also enjoys boating, reading sci-fi/fantasy and military fiction, and playing cards. In his youth he was a tournament bridge player, but now mostly plays internet spades. Occasionally he gets hooked on a computer strategy game (e.g., Rome-Total War; Stronghold, Civilization), but lacks the time and patience to ever acquire much skill at them. Also, his daughter is a big fan of Asian dramas and sometimes gets him hooked on one. In his opinion, however, the big problem with most of them is that the girl ends up with the wrong guy!

[ACCT 6330 - Intermediate Accounting I](#)

Dr. Cready teaches Intermediate Accounting I and its follow-on, Intermediate Accounting 2 together cover the core knowledge of financial accounting expected of accounting professionals. The course is organized around the balance sheet. And, in intermediate I, our focus is

largely on the asset side of the balance sheet, while Intermediate 2's focus is on the liability and equity sections of the balance sheet. The course differs from your prerequisite introductory level coursework in financial accounting largely in terms of the level of detail and thoroughness with which various financial accounting issues and problems are dealt with. The course provides students with a basic understanding of financial accounting a more thorough understanding of the intricacies of the generally accepted accounting principles (GAAP) that guide publicly available financial statements. It covers the theoretical concepts, standards, principles and procedures underlying GAAP. Financial reporting is explored from the perspective of financial statement preparers and users.

Course Learning Objectives/Outcomes

1. Students will gain an understanding of the environment and theoretical structure of financial accounting and will be able to apply those concepts to transactional analysis.
2. Students will be able to complete all the steps in the accounting processing cycle and apply GAAP as required.
3. Students will gain a thorough understanding of GAAP and be able to apply those standards as they relate to the valuation of transactions and the development of financial statements.
4. Students will be able to apply GAAP as it pertains to accounting principles for current and long-term asset accounts.

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Newsletter edited by Rita Cubie, Administrative Assistant, UT Dallas eLearning Team

