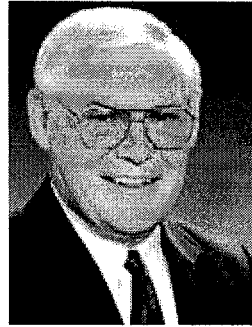


Executive Vice Chancellor David B. Prior, Ph.D.

David B. Prior is Executive Vice Chancellor for Academic Affairs at the University of Texas System, and has also joined the faculty of the Jackson School of Geosciences at the University of Texas at Austin.

Formerly Executive Vice President and Provost of Texas A&M University, he served as the Chief Operating Officer until June 2007. He came to Texas A&M in 1996, to the College of Geosciences, to joint Professorships in the Departments of Geology and Geophysics, Geography and Oceanography. In 1997 he was promoted to Dean of the College, and to Provost in 2003.



David B. Prior

Born in England and raised in Ireland, he received his Bachelors and Doctoral Degrees from the Queen's University of Belfast, Northern Ireland. He has held teaching and research positions at the Queen's University, and Louisiana State University, as well as visiting positions at The University of Manitoba, and Clark University in Massachusetts.

From 1978 to 1989 he was a researcher in the Coastal Studies Institute at Louisiana State University, promoted to Research Professor in 1980, and to joint Professorship with the Department of Geology and Geophysics in 1985.

His research and publications address sea floor geological processes and hazards; marine engineering geology; deep water site investigations for offshore industrial facilities; deltaic sedimentation; and coastal zone management. He has written extensively on submarine landslides. As a consultant to the international oil and gas industry for more than 20 years he has contributed to numerous industry projects worldwide.

In 1989 he joined the Government of Canada, as the Head of the Environmental Marine Geology Group for the Geological Survey, becoming Director of the Atlantic Geoscience Center at the Bedford Institute of Oceanography in 1991.

Dr. Prior has extensive worldwide connections and networks with geoscience projects and programs, but especially in Asia.

He served as Chief Technical Advisor for two United Nations Technology Transfer projects for offshore oil and gas site evaluations in China from 1984 -1990, and has visited China on business more than 30 times.

Since 1994 he has been associated with the Coordinating Committee for Geoscience Programmes in East and Southeast Asia (CCOP), first as the official representative of Canada, and subsequently elected by the 11 Asian Member countries as Lifetime Honorary Advisor. He has assisted with CCOP projects in China, Indonesia, Papua New Guinea and Thailand, including recent work on the impacts of the 2004 tsunamis in Thailand.

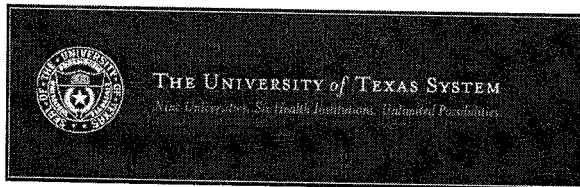
In 2000 he was elected Chair of the CCOP International Advisory Committee and continues to serve in that capacity.

Most recently Dr. Prior has had special responsibility for the establishment of Texas A&M University's Branch Campus in Doha, Qatar. The Emir of Qatar and Her Highness Sheikha Mouza are developing a new model for Higher Education in the Middle East and Texas A&M is one of the partners in "Education City." Dr. Prior is a member of the Texas A&M / Qatar Foundation Joint Advisory Board and has been its Chair since 2003.

David B. Prior is a Fellow and Chartered Geologist of the Geological Society of London.

Some Principles of Dual Credit

Dr. David Prior
Executive Vice Chancellor For Academic Affairs
University of Texas System
601 Colorado Street
Austin, TX 78701
(512) 499-4233
dprior@utsystem.edu



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Focus on Dual Credit

- Dual credit:
 - involves a high school student taking a college-level course that earns both high school credit and college credit upon successful completion of the course
 - courses offered should primarily be in the general education core curriculum fields
 - facilitates the transition of high school students into higher education



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Collaboration

- Regional collaboration between independent school districts, community colleges and universities is imperative
- Higher Education Regional Councils (HERCs) provide a mechanism for collaboration and planning

3





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Quality

- Colleges and universities have the obligation to ensure that the content and rigor of any given dual credit course is appropriate for the college credit earned
- The educational experience must promote the attainment of core competencies and learning outcomes that are consistent with earning a college degree

4

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<ul style="list-style-type: none">• Syllabi posted on college and university web sites will be the syllabi for dual credit courses• Faculty will undergo the same departmental hiring and instructional evaluation processes• Dual credit courses will be evaluated as all other college credit earning courses• The subsequent academic performance of high school students taking dual credit courses will be evaluated	
5	

 <p>THE UNIVERSITY OF TEXAS SYSTEM <i>More Universities. No Less Excellence. Unlimited Possibilities.</i></p>	<h2>Methods of Delivery</h2>
<ul style="list-style-type: none">• Dual credit courses can be effectively delivered by various methods, including the traditional face-to-face method, distance and online methods, or a combination of methods (hybrid)• Research is not currently available on the efficacy of distance education courses for high school students (U.S. Department of Education)• Texas community colleges and universities are encouraged to continue examining and evaluating the efficacies of dual credit student learning through various delivery models	
6	



Students

- Dual credit courses are not appropriate for all students
- Students enrolled in dual credit courses must:
 - meet eligibility requirements and all regular prerequisites
 - have typical college or university student services made available to them
 - be properly advised and oriented about the course and college-level expectations
 - be well-advised of the challenges and issues of taking a course for both high school and college credit simultaneously

7



Cost

- Dual credit programs can maximize state resources by decreasing time to graduation, increasing high school retention, and motivating transition from high school to community college or university for some students
- HERCs should be used to identify and maximize financial support to the various providers in a high quality dual credit program, including funding sources such as state appropriations, local tax monies, tuition, etc.
- Evaluation of dual credit offerings must be based on academic considerations, as well as cost effectiveness

8



Conclusion

- The UT, TAMU, TSU Systems and TACC wish to share the results of their initial discussions and agreements thus far
- We acknowledge this is a work in progress, and further refinement and clarification are needed
- Some of these suggested principles may serve as a first step toward agreed state-wide standards and processes