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Proposition: 10-26/27

Proposal Type: Resolution

Title: Support for Further Development and Implementation of the Doctoral Accelerated Pathway

Date Submitted: October 27, 2026

Sponsor(s): R. Campbell (HEST)

Proposed Committee: Student Success; Curriculum and Planning

Prior Approvals: Pending

Rationale and Proposal:

- Whereas, NMSU's academic units have already established roughly 50 different Master's Accelerated Programs (MAPs) that successfully channel ambitious undergraduates into NMSU's Master's programs; and
- Whereas, the NMSU Graduate College and Graduate Faculty Council (GFC) have drafted an analogue to the MAP, the Doctoral Accelerated Pathway (DAP), that will accelerate the academic trajectory of NMSU undergraduates who are willing to pursue doctoral studies at NMSU; and
- Whereas, the NMSU Faculty Senate supports the goal of encouraging ambitious undergraduates to pursue advanced coursework and to remain at NMSU for their doctoral studies; and
- Whereas, the NMSU Graduate College and Graduate Faculty Council have shared a draft of the DAP with the Faculty Senate and solicited their feedback and support;
- Whereas, common baseline requirements for MAP and DAP, with flexibility for academic units to establish higher thresholds, can support students whose graduate goals develop or change over time; and
- Whereas, the Student Success and Curriculum and Planning committees have identified logistical considerations involving admissions, curriculum, credit application, financial aid, and student advising that can be addressed through program design while implementation proceeds;

Now, therefore, be it resolved that:

1. The NMSU Faculty Senate supports further development and implementation of DAP beginning in spring 2027 and thanks the Graduate College and GFC for advancing this opportunity for students and programs. The logistical considerations in Appendix A should inform program design and need not delay spring implementation.
2. The Senate recommends that the Graduate College and GFC align the baseline MAP and DAP requirements for pathway participation, including GPA, prior credits, course eligibility, minimum course grades, and application procedures. Pathway participation should be clearly distinguished from subsequent admission to a graduate degree program, which remains subject to applicable admissions requirements.

3. Academic units should participate on an opt-in basis, with program faculty determining whether and how MAP or DAP fits their discipline. Programs may establish higher eligibility and performance thresholds, and lower limits on shared credits, within university policy and applicable accreditation requirements.
4. Each participating program should complete a Design Worksheet addressing the considerations consolidated in Appendix A, identifying its decisions, relevant procedures, and items that do not apply.
    a. The Graduate College and GFC should provide a common worksheet and guidance for its use. The worksheet should be a living implementation document, not policy.
    b. The GFC should adapt it as programmatic, institutional, state, or federal requirements change; revisions to governing policy should follow the applicable approval processes.
    c. Completed worksheets should be available to other programs so that useful solutions can inform additional MAP and DAP offerings.
5. The Senate welcomes a report from the Graduate College and GFC during spring 2027 on implementation, alignment of MAP and DAP, and solutions developed through the program worksheets.

Appendix A

MAP and DAP Program Design Worksheet Considerations

Programs should document the following decisions, including responsibilities and timing where relevant. Items may be marked not applicable. These considerations consolidate the Student Success discussion notes, Curriculum and Planning report, and subsequent MAP and DAP correspondence; they are intended to guide implementation and do not independently establish policy.

1. **Program participation and faculty review.** Identify participating degrees, faculty approval, and the process for opting in or declining participation. Explain how the pathway fits the curriculum, cohort structure, program capacity, and any accreditation requirements.
2. **Eligibility and selection.** Specify entry GPA, completed undergraduate and NMSU credits, required preparation, advisor review, and any program thresholds above the university baseline. Identify the application materials, reviewers, deadlines, and approval steps.
3. **Pathway approval and graduate admission.** Distinguish approval to participate in MAP or DAP, permission to enroll in graduate courses, Graduate School admission, and admission to the degree program. State when each decision occurs and whether pathway participation provides any admissions assurance or preference in a competitive pool. Specify degree prerequisites and any testing requirements or waivers.
4. **Advising and informed participation.** Identify advising and mentoring before enrollment and throughout participation, including any Developing New Scholars involvement. Explain admissions uncertainty, alternative application timelines, and what happens to completed credits if a student is denied admission, changes programs, or enrolls elsewhere. Provide students with the relevant written disclosures.
5. **Course eligibility and rigor.** Identify approved courses and undergraduate or graduate registration numbers, prerequisites, instructor permissions, minimum grades, and credit limits. Explain how graduate expectations are maintained in separate or co-convened courses and how course-number choices affect later doctoral credit eligibility.
6. **Credit application and recording.** Map how approved courses apply to the bachelor's, master's, doctorate, and any graduate certificate. Identify when credits are recorded, which shared-credit and transfer limits apply, and how approval is documented. Clarify the treatment of 450/4500-level coursework accepted toward a master's when the student subsequently enters doctoral study.

7. **Movement between MAP and DAP.** Explain how a MAP student can pursue doctoral study, including students who decide after completing the master's. Identify how prior coursework is evaluated, how unnecessary repetition can be avoided, and how differences in pathway entry thresholds affect eligibility. Describe a master's option for DAP students where available.

8. **Course sequence and completion.** Provide a feasible sequence showing undergraduate requirements, graduate courses, and expected time to each degree. Address cohort entry, course availability, thesis, qualifying or comprehensive examinations, dissertation requirements, and any differences from the standard program.

9. **Workload and financial aid.** Review mixed undergraduate and graduate course loads, full-time enrollment definitions, tuition, and scholarship and aid eligibility with the appropriate offices. Address Opportunity Scholarship requirements, the implications of a 15-credit mixed load or an all-graduate load, and any available approved enrollment adjustments.

10. **Assistantships and program resources.** State eligibility, timing, duration, and any guarantees for teaching or research assistantships and other funding. Explain how accelerated progress affects funding commitments and identify advising, teaching, research supervision, and administrative resources needed to support participation.

11. **Changes of plan and exit options.** Document procedures for withdrawing from a pathway, failing to meet progression requirements, or leaving doctoral study with a master's where available. Specify the remaining degree requirements, usable credits, financial implications, and advising responsibilities.

12. **Implementation and communication.** Identify who coordinates approvals, registration, credit recording, advising materials, and worksheet updates. Provide consistent student-facing information across program and Graduate School sources, and make completed worksheets available to other programs to share workable solutions.