

MASTER OF ARCHITECTURE (M.ARCH)



SACRAMENTO STATE

In Workflow

1. DOD Committee Chair (emily.potts@csus.edu)
2. DOD Chair (rpratt@csus.edu)
3. ALS College Committee Chair (rebeccakah.mulholland@csus.edu)
4. ALS Dean (gladys.francis@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. Faculty Senate Executive Committee Chair (kathy.honeychurch@csus.edu)
8. Faculty Senate Chair (kathy.honeychurch@csus.edu)
9. Dean of Undergraduate (shaw@csus.edu)
10. Provost (maguirem@csus.edu)
11. President (khtudor@csus.edu)
12. Chancellor's Office (s.storms@csus.edu)
13. Board of Trustees (torsetj@csus.edu)
14. WASC (elisa.trimboli@csus.edu)
15. Catalog Editor (catalog@csus.edu)
16. Registrar's Office (k.mcfarland@csus.edu)

Approval Path

1. 2026-05-15T23:34:12Z
Emily Potts (emily.potts): Approved for DOD Committee Chair
2. 2026-05-16T20:57:53Z
Richard Pratt (rpratt): Approved for DOD Chair
3. 2026-08-26T19:32:31Z
Rebeccakah Mulholland (rebeccakah.mulholland): Rollback to Initiator
4. 2026-09-05T00:03:16Z
Emily Potts (emily.potts): Approved for DOD Committee Chair
5. 2026-09-05T03:23:44Z
Richard Pratt (rpratt): Approved for DOD Chair
6. 2026-09-16T18:27:19Z
Rebeccakah Mulholland (rebeccakah.mulholland): Approved for ALS College Committee Chair
7. 2026-09-16T21:23:43Z
Gladys Francis (gladys.francis): Approved for ALS Dean

New Program Proposal

Date Submitted: 2026-09-04T20:43:49Z

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Changes proposed by: Carolyn Gibbs (101014897)

Academic Group: (College)

Arts & Letters

Academic Organization: (Department)

Design

Catalog Year Effective:

2027-2028 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Mahtab Orooji	orooji@csus.edu	(916) 278-3962
Emily Potts	emily.potts@csus.edu	(916) 278-3962
Heba Nazmy	nazmy@csus.edu	(916) 278-3962
Shalini Agrawal	s.agrawal@csus.edu	(916) 278-3962
Carolyn Gibbs	carolyn@csus.edu	(916) 278-3962

Academic Master Plan Projection

Has this degree been approved for inclusion in the Academic Master Plan?

No

New degree major proposals must receive prior approval for inclusion in the Academic Master Plan before a New Program proposal can be submitted to Workflow. Submissions to the AMP can be made through the Miscellaneous Request form.

Program Snapshot

Type of Program:

Major

Title of the Program:

Master of Architecture (M.Arch)

Designation: (degree terminology)

Master of Architecture

Delivery Mode:

Hybrid

Support Mode:

Self Support

Does this major plan to include any formal options, concentrations, or special emphases?

No

CIP Code:

04.0201

Please see the CSU/CIP Code Crosswalk: https://www.calstate.edu/csu-system/administration/academic-affairs/academic-programs-innovation-and-faculty-development/Documents/CSU_Codes_to_CIP_2020.pdf

TMC Templates: <https://c-idsystem.org/transfer-efforts/>

Is this a pilot program?

Yes

Pilot program as of:

Fall 2027

Will this program require accreditation?

Yes

Anticipated date of accreditation request:

2026

Provision for meeting specialized accreditation requirements, where applicable:

I entered yes to "Will this program require accreditation?" to have this area to explain. The degree, however, doesn't require accreditation nor an application to apply for accreditation. This pilot degree proposal does not need candidacy or accreditation to be delivered as a degree. We, however, have submitted a National Architectural Accrediting Board (NAAB) Application for Candidacy this

past summer (August 2026) which starts the minimum four year process towards accreditation to begin the clock for when the pilot is converted.

Sacramento State will provide full, written transparency to enrolled and prospective students regarding the program's current state throughout the pilot period, updated annually. The only consequence of no accreditation is that affected graduates cannot represent their degree as issued from a NAAB-accredited program; program completion, degree conferral, and the program's other student outcomes are unaffected.

Provide a clear, concise overview of the program proposal (new or change) and provide a justification. For NEW programs describe the purpose and focus of the program, identify the target student population(s), and highlight key strengths and distinguishing features of the program.

The proposed pilot Master of Architecture (M.Arch) is a new 48-unit, four-semester advanced-standing track professional graduate degree that focuses on preparing students for career readiness, architectural licensure, and architectural practice. The degree will be the only publicly accessible, NAAB-accreditation-track path to a professional architecture degree in the Sacramento region. Licensure itself can still be pursued by residents of the region today, since the experience and examination components can be completed while working locally, but the accredited professional degree that anchors the standard licensure pathway is not currently available without relocating to the Bay Area or beyond. This pilot M.Arch degree, when converted, will close that specific gap. Its primary target population is graduates of Sacramento State's BFA in Architecture Studies who are committed to professional licensure, together with three secondary populations: graduates of Sacramento State's BFA in Interior Architecture, place-bound working professionals unable to relocate for graduate study, and students who complete the MA in Architecture and continue into the M.Arch through a stacked credential pathway.

Key strengths and distinguishing features include a curriculum organized around seven Program Learning Outcomes spanning design, research, technical integration, sustainability, computational design, equity, and professional practice, and eventual integration with NCARB's Integrated Path to Architectural Licensure (IPAL) once the program achieves NAAB accreditation. As a pilot and non-accredited program, students will begin documenting their Architectural Experience Program (AXP) experience under standard NCARB rules, positioning them to transition into IPAL once accreditation is achieved. The program is delivered in a hybrid format, combining in-person studio instruction with online and weekend components, specifically structured to allow fully employed professionals to complete the degree without leaving the workforce.

The program's mission and curricular emphasis are shaped directly by Sacramento State's identity as a public, regionally engaged institution rather than a research-elite or design-experimental one. Nearby NAAB-accredited programs are research-intensive and highly selective, as at UC Berkeley, private and design-culture-oriented, as at California College of the Arts, or private and for-profit, as at Academy of Art University. None is organized around public-sector architecture, housing and community-scale design, or the specific climate and land-use conditions of the Central Valley and Sacramento region. Sacramento State's M.Arch is deliberately built around these conditions, treating the region's housing shortage, environmental vulnerability, and ongoing urban and rural growth as the substantive material of graduate study rather than background context.

The M.Arch also advances the university's Resource Development and Sustainability imperative. It is proposed as a self-support degree, administered jointly by the College of Arts and Letters and the College of Continuing Education, designed to be financially sustainable without drawing on state-funded resources allocated to other programs. It positions Sacramento State as only the second CSU campus, after Cal Poly Pomona more than 400 miles away, to offer an M.Arch, and the first and only public institution to serve Northern California and the Central Valley directly. The program builds on decades of undergraduate design pedagogy already in place in the Department, creating a coherent undergraduate-to-graduate pathway, and is expected to attract additional applicants from related disciplines, including engineering, environmental design, urban studies, and interior design.

Pilot Criteria Self-Assessment

Can the pilot degree deliver a high-quality degree within existing resources, or demonstrated self-support capacity?
Yes, Fully self-support via CCE; no state faculty lines requested.

Is the degree subject to ASPA specialized accreditation?

NAAB is part of ASPA specialized accreditation and describes itself as "the sole agency authorized to accredit professional degree programs in architecture" and recognizes three degree titles – the Bachelor of Architecture, Master of Architecture, and Doctor of Architecture – as the titles it accredits when a program seeks and is granted accreditation. Neither NAAB's nor ASPA's own documentation mandates that every M.Arch-titled degree be accredited; unaccredited M.Arch programs exist elsewhere in the field, including post-professional M.Arch degrees offered to students who already hold an accredited first professional degree. The pressure toward accreditation instead comes from state licensing boards: most U.S. jurisdictions require a NAAB-accredited degree for the standard path to licensure. California is a partial exception. The California Architects Board maintains a combined education-and-experience pathway for candidates with a non-accredited degree, and even a pathway for candidates without a degree at all, though both routes require substantially more years of documented experience than the standard accredited-degree path. Notwithstanding this flexibility, the department intends to seek NAAB accreditation for the M.Arch, and the program is actively pursuing candidacy eligibility. Sacramento State has submitted its Application for Candidacy to NAAB. Consistent with NAAB's standard process, the anticipated timeline from Application for Candidacy to a final accreditation determination is approximately four years; the program will offer the degree throughout this period while candidacy and, eventually, accreditation status are determined.

Sacramento State will provide full written transparency to enrolled and prospective students regarding the program's current candidacy or accreditation status throughout the pilot period, with updates provided annually. The only consequence of delayed candidacy or accreditation is that affected graduates cannot present their degree as issued by an NAAB-accredited program; program completion, degree conferral, and the program's other student outcomes are unaffected.

Can the degree be adequately housed without major capital outlay? Believed met. The program will occupy a planned Downtown Campus space (8,000-12,000 SF) without the need for any Capital Outlay improvements. The new space is in the process of being secured.

Is the degree consistent with state/federal law and trustee policy? Yes.

Is the degree a Bachelor's or master's degree program? Yes

Has the degree been reviewed and approved by campus? In progress through the campus Workflow approval chain.

Enrollment Projections

Demonstrate realistic, evidence-based enrollment expectations. • Provide projected enrollment (headcount) for Year 1, Year 3, and Year 5 after implementation. • Describe the evidence and assumptions used to develop the above projections. • Provide a summary of at least three years of enrollments (new and total) for existing programs within the department that are academically related to, or likely to share student populations, curricular resources, or instructional capacity with, the proposed program.

Sacramento State projects an initial admitted cohort of 20 M.Arch students in Fall 2027, growing to two concurrently enrolled cohorts (40 students annually) by AY 2029-30. Cumulative graduates are projected at 38 by Year 3 and 78 by Year 5. These projections incorporate modest attrition, approximately 10%, affecting the program's first admitted cohort, reflecting the period before the MA-to-M.Arch stacked-credential pathway has produced its first graduates able to help offset attrition; this effect is not modeled in subsequent cohorts, consistent with that pathway's anticipated stabilizing effect. The program is also establishing a pathway for students completing the MA in Architecture to continue into the M.Arch. This pathway serves two purposes: first, to help offset any attrition among directly admitted M.Arch students, and second, if demand supports it, to accommodate a third concurrent cohort beyond the baseline projection above.

These projections are grounded in four converging populations: graduates of the BFA in Architecture Studies pursuing post-baccalaureate preparation, drawn from a base of over 200 declared Architecture Studies majors; place-bound working professionals seeking to return to graduate study without leaving the workforce; students throughout the region for whom Sacramento State is the only public, regionally accessible route to a NAAB-track M.Arch; and students completing the MA in Architecture who continue into the M.Arch through the stacked-credential pathway described above. The Spring 2026 survey of 184 current students and alumni found the M.Arch was the most-selected graduate degree type among respondents, with accreditation status identified directly as an enrollment trigger.

Enrollment history for existing programs within the Department most closely related to this proposed degree confirms a stable and, in the case of Interior Architecture, growing base to draw from. Our BFA in Interior Architecture awarded degrees have grown from 32 in 2020-21 to 54 in 2024-25, with total declared majors rising from 226 to 383 over the same period before settling to 360-367 over the past two admissions cycles, a plateau rather than a decline. New admissions to Interior Architecture in 2025-26 totaled 144 (82 first-year, 44 fall transfer, 18 spring transfer). BFA Architecture Studies, launched Fall 2025, is too new to show a multi-year trend, but early indicators are strong: the program going into its second year has enrolled 201 declared majors (2026-27), with 63 new admits (28 first-year, 35 transfer).

University Learning Goals

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Curriculum Alignment and Assessment

Program Goals

Provide a brief statement of the program's overarching goals and priorities: • Describe the program's mission, focus, and intended impact on students. • Identify broad areas of emphasis (e.g., career preparation, research, community engagement, leadership development). • Goals may be aspirational or developmental and do not need to be directly measurable.

Program Goals Statement

Short Program Description

The Master of Architecture (M.Arch.) at Sacramento State is a NAAB-candidacy professional graduate degree program that prepares students for architectural practice, licensure, and leadership in the built environment. Delivered in a hybrid format that combines in-person studio instruction with online and weekend components, the program is structured as a 48-unit, two-year curriculum designed to allow fully employed professionals to complete the degree without leaving the workforce. The program serves students with prior preparation in architecture or related design disciplines. The curriculum is organized around four parallel and mutually reinforcing components: a progressive studio sequence, a series of technical courses, a series of seminars in architectural theory and research,

and a culminating experience. Together, these components develop the integrated competencies, design excellence, technical mastery, research capacity, and professional judgment required of the contemporary architect. Graduates are prepared to enter professional practice, complete the Architectural Experience Program (AXP), and pursue the Architect Registration Examination (ARE) on the path toward licensure. The curriculum also engages the Sacramento region as an active field of study. Northern California's rapid urbanization, housing affordability pressures, environmental vulnerability, and diverse communities provide real and pressing design contexts that ground studio work in authentic civic consequence. Students are expected to develop not only professional competence, but the ethical judgment and creative agency needed to lead in a rapidly changing profession.

Program Mission Focus and Impact

The M.Arch's goals build directly on the Department of Design's Mission and Vision statement, developed by department faculty and explicitly framed in the Department's own strategic plan as aligned with the CSU's and Sacramento State's strategic plans. The Department's Vision is to be a regional leader in design education through transformative, equitable, and professionally aligned learning experiences. Its Mission commits the Department to a rigorous curriculum that integrates critical thinking, nurtures creativity, and develops technical expertise, rooted in inclusivity and sustainable design practices, and delivered through hands-on learning, new technologies, design history and theory, and experiential learning, so that graduates can adapt, innovate, and apply design knowledge to improve their communities.

The proposed M.Arch curriculum operationalizes this mission at the graduate, professional level, and extends it outward to the CSU's own strategic priorities. At the systemwide level, the program's career-readiness and licensure focus advances the CSU's Beyond Completion initiative, which commits the system to measuring success not only by graduation rates but by employment outcomes and graduate career advancement, and the Student Success Framework within CSU Forward, described further in the Strategic Case section below. At the university and college level, the program's goals were developed with Sacramento State's mission and Strategic Plan imperatives in mind, also detailed in the Strategic Case section.

The program's broad areas of emphasis, each grounded in the Department mission above, are:

Design and disciplinary excellence: cultivate students' capacity to develop and defend an original architectural position, applying the rigor, critical thinking, and technical expertise the Department's mission establishes, now at an advanced graduate standard.

Research and inquiry: develop students' ability to formulate original research questions and apply qualitative, quantitative, and design-based methods to advance both practice and scholarship.

Technical and environmental competence: build the integrated technical knowledge, structural systems, building envelope performance, environmental systems, and computational tools, needed to translate design ambition into buildable, resilient work, consistent with the Department's commitment to sustainable design practice.

Career preparation and leadership: prepare graduates for immediate, licensure-track entry into professional practice, including documentation of AXP experience from early in the program and eventual IPAL-integrated preparation once the program achieves NAAB accreditation, and cultivate the professional judgment and adaptability the Department's mission calls for.

Community engagement and civic responsibility: instill an equity-centered, community-engaged approach to design, grounded in the real conditions of the Sacramento region and Central Valley, consistent with the Department's commitment to inclusivity.

Access and impact: extend the benefits of professional architectural education to place-bound, working, and historically underrepresented students, consistent with the Department's mission to apply design knowledge to improve communities, and with Sacramento State's identity as an HSI, BSI, and AANAPISI.

These goals are aspirational and developmental. They are operationalized and made measurable through the program's seven Program Learning Outcomes, detailed in the Curriculum Alignment and Assessment section below.

Program Learning Outcomes

Provide measurable, program-specific learning outcomes that reflect the most important competencies students will demonstrate upon completion of the program. Programs are expected to assess and use PLOs for continuous improvement.

Program Learning Outcomes

Learning Outcome

Defend an original disciplinary position through a culminating thesis or equivalent project which synthesize spatial, programmatic, and contextual factors into rigorous multi-scale architectural proposals.

Formulate original research questions that apply qualitative, quantitative, or design-based methods to advance architectural design and scholarly discourse.

Construct technically resolved architectural solutions by integrating structural systems, building envelopes, environmental controls, and material assemblies into coherent, buildable proposals.

Evaluate climate, site, and hazard conditions to generate performance-based design strategies that advance ecological responsibility, environmental resilience, and long-term sustainability.

Assess computational design methods, BIM, simulation tools, and AI-driven technologies to optimize innovative architectural solutions.

Analyze the social, cultural, and equity dimensions of the built environment to advance measurable social impact.

Integrate knowledge of professional ethics, regulatory requirements, business processes, and licensure frameworks into the informed, accountable, and career-ready practice of architecture.

Learning Outcomes Display

Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
ARCH 200	1		1	1	1		
ARCH 300	2	2	2	2	2	2	1
ARCH 400	2	2	2	2	2	2	2
ARCH 213			2	2			
ARCH 250		2	2				
ARCH 253			2	2		2	2
ARCH 285							3
ARCH 220A		1				1	
ARCH 224B		2				2	
ARCH 225A	2	2			2	2	2
ARCH 220B		2				2	
ARCH 500A	3	3	3	3	3	3	3

Strategic Case for the Program

Provide specific evidence of alignment: • Explain how the program advances CSU Forward priorities. • Describe alignment with campus mission, strategic plan, and/or academic priorities. • Identify the institutional, regional, or system-level need or gap this program addresses. • Explain how the program complements existing CSU programs.

The M.Arch operationalizes several core commitments of CSU Forward as embodied in the Fall 2025 Student Success Framework, which commits the system to five supports for every student: an affordable education; clear curricular and co-curricular pathways to academic and career goals; an inclusive, accessible, and intentional teaching and learning environment; a digitally enhanced, personalized, and streamlined experience; and real-world skills and professional networks through internships and experiential learning. The M.Arch advances each directly. Its self-support, cohort-based fee structure is designed for affordability relative to the region's private alternatives (see Program Differentiation, below). Its curriculum provides an explicit, guided pathway from the BFA in Architecture Studies directly into licensure-track graduate study. Its structured approach to AXP experience documentation from early in the program, with eventual IPAL integration once NAAB accreditation is achieved, is itself a real-world, experiential accelerant. Its hybrid delivery model supports the Framework's emphasis on flexible, digitally enabled access for working adults. The Framework's new systemwide outcome metrics, including job or graduate-school placement within six and twelve months of graduation, are metrics the M.Arch is well positioned to perform strongly against, given its direct licensure pathway and documented regional workforce demand.

The M.Arch also complements, rather than duplicates, existing CSU degree offerings. Cal Poly Pomona's M.Arch, the only other program of its kind in the CSU system, is located more than 400 miles away in Southern California and serves a distinct regional applicant pool; the two programs do not compete for the same students and together extend NAAB-accredited professional architectural education to both ends of the state. Within Sacramento State itself, the M.Arch complements the MA in Architecture

through the stacked-credential pathway described throughout this proposal, so the two programs serve distinct but connected populations rather than duplicating one another.

Alignment with Sacramento State's 2023-2028 Strategic Plan Imperatives

- **Learning and Student Success:** The M.Arch removes the structural barrier of relocation for place-bound and working students, creating a direct, cohort-supported path from undergraduate study to professional credentialing without requiring students to leave the workforce.
- **Teaching, Scholarship, and Creative Activity:** The culminating thesis studio (ARCH 500A) situates each student's design research within a faculty instructor's own scholarly and creative practice, and the graduate curriculum creates the department's first opportunity to engage regional design research, competitions, and applied scholarship at the graduate level.
- **Justice, Diversity, Equity, Inclusion, and Belonging:** Offered at an HSI, BSI, and AANAPISI whose architecture-related undergraduate programs already enroll a substantially more diverse student body than the licensed profession, the M.Arch directly addresses a documented equity gap in the licensure pipeline (NCARB data show Hispanic/Latino and Black candidates take 13.3-13.5 years to reach licensure, longer than white candidates) through the licensure-timeline compression the program's AXP documentation and eventual IPAL integration are designed to provide once accreditation is achieved.
- **Resource Development and Sustainability:** As a fully self-support program, the M.Arch expands the university's graduate portfolio and generates new tuition revenue without drawing on state general-fund allocation, consistent with the enrollment-growth and revenue case below.
- **Dedicated Community Involvement:** As California's capital university, Sacramento State's M.Arch trains architects to work directly on the region's housing shortage, climate vulnerability, and civic infrastructure needs, with coursework and studio problems grounded in real Sacramento-region conditions rather than abstract case studies.

This alignment reflects a deliberate three-level chain rather than three separate claims. At the systemwide level, the CSU's Student Success Framework and Beyond Completion initiative set the priorities described above. At the university level, Sacramento State's 2023-2028 Strategic Plan translates those priorities into the six imperatives mapped here. At the program level, the Department of Design's own Mission and Vision, approved by the Department with these same CSU and university commitments explicitly in mind, carries that alignment down to the M.Arch itself. The program's Program Goals Statement, detailed above, operationalizes this full chain directly, from systemwide priority to university imperative to department mission to program-level goal.

Enrollment Growth, Revenue, and Institutional Reputation

Beyond its value to individual students, the M.Arch represents a strategic enrollment-growth opportunity for Sacramento State at a moment when the university is prioritizing self-support graduate expansion as a lever for institutional growth. As the second NAAB-track M.Arch in the 23-campus CSU system, and the only one north of Pomona, the program positions Sacramento State to recapture graduate enrollment currently lost entirely outside the CSU system. Conservative projections show enrollment growing to two concurrently enrolled cohorts (40 students annually) within three years, generating cumulative gross program revenue of approximately \$3.0M across the first five years without any draw on state general-fund allocation. The self-support model's capacity to scale is not merely theoretical: a fully modeled two-cohort growth scenario, admitting a second concurrent cohort beginning in Year 2, projects cumulative five-year revenue of approximately \$4.6M and improved cost efficiency at scale, demonstrating that the program can expand in response to demand without requiring a change in its underlying financial or staffing structure. Reputationally, the program establishes Sacramento State as the only public university offering a professional, licensure-track architecture degree between the Bay Area and Southern California.

Demonstrate workforce demand for the program using verifiable labor market data and documented employer input: • Identify 3–5 key occupations aligned with this program. • Summarize demand at the regional and/or state level (national data may supplement but not replace regional analysis) and how the data support the need for this program. Include: • Projected job growth • Median or entry-level wages • Current employment levels (if relevant) • Specific data sources (e.g., CA EDD, BLS, Lightcast) • Describe employer or industry input used to validate demand. • Provide evidence of student demand (if available).

California leads the nation in architect employment, with a location quotient of 1.17 (BLS OEWS, May 2023) and a mean annual wage of \$121,800 (CA EDD Employment Cost Index, Q1 2025), the highest of any state. The Sacramento metro area alone employs approximately 740 architects at a mean wage of \$119,560, ranking 8th nationally. Nationally, BLS projects 4% growth for architects through 2034 (approximately 7,800 annual openings).

The national supply of architects is also under pressure. The number of licensed U.S. architects fell 4% in 2024, the first significant decline in several years, as retirements reduce the active practitioner pool below pre-pandemic levels (NCARB, 2025 State of Licensure). The broader professional, scientific, and technical services sector, which includes architectural firms, is projected to be the second-fastest-growing sector nationally through 2034, adding over 812,500 jobs, and Architectural and Engineering Managers, a senior tier of the profession, are projected to grow 4% over the same period, driven in part by renewable energy construction and aging infrastructure repair.

Two closely related design fields also draw directly on M.Arch training and strengthen the program's workforce case. Interior designers held approximately 87,100 jobs nationally in 2024 at a median wage of \$63,490, with 3% projected growth through 2034 (approximately 7,800 annual openings); California employs more interior designers than any other state, reflecting the same regional design-services demand documented above, and Sacramento State's existing BFA in Interior Architecture is a direct undergraduate feeder into both this occupation and the M.Arch itself. Urban and regional planners, the closest BLS occupational category to urban design and master planning, since BLS does not maintain a distinct SOC code for urban design specifically, held approximately 44,700 jobs nationally in 2024 at a median wage of \$83,720, with 3% projected growth through 2034 (approximately 3,400 annual openings); this occupation frequently overlaps with architectural practice on master-planning, mixed-use, and infill projects central to California's

housing-policy priorities, and the M.Arch's required coursework in community engagement, spatial justice, and site/climate analysis (ARCH 225A, ARCH 213) builds directly transferable competency for this adjacent field.

Regional labor-market demand is reinforced by direct evidence of student demand: the Spring 2026 survey of 184 current students and alumni found the M.Arch was the most-selected graduate degree type among respondents, with accreditation status identified directly as an enrollment trigger

Describe the program's value to students, how it is meaningfully differentiated from existing offerings, and how it will be sustained and remain current over time: • Describe the factors expected to attract and serve students. • Describe how this program will be meaningfully differentiated from existing offerings. • Describe how the curriculum, pedagogy, and program structure will remain responsive to evolving disciplinary, workforce, technological, and student needs over time. • How will the program prepare students to work ethically and effectively in environments increasingly shaped by AI and emerging technologies?

Program Differentiation and Long-Term Responsiveness

Sacramento State's M.Arch is deliberately positioned against the small set of NAAB-accredited programs actually reachable by Sacramento-region students, all of which require either relocation or tuition well above CSU rates.

- UC Berkeley (~80 miles): Offers a 2-year track (~48 units, pre-professional applicants) and a 3-year track (~72 units, all other backgrounds), with annual tuition of roughly \$29,000-35,000 for California residents once the Professional Degree Supplemental Tuition is included. Berkeley's curriculum emphasizes sustainable design, social equity, and critical design research, and the program is highly selective with full-time residential attendance required. Sacramento State's M.Arch is structured from the ground up for fully employed working professionals in the capital region, with a hybrid delivery model Berkeley does not offer.

- University of Nevada, Las Vegas (~450 miles): The most affordable NAAB-accredited option in the broader region at roughly \$7,400/year for Nevada residents (though \$25,555/year out-of-state, still requiring relocation), with a 48-credit 2-year track for pre-professional applicants extending to 96 credits for non-architecture backgrounds. UNLV organizes its curriculum around three concentrations, Building Systems and Sustainability, Hospitality and Entertainment Design, and Education Facilities Research and Design. Sacramento State's PLO structure is deliberately regionalized in the opposite direction: toward California housing-crisis response, wildfire and climate resilience, and public-sector/civic work characteristic of the capital region.

- California College of the Arts (San Francisco, ~90 miles): CCA is winding down its own operations at the end of the 2026-27 academic year, but its NAAB-accredited B.Arch and M.Arch programs are continuing rather than closing. NAAB has approved the transfer of both programs to Vanderbilt University, which is acquiring CCA's Potrero Hill campus and plans to open a San Francisco campus in Fall 2027 anchored by the newly established Jen-Hsun and Lori Huang College of Art, Architecture and Design, backed by a \$75 million gift from Nvidia co-founder Jensen Huang and his wife. Program details and pricing under Vanderbilt are still in development, but the scale of philanthropic investment points toward an elite, high-cost program rather than a more accessible one.

- Academy of Art University (San Francisco, ~90 miles): A separate private option priced at \$34,768-\$76,968/year, well above what Sacramento State's student population can sustain.

Taken together, no existing NAAB-track program in California or the immediately surrounding states combines public CSU-level self-support pricing, a hybrid delivery model built for working professionals, and a curriculum oriented around Sacramento-region housing, climate, and public-interest design priorities. This combination is expected to remain durable: the region's private options are consolidating under new, well-resourced ownership rather than becoming more accessible, and no CSU or UC campus between the Bay Area and Nevada has announced plans to launch a competing program.

The curriculum is also structured to remain responsive to evolving disciplinary, workforce, technological, and student needs over time. Because approximately 75 percent of instructional delivery is drawn from actively practicing professionals recruited statewide, course content in technical, building-systems, and career-preparation areas is continuously refreshed by instructors working in current practice, rather than depending solely on periodic curriculum revision cycles. The shared graduate committee reviews curriculum on an ongoing basis, and the Comprehensive Assessment Plan requires annual review of assessment data with a formal Action and Follow-Up process when outcomes fall short of benchmarks. On artificial intelligence and emerging technologies specifically, Program Learning Outcome 5 requires all graduates to assess computational design methods, Building Information Modeling, simulation tools, and AI-driven technologies as part of optimizing architectural solutions. This competency is introduced in the foundation studio, developed across the technical and studio sequence, and assessed at the mastery level in the thesis studio (ARCH 500A), where students submit a reflective account of the computational and AI-based methods used in their culminating project, evaluated for critical engagement rather than mere tool use. This structure is intended to prepare graduates not simply to use emerging technologies, but to evaluate and apply them responsibly within professional practice

Please attach a Comprehensive Program Assessment Plan

Appendix C_Program Assess_MArch.pdf

Please attach a Curriculum Map Matrix

Appendix B_Curriculum Map Matrix_MArch.pdf

Please attach a Five-Year Budget Projection. For NEW programs, also attach a Budget Narrative.

Appendix A_Five Year Budget Projection_MArch.xlsx

Appendix A_Budget Narrative_MArch.pdf

Please attach the updated roadmap:

Appendix K_Degree Roadmap_MArch.pdf

Catalog Description (catalog copy):

The Master of Architecture (M.Arch.) at Sacramento State is a NAAB-candidacy professional graduate degree program that prepares students for architectural practice, licensure, and leadership in the built environment. Delivered in a hybrid format that combines in-person studio instruction with online and weekend components, the program is structured as a 48-unit, two-year curriculum designed to allow fully employed professionals to complete the degree without leaving the workforce. The program serves students with prior preparation in architecture or related design disciplines. The curriculum is organized around four parallel and mutually reinforcing components: a progressive studio sequence, a series of technical courses, a series of seminars in architectural theory and research, and a culminating experience. Together, these components develop the integrated competencies, design excellence, technical mastery, research capacity, and professional judgment, required of the contemporary architect. Graduates are prepared to enter professional practice, complete the Architectural Experience Program (AXP), and pursue the Architect Registration Examination (ARE) on the path toward licensure.

Admission and Continuation Requirements (catalog copy): minimum GPA and prerequisites (if applicable), required coursework or preparation, portfolio, test scores, and/or letters of recommendation. For graduate programs: expectations for a relevant bachelor's degree (required or preferred disciplines, prerequisite knowledge, or equivalent experience), include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Title 5 Section 40510 The Master's Degree and Section 40511 The Doctoral Degree.

Applicants must meet University graduate admission requirements and departmental requirements for admission to the Master of Architecture program.

Departmental Requirements:

- Bachelor's degree in architecture, interior architecture, environmental design, urban design, urban planning, construction management, or a closely related field
- Minimum GPA of 2.5 in the last 60 semester (90 quarter) units attempted as required by Sacramento State Graduate admissions; Minimum GPA of 3.0 in the undergraduate major units
- Statement of purpose describing academic and professional goals and indicating the applicant's intended area of focus
- Portfolio of design work demonstrating spatial thinking, design process, and relevant professional or academic experience.
- Resume or curriculum vitae
- Two letters of recommendation, at least one of which should be from an academic or professional supervisor able to speak to the applicant's potential for graduate-level study.
- Official transcripts from all postsecondary institutions attended
- English proficiency documentation for international applicants, consistent with university requirements

Applicants without sufficient prior preparation in design or the built environment will be required to complete preparatory coursework as determined by the program.

Additional Note: This program is structured as a 48-unit advanced-standing degree intended primarily for students with prior educational background in architecture or a closely related design discipline. Admission decisions are based on a holistic evaluation of academic preparation, portfolio quality, statement of purpose, and potential for success in graduate-level study.

Program Requirements (catalog copy):**Program Requirements**

Code	Title	Units
Required Graduate Studio (18 Units)		
ARCH 200	Course ARCH 200 Not Found	6
ARCH 300	Course ARCH 300 Not Found	6
ARCH 400	Course ARCH 400 Not Found	6
Required Technical Course (12 Units)		
ARCH 213	Course ARCH 213 Not Found	3
ARCH 250	Course ARCH 250 Not Found	3
ARCH 253	Course ARCH 253 Not Found	3
ARCH 285	Course ARCH 285 Not Found	3
Required Seminar (9 Units)		
ARCH 220A	Course ARCH 220A Not Found	3
ARCH 224B	Course ARCH 224B Not Found	3
ARCH 225A	Course ARCH 225A Not Found	3
Culminating Studio (9 Units)		
ARCH 220B	Course ARCH 220B Not Found	3
ARCH 500A	Course ARCH 500A Not Found	6

Please attach the Curriculum Overview

Appendix H_Curriculum Overview Descriptions.pdf

Student Pipeline and Access

• Describe how the program will recruit and enroll its target student population. • Identify primary student sources (e.g., first-time, transfer, adult learners). • Describe recruitment strategies and outreach efforts. • Identify key feeder programs, pathways, or partnerships.

Recruitment and Enrollment of the Target Student Population

The program's primary recruitment pipeline is internal: Sacramento State's BFA in Architecture Studies, currently enrolling over 200 declared majors, is the program's core and most direct undergraduate source, since its curriculum maps most closely onto the M.Arch's admissions expectations and provides the undergraduate foundation NAAB's credit-hour structure assumes. This in-house pipeline is the program's most cost-effective recruitment channel, requiring no external marketing spend to reach. Sacramento State's BFA in Interior Architecture, enrolling approximately 360 declared majors, serves as a secondary internal pipeline; students from this program may apply and, consistent with the M.Arch program's admission requirements, complete preparatory coursework where their prior preparation does not fully align with M.Arch expectations.

Primary student sources fall into three categories consistent with the program's cohort-based admissions model. First-time graduate entrants include BFA Architecture Studies undergraduates and recent alumni, along with students admitted from the external feeder programs identified in this section below. Adult learners include working professionals already employed in architecture, interior design, or construction who are seeking the M.Arch as a credential to advance toward licensure without leaving the workforce. A third source, distinct from the undergraduate population but functioning similarly, consists of students completing the MA in Architecture who continue into the M.Arch through the stacked-credential pathway described in Enrollment Projections, which also serves to offset any attrition among directly admitted M.Arch students and, if demand supports it, to help fill a potential third concurrent cohort. Interior Architecture graduates and alumni supplement these three sources as a secondary population.

External recruitment and outreach efforts will run through three channels: the local AIA Central Valley chapter, which connects the program directly to practicing architects and firms who may sponsor or refer working-professional applicants; CCE marketing programs, including targeted LinkedIn and other professional-network digital advertising suited to reaching working-adult prospective students; and the department's alumni network, reaching graduates of the BFA programs who left the region for employment and may consider returning for the M.Arch.

Key Feeder Programs, Pathways, and Partnerships

The primary feeder program is Sacramento State's own BFA in Architecture Studies. The BFA in Interior Architecture serves as a secondary internal feeder, and the MA in Architecture functions as a separate internal feeder pathway through the stacked-credential model described above. The AIA Central Valley relationship described under recruitment above also functions as a standing pathway partnership, connecting prospective working-professional applicants to the program on an ongoing basis rather than through a single outreach effort. Beyond these internal pipelines and partnerships, the department has identified undergraduate architecture programs across California, Nevada, Oregon, and Washington as a secondary feeder pool for students seeking a regional, self-support M.Arch after completing a pre-professional degree elsewhere:

- California: Cal Poly San Luis Obispo, Cal Poly Pomona, University of Southern California, UC Berkeley (pre-professional), Woodbury University, NewSchool of Architecture and Design (San Diego), Academy of Art University
- Nevada: University of Nevada, Las Vegas
- Oregon: University of Oregon, Portland State University
- Washington: University of Washington, Washington State University

• Describe how the program will support student success. • Describe academic support services available to students. • Describe career and experiential learning support. • Identify program-specific supports (e.g., advising, cohort models, mentoring). • Explain how students will access services based on delivery modality. For fully online programs (required): • Describe how advising, tutoring, library, and career services are delivered remotely. • Explain how student engagement and access are ensured.

Supporting Student Success

The program supports student success through a combination of a structured cohort model, direct faculty mentoring, and accessible advising, each designed for a small, closely tracked graduate population rather than a large-scale advising infrastructure. Because students move through the four-semester sequence together as a cohort, the program builds in structured peer support and shared milestones (foundation studio, intermediate studio, and thesis) that provide natural checkpoints for identifying and addressing student needs before they affect degree progress.

Academic Support Services

Academic support is provided directly through the program's small cohort structure and low student-to-faculty ratio, supplemented by the full range of university-wide graduate student academic support services available to all Sacramento State graduate students. Students also have access to the shared digital fabrication and output equipment described in Facilities and Infrastructure, including large-format printers, plotters, and digital fabrication tools, as part of their ongoing technical and studio support.

Career and Experiential Learning Support

Career and experiential learning support centers on the program's licensure pathway. Because IPAL is not available during the program's current candidacy period, students will instead begin documenting their Architectural Experience Program (AXP) experience under standard NCARB rules from early in the program, positioning them to transition into IPAL's concurrent AXP-and-ARE pathway once the program achieves NAAB accreditation. The department also currently hosts discipline-specific career fairs for its architecture and interior architecture students, which will extend to M.Arch students.

Advising, Mentoring, and Cohort Support

Each student's culminating thesis project is guided by a single faculty thesis advisor, providing direct one-on-one mentoring through the program's capstone experience. Day-to-day academic advising, degree-progress tracking, and general program support are provided by the SSP staff member serving as Graduate Program Coordinator, in coordination with the Department Chair. The cohort model itself functions as an additional layer of support: students progress through required studios and seminars together, building peer relationships and shared accountability across the full four-semester sequence.

Access to Services by Delivery Modality

Because the M.Arch is delivered in a hybrid format rather than fully online, the following describes how students access support regardless of whether they are engaging primarily in person or through the program's online and weekend components; the CO's fully-online-specific requirements do not strictly apply to this program, but the department addresses modality access here for transparency. Advising is available both in person and remotely, so that students attending primarily online have the same access as students on campus during standard studio hours. Library services are available both in person and through Sacramento State's digital library services, with digital access sufficient to fully support students engaging with the program's online components. Career and experiential learning support, including career fairs and AXP/licensure-pathway advising, is coordinated through the Graduate Program Coordinator and is accessible to students regardless of modality, consistent with the advising access described above.

Library Resources to Support the Program

The University Library, per the memo from Associate Dean David Gibbs to the Department Chair, confirms it can support the M.Arch and the MA in Architecture with its existing collection in architecture, design, landscape architecture, city planning, historic preservation, and interior design, contingent on restoring one subscription cut in the current year's budget reductions: the Avery Index to Architectural Periodicals, published by Columbia University's Avery Architectural and Fine Arts Library, the primary indexing resource for architecture and design journal literature at the graduate level, currently priced at approximately \$4,000 per year. The Library's monograph-purchasing capacity has been limited for the past two years; new monograph needs beyond current holdings will be met primarily through resource sharing via the CSU+ consortium, of which the Library is an active member, supplemented by interlibrary loan and document delivery for journal content not locally available. The Library's liaison librarian to the Department, Emily Merrifield, also provides discipline-specific information literacy instruction and individual research assistance to students in the program.

Additional Library Resources Needed

The Avery Index to Architectural Periodicals subscription is not currently supported; approximately \$4,000 per year, it is confirmed by the Library as important at the master's level for both the M.Arch and the MA in Architecture. Beyond this subscription, additional journal and monograph needs will be met through interlibrary loan, document delivery, and CSU+ consortium borrowing rather than expanded local purchasing, consistent with the Library's current capacity.

Equipment / Additional Facilities and Infrastructure

The program is expected to rely on the University Library's StingerStudio Makerspace for 3D printing, laser cutting, and related fabrication needs, consistent with existing use by Interior Architecture coursework. Per the Library's memo, if this becomes a regular instructional expectation for the M.Arch, the Library will need a small lab fee and a share of a dedicated student assistant budget to sustain that support.

Resources for Implementation

Curriculum Resource Implications

• Describe resource implications of curriculum development and delivery. • Identify the number and level of new courses required (if any). • Describe the purpose and development timeline for new courses. • Explain how curriculum design aligns with available faculty and instructional resources.

Curriculum Resource Implications

"Describe resource implications of curriculum development and delivery" asks the campus to separate two distinct resource questions that are easy to conflate: the one-time burden of building brand-new curriculum before the program can launch, versus the ongoing burden of staffing and delivering that curriculum once it exists and scales. The description below addresses both, organized by phase.

The program requires 12 new courses, spanning the 200 through 500 course levels: ARCH 200, 213, and 220A in Semester 1; ARCH 224B, 250, and 300 in Semester 2; ARCH 220B, 225A, and 400 in Semester 3; and ARCH 253, 285, and 500A in Semester 4.

At Initiation (Fall 2027 launch)

Form A proposals have been completed and submitted for all 12 courses. Curriculum development at launch draws directly on the course outcomes, topical themes, and assignment frameworks already established through the Form A process, so no separate large-scale curriculum-design effort is required before the program opens. Full development is prioritized by sequence position: the six Semester 1 and Semester 2 courses are developed first for the initial cohort, while the six Semester 3 and Semester 4 courses are developed in parallel during Year 1, so each is fully built before its first offering rather than requiring all 12 courses to be complete before launch. Course development is supported through existing instructional design services and course development stipends available through the College of Continuing Education, consistent with support CCE provides to other self-support programs. This staged approach aligns curriculum-development effort with the faculty capacity described in Faculty and Staffing, drawing on full-time faculty for the courses in their existing disciplinary areas of expertise (history/theory, studio, graphics) and on newly recruited practitioner adjuncts for building systems and career preparation coursework.

After Three Years (AY 2029-30, steady state at two concurrent cohorts)

By this point all 12 courses will have completed at least one full instructional cycle, so the primary resource need shifts from development to delivery at scale: additional course sections rather than additional courses, consistent with the enrollment growth to 40 students annually described in Enrollment Projections. Curriculum refinement at this stage is assessment-driven rather than build-driven, governed by the Comprehensive Assessment Plan's annual review cycle and its Closing the Loop process for any Program Learning Outcome falling short of its benchmark.

After Five Years

No new courses are anticipated. Ongoing curriculum resource needs are expected to center on periodic content refresh in the technical and computational areas of the curriculum (ARCH 213, 250, 253, and the BIM and computational content embedded in studio coursework), the areas most exposed to evolving professional standards and technology, consistent with the practitioner-instructor staffing model. NAAB's Initial Accreditation visit is anticipated in Year 4 under the department's internal target, or as late

as Year 6 under NAAB's outer candidacy window, per the Provision for Meeting Specialized Accreditation Requirements. If that visit identifies specific gaps against NAAB Student Criteria, addressing those findings would be the primary source of any additional curriculum-development work at this stage.

Faculty and Staffing

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Mahtab Orooji	Assistant Professor	Full Time	Doctorate	2015	See appendix D, Faculty CVs
Emily Potts	Associate Professor	Full Time	Masters	2009	See appendix D, Faculty CVs
Heba Nazmy	Assistant Professor	Full Time	Doctorate	2020	See appendix D, Faculty CVs
Shalini Agrawal	Assistant Professor	Full Time	Masters	1994	See appendix D, Faculty CVs
Carolyn Gibbs	Professor	Full Time	Masters	1996	See appendix D, Faculty CVs
Janon Kadhim	Lecturer	Part Time	Doctorate	1980	See appendix D, Faculty CVs

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

Graduate Program Leadership

Graduate program administration is provided by a dedicated Student Services Professional (SSP) staff position, funded entirely through self-support program fees, who serves as Graduate Program Coordinator and NAAB Liaison. This role manages day-to-day program administration, NAAB candidacy documentation, assessment reporting, and student advising, working in direct coordination with the Department of Design Chair. Curricular authority remains with the department: course and curriculum recommendations for the M.Arch are made by the department's full-time architecture faculty through normal departmental governance, unchanged by the addition of a graduate program. Because each student's culminating thesis project (ARCH 500A) is supervised by a single faculty instructor of record rather than a thesis committee, no committee-chair structure is required. All full-time architecture faculty teaching in either graduate program (the M.Arch and the MA in Architecture) constitute a shared graduate committee spanning both programs.

Additional-Employment Compliance Under the CBA

Sacramento State's own Additional Employment guidance confirms that additional employment for teaching is permitted through CCE (the College of Continuing Education, referred to elsewhere as CCPE), which is the vehicle the M.Arch operates through, but is not permitted for stateside programs. This is the legal basis for the M.Arch's staffing model: TT/tenured faculty teach in the M.Arch as additional employment because the program's self-support, CCE-administered structure satisfies Collective Bargaining Agreement (CBA) Article 36.5's requirement that overage employment be funded from non-general-fund sources.

Article 36.5 also sets the individual cap that governs how much additional-employment teaching any one faculty member can take on: a Unit 3 faculty member's overage is limited to 25% of a full-time position, equivalent to approximately 6.0 WTU per year using this proposal's 24-WTU annual full-load convention, in addition to their full state-funded primary load. At steady state, the program's 14.9 WTU of TT/tenured additional employment, spread across five faculty, averages approximately 3.0 WTU per faculty member, comfortably within the individual 6.0 WTU cap provided the load is distributed rather than concentrated in one or two faculty. The department will track individual faculty additional-employment totals each year, both for M.Arch teaching and any other additional employment those faculty may separately hold elsewhere in the CSU system, to confirm this distribution holds as actual staffing assignments are finalized, consistent with faculty members' own obligation under the CBA to disclose all additional employment in advance.

Disciplinary Assignment of Faculty

Faculty and anticipated instructional coverage for the M.Arch are organized across five disciplinary areas:

- Architectural History/Theory: One part-time faculty member, with many years of continuous service to the department, covers this area.
- Architectural Studio / Architectural Graphics: All five tenure-track/tenured faculty teach in this area, alongside most current part-time instructors. The department anticipates hiring additional adjunct faculty from professional practice to teach the bulk of studio courses at scale.
- Building Systems: The department anticipates hiring adjunct faculty from professional practice to teach in this area.
- Career Preparation: The department anticipates hiring adjunct faculty from professional practice to teach in this area.
- Research, Thesis Preparation, and Community Engagement Seminars (ARCH 220A, 220B, 225A): Covered by TT/tenured faculty rather than practitioner adjuncts, consistent with the parallel assignment of these same course numbers in the MA in Architecture, given the academic and pedagogical grounding these seminars require.

This staffing pattern reflects a deliberate division of labor between the department's existing full-time scholarly expertise and the practitioner knowledge that professional architectural education requires. History/theory, graphics, and the research/thesis/community-engagement seminars, areas where the department's tenure-track faculty already hold deep, current pedagogical expertise, are covered primarily by continuing full-time and long-serving part-time faculty, preserving instructional continuity and

scholarly grounding. Studio, while anchored by all five full-time faculty to maintain design-pedagogy consistency and thesis-advising capacity, is deliberately supplemented at scale by adjuncts drawn from professional practice, since studio is both the highest-unit-demand area of the curriculum and the area where current firm-level design practice, digital tools, and professional standards evolve fastest. Building systems and career preparation are planned as entirely practitioner-taught for the same reason in sharper form: these are the two areas of the curriculum most directly tied to the day-to-day realities of practice, current codes, systems, technologies, firm operations, and the licensure process itself, where an actively practicing architect brings more current, credible instruction than full-time academic faculty could reasonably maintain alongside their research and undergraduate teaching obligations.

Enrollment and Faculty Position Changes by Discipline Category, by Year

The M.Arch increases instructional capacity in one discipline category, Architecture and Design graduate instruction, entirely through new, self-support-funded positions rather than through reallocation, scaling with cohort count as enrollment grows from one to two concurrently enrolled cohorts. No discipline category decreases at any point, and no faculty positions are transferred from any other program; the five tenure-track and tenured faculty who teach in the M.Arch continue to carry their full existing state-funded undergraduate workload, with M.Arch teaching as additional employment on top of it, within the CBA parameters described above. Undergraduate staffing in the BFA in Architecture Studies and BFA in Interior Architecture is unaffected in all years below. The following breaks total program WTU into the disciplinary areas above, using each area's approximate share of the curriculum's 48 units as a proxy for its share of instructional workload; this is a planning estimate, not a course-by-course workload calculation, and should be confirmed against actual CBA-based WTU assignments before finalizing.

Year 1 (AY 2027-28, one cohort, 20 students): 29.7 WTU total (approximately 22.3 WTU temporary faculty, 75%; approximately 7.4 WTU TT/tenured additional employment, 25%; approximately 1 FTEF)

- Architectural Studio (approximately 50% of curriculum): approximately 14.9 WTU. Covered by the five existing TT/tenured faculty plus initial adjunct hiring from professional practice.
- Building Systems (approximately 19% of curriculum): approximately 5.6 WTU. Covered by newly hired practitioner adjuncts.
- Research, Thesis Preparation, and Community Engagement Seminars, ARCH 220A, 220B, 225A (approximately 19% of curriculum): approximately 5.6 WTU. Covered by TT/tenured faculty.
- Architectural History/Theory (approximately 6% of curriculum): approximately 1.9 WTU. Covered by the existing long-serving part-time faculty member.
- Career Preparation (approximately 6% of curriculum): approximately 1.9 WTU. Covered by newly hired practitioner adjuncts.

Year 3 (AY 2029-30 as stated in Enrollment Projections; see the timing flag above): 59.4 WTU total (approximately 44.6 WTU temporary faculty; approximately 14.9 WTU TT/tenured additional employment; approximately 2 FTEF)

- Architectural Studio: approximately 29.7 WTU, roughly double Year 1, reflecting two concurrently running studio sequences and continued practitioner-adjunct hiring at scale.
- Building Systems: approximately 11.1 WTU, doubled from Year 1.
- Research, Thesis Preparation, and Community Engagement Seminars: approximately 11.1 WTU, doubled from Year 1, covered by TT/tenured faculty.
- Architectural History/Theory: approximately 3.7 WTU. Whether this remains covered by a single part-time faculty member at double the Year 1 load, or requires a second instructor in this area, should be confirmed as enrollment scales.
- Career Preparation: approximately 3.7 WTU, doubled from Year 1.

Year 5 (AY 2031-32): No further growth anticipated beyond the Year 3 figures above, since the program's baseline model holds steady at two concurrent cohorts. If the MA-to-M.Arch stacked pathway generates enough demand to support a third concurrent cohort, as contemplated in Enrollment Projections, each discipline category above would scale by an additional increment proportional to the figures shown, and this section should be revised accordingly once that contingency is confirmed or ruled out.

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

Beyond the disciplinary rationale above, two characteristics distinguish these positions from a typical academic hiring pool. The practitioner-adjunct positions, concentrated in building systems and career preparation, require current or recent professional licensure and active practice experience as a primary qualification, and the program's hybrid delivery model is specifically intended to support recruiting these instructors statewide, from the Bay Area, Los Angeles, and other California markets, rather than limiting the applicant pool to the Sacramento region. The additional staff support position, the SSP-classification Graduate Program Coordinator and NAAB Liaison described in Graduate Program Leadership above, carries a specific characteristic beyond typical graduate coordinator duties: responsibility for NAAB candidacy documentation and accreditation liaison work, requiring familiarity with NAAB's Conditions for Accreditation and reporting requirements in addition to standard admissions, advising, and degree-progress functions.

Facilities and Infrastructure

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

At Initiation

The M.Arch will occupy approximately 8,000 to 12,000 square feet of existing space within the university's Downtown Capital Campus, co-located with and shared by the MA in Architecture. This space is currently in the process of being acquired by the university rather than newly constructed; acquisition is expected to be finalized by the beginning of 2027, ahead of the program's Fall 2027 launch. As of this proposal, final occupancy timing following acquisition has not been confirmed, and no contingency space plan currently exists: if acquisition is not finalized and the space is not occupancy-ready in time for Fall 2027, and no alternative comparable space is identified, the program cannot launch as designed. Once secured, the space will be organized into three functional zones aligned with NAAB Condition 5.6: open studio and workstation space (5.6.1), classroom and seminar/critique space with pin-up capability for reviews and juried critiques (5.6.2), and a faculty work area (5.6.3), supplemented by shared output

equipment, large-format printers and plotters (5.6.4). Current occupants of the department's existing Mariposa and Kadema Hall facilities are unaffected; the M.Arch's studio, seminar, and faculty spaces are entirely separate from that existing space. Software licenses for industry-standard BIM and computational design tools (Revit, Rhino, Grasshopper, and energy simulation platforms) will be covered through self-support-funded subscriptions.

After Three Years

At steady state (two concurrent cohorts, 40 students), the department will reassess equipment needs for making work on site. The department has identified a needed future equipment investment: approximately \$50,000 for digital fabrication equipment (laser cutters, CNC routers, and maker equipment), to be phased in as enrollment and self-support revenue grow and treated as a capital expenditure within the program's budget model. No expansion of the program's physical footprint beyond the initial 8,000 to 12,000 square feet is anticipated at this stage, including in the event a third concurrent cohort develops through the MA-to-M.Arch pathway described in Enrollment Projections, though this should be confirmed once actual enrollment patterns are known.

After Five Years

NAAB's Initial Accreditation visit is anticipated in this general window, Year 4 under the department's internal four-year target or as late as Year 6 under NAAB's outer candidacy allowance, and the visiting team will directly evaluate studio space adequacy, quality, and accessibility against Condition 5.6, making this the point by which all facilities commitments above need to be fully realized and documented, not still pending.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

See appendix F, Library Resources

Equipment and other specialized materials currently available:

Equipment and other specialized materials are currently available: No additional specialized equipment or materials are needed.

Additional Facilities and Infrastructure

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

See appendix E, Space and Facility Needs

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

See appendix F, Library Resources

External Partnerships (if applicable)

Note: Include only partnerships that are directly tied to program implementation or student experience.

Please attach any additional files not requested above:

Appendix G_CCE Letter of Support_MArch.pdf
 Appendix E_Space and Facility Needs_MArch.pdf
 Appendix C_Program Assess_MArch.pdf
 Appendix D_Faculty_Snapshot.pdf

Reviewer Comments:

Emily Potts (emily.potts) (Fri, 15 May 2026 23:07:30 GMT): new attachment for Appendix C needed

Janett Torset (torsetj) (2026-05-19T22:32:58Z): Proposal updated to include Master of Architecture designation

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 26 Aug 2026 19:32:31 GMT): Rollback: Carolyn requested a rollback for revisions.

Key: 641