

MASTER OF ARTS IN ARCHITECTURE



SACRAMENTO STATE

In Workflow

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Approval Path

1. 2026-05-15T23:34:08Z
Emily Potts (emily.potts): Approved for DOD Committee Chair
2. 2026-05-16T20:57:49Z
Richard Pratt (rpratt): Approved for DOD Chair
3. 2026-08-26T19:32:43Z
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7. 2026-09-16T21:22:23Z
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New Program Proposal

Date Submitted: 2026-09-09T04:40:33Z

Viewing: Master of Arts in Architecture

Last edit: 2026-09-09T16:16:26Z

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:

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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 Arts in Architecture

Designation: (degree terminology)

Master of Arts

Delivery Mode:

Fully Face to Face

Support Mode:

State 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

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

No

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 Master of Arts (MA) in Architecture is a 30-unit, three-semester graduate degree in the Department of Design, offered as a state-supported program distinct from the self-supporting Master of Architecture (M.Arch) being proposed alongside it. The proposed MA is an academic degree. Its purpose is to provide a scholarly graduate pathway for students seeking to advance their research and critical-thinking skills, as well as their scholarly design practice in architecture. The curriculum culminates in a written research thesis, developed with a faculty committee consistent with Title 5 and Sacramento State's Office of Graduate Studies thesis formatting requirements.

The proposed program's primary target population consists of graduates of Sacramento State's Bachelor of Fine Arts (BFA) in Architecture Studies and BFA in Interior Architecture who want graduate-level training. The full enrollment history for both programs is detailed in the Enrollment Projections below. A Spring 2026 survey of 184 current students and alumni found that nearly half of respondents (49 percent) were not pursuing licensure, and that career advancement and skill development, rather than professional certification, were their primary reasons for considering a graduate degree. The proposed MA is designed directly for this population, rather than treating it as a secondary market for the M.Arch. A second population consists of students from non-architecture undergraduate backgrounds, in fields such as urban planning, engineering, or environmental design, who want a structured entry point into graduate architectural study. A third, smaller population consists of students who complete the proposed MA and subsequently continue into the M.Arch through a stacked-credential pathway.

Three features distinguish the proposed program from a general graduate elective sequence. First, its special-topics elective addresses current interdisciplinary design topics and can be revised from offering to offering as those topics evolve, giving the curriculum an interdisciplinary reach within a single course that a fixed-topic requirement would not provide. Second, the proposed program addresses a documented gap in the architecture professoriate. A graduate degree is the minimum credential for teaching architecture at the community college and four-year level, yet Black and Hispanic faculty remain underrepresented nationally: 7 percent and 6 percent of full-time postsecondary faculty, respectively, as of fall 2022, according to the National Center for Education Statistics. Sacramento State's undergraduate architecture programs already enroll a substantially more diverse student body than these figures, and the proposed MA creates a credentialing pathway for that population into teaching and doctoral study. Third, the proposed MA is offered alongside the M.Arch as a deliberate pairing rather than a redundant one: it strengthens the M.Arch's applicant pool and gives students committed to research, teaching, or specialized practice a graduate credential suited to that path, while the M.Arch remains the program built specifically around accreditation and licensure.

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.

The proposed program's enrollment expectations are deliberately conservative, reflecting both the small scale appropriate to a state-support program and the resource-dependency considerations described in Resource Dependency and State Budget Risk above. Realistic, evidence-based projections are grounded in the program's own admissions design, its relationship to two existing undergraduate feeder programs, and direct survey evidence of student demand, rather than aspirational growth assumptions.

Projected Enrollment (Headcount)

- Year 1 (AY 2027-28): 11 (one 10-12 student cohort)
- Year 3 (AY 2029-30): 22 (two overlapping cohorts, steady state reached in AY 2028-29 under the program's Fall/Spring/Fall calendar)
- Year 5 (AY 2031-32): 22 (steady state sustained; no further cohort growth planned)

These figures reflect midpoints of the 10-12 and 20-24 ranges used throughout this proposal. The program's design deliberately holds at one 10-12 student cohort admitted per year rather than scaling to multiple concurrent cohorts, so headcount is expected to remain flat at steady state rather than continue growing through Year 5.

Evidence and Assumptions

Four converging sources support these projections. First, the program's core undergraduate feeder base, the BFA in Architecture Studies and BFA in Interior Architecture, together enrolls over 560 declared majors, detailed further below. Second, the Spring 2026 survey of 184 current students and alumni found that nearly half of respondents (49 percent) were not pursuing licensure and were specifically interested in graduate study focused on career advancement and skill development rather than professional certification, the population this proposed program is designed to serve. Third, the department intends the admissions process to be competitive rather than merely sufficient to fill the cohort. Fourth, the projected cohort size comfortably exceeds the Chancellor's Office's own minimum viability threshold for a new master's program, set at 5 majors, by a wide margin.

The central assumption underlying these projections is that the program's enrollment will track its feeder programs' output rather than require independent market development: because recruitment is managed internally, through the Graduate Program Coordinator

and existing departmental advising, and because the program's low, state-support cost removes the primary financial barrier survey respondents identified, the program is not assumed to require external demand generation to reach its target cohort size.

Enrollment History of Related Existing Programs

BFA in Interior Architecture and BFA in Architecture Studies together enroll over 560 declared majors, providing the proposed program's core undergraduate feeder base. Interior Architecture's enrollment history spans eight admissions cycles and shows a genuinely stabilized program: new admissions grew from 61 in 2019-20 to 144 in 2025-26, and degrees awarded grew from 32 in 2020-21 to a range of 45 to 54 annually from 2022-23 through 2024-25, with total declared majors rising from 194 in 2018-19 to 383 in 2024-25 before settling to 360-367 over the two most recent cycles, a plateau rather than a decline.

Architecture Studies, launched in Fall 2025, does not yet have enough data to project with the same confidence, and this proposal states that directly rather than assuming a trend line from two years of enrollment. The program had 57 declared majors in its first year and has 201 declared majors starting this fall, with 63 new admissions (28 first-year, 35 transfer) in 2026-27. Two outcomes are plausible from here. Continued growth at anything resembling this pace would substantially exceed the department's current planning assumptions and require additional resources to properly serve our combined student population; if that happens, it is a sign of a genuinely successful program launch, not a problem to manage defensively. Given national and CSU-wide enrollment declines tied to demographic shifts often described as the enrollment cliff, sustained growth of this kind would be an excellent challenge for the university to help the department address through additional resources. Alternatively, enrollment may stabilize in a range closer to 250 to 300 declared majors as the program matures past its initial launch surge, which would still represent a substantial and durable undergraduate feeder base for graduate study and would still need additional support, as indicated in the BFA Architecture Studies proposal two years ago.

Either outcome supports the proposed program and the M.Arch. The department also expects the relationship to run in both directions: the presence of two graduate pathways in architecture, one research-oriented and state-supported, one professional and licensure-track, is itself expected to strengthen recruitment and retention in the undergraduate programs, since prospective and current BFA students can see a complete educational trajectory at Sacramento State rather than one that ends at the bachelor's degree. The department views its undergraduate and graduate architecture offerings as a single, mutually reinforcing pipeline rather than as sequential, independent programs.

If undergraduate enrollment growth in BFA Architecture Studies exceeds current planning assumptions, as described in the Strategic Case above, and departmental resources grow thin due to CSU-wide budget restrictions, the department sees potential in formalizing a role for proposed program students to support undergraduate instruction as one possible response. Graduate Assistant positions, consistent with Collective Bargaining Unit 11, would allow proposed program students to provide professional and technical support to faculty in their own field of study, for example, supporting studio faculty or assisting with technical and computational instruction. Instructional Student Assistant positions, the lightest-touch Unit 11 classification and likely the easiest to formalize first, would allow proposed program students to provide grading, tutoring, or related instructional support across departmental courses. Either would need to be structured as a compensated appointment, following standard Unit 11 hiring and posting procedures, and would represent an additional future resource commitment beyond what is modeled in the current budget of this proposal. This is not a current program feature and is not assumed in any enrollment, staffing, or budget projection in this proposal; it is noted here as one possible strategic direction the department may pursue as an added benefit for our students and programs.

University Learning Goals

Graduate (Masters) Learning Goals:

Disciplinary knowledge
Communication
Critical thinking/analysis
Information literacy
Professionalism
Intercultural/Global perspectives
Research (optional)

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

The proposed program's mission is to prepare graduates for scholarly, research-driven, and interdisciplinary careers in architecture and design, extending the Department of Design's undergraduate education into sustained graduate-level inquiry. Its focus is on architecture as a subject of research, teaching, and cross-disciplinary practice rather than professional licensure, and its intended impact on students is to open graduate study, teaching careers, and design-adjacent professional paths to a population, drawn substantially from Sacramento State's own diverse undergraduate architecture programs, that has historically had limited access to any of the three.

The program's broad areas of emphasis are:

Research and scholarly inquiry: develop students' capacity to formulate original research questions and produce a sustained, committee-supervised written thesis, building the department's first formal venue for graduate-level architectural scholarship.

Interdisciplinary breadth: draw on the program's special-topics elective, ARCH 224A, which addresses current interdisciplinary design topics and can be revised from offering to offering as those topics evolve, so that students' design thinking engages fields beyond architecture alone even within a compact, single-course structure.

Career preparation and leadership development: prepare graduates for teaching, research, and design-adjacent roles in education, public service, and industry, directly addressing a documented shortage of faculty of color in architecture programs nationally and positioning graduates to lead in classrooms, research settings, and professional practice beyond traditional design roles.

Technical and environmental competence: build the integrated technical and sustainability knowledge needed to responsibly evaluate and resolve architectural design problems, consistent with the Department's commitment to sustainable design practice.

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

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

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.

Translate architectural design and research into interdisciplinary and pedagogical contexts to advance teaching, scholarship, and design-adjacent practice across allied fields.

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 220A		1	2				
ARCH 300	2	2	2	2	2	2	

ARCH 125A						2	
ARCH 225A						2	
ARCH 125B					1		
ARCH 225B					2		
ARCH 224A				2			
ARCH 236					1		
ARCH 220B		2					
ARCH 500B	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 proposed program advances the Student Success Framework within CSU Forward, the California State University's (CSU's) current systemwide strategic plan, through a different mechanism than a self-support program would. Where the M.Arch's affordability case rests on comparing its self-support cost to private alternatives, the proposed program's affordability case is more direct: as a state-support degree, its per-unit cost is set at the standard CSU graduate rate, making it one of the least expensive graduate pathways into architectural study available anywhere in the region. Its stacked-credential relationship to the M.Arch gives students a clear curricular pathway from undergraduate study through this degree and, for those who choose it, into professional licensure preparation, and its culminating written research thesis, developed under a faculty committee, gives students the same real-world research and scholarly grounding the Framework asks CSU degrees to provide.

No other CSU campus currently offers a comparable academic MA in Architecture. The two closest analogues nationally, at the University of California, Berkeley and the University of California, Los Angeles, are both University of California programs rather than CSU, and both differ structurally: Berkeley's Master of Advanced Architectural Design is post-professional, open only to students who already hold a professional architecture degree, while the proposed program is designed for direct entry from a Bachelor of Fine Arts (BFA). The proposed program would therefore not duplicate any existing CSU offering.

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

- **Learning and Student Success:** The proposed program creates a direct graduate pathway for students seeking advanced training in design, research, and critical inquiry immediately following their bachelor's degree, extending the department's undergraduate architecture education to the graduate level. It gives students who complete the BFA in Architecture Studies or BFA in Interior Architecture a next step within the same institution, rather than requiring them to seek graduate study elsewhere or delay it indefinitely. Because the proposed program is state supported, it removes cost as a barrier to that next step for students who might not otherwise consider graduate study feasible.
- **Teaching, Scholarship, and Creative Activity:** The proposed program's culminating written research thesis is the department's graduate-level venue for sustained, committee-supervised scholarly work in architecture. Students work over multiple semesters to develop an original research contribution, consistent with Title 5 of the California Code of Regulations, Section 40510, giving Department of Design faculty their first opportunity to formally mentor graduate-level research and thesis committees in architecture. This also creates new scholarly output and creative activity for the department to point to in its own institutional record. The program's special-topics elective, ARCH 224A, is intended to keep this scholarly work genuinely responsive to current interdisciplinary and cross-field topics, since its content can rotate as new priorities emerge rather than being fixed to a static syllabus, consistent with where architecture school leadership nationally is directing the discipline's research priorities, as discussed further below.
- **Justice, Diversity, Equity, Inclusion, and Belonging:** The proposed program addresses a documented gap in the architecture professoriate, detailed below, using Sacramento State's own diverse undergraduate architecture population as its foundation. By offering a low-cost, state-support graduate pathway, it removes the financial barrier that most acutely affects the first-generation and historically underserved students who make up a substantial share of the department's undergraduate population. Over time, this is

intended to convert Sacramento State's undergraduate diversity into a durable pipeline toward graduate study, teaching, and research careers that this population has historically been underrepresented in.

• **Dedicated Community Involvement:** Required coursework in community engagement and interdisciplinary design practice (ARCH 224A, ARCH 225A) extends the department's existing record of community-based undergraduate work to the graduate level. These courses place students in direct contact with community partners and interdisciplinary collaborators, continuing a practice already established in the department's undergraduate curriculum rather than introducing it for the first time at the graduate level. This gives graduate students the same grounding in real regional conditions, rather than abstract or hypothetical design problems, that the department's undergraduate programs are already known for.

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).**

The proposed program's workforce case draws on teaching, research, and private-sector pathways in architecture and interior design, reflecting the program's own curriculum rather than reusing the M.Arch's occupational data. At the community college and university level, Architecture Teachers, Postsecondary employed 7,700 people nationally at a median annual wage of \$101,250 as of May 2025 (BLS Occupational Employment and Wage Statistics); a graduate degree is the minimum credential for this role. At the high school level, Career and Technical Education Teachers, the broader BLS category covering design and architecture instruction in secondary and postsecondary technical settings, since BLS does not isolate architecture or interior design specifically at the high school level, had a median annual wage of \$65,150 in 2025, with approximately 15,500 openings projected annually nationwide (BLS Occupational Outlook Handbook).

Private-sector pathways that draw on design training without requiring practicing design licensure are also relevant. Construction Managers, a role frequently filled by professionals with architecture or design backgrounds overseeing development and construction projects, had a median annual wage of \$114,990 as of May 2025, with employment projected to grow 9 percent from 2025 to 2035 and approximately 49,700 openings projected annually (BLS Occupational Employment and Wage Statistics). Real estate development and state and federal government roles in planning, facilities, and the built environment represent additional destinations for graduates with design training, though BLS does not maintain occupational categories specific enough to cite reliable wage or growth figures for these roles individually.

The proposed program also addresses a specific, documented gap in the architecture professoriate. A graduate degree is the minimum credential for teaching architecture at the community college and four-year level, yet as of fall 2022, only 7 percent of full-time postsecondary faculty nationally were Black and only 6 percent were Hispanic, according to the National Center for Education Statistics. Sacramento State's undergraduate architecture programs enroll a substantially more diverse student body than these figures, roughly 35 percent Hispanic or Latino and 84 percent female per IPEDS completions data, and without a graduate degree, the path from these programs into teaching is largely closed. Robert Alexander González, former president of the Association of Collegiate Schools of Architecture, wrote in 2024 that faculty of color remain at the bottom of the professoriate across the nation's 130 accredited architecture programs, a pattern NCES data have documented for decades. The proposed program converts Sacramento State's undergraduate diversity into a credentialing pathway toward that faculty pipeline.

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?**

The proposed program is expected to attract students for three converging reasons. First, its state-support cost structure removes the primary financial barrier that survey respondents identified as limiting graduate study, making it accessible to place-bound and cost-sensitive students in a way a self-support alternative would not be. Second, its special-topics elective, which addresses current interdisciplinary design topics and can be revised from offering to offering as those topics evolve, gives students exposure to the kind of curricular currency and cross-field relevance that survey respondents specifically identified as an area of interest. Third, its direct pathway from either BFA into a graduate credential addresses a population, students seeking research, teaching, or design-adjacent careers rather than licensure, that Sacramento State's existing offerings do not currently serve. Taken together, these factors are expected to serve students who might otherwise not pursue graduate study at all, rather than primarily drawing students who would have enrolled in a graduate architecture program regardless.

The proposed program is best understood in relation to a small set of academic architecture master's programs nationally, none of which match its structure exactly, though the comparison is still instructive for what it reveals about accessibility and entry requirements.

The University of California, Berkeley offers two distinct graduate architecture degrees. The Master of Advanced Architectural Design (MAAD) is a one-year, post-professional program open only to applicants who already hold a professional Bachelor of Architecture or Master of Architecture degree; Berkeley's own admissions materials explicitly direct applicants with a non-professional bachelor's degree away from MAAD and toward Berkeley's separate M.Arch program instead. That M.Arch program does accept students without a prior professional degree, on either a two-year advanced-standing track, reserved for students with an exceptional undergraduate record in a pre-professional design field, or a three-year track for other applicants, including students with a general BA or BS. Both Berkeley pathways lead to a NAAB-accredited professional degree culminating in licensure eligibility, not an academic degree of the kind proposed here, and both require full-time residential attendance at a highly selective, substantially higher-cost institution than Sacramento State. The proposed program remains meaningfully different from either: it is non-professional and

research-oriented rather than licensure-track, and it is designed for direct entry from Sacramento State's own BFA programs without requiring the kind of exceptional pre-professional record Berkeley's advanced-standing track expects.

The University of California, Los Angeles offers a two-year academic Master of Arts intended to prepare students for research and teaching in fields related to architecture and urban design, situated within a broader school of arts and architecture alongside its professional M.Arch. This is structurally closer to the proposed program's own research and teaching orientation, though UCLA's program sits within the more selective, higher-cost University of California system rather than the CSU.

The University of Kansas offers a 36-credit-hour MA in Architecture described as a research-based academic program for students interested in studying architecture from a scholarly perspective, open to applicants with undergraduate degrees in architecture and related disciplines. Of the three comparisons, this is the closest in overall structure and credit-hour scale to the proposed program's 30 units, though Kansas's program description also uses the term post-professional in some university materials.

The proposed program's timing also aligns with where architecture school leadership nationally says the discipline needs to go. In a Fall 2026 survey of 25 architecture deans and directors published by Archinect, the dean of the University of Wisconsin-Milwaukee's College of the Arts and Architecture argued that architectural education "must engage more deeply with research practices and cultivate stronger research literacy among future professionals," describing this as a field-wide need rather than a niche concern. The dean of Cal Poly Pomona's College of Environmental Design, a fellow CSU campus, described her college's participation in the Design Alliance for the People, a Places Journal and Mellon Foundation network of Hispanic-Serving, Black-Serving, and Tribal Colleges and Universities focused on expanding access and representation in the design professions, providing a direct CSU precedent for equity-driven graduate design education alongside Sacramento State's own HSI, BSI, and AANAPISI-grounded case above.

Curriculum responsiveness over time is built into the proposed program's structure rather than dependent on periodic, large-scale revision. ARCH 224A, Special Topics: Interdisciplinary Design Practice, is designed explicitly for this purpose: as a special-topics course, its content addresses current, relevant interdisciplinary topics and can be revised from offering to offering as those topics evolve, without requiring a new Form A course proposal or curriculum redesign. Four additional courses, ARCH 236, ARCH 125A, ARCH 125B, and ARCH 225B, are organized as paired electives rather than fixed requirements, allowing the department to retire or replace individual course content as disciplinary, workforce, or technological priorities shift. This structure is reinforced by the department's faculty staffing model, described in Resource Dependency above, in which faculty expertise typically spans multiple disciplinary areas rather than concentrating in narrow specialties, giving the department flexibility to introduce new elective content as it develops without depending on a single specialist's availability.

The proposed program prepares students to work ethically and effectively in environments increasingly shaped by artificial intelligence (AI) and emerging technologies through both required and elective coursework, rather than treating this as a single add-on topic. Program Learning Outcome 5 requires all graduates to assess computational design methods, Building Information Modeling (BIM), simulation tools, and AI-driven technologies as part of developing architectural solutions, assessed across the graduate studio sequence and in two elective seminars: ARCH 125B, which combines environmental simulation and AI-assisted design generation using tools including Revit, Rhino, Grasshopper, and Ladybug, and ARCH 225B, which examines the integration of machine learning methods into professional BIM environments, including generative models and design automation pipelines. Consistent with the program's Comprehensive Assessment Plan, assessment in both courses evaluates critical technology assessment and reflective practice rather than tool proficiency alone, meaning students are assessed on their ability to evaluate when and how these tools should be used, not simply whether they can operate them. Program Learning Outcome 7 extends this preparation beyond the studio itself, asking students to translate this technical fluency into teaching, research, and design-adjacent professional contexts where critical engagement with emerging technology is increasingly expected of graduates entering education and industry alike.

Taken together, these comparisons show that the proposed program is not simply a smaller or slower version of an existing degree offered elsewhere. It occupies a specific position, direct BFA entry, state-support cost, and a research-and-teaching orientation, that none of the three comparison programs fully replicates, and it is designed to remain responsive over time through the elective and staffing flexibility described above.

Please attach a Comprehensive Program Assessment Plan

Appendix_C_Program_Assessment_MA_Architecture_Updated.pdf

Please attach a Curriculum Map Matrix

Appendix_B_Curriculum_Map_Matrix_MA_Architecture_Updated.pdf

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

Appendix_A_Budget_Narrative.pdf

MA Architecture State Support Budget V3 Final.xlsx

Please attach the updated roadmap:

Appendix_E_Degree_Roadmap_MA_Architecture.pdf

Catalog Description (catalog copy):

The Master of Arts in Architecture is a graduate program that advances design, research, and critical inquiry in the built environment. The program is structured as a three-semester, 30-unit curriculum for students with prior architectural design backgrounds. After a core foundation sequence, students pursue a focus-based specialization in one of the two areas; Intelligent Design & Building

Performance or Community Design & Social Impact. The program culminates in a thesis experience, which may take the form of a design-based thesis studio or written research thesis.

The MA in Architecture is an academic/research degree that prepares graduates for research roles, specialized practice, advanced design leadership, and further graduate study or future professional architectural pathways.

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 Arts in Architecture program.

Departmental Requirements:

- Bachelor's degree in architecture, interior architecture, environmental design, Urban design/ 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
- Portfolio of design work demonstrating spatial thinking, design process, and relevant professional or academic experience.
- Resume or curriculum vitae
- Two letters of recommendation with one being from faculty describing your ability for graduate school.
- 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 30-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 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
Foundation Requirements (15 Units)		
ARCH 200	Course ARCH 200 Not Found	6
ARCH 220A	Course ARCH 220A Not Found	3
ARCH 300	Course ARCH 300 Not Found	6
Specialized Practice Requirements (6 Units)		
Select one area of specialization from the two listed below		6
<i>Community Design and Social Impact Specialization</i>		
ARCH 125A	Course ARCH 125A Not Found	
ARCH 225A	Course ARCH 225A Not Found	
<i>Intelligent Design and Building Performance Specialization</i>		
ARCH 125B	Course ARCH 125B Not Found	
ARCH 225B	Course ARCH 225B Not Found	
General Elective (3 Units)		
General Elective: Select one from the following		3
ARCH 224A	Course ARCH 224A Not Found	
ARCH 236	Course ARCH 236 Not Found	
Thesis/ Capstone Requirements (6 Units)		
ARCH 220B	Course ARCH 220B Not Found	3
ARCH 500B	Course ARCH 500B Not Found	3

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

Recruitment is managed by the proposed program's Graduate Program Coordinator, with staff support from the department, in coordination with the university's Admissions and Enrollment Management units. The proposed program's primary student source remains internal: graduates of Sacramento State's BFA in Architecture Studies and BFA in Interior Architecture, together enrolling over 560 declared majors, as described in Program Overview and Justification. Secondary recruitment targets California-based undergraduate architecture and design programs, identified and prioritized in coordination with Enrollment Management using demonstrated applicant viability rather than a fixed list, extending to specific programs nationally and internationally where that same coordination identifies genuine student interest and fit.

Although the proposed program's cohort size is intentionally small, ten to twelve students, the department intends the admissions process to be competitive rather than simply sufficient to fill the cohort, targeting 40 to 60 applications annually. Review and selection of applications is managed by the Graduate Committee, described in Faculty and Staffing.

The department is also developing a longer-term pathway intended to expand the pool of eligible applicants beyond students who already hold an architecture-related bachelor's degree. Under this planned model, students in the final year of a non-architecture bachelor's degree could be conditionally admitted to the proposed program, with admission contingent on completing a defined set of preparatory coursework drawn from the BFA in Architecture Studies curriculum. This pathway is not yet operational and is not assumed in the enrollment or resource projections elsewhere in this proposal; it is described here as a planned future enhancement to the program's recruitment pipeline, to be developed and proposed separately once the proposed program itself is established.

Key Feeder Programs, Pathways, and Partnerships

The primary feeder programs are Sacramento State's own BFA in Architecture Studies and BFA in Interior Architecture. The proposed program also functions as a feeder into the M.Arch through the stacked-credential pathway described in Program Overview and Justification, though as noted there, the specific unit articulation of that pathway has not yet been finalized. Secondary feeder programs are being identified through the coordination with Enrollment Management described above; an initial starting list has been drafted for that review process:

- California architecture and design programs: Cal Poly San Luis Obispo, Cal Poly Pomona, University of Southern California, UC Berkeley (Bachelor of Arts in Architecture, a non-professional program similar in orientation to the proposed program), Woodbury University, NewSchool of Architecture and Design (San Diego), San Jose State University.
- California urban planning, engineering, and environmental design programs, relevant to the proposed program's non-architecture applicant population: Cal Poly Pomona (Urban and Regional Planning), UC Berkeley (Urban Studies), San Jose State University (Environmental Studies and Urban Planning).

• 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.

Academic Support Services

Academic support is provided through the proposed program's small cohort structure and close faculty contact, supplemented by university-wide graduate student support services coordinated through the Office of Graduate Studies, which serves as the admissions and degree-evaluation office for Sacramento State's graduate programs. Library services are available to proposed program students both in person and through Sacramento State's digital library services, consistent with support already provided to the department's existing graduate and undergraduate programs. The Library's liaison librarian to the Department provides discipline-specific information literacy sessions and individual research assistance to support graduate-level research, particularly relevant given the proposed program's thesis requirement.

Career and Experiential Learning Support

Career support centers on the proposed program's research and teaching orientation. The department's existing discipline-specific career fairs, currently hosted for its architecture and interior architecture students, will also be extended to proposed program students. The culminating written research thesis serves as career preparation for research and teaching paths, as students complete a sustained, committee-supervised body of scholarly work comparable to that expected of applicants to doctoral programs or entry-level teaching positions.

Program-Specific Supports: Advising, Cohort Model, and Mentoring

Each student works with a faculty thesis committee, consistent with Sacramento State's Office of Graduate Studies formatting requirements for a thesis (a Committee Chair and a Second Reader), providing sustained, multi-semester mentorship distinct from the M.Arch's single-instructor model. Day-to-day academic advising is provided by the Graduate Program Coordinator, a faculty member receiving reassigned time for this role, as described in Faculty and Staffing. The proposed program's single, small annual cohort of 10-12 students is intended to function as a cohesive cohort moving through the three-semester sequence together, supporting peer relationships and shared accountability similar to the cohort model described for the M.Arch.

Access to Services by Delivery Modality

The proposed program is designated as an in-person degree with hybrid flexibility at the individual course level. Coursework is delivered primarily in person, split between the shared Downtown Campus studio space and existing main-campus facilities in Mariposa and Kadema Halls, as described in Facilities and Infrastructure, with individual courses offering hybrid delivery where appropriate to their content and format. The same digital access described for the M.Arch, remote advising availability and digital library services, extends to any proposed program course offered with a hybrid component.

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.

“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 new curriculum, and the ongoing burden of staffing and delivering it once it exists. The description below addresses both, and separates courses the proposed program shares with the M.Arch from courses unique to this program, since the two carry different administrative structures despite both now being fully developed. The proposed program’s curriculum draws on 11 distinct courses across 8 required course slots (30 units total, organized as select-one pairs in three of those slots).

Number and Level of New Courses Required

Six new courses are required specifically for this proposed program, beyond the five already shared with and developed for the M.Arch.

Purpose and Development Timeline for New Courses

Five of these courses share a course number with the M.Arch curriculum: ARCH 200, ARCH 220A, ARCH 220B, ARCH 300, and ARCH 225A. In practice, these run for the most part as separate, distinct course sections rather than combined enrollment across the two programs, since the proposed program’s state-support courses and the M.Arch’s self-support, CCE-administered courses operate under different funding and administrative structures. Two cross-enrollment mechanisms nonetheless remain available where useful: CCE-administered self-support courses have long been able to accept state-side students, and the Chancellor’s Office now also permits state-supported courses to accept CCE-administered students who need a specific course unavailable elsewhere in a given term. The two programs’ cohorts are also deliberately scheduled on the same overall timeline, which helps keep individual course sections at viable target enrollment numbers even when the two programs’ sections run separately.

The remaining six courses are unique to this program: ARCH 224A, ARCH 236, ARCH 125A, ARCH 125B, ARCH 225B, and ARCH 500B. All courses across both programs have already completed the Form A curriculum development process. Each of the six unique courses serves a distinct purpose:

- ARCH 224A (Special Topics: Interdisciplinary Design Practice) is the proposed program’s designated interdisciplinary elective, addressing current cultural, economic, political, and environmental forces shaping cities and societies; its special-topics format allows its content to rotate as relevant interdisciplinary priorities change, as described in Strategic Case.
- ARCH 236 (Advanced Parametric Design) develops computational form-making and parametric design skills using Rhino, Grasshopper, Dynamo, and Revit, serving students who select this specialization over ARCH 224A.
- ARCH 125A (Seminar: Architecture, Society and Ethics) develops systems thinking applied to the social impacts of design decisions, ethical responsibility, and accessible and equitable design outcomes.
- ARCH 125B (Seminar: Intelligent Environments: AI, Simulation, and Performance-Driven Design) develops performance-driven design skills through environmental simulation and AI-assisted tools, serving students who select this specialization over ARCH 125A.
- ARCH 225B (Seminar: Machine Learning, BIM, and Intelligent Design Practice) develops applied machine learning skills within professional BIM environments, serving students who select this specialization over ARCH 225A.
- ARCH 500B (Written Research Thesis) is the proposed program’s culminating experience, in which each student independently develops and completes a multi-phase written thesis under a faculty committee, consistent with Title 5, Section 40510 and Sacramento State’s Office of Graduate Studies thesis requirements.

Alignment with Available Faculty and Instructional Resources

For the five shared courses, curriculum delivery draws directly on the Form A course outcomes, topical themes, and assignment frameworks already developed for the M.Arch, requiring no separate development effort for this program. For the six courses unique to this program, curriculum design aligns with the department’s existing tenure-track and tenured faculty capacity: unlike the M.Arch, which relies substantially on newly recruited practitioner adjuncts, this proposed program is staffed entirely through reassignment from existing faculty and the department’s existing temporary faculty pool, as described in Faculty and Staffing below. Course content in the ethics and systems-thinking course (ARCH 125A) draws on the same faculty expertise already teaching community engagement and theory content in the shared curriculum, while the computational and simulation-focused courses (ARCH 236, ARCH 125B, ARCH 225B) draw on faculty and instructional resources already established through the department’s existing digital fabrication and computational design instruction at the undergraduate level.

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 member of the Department's existing tenure-track or tenured faculty, who receives reassigned time from their undergraduate teaching load to serve as Graduate Program Coordinator. This role manages recruitment in coordination with Admissions and Enrollment Management, day-to-day academic advising, and program administration, as described in Student Pipeline and Access. Curricular authority remains with the department: course and curriculum decisions are made by the department's full-time architecture faculty through normal departmental governance. All full-time architecture faculty teaching in either graduate program, the proposed program and the M.Arch, constitute a single shared Graduate Committee spanning both programs, which manages review and selection of applications for the proposed program, as described in Student Pipeline and Access, and mentors students through the committee-supervised thesis structure required for the culminating written research thesis (ARCH 500B).

Faculty Resources and Workload

No new tenure-track or tenured faculty hires are requested for this program. The program is staffed entirely through reassignment from the Department's existing tenure-track and tenured (TT/T) faculty and additional course assignments drawn from the Department's existing and growing temporary faculty pool. Studio courses (ARCH 200, ARCH 300) are each assigned 6.9 weighted teaching units (WTU). TT/T faculty teach the program's two studio courses, the research methods and thesis preparation seminars (ARCH 220A, ARCH 220B), and the thesis course itself (ARCH 500B); a single lecturer-taught elective (3.0 WTU, constant across all years) provides the program's only non-TT/T instruction.

At launch (AY 2027-28, one 10-12 student cohort), total instructional WTU is 22.8 (TT/T 19.8, lecturer 3.0). At steady state (AY 2028-29 onward, two overlapping cohorts), total instructional WTU is 34.3 (TT/T 31.3, lecturer 3.0). The increase in TT/T commitment at steady state reflects both the second cohort's coursework and thesis committee supervision compensation, described below.

Thesis Committee Supervision Compensation

Consistent with Sacramento State's culminating experience supervision policy, faculty who serve as first reader/chair or second reader of a graduate thesis committee are compensated 0.5 WTU per thesis, with an exemption where that supervision is already compensated as part of a course assignment. In this program's design, the ARCH 500B instructor of record also serves as thesis committee chair for all students; that chair's supervision compensation is already embedded in the course's own WTU assignment and is therefore exempt from separate compensation under the policy. The program's second reader, drawn from the shared Graduate Committee, is compensated separately at 0.5 WTU per thesis, contributing 5.5 WTU per year at steady state (11 students × 0.5 WTU).

Enrollment and Faculty Position Changes by Discipline Category

The proposed program increases instructional demand in one discipline category, Architecture and Design graduate instruction, entirely through internal redistribution of existing faculty workload rather than new positions. No discipline category decreases as a result of this program, and no faculty positions are transferred from any other department.

Tenure Density, Compared at Three Levels

The Department of Design's overall tenure density is 63%. For the combined undergraduate architecture and interior architecture programs specifically, tenure density is lower, approximately 46.5%, reflecting 138 WTU covered by thirteen lecturers. For the proposed graduate program itself, tenure density is substantially higher than either: 86.8% at launch and 91.3% at steady state, reflecting the program's deliberate design to concentrate TT/T faculty expertise in a small, cohort model rather than staff it primarily with temporary faculty.

Movement of TT/T Teaching Time, and How the Undergraduate Gap Is Backfilled

The proposed program draws TT/T instructional and supervisory time directly out of the department's fixed capacity, capacity that would otherwise be available to the undergraduate programs. This is 19.8 WTU per year at launch, rising to 31.3 WTU per year at steady state. This redirected time does not reduce undergraduate course availability: the department backfills the resulting gap in the undergraduate programs through a combination of additional load taken on by current lecturers and, where existing lecturer capacity is insufficient, new lecturer hires. This backfill cost is carried within the undergraduate programs' own budget, not within this program's budget, since it funds undergraduate course sections rather than graduate ones, but it is a direct, quantifiable resource consequence of this proposal, consistent with the interdependence described in Resource Dependency and State Budget Risk above.

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

Special Characteristics of the Additional Faculty and Staff Support Positions

The Graduate Program Coordinator role requires familiarity with Sacramento State's Office of Graduate Studies thesis formatting and committee requirements, given the proposed program's committee-supervised thesis structure, 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.

The proposed program will share approximately 12,000 square feet of dedicated space with the M.Arch within the university's Downtown Capital Campus, a mixed-use development planned for Capitol Mall, adjacent to the California State Capitol, converting underutilized private and state office buildings into a district combining academic space, student and affordable housing, and public-facing civic and cultural venues. This is organized into the same three functional zones described in the M.Arch's facilities plan: open studio and workstation space, sized proportionally for the proposed program's smaller 10-12 student cohort within the shared studio environment; classroom and seminar space for the program's discussion- and lecture-intensive coursework in history, theory, ethics, and research methods; and a shared faculty work area, in the same open-desk configuration used at peer institutions co-locating professional and academic graduate architecture students.

An important distinction from the M.Arch is that proposed program students will also take coursework already offered on the main campus, since the program's curriculum draws on the Department's existing course offerings housed there. Proposed program students will have access to existing main-campus facilities in Mariposa Hall, including the Interior Architecture computer lab (Mariposa 1009), the drawing studios (Mariposa 4000A and 4000B), and the Sample library (Mariposa 4000H). These facilities currently serve primarily undergraduate Interior Architecture students and other Department of Design students, and their use by the proposed program does not displace those current occupants.

Output equipment, large-format printers and plotters housed in the downtown suite, is shared among the M.Arch, the proposed program, and the co-located undergraduate programs, consistent with standard practice at programs of similar scale and avoiding unnecessary duplication of expensive equipment.

Because the proposed program's cohort size holds steady at one 10-12 student cohort per year rather than scaling to multiple concurrent cohorts, as described in Strategic Case, no change in facilities or infrastructure needs is anticipated at launch, after three years, or after five years. The Avery Index to Architectural Periodicals subscription, identified by the University Library as important for graduate-level research, should be resolved through the Chancellor's Office's anticipated system-level management of library database subscriptions. The StingerStudio Makerspace is not a primary resource for students in the proposed program and will therefore not be materially affected by this proposal.

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

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 D_Faculty_Snapshot.pdf

Architecture library impact memo 05-22-26.pdf

Reviewer Comments:

Rebekkah Mulholland (rebeccak.mulholland) (Wed, 26 Aug 2026 19:32:43 GMT): Rollback: Carolyn requested a rollback for revisions.

Key: 640