



California State
University
Channel Islands

Master Plan

JUNE 1999

California State University,
Channel Islands
One University Drive
Camarillo, California 93011

Table of Contents

P R E F A C E

S E C T I O N O N E

Executive Summary	1
The Campus	2
Goals and Objectives	4
Master Planning Concepts	5
Academic Space Requirements	6
Phasing	8
Design Guidelines	9

S E C T I O N T W O

Introduction	10
University's Mission and Goals	11
Master Planning Process	15
Overview and Background	17
Location and Community Relationship	19
Surrounding Land Uses	20
Physical Environments	21
Habitat Areas	22
Contextual Archeology	23

S E C T I O N T H R E E

Entire CSUCI Campus	24
Master Plan Concepts	26
Components	29
Phasing	35
Proposed Campus Entry, Roadways and Pathways	36
Proposed Landscape Network	38
Proposed Lighting Network - Street and Public Areas	40

S E C T I O N F O U R

Academic Village	42
Planning Assumptions	43
Academic Program Areas of Emphasis	45
Academic Program	48
Enrollment Projections	49
Program Needs and Affinities	50
Academic Space Requirements	51
Existing Buildings and Facilities	52
Existing Open Space Use	53
Existing Circulation	54
Proposed Circulation	55
Proposed Landscaping & Lighting	57
Existing & Proposed Utilities	58
Phasing	59

S E C T I O N F I V E

Design Guidelines	62
Architectural Character	63
Image and Identity	64
Design Criteria	70

A P P E N D I X

Glossary	91
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A C K N O W L E D G M E N T

Participants & Credits	94
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Executive Summary

EXECUTIVE SUMMARY

The Master Plan for California State University, Channel Islands (CSUCI) is a long-range plan that guides the growth and development of the campus over the next 25 years. The Master Plan sets priorities for:

- Planning campus growth
- Siting individual buildings
- Improving circulation
- Expanding infrastructure
- Committing funds

The Master Plan shows the arrangement of facilities required to accommodate an anticipated enrollment of 15,000 Full Time Equivalent Students (FTES), in accordance with approved educational policies and objectives of the California State University (CSU). The plan includes the physical requirements of academic programs and all auxiliary activities.

The Master Plan also reflects the strategic goals of the University and shows how the physical infrastructure will support the academic mission. The plan helps to establish general planning guidelines and sets the major goals and objectives of the University as they relate to the campus.

Approval of the CSUCI Master Plan is at the discretion of the Trustees of the California State University. Further development of the campus will be based on the approved Master Plan. Through the annual Capital Outlay Budget Requests, the Trustees of the California State University will monitor the growth of the campus and be assured that all development is in accordance with the approved Master Plan.

This campus will be unique in that the State legislature has allowed the formation of an authority composed of representatives of local government and the CSU that will assist in the future development of University-related facilities within the Master Plan area. This entity will be called the California State University, Channel Islands Site Authority. The Site Authority will have various governmental powers, including those of a redevelopment agency and will provide for additional partial financing and support of the CSUCI campus. As such, the Site Authority will be granted the right to issue bonds and other debt instruments to raise funds. They will also be able to raise funds through tax revenues generated at the site. Through the Site Authority the CSU and Ventura County will provide guidelines for the development of those facilities that are not part of the educational core.

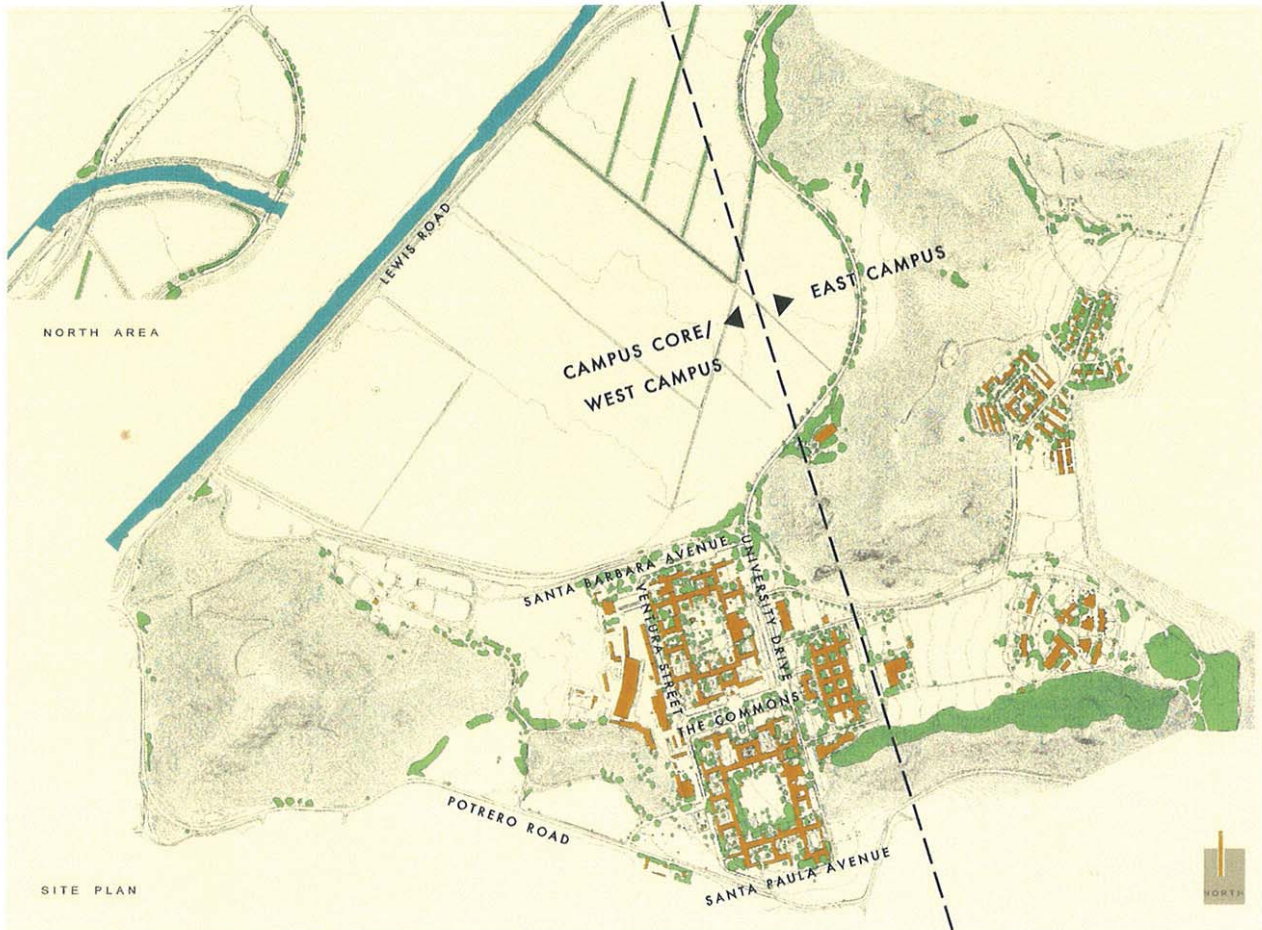
The Site Authority will determine the location and character of any project or educational facility. It will also have the responsibility for repairing and maintaining all educational facilities. Decisions to lease or sell property located within the Master Plan area will be made by the Site Authority as well.

The Campus

The campus is located on the site of the former Camarillo State Developmental Hospital and contains a total of 634 acres of land. The site includes approximately 1,600,000 gross square feet of developed structures, roadways and other infrastructure. The campus is comprised of two major sectors – the Campus Core/West Campus, and the East Campus.

The Campus Core/West Campus contains about 1,270,000 gross square feet of developed space on 42 acres of what was the nucleus of the former state hospital. This area is further divided into the North Quadrangle, South Quadrangle, Research and Technology Center, Gymnasium Complex, and West Campus Facilities Maintenance area. The Campus Core/West Campus is unique in its outstanding architecture and campus planning and, sets by its existence, a standard and guideline for all future development for the entire 634-acre site.

The East Campus contains approximately 330,000 gross square feet of developed space on approximately 162 acres of land. The developed space includes residential and educational facilities that supported the state hospital. A few of these buildings merit retention because of their unique architectural development and will be preserved as functioning elements of the community.



Existing Site Plan

EXECUTIVE
SUMMARY

The Campus

The remaining 430 acres of the site are comprised of mountainous open space. Round Mountain separates the Campus Core from Lewis Road to the west. Two other mountains separate the East Campus from University Way to the west. The intention of the master plan is to leave these areas in their natural state, as much as possible.

Goals and Objectives

GOALS OF THE MASTER PLAN

The major goals of the Master Plan are to:

- Establish campus planning values and design guidelines
- Spatially locate the various elements of the campus and proposed uses
- Illustrate future development strategies
- Determine facility infrastructure patterns
- Determine capacity demands

OBJECTIVES OF THE MASTER PLAN

The major objectives of the Master Plan are to:

- Provide a site for the California State University, Northridge (CSUN) Off-Campus Center (OCC)
- Develop a site for a full-service, four-year university campus
- Provide high quality public education programs to students in the region
- Expand educational opportunities for citizens of the region
- Provide educational opportunities to eligible high school graduates of the region
- Provide increased opportunities for community college transfer students in the region
- Develop an educational, cultural and recreational facility that will serve all citizens of the region
- Provide increased capacity within the California State University
- Provide a beneficial reuse of an existing major State facility
- Preserve the historic nature of the site and its buildings
- Develop an alternative funding mechanism to support development activities

Master Planning Concepts

In developing the Master Plan, several key concepts emerged with implications for the physical planning of the campus. Each concept is intended to preserve the natural environment and strengthen the physical framework of the campus while accommodating future growth of the University. These concepts include:

Open Space as a Unifying Element

An open space network will provide the primary structure to the Master Plan and unify all land-use elements. Mature landscaping is, and will continue to be a primary feature of the campus, especially in the Campus Core.

Architectural Infill as an Integrating Element

Architectural infill will be used to integrate the existing architectural fabric with the new development on campus.

Entrances as an Orientation Element

The design of the campus entrances and gateways along with the landscaping and signage will convey a strong sense of place and communicate the CSUCI image.

Edges as an Integrating Element

The campus edge needs to provide a positive reflection of the campus architecture. This can be achieved through attention to landscape elements as buffers and as frames for pleasing views from the periphery.

Environmental Elements

Foster a “green” campus through careful attention to environmental management practices.

Historical Elements

Preserving the existing buildings will be encouraged whenever it contributes to the ambience and meets programmatic goals of the University.

Academic Space Requirements

ACADEMIC SPACE REQUIREMENTS

The Campus Core will be renovated for use as educational and auxiliary facilities. This area, which currently contains approximately 1.3 million gross square feet of space, will eventually be developed with approximately 1.6 million gross square feet of program space. Most of the existing facilities will be renovated. A few structures that do not conform to the aesthetic standard of the site will be demolished and replaced with new structures that complement the existing buildings.

The long-range academic space requirements for CSUCI are based on the projected demands for higher education within the Ventura County region. The projected enrollments at CSUCI for the period from 1999 through 2025 are shown below:

CSUCI Enrollment Projection Summary

1999 – 2000	1,250 FTES	(1,225 on site)
2002 – 2003	2,400 FTES	(2,328 on site)
2004 – 2005	3,200 FTES	(3,104 on site)
2010 – 2011	5,500 FTES	(4,500 on site)
2015 – 2016	9,000 FTES	(7,500 on site)
2020 – 2021	12,000 FTES	(9,500 on site)
2025 – 2026	15,000 FTES	(11,750 on site)

Capacity of facilities is expressed in terms of Full Time Equivalent Students (FTES). FTES academic enrollment is the total number of student credit hours per semester divided by the full-time academic load of fifteen credits. Student station occupancy and utilization data are based on formulas contained in the State University Administrative Manual. Taken together, these measures result in a schedule of projected space requirements for any given enrollment.

Projected Ultimate Space Requirement by Functional Area

FUNCTIONAL AREA	ASSIGNABLE SQUARE FEET	GROSS SQUARE FEET
Lecture	88,407	136,010
Laboratory	91,650	141,000
Faculty Office	108,570	167,030
Student Access Computing	54,316	83,563
Administration	58,750	90,385
Library	108,570	167,030
Media Center	16,750	25,769
Physical Education	117,500	180,769
Facilities Maintenance	40,169	61,798
Student Services	120,000	185,000
Dormitories	165,000	240,000

EXECUTIVE
SUMMARY

Academic Space Requirements

FUNCTIONAL AREA	ASSIGNABLE SQUARE FEET	GROSS SQUARE FEET
Auditorium	38,000	58,461
Little Theater	17,500	26,923
Art Gallery	3,000	4,615
Science Museum	3,000	4,615
Total Area	1,031,182	1,586,643

ADDITIONAL PROGRAM REQUIREMENTS

In addition to the need for educational and auxiliary facilities, the Master Plan also defines the need for parking, facilities maintenance yards and athletic fields. These include:

	2005	2010	2025
Parking Spaces	2,000	3,000	7,500
Surface Parking Area (acres)	16	24	60
Facilities Maintenance (acres)	½	¾	1
Physical Education Fields (acres)	20	22	31
Total Program Area (acres)	36½	46¾	92

Phasing

Campus development activities at CSUCI will span the next 25 years. The Campus Core/West Campus development will occur in three distinct Phases. Phase I will include approximately 400,000 square feet of development activity to provide space for 3,200 FTES. This phase will be completed by 2005. The Phase II development activities will provide capacity space for 4,500 FTES through 2010. Phase III development activity will provide capacity for 11,750 FTES to accommodate growth through 2025.

Simultaneous development of the East Campus will proceed through 2010. The development activities planned for the East Campus include up to 900 residential units, a 600-student elementary school, up to 350,000 square feet of commercial research and development space and other recreational amenities. All development this area will be compatible with the academic mission of the University and will provide direct revenues to support the development in the Campus Core.

EXECUTIVE
SUMMARY

Design Guidelines

The CSUCI campus is unique in the world; no other opportunity exists in terms of moving into a campus with very high quality architecture and mature landscaping combined with a unique setting.

The design guidelines described herein are intended to assure that the goal of a cohesive master plan and consistent architecture will be achieved over time, allowing the campus to evolve and respond to the changing needs of education in the 21st century.

It is the responsibility of each design team involved with future work to assume that this unique heritage is preserved and that each project enhances the campus, and as such, becomes a better environment for it.

The Master Plan governs the entire 634-acre site comprised of the Campus Core/West Campus designated for University functions, and the East Campus which includes residential, elementary school, community center and park elements. While the Campus Core/West Campus design is clearly defined through the consistent use of character-defining features, added to over time, the challenge for the design of the East Campus is to match the aesthetic intent, building quality and open space standards of the Campus Core /West Campus. Therefore, the Master Plan with its design guidelines described herein, are to be appended to the County Specific Plan for the entire East Campus.

Introduction

The CSU Board of Trustees requires that every campus have a master plan, showing existing and anticipated facilities necessary to accommodate a specified enrollment at an estimated target date, in accordance with approved educational policies and objectives. Each campus master plan reflects the ultimate physical requirements of academic programs and auxiliary activities.

A master plan guides campus growth and identifies the physical development needed to achieve academic goals. The master plan is the guiding document in setting priorities for:

- Planning campus growth
- Siting individual buildings
- Improving circulation
- Expanding infrastructure
- Committing funds

Handel Evans, first president of CSUCI, initiated a comprehensive analysis of the University's educational objectives immediately after he assumed the presidency of CSUCI in 1996. Recognizing the challenges of establishing a new campus, President Evans requested first, a comprehensive analysis of the University's educational goals, and second, the development of an educational plan to allocate efficiently and economically the intellectual and material resources of the university.

Believing that the physical facilities should reinforce the academic plan, President Evans charged the master planning consultants with the development of a plan for the entire 640 acre site. This was especially important because of the unique opportunity of developing adjacent property to support the construction of the University. All of the development will be done with the educational mission and goals in mind. The ancillary residential and commercial development must conform to the educational environment.

CSUCI has retained Bobrow Thomas and Associates (BTA) to serve as the master plan architect along with a team of consultants. BTA's role is to coordinate and direct development of the campus master plan. Together, CSUCI and BTA will create a master plan that provides for the orderly development of this new state university campus. After approval by CSUCI, the initial master plan will be submitted to the Chancellor's Office for review and presentation to the Board of Trustees for final approval.

University's Mission & Goals

The CSU system is comprised of 22 campuses, each with its own curriculum, faculty, and administration. The California State University Board of Trustees governs the system and the chief executive officer is the Chancellor.

The primary mission of the CSU is to offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences, and professional education, such as for the teaching and nursing professions. Admissions priority is given to upper-division transfers from community colleges and freshmen from the top one-third of the state's high school graduating class.

Each CSU campus is a statewide institution serving the instructional mission as described above. Location of campuses in, or close to, population concentrations throughout the state provides the important element of regional access, which is most critical to students who are least mobile and who otherwise would not have the opportunity to complete their college education. This group includes students who have low incomes (or whose families have low incomes), who are the first generation in their family to attend college, who are transfers from local community colleges, who attend part-time because they have work or family responsibilities, and who are older than typical college-age students.

Chronological Order and Name of Campus

- | | |
|---|------|
| 1. San Jose State University | 1857 |
| 2. California State University, Chico | 1887 |
| 3. San Diego State University | 1897 |
| 4. San Francisco State University | 1899 |
| 5. California Polytechnic State University
San Luis Obispo | 1901 |
| 6. California State University, Fresno | 1911 |
| 7. Humboldt State University | 1913 |
| 8. California Maritime Academy | 1929 |
| 9. California State Polytechnic
University, Pomona | 1938 |
| 10. California State University, Los Angeles | 1947 |
| 11. California State University, Sacramento | 1947 |
| 12. California State University, Long Beach | 1949 |
| 13. California State University, Fullerton | 1957 |
| 14. California State University, Hayward | 1957 |
| 15. California State University, Stanislaus | 1957 |
| 16. California State University, Northridge | 1958 |
| 17. Sonoma State University | 1960 |
| 18. California State University,
San Bernardino | 1960 |
| 19. California State University,
Dominguez Hills | 1960 |
| 20. California State University, Bakersfield | 1965 |
| 21. California State University, San Marcos | 1989 |
| 22. California State University,
Monterey Bay | 1994 |



Location of California State University Campuses

★ California State University, Channel Islands

University's Mission & Goals

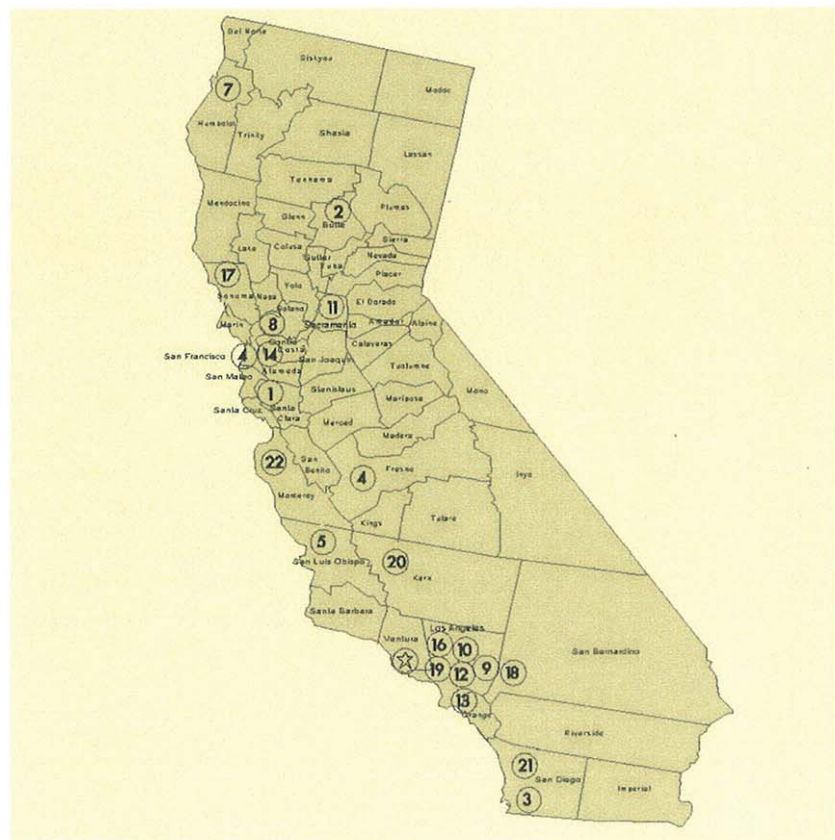
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Location of California State University Campuses

★ California State University, Channel Islands

University's Mission & Goals

GOALS AND OBJECTIVES FOR CSUCI

The CSU proposes to reuse the Camarillo State Developmental Hospital site to found the 23rd campus in the State system.

Goal

Develop a new CSU campus to accommodate current and projected demand in the Ventura County region including south Santa Barbara and north Los Angeles Counties.

Objectives

- Develop a site for the CSUN OCC
- Develop a site for a full-service, four-year university campus
- Provide high quality programs to students in the Ventura County region
- Expand educational opportunities for the citizens in the Ventura County region
- Provide educational opportunities to eligible high school graduates of the region
- Provide increased opportunity for community college transfer students in the region
- Develop an educational, cultural, and recreational facility that will serve all of the citizens of the region
- Provide increased capacity within the CSU to meet projected statewide needs (tidal wave II population growth forecasts)
- Provide a beneficial reuse of an existing major state facility
- Preserve the historic nature of the on-site buildings
- Develop an alternative funding mechanism to support the University in meeting the above objectives
- Establish campus planning value and design guidelines
- Spatially locate the various elements of the campus and proposed uses
- Illustrate future development strategies
- Determine facility infrastructure needs
- Determine capacity demands

University's Mission & Goals

Full buildout of the Master Plan would provide facilities to accommodate 15,000 FTES, with 11,750 FTES served on site and the remainder through distance learning facilities. The need to provide this space is based on the current lack of regional access to convenient higher education.

The local population base for the existing CSUN OCC and the future CSUCI campus consists of Ventura, western Los Angeles, and southern Santa Barbara counties. The 1996 census population for Ventura and Santa Barbara counties exceeds one million and is projected to grow to approximately 1.3 million by 2005 and to 1.75 million by 2025. Public and private elementary and secondary schools (K-12) enrolled 193,337 students in 1997 and enrollment is projected to increase to 205,569 by the year 2000. The two counties graduated 10,800 students from high school in 1990, and are projected to graduate 11,426 by 2000. This equates to a demand for about 3,000 FTES if only incoming first year students are considered. Almost 5,690 students from Ventura County attended CSU campuses in 1996/97. Of this total, 2,900 students went to CSUN, with 1,220 (637 FTES) upper division and graduate students attending the OCC. CSUN is projected to reach its enrollment ceiling of 25,000 FTES by the year 2002. The second largest destination campus for Ventura County students (744) is at CPSUSLO, which already exceeds its enrollment ceiling of 15,000 FTES. The proposed CSUCI will provide educational opportunities for these students within Ventura County, thereby alleviating other overcrowded CSU campuses, and will also be attractive for students from all areas of California.

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University's Mission & Goals

GOALS AND OBJECTIVES FOR COMMERCIAL DEVELOPMENT OF LAND ADJACENT TO CAMPUS

Because of the limitations on the availability of funding for the CSU system, the Trustees of the CSU have stated the objective that the CSUCI project site should provide a source of funding for development of the campus. To meet the financial needs of the proposed CSUCI, a reliable funding source associated with on-campus private business ventures and public-private partnerships is proposed.

Goal

Ancillary development of the campus will provide financial funding for the development of CSUCI facilities.

Objectives

- Develop joint facilities for research
- Provide employment opportunities for students
- Create opportunity for student, staff, and faculty housing
- Foster development that has programmatic links to the University curriculum
- Seek development that is enhanced through its location adjacent to the University or that requires an essential location near the University
- Provide economic vitality to the region through productive development or reuse of those portions of the site which are consistent and compatible with the educational mission of the University

Master Planning Process

A number of planning workshops were conducted as part of the master planning process. The purpose of these workshops was to establish general planning guidelines and set the major goals and objectives of the institution as they relate to the new campus. During the workshop a number of specific goals and objectives were articulated for the new campus including:



Master Planning Workshops

Create a Supportive Environment

Create an aesthetically pleasing living environment that continues the Spanish/Colonial Mission architecture of the existing buildings on the former Camarillo State Developmental Hospital property and incorporates the formal landscape and courtyard plans into future development.

- Equal integrity of existing buildings
- Equal existing relationship of buildings and courtyards respecting existing landscape patterns
- Ensure that the built environment supports natural environment

Leverage Entrepreneurial Opportunities

Guide the development of a portion of the campus for commercial uses in a way that promotes an integrated campus community with a variety of complementary programmatic uses.

- Ensure appropriate use types
- Ensure economic viability
- Encourage investment by outside fund sources
- Make compatible with Academic Program

Promote Alternative Transportation Options

Explore/promote alternative transportation and communication technologies in order to promote optimal use of resources.

- Explore appropriate technology and transportation options
- Fund by outside sources

Historic and Cultural Preservation

Provide a historical and cultural focal point for Ventura County and Region.

- Support “best elements” of the image of the County
- Become identified as representative of “ideal” of the County image
- Strengthen ties to the community

Master Planning Process

Promote a Sustainable Philosophy

Create a sustainable “green campus” environment in all aspects of development and operation.

- Integrate the campus within the larger regional context and let the development process achieve the integration and restoration of a model “green campus” for the region
- Use recycled materials in construction and promote recycling of solid waste
- Promote conservation of energy through good design and use of energy efficient appliances
- Use ecologically appropriate practices in construction and maintenance of facilities, as well as in general operations of the campus

Provide Accessibility to All

Create easy and efficient access to the campus without compromising safety and security.

- Provide for good wayfinding through the planning and design of lighting and signage
- Provide handicap accessibility throughout
- Incorporate safe design practices

Utilize Alternative Financing to Develop Campus

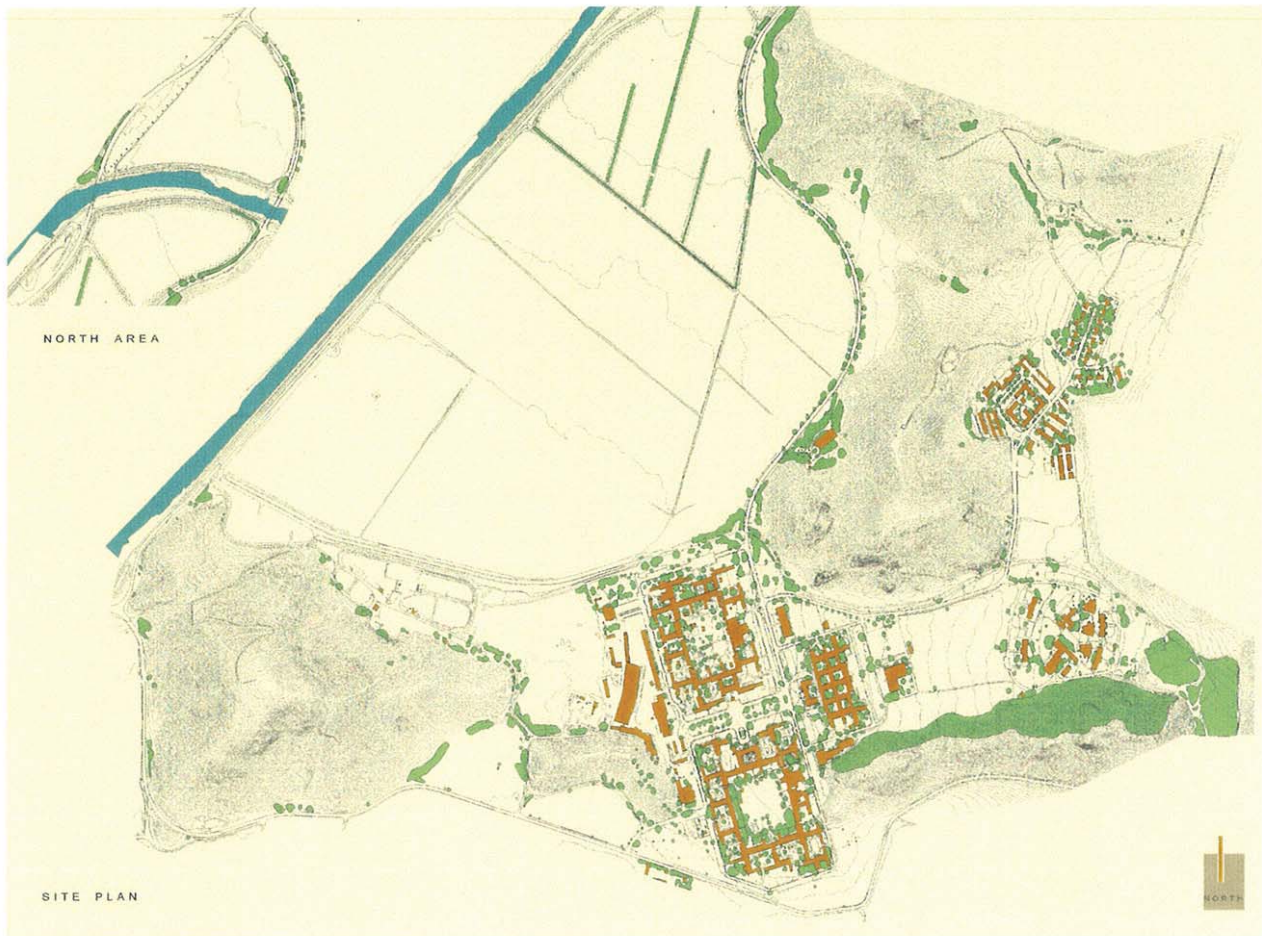
Develop an economically viable campus based on private/public support.

- Solicit donor funding
- Use private investment to develop commercial property and provide a stream of rental income to support development of academic campus
- Promote public investment
- Explore other selective uses of alternative financing

INTRODUCTION

Overview and Background

CSU has selected the former Camarillo State Developmental Hospital's site as the location of the 23rd CSU campus. This campus will be called California State University, Channel Islands (CSUCI). An existing Off-Campus Center for California State University, Northridge is being relocated from leased space in Ventura to the CSUCI site by September 1999. This is the first step in establishing a permanent campus on this site. From 1999 through 2002, the campus will continue to offer CSUN programs at the OCC and simultaneously develop CSUCI programs. Administrative services will be provided to the new campus from both CSUN and California Polytechnic State University San Luis Obispo (CPSUSLO). By academic year 2002-2003, CSUCI will achieve full university status and a planned enrollment of 2,400 full time equivalent students (FTES).



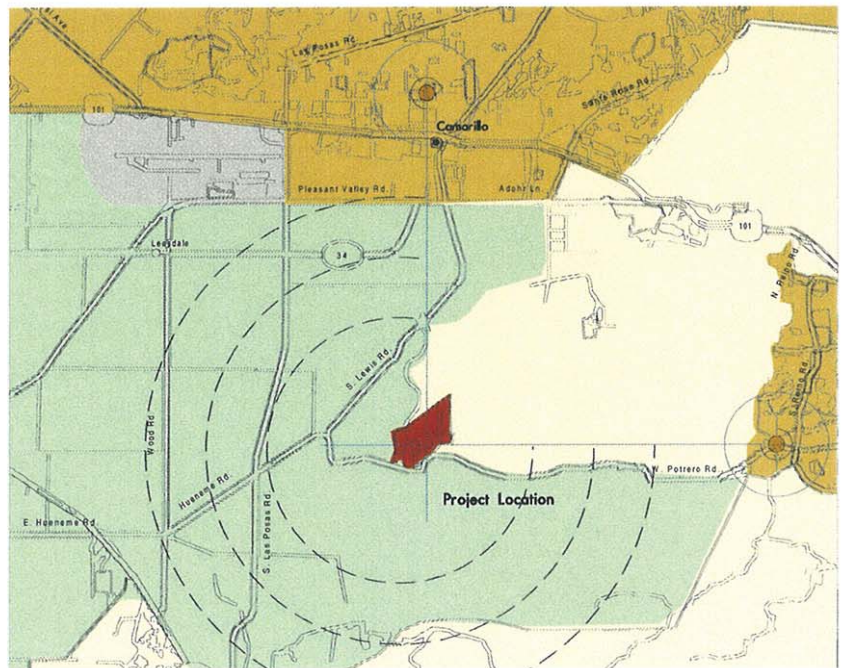
Existing Site Plan

INTRODUCTION

Location and Community Relationship

The site of the University, located six miles south of the City of Camarillo, is at the western edge of the Santa Monica Mountains, with the broad, flat, Oxnard Plain extending to the west with the Pacific Ocean beyond. The mountains rise relatively abruptly from the Oxnard Plain, offering extensive scenic vistas from viewpoints located throughout the lowlands. In the vicinity of the proposed site, the hills and mountains are characteristically rounded and steep, reflecting their formation as volcanic hills.

The area surrounding the site is currently used for agricultural purposes. Calleguas Creek runs along the western boundary of the site and restricts access to the campus. The series of hills that rise abruptly



INTRODUCTION

Location and Community Relationship

from the plain further restrict access to the site and contribute to its sense of a singular unique community within the surrounding region. The existing buildings on the site are barely visible from Lewis Road to the west. Adjacent to the site are located a water reclamation facility and a gas-fired cogeneration facility. These facilities are visible from the site and from Lewis Road.



INTRODUCTION

Surrounding Land Uses

The lowlands to the west of the site are used extensively for agriculture, particularly row crops and citrus. Orange groves are located east of the site in the foothills of the Santa Monica Mountains. As mentioned previously, a water reclamation plant and a gas-fired cogeneration plant are located adjacent to the site. Point Mugu Naval Station is located southwest of the site. The City of Camarillo is located to the north.



INTRODUCTION

Physical Environment

The physical location of the site is dominated by views of the Santa Monica Mountains and its foothills, in which the site is situated. Views to the west are of the Oxnard Plain. These lands are currently used for agricultural purposes. The Campus Core area's aesthetic environment is defined by 1930s - 1940s era buildings formally arranged around courtyards and aligned to an axial grid system. The integration of built and open space is in accordance with the planning precepts set down by Frederick Law Olmsted for institutional design. Two other quadrants of buildings are developed in the East Campus area separated by hills and topography from the Campus Core.



Habitat Areas

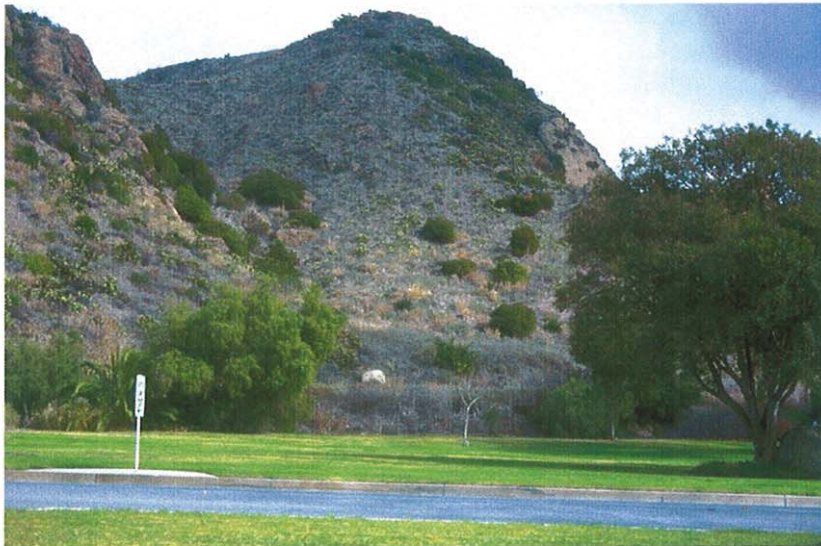
The site has been occupied by up to 10,000 people for most of the last 50 years. The proposed area of development is within areas that have already been adapted for use. Only the proposed new access road to the East Campus would potentially disturb native vegetation, or wetlands. Otherwise, no significant impacts to sensitive habitats are expected. Future growth of the campus as planned by the Master Plan would not result in significant effects to regional wildlife movement patterns because of the maintenance of large portions of the site in open space.



INTRODUCTION

Contextual Archeology

The site contains important archeological resources associated with Round Mountain. According to an archeological survey conducted by Robert Wlodarski in March 1998, the site was used by Native Americans as a base camp that is in direct association with Round Mountain, which was a summer solstice shrine. Since the proposed development will not disturb any areas outside the current landscaped area, it is unlikely that there will be any detrimental impact to archeological sites.



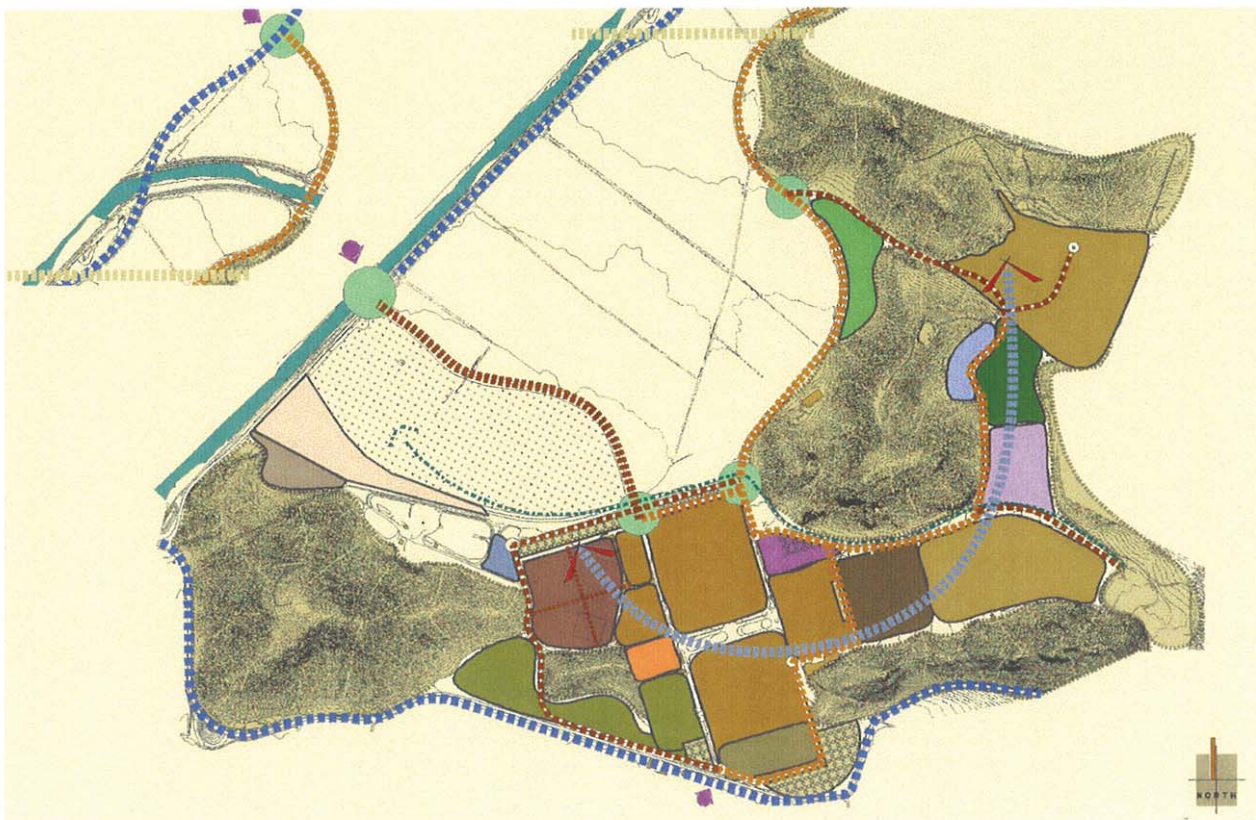
Entire CSUCI Campus

- Academic
- Physical Education
- Administration
- Student Housing
- Student Housing/Parking
- R&D Parking
- Town Square Retail
- Family Housing
- K-8 School
- Community Park
- Community Recreation
- Townhomes/ Paired Homes
- Open Space/ Meadow
- Surface Parking
- Service Yard
- Main Pedestrian Spine
- Main Road
- Vehicular Circulation
- Proposed Vehicular Circulation
- Creek
- Proposed Wetlands Area
- Ex Camrosa Ponds
- Camrosa Expansion
- Transit Vehicular Hub

The Master Plan addresses the entire project site of the former Camarillo State Developmental Hospital. The site consists of 634 acres with approximately 1,600,000 gross square feet of developed structures, roadways and other infrastructure. Also located within the site is a 28-megawatt co-generation facility. This facility has a ground lease with the State Department of Energy that runs through 2018. The campus is comprised of two major sectors: the Campus Core/ West Campus, and the East Campus.

The Campus Core/ West Campus contains about 1,270,000 gross square feet of developed space on 42 acres of what was the nucleus of the former state hospital. This is organized into the North Quadrangle, South Quadrangle, Research and Technology Center, Gymnasium Complex, and West Campus Facilities Maintenance area. The intention of CSU is to reuse as many of the existing buildings as possible to meet the requirements of the academic program. It is estimated that the existing space is adequate to meet the projected needs through 2025 with the addition of a few new buildings. New buildings will include a replacement physical education facility, a new auditorium, theater and several research-related buildings.

The East Campus contains approximately 330,000 square feet of developed space on approximately 162 acres of land. The developed space includes over 400 residential units and the former Children's



634-Acre Plan

Entire CSUCI Campus

Development Center. The CSU intends to demolish most of the buildings in the East Campus with the exception of a cluster of Monterey Style structures in the vicinity of Building One, with the potential reuse as a community center. Existing individual specimens as well as groupings of mature trees will be preserved and integrated into the design of all components of the East Campus. This area will be redeveloped to meet the needs of staff and faculty housing, and to provide for development that is compatible with the University and provides partial funding of the ongoing site development and operations. The East Campus development will also help to restore the Long Grage Canyon Creek and enhance the Calleguas Creek zones. These will be integrated into a preservation program and system that includes the entire site and beyond.

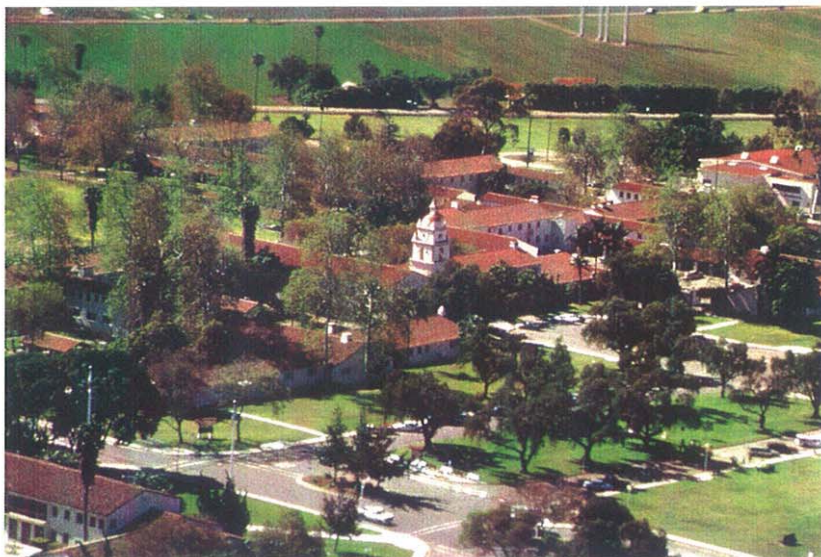
The remaining 430 acres of the site will be preserved as open space. For the most part, this area is mountainous terrain. Round Mountain separates the Campus Core/West Campus from Lewis Road and the Calleguas Creek to the west. Two other mountains separate the East Campus from University Drive (formerly Camarillo Drive) to the west.

Preliminary planning estimates assume the following allocation:

- 22 acres for infrastructure elements (roads and drainage)
- 34 acres for community elements (schools, parks, community center and fire setbacks)
- 6 acres for community retail elements (retail center and village green)
- 4 acres for a parking structure
- 15 acres for commercial office elements (350,000 square feet of Research and Development facilities)
- 23 acres for rental housing (530 units total)

- 34 acres of for-sale housing (370 units)

In addition, there is another 22 acres of meadow located along University Drive that will be preserved as open space. A “University Retreat House” for special events may be located in this area, but would leave the site in its natural condition.



Master Plan Concepts

In developing the Master Plan, several key concepts have emerged with implications for the physical planning of the new campus. These concepts address both the natural and built environment and strengthen the physical framework of the campus. Each concept is intended to preserve the natural environment and strengthen the physical framework of the campus while accommodating future growth of the University.

Open Space as a Unifying Element

An open space network will provide the primary structure to the Master Plan and unify all land use elements. Mature landscaping has become a primary feature of the existing campus, especially in the Campus Core.

The concept of *open space* will address the following objectives:

- To unify campus complexes with interconnecting outdoor spaces
- To preserve and enhance existing outdoor spaces that make the campus unique
- To preserve the mature trees on the entire campus and integrate them into future development
- To promote a consistent use of plant materials, paving, and other landscape features
- To protect against the overbuilding of the site at the expense of adequate open space
- To provide an opportunity for both active and passive use of open space

Academic Districts as Organizing Elements

The Master Plan builds on the existing organization of buildings into distinct complexes as an organizing feature of the campus. The complexes will be organized into academic districts. With academic districts, colleges and departments can plan for their growth within a defined campus area. Academic districts allow for rational growth for the entire campus. The use of academic districts minimizes the walking distance between classes, laboratories, offices and library.

The concept of *academic districts* addresses the following objectives:

- To organize the campus by programmatically related districts
- To provide adequate space for expansion within the district as the academic programs grow
- To maximize interaction between faculty, staff and students of like disciplines

Master Plan Concepts

Architectural Infill as an Integrating Element

The Master Plan uses architectural infill to integrate the existing campus architectural fabric with new development on the campus. Wide gaps exist between some buildings. Some of the current open spaces lack definition and could be incorporated into the existing building grid. Some of the architectural infill opportunities are within existing courtyards, others are adjacent to existing buildings.

The concept of *architectural infill* addresses the following objectives:

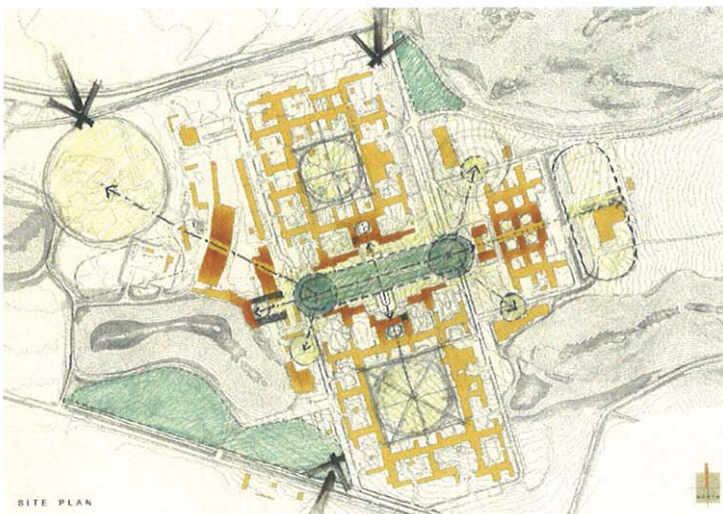
- To integrate campus building uses within programmatically related districts
- To develop, reinforce and preserve positive open space qualities
- To preserve and reinforce the historical characteristics of the campus
- To satisfy future program needs by providing adequate facility space
- To optimize functional use of the physical plant
- To optimize the use of the site

Entrances as Orientation Elements

The design of the campus entrances and gateways along with landscaping and signage will convey a strong sense of place and communicate the CSUCI image.

The concept of *entrances as orientation elements* addresses the following objectives:

- To convey an appropriate campus image to the public
- To provide direction and orientation
- To create a sequence of arrival experiences that leads the user to the appropriate destination



Edges as an Interfacing Element

The image CSUCI will convey to the community comprises many visual impressions, with the edge of campus being perhaps the most important. The campus edge needs to provide positive reflection of the campus architecture. This can be achieved through attention to landscape elements as buffers and as frames for pleasing views from the periphery.

The concepts of *edges as an interfacing element* addresses the following objectives:

Master Plan Concepts

- To guarantee the visual integrity of the University and its relationship to the adjacent community
- To respond to the adjacent land use in an appropriate manner by providing buffering, transitioning, or linking
- To preserve, enhance or create views in and out of the campus by discreet placement and composition of new construction and planting

“Green Campus” Environmental Elements

This concept fostering a “green campus” addresses the following objectives:

- To preserve and enhance the existing natural environment
- To integrate the campus into the larger regional context and utilize campus projects to achieve larger regional goals
- To maximize the use of environmentally conscious design principles
- To maximize the use of recycling centers
- To minimize the use of harmful chemical fertilizers and pesticides

The use of fertilizers and pesticides will be monitored so as not to have a negative influence on the environment. Recycling programs will foster reuse of materials used on campus. Construction will create energy-efficient buildings. Alternative energy sources will be used to provide power, wherever possible.

Historical Elements

The existing older buildings and the ambience that they provide are truly unique treasures for CSUCI. Older buildings will continue to serve as physical reminders of Camarillo’s history and heritage. They also serve as physical and emotional links for people from the region. Preserving the existing buildings will contribute to the University’s prestige, by indicating that it has a history and that it values qualities represented by older buildings (such as tradition, stability, and continuity).

The concept of *historical elements* addresses the following objectives:

- To rehabilitate and preserve existing historic buildings of the original campus
- To integrate buildings and landscape in the existing campus core with new construction on campus
- To use historical and regional vernacular as a design catalyst and inspiration

Components

The following components of the Master Plan are the building blocks on which the plan is constructed. These components are the Landscape and Open Space Framework; the Architectural Framework; Entrances and Edges; Vehicular Circulation; Parking; Public Transportation; Housing; Pedestrian and Bicycle Circulation; Emergency and Service Access and Utilities and Infrastructure.

LANDSCAPE AND OPEN SPACE FRAMEWORK

The proposed landscape and open space framework provides the primary structure to the campus plan, unifying all the land use elements by establishing the boundaries for districts, connecting destinations, and strengthening the existing open space system. The open space does not stand alone, however, but is linked to the Architectural Framework that gives it definition. Detailed landscape decisions will be made when designing and siting specific development and improvement projects. These projects will be consistent with the plan.

The landscape and open space framework for CSUCI can be grouped into these distinct categories:

Public Commons Landscape

Public commons will be the focus of major University activities such as rallies, concerts, speaking events, outdoor eating, and socializing. Those commons will provide a sense of place and become a major campus focal point. The existing campus public commons will be preserved and new ones created.

Park Landscapes

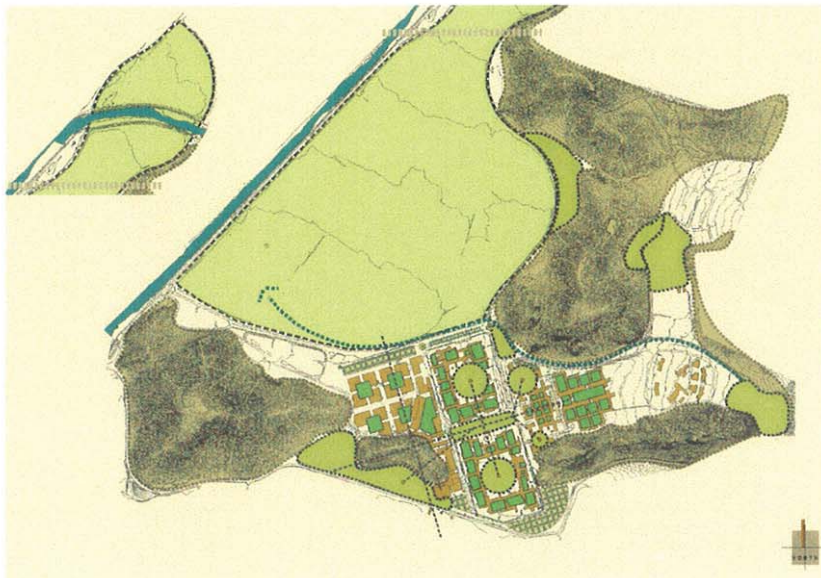
Park landscapes are composed of large areas of lawn and trees that provide a respite from the classroom and more active campus areas.

Parks inspire passive activities such as picnicking, strolling, studying, contemplating and napping. The open landscape also ties together and buffers all the more formal landscape areas.

Courtyard Landscapes

The courtyard landscapes are small-scale nodes of activity surrounded by buildings. These courtyards have a special, hidden-away feeling and support passive and interactive activities as well as serving as outdoor classrooms.

-  Public Common or Open Space
-  Courtyards
-  Agricultural Landscape
-  Venturan Coastal Sage Scrub to be Left Undisturbed
-  100 Foot Landscaped Wildfire Hazard Zone at Base of Mountain



Components

Linkage Landscape

Linkage landscapes are composed of the major campus walkways and the supporting elements such as trees and other plantings, site furnishings and signage. Linkage landscapes usually connect public plaza landscapes and tend to have a sense of formality.

Agricultural Landscape

The *Agricultural landscape* to the west of campus is composed of mostly citrus and row crops. This serves as open space buffer and visual resource.

Natural Landscape

Rounded mountains and steep hills with rock outcrops characterize the *natural landscape* of the site. Situated at the northern edge of the Santa Monica Mountains, the site is mostly hilly and unusable for building. The open hillsides provide a strong unifying element to the landscape.

Recreational and Athletic Open Space

The *recreational and athletic open space* areas are currently located within the courtyards, adjacent to the Gymnasium and around the pool. Proposed athletic open space areas include football, soccer, baseball, softball, tennis and other recreational and competitive sport activities. These areas may be large expanses of turf, compacted soil or paved surfaces.

For the Landscape and Open Space Framework to operate functionally and aesthetically, it is necessary for the Architectural Framework to anticipate these uses and be sited accordingly. The Master Plan recommends that the physical education facility be located in the western sector and with the athletic fields immediately adjacent. The existing Haggerty Gymnasium and pool can be used until 2004, when a new facility will come on-line. Athletic fields will be constructed from 2000 – 2004.

ARCHITECTURAL FRAMEWORK

While the landscape and open space framework provides the unifying structure to the plan, the Architectural Framework provides definition to the open space. The Architectural Framework also connects existing buildings allowing sheltered movement from one building to another. Using the concept of architectural infill, new buildings can be located adjacent to existing buildings and connected by common spaces and atriums that provide interior circulation and increase energy efficiency. The Architectural Framework for CSUCI follows these basic principles:

Components

Structure Siting and Grouping

New structures will be grouped in relationship to existing structures and composed in a way that defines exterior spaces, strengthens existing and potential linkages, creates new courtyards, enhances the circulation patterns, and preserves and frames views. Existing structures, if deemed inappropriate to the campus architectural fabric and disruptive to the efficient functioning of the campus, will be removed and their uses reapplied to a new location.

Building Height and Mass

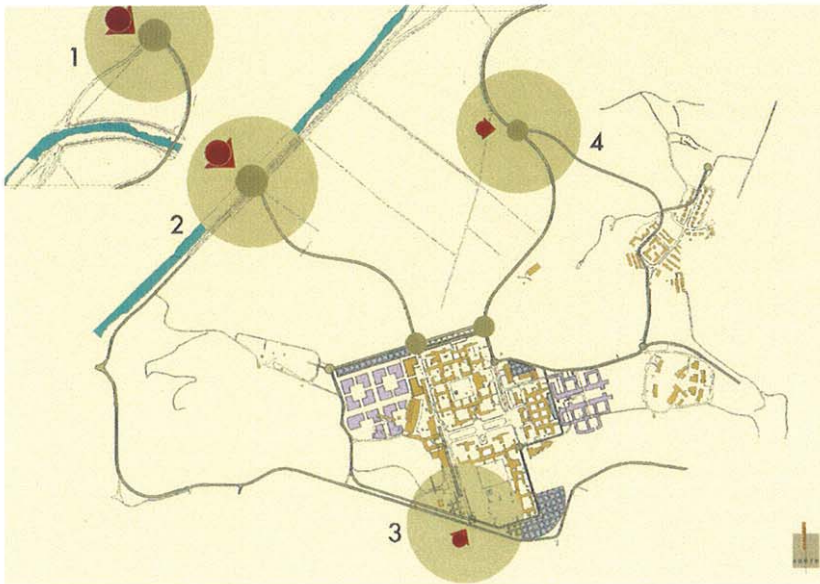
New campus structures should have a height and mass that conforms to the general height and mass of the main academic core at two to three stories. A structure's height and mass should relate to surrounding buildings, and height may increase if its function is that of a focal point or landmark. Taller structures should also be confined to the heart of campus away from the edges and will only be approved with special justification. While the approved campus Environmental Impact Report (EIR) allows for four-story structures, their need will have to be justified to the Site Authority as compared to lower-scaled alternatives.

Interface with Landscape

Buildings should orient to the pedestrian circulation. Ground floors should be open to the adjacent streets, walkways and courtyards and be accessible and visually interesting. Buildings with similar programs should be linked together with enclosed space as much as possible.

ENTRANCES AND EDGES

Campus entrances and edges define the University and contribute



to its public image. The meandering tree lined University Drive will be preserved and the new roads for the main entry will have similar character with the same tree specimens. There are two distinct campus edges, the east/west campuses edge and the total site edge. The east/west edge will be defined most clearly at the Retail Center through the development of a signature campus building and village commons and in a transition zone between the Library and student housing. This edge will continue at a

Components

more urban scale with a three-story commercial office and parking structure. Land uses and buildings in scale with surrounding uses will portray an appropriate campus image along the exterior edge. This will be most important along Potrero Road, since the other edges are quite remote from public view.

Four key vehicular entrances will be provided as follows:

- Main entry via University Drive (until new entry is created)
- A new main entry is proposed via Lewis Road (this will become the primary entry)
- Emergency/service entry via Potrero Road
- Entry road to East Campus from University Drive

The entrances will have a parklike character. Minor entrances will be created for pedestrians. Edges of the campus and research/residential area will be defined. Agricultural edges of the campus will remain as a buffer and visual resource.

VEHICULAR CIRCULATION

The circulation plan clarifies campus circulation and entrances to provide a pedestrian campus. The Master Plan strives to maintain as much convenience as possible while creating a vehicle-free academic core. This will be accomplished by routing traffic around the perimeter of the Campus Core. All parking lots will be on the perimeter of the Campus Core and accessible to vehicles without crossing pedestrian pathways.

CSUCI will encourage the use of public transportation and other alternatives to commuting. One possibility that is being investigated is the construction of park and ride facilities in the Cities of Camarillo and Oxnard with shuttle buses running from the parking area to the campus on a regular schedule. Other possibilities for joint power agreement on use of parking facilities will be pursued with the County at the proposed amphitheater. Since this facility would be used infrequently for large numbers of cars, it is natural that joint use of the parking facilities would benefit both parties. Surrounding community college parking capacity will also be used to stage bus access to campuses.

PEDESTRIAN AND BICYCLE CIRCULATION

Pedestrian pathways are the arteries of the campus body. Movement of the campus users from one point in the campus to another is of prime importance. This movement must be done efficiently, quickly and with a minimum of conflict while providing an aesthetic and pleasing user experience. It is a goal of the Master Plan that all areas within the Campus Core can be located no more than ten

Components

minutes walk from each other. Other goals include:

- Connect all campus use areas and buildings in a simple, direct manner with positive, identifiable connections to the campus edge.
- Create walkways that strengthen the campus plazas, courtyards, streetscape and park landscapes linking them into a series of sequential spatial experiences.
- Encourage the use of bicycles around campus, to remote campus locations and to surrounding areas and develop a bicycle Master Plan component.
- Provide sufficient and secure bicycle parking.

PARKING

Parking will be provided in strategically placed areas to meet the needs of the CSUCI community. Parking policies will contribute to efficient circulation and a vehicle-free campus. Parking requirements will be based on the need to accommodate 50% of headcount students and 100% of faculty and staff at any one time. Area for each parking space will be estimated at 350 square feet. Handicap parking will be in addition to the total. Parking space for retail and commercial offices will be based on the total square footage of lease space available.

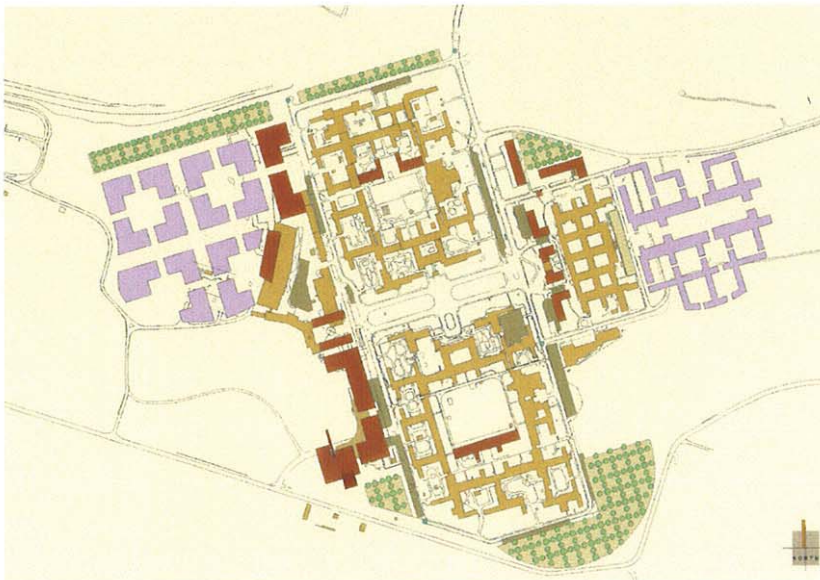
Existing parking spaces on site total at approximately 1,500. An additional 500 space will be required by 2002. Space for an additional 1,000 cars will be required by 2010. This will require approximately eight acres of surface area. Parking structures would be required to support the enrollment levels planned by the end of Phase III. It is estimated that 20 acres of three-level parking structures will be required for approximately 3,500 cars at final buildout. The parking

structures would be built over existing parking lots, as needed.

EMERGENCY AND SERVICE ACCESS

Emergency access is proposed from Potrero Road at the existing South Gate adjacent to Haggerty Gymnasium. This gate will be locked to all but emergency and service vehicles. Restricted use of this gate is planned for in Phase II, when the facilities maintenance yard may be moved to this area. During Phase III, after the new entrance road is finished, it

- Existing Building
- New Academic Building
- Existing Parking Spaces
- Proposed Mixed-Use Building/Parking
- Proposed Parking Grove



Components

would become a full-time entrance for service vehicles and still provide emergency access, as needed. The California State University Police Department will provide police protection for the campus. Fire protection for the campus will be the responsibility of the Ventura County Fire Protection Services.

UTILITIES AND INFRASTRUCTURE

Electrical power supply is provided by the on-site, natural gas powered, 28-megawatt co-generation facility. Currently, the campus demand is less than one megawatt of power, with the remainder of power produced by this plant being sold to Southern California Edison. This facility will continue to provide all of the electrical power for the entire campus area.

The Camrosa Water District supplies water to the campus. The water distribution system was recently reconstructed and is in good condition. Two existing one million-gallon water storage tanks located on the site provide water for fire and peak domestic flow demands. The State also retains title to a well located adjacent to Lewis Road that could be used for an alternative water source.

The Camrosa Water District provides sewage treatment to the site. A wastewater treatment plant located west of the campus provides capacity for treatment of 1.5 million gallons per day. Currently, the site has a treatment allocation of 250,000 gallons per day.

Natural gas is provided to the site by a high-pressure six-inch pipeline owned by the Southern California Gas Company. This is planned to be used as a back up to the existing steam and electrical power. Laboratories will use a small amount of natural gas.

Steam heat is provided to the site from the co-generation facility. The steam is used for space heating and hot water production for the entire campus. It is planned to extend the steam lines to include new construction in the East Campus.

PUBLIC TRANSPORTATION

CSUCI will encourage the use of public transportation and other alternatives to commuting. Ride sharing, van pools, alternative fuel vehicles, bicycles and many other modes of transportation are being proposed as alternatives to single occupancy gas powered vehicle commuting. Development of off-campus parking structures in adjacent cities and along major interstate corridors is also being investigated. Shuttle buses will transport students from these remote park-and-ride facilities to the campus. This will reduce pollution, congestion and campus crowding.

Phasing

The Master Plan presents a strategy for the physical growth of the University. It is a long-range view to insure that shorter-range projects will be accomplished within the context of the campus long-range goals. The plan does put a time limit of 2025 on reaching this vision, but is still more concerned with a logical and orderly progression of growth resulting in a cohesive university campus.

As University needs and State desires and funds dictate, projects will be funded and implemented. The Master Plan includes the ultimate campus buildout at a certain point in 2025 as a way of showing the campus' capacity. The campus plan includes a preliminary list of projects, in a prioritized order, that will be required to meet upcoming space needs and to begin implementing the site organization elements of the plan. The following list of priorities is based on several assumptions:









- Existing buildings will be reused wherever possible, to meet program space requirements
- Existing roads and infrastructure will be used, wherever possible, to accommodate new construction
- Parking must be supplied before existing lots are removed
- All alternative parking options shall be utilized before building parking structures which shall be delayed as far into the future as possible
- Pre-planning for future phases must be concurrent with Phase IA construction

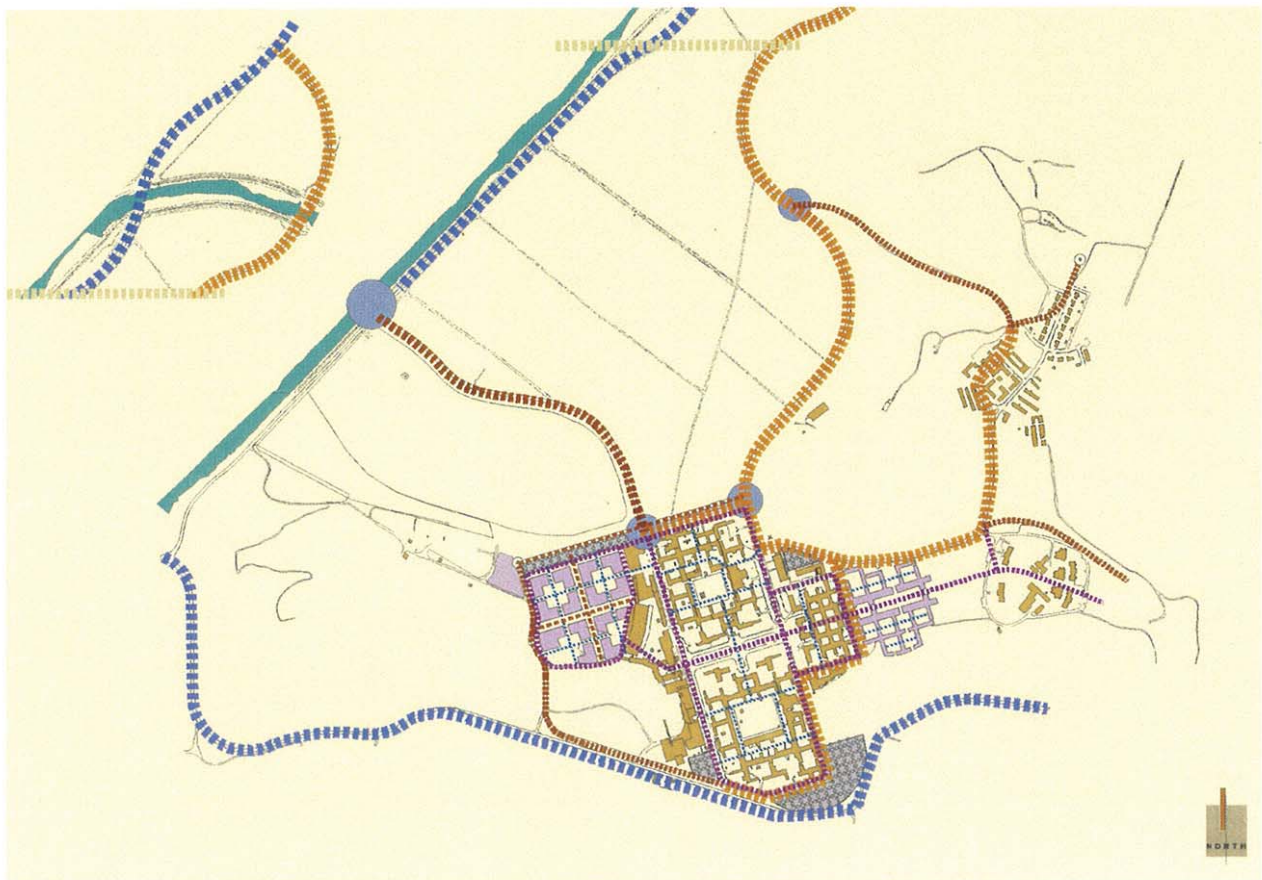
Proposed Campus Entry, Roadways & Pathways

The main entry to the campus is via University Drive, which is accessed from Lewis Road. Ventura County has designated University Drive as a scenic highway. Its name was changed from Camarillo Drive to identify its unique role. The road crosses a stream and winds through orange groves and meadows along the base of a hillside. Wildlife abounds in this area. There are views of the agricultural plain to the west. The main entrance to the campus is through a parklike setting on a rise that affords a view of the Campus Core buildings. All major campus buildings are organized in an axial grid with courtyards and green spaces separating one and two-storied traditional Mission-Spanish Colonial Revival styled buildings with red-tiled roofs.



A new main entry road will be built to become the main entrance to the campus. Its exact location will be determined at a later date, but its character and landscaping would mirror that of the existing curved, tree-lined University Drive. The new roadways connecting

-  Transit/Vehicle Hub
-  Parking/Housing-R&D
-  Surface Parking
-  Main Road
-  Vehicular Circulation
-  Multi-Purpose Circulation
-  Proposed Vehicular Circulation
-  Pedestrian Restricted/Emergency Vehicle

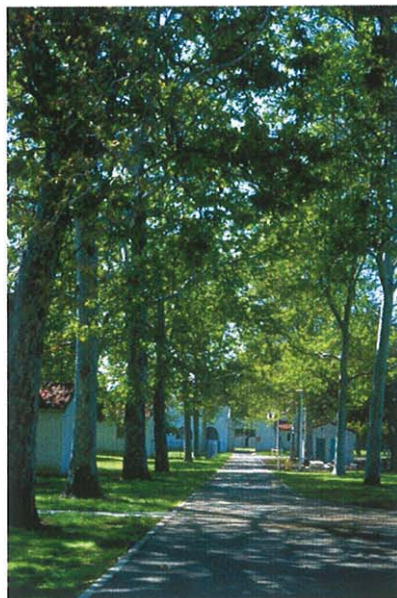
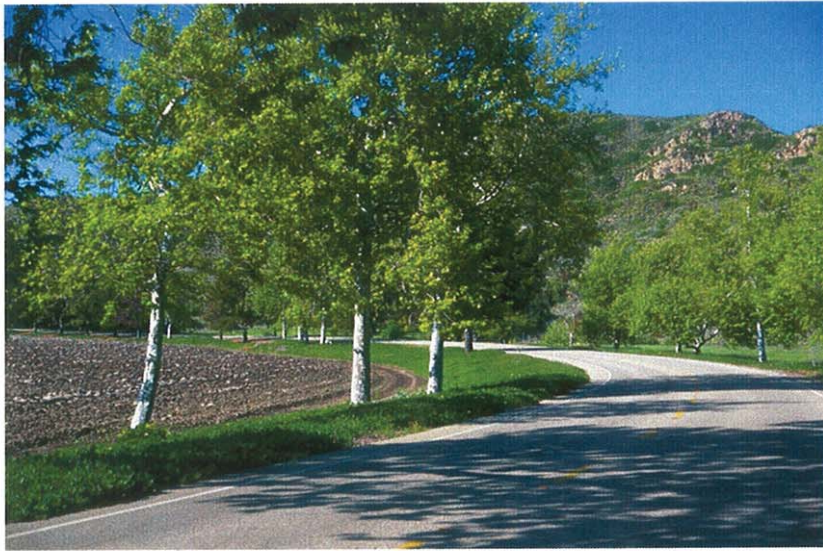


Circulation & Parking

Proposed Campus Entry, Roadways & Pathways

Lewis Road and University Drive to the main bus drop-off will be designed as four-lane roads separated by a landscaped median. Lane widths will be specified to the minimum of the standard to minimize the paved area. New roadways shall be landscaped with trees of a type and spacing pattern equivalent to that which exists along University Drive, with the intent of continuing the University Drive aesthetic design. A new main entry road will be built to become the primary entrance to the campus.

Access to the residential area proposed for the existing Rincon Drive from the south and from the north would provide the East Campus with a second entrance by extending a road between two hills to tie into University Drive. This two-lane road would be 40 feet wide.



Proposed Landscape Network

The existing Campus Core is defined by a mature landscaping network composed of a series of courtyards, open spaces and formal gardens surrounding buildings that are organized along a north/south axis. The landscaped network extends over most of the 42 acre Campus Core. Landscape elements include not only planting, but also such elements as fountains, walks, pavilions, curbs, benches, hedges, lighting, stucco covered masonry garden walls (freestanding or retaining), tile and stone paving.

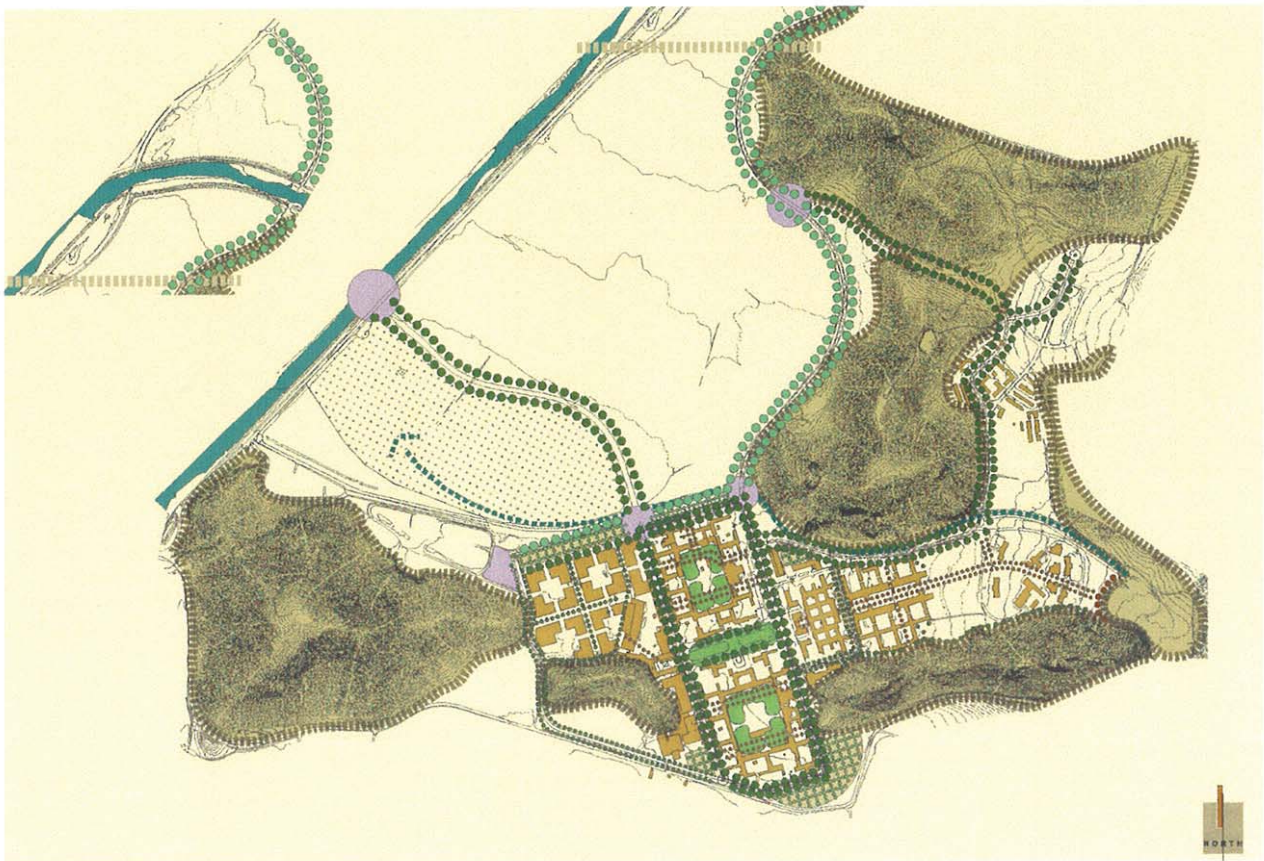


Proposed Landscape Network

This landscape network will guide, preserve, enhance and reinforce the condition of existing landscaping and development of future landscaping.

- Enhance the use of the Jacaranda, Sycamore, California Pepper, and California Live Oaks, as well as, the more frequently planted trees on campus
- Plant California Live Oaks around perimeter of central campus
- Dominance of California Sycamores to be preserved and protected at North and South Quadrangles
- Allée of California Peppers to be preserved and strengthened at The Commons
- One hundred foot landscaped wildfire hazard zone at the base of the mountains
- Existing trees along University Drive to be extended on both sides of roadway to create strong sense of arrival
- Riparian wildlife corridor along Long Grade Canyon Creek to be enhanced and preserved
- Venturan coastal sage scrub areas to be left undisturbed

- New Trees
- Existing Trees to be Extended
- Wildlife Corridor to be Preserved
- Treebelt Around Perimeter of Campus
- Pedestrian Walkways to be Strengthened
- Venturan Coastal Sage Scrub Area
- 100 foot Landscaped Wildfire Hazard Zone at Base of Mountain
- California Sycamores



Landscape Plan

Proposed Lighting Network - Street and Public Areas

Lighting Network – Street and Public Areas

The Master Plan of lighting deals specifically with the treatment of the University Drive and the Santa Barbara Avenue extension, as well as any proposed nighttime lighting of play fields. Ultimate design shall consider leaving University Drive and the Santa Barbara Avenue extension unlit




Under no circumstances shall lighting standards exceed 20 feet in height, and lighting shall not be permitted to exceed one footcandle at a distance greater than 50 feet from the roadway perimeter.

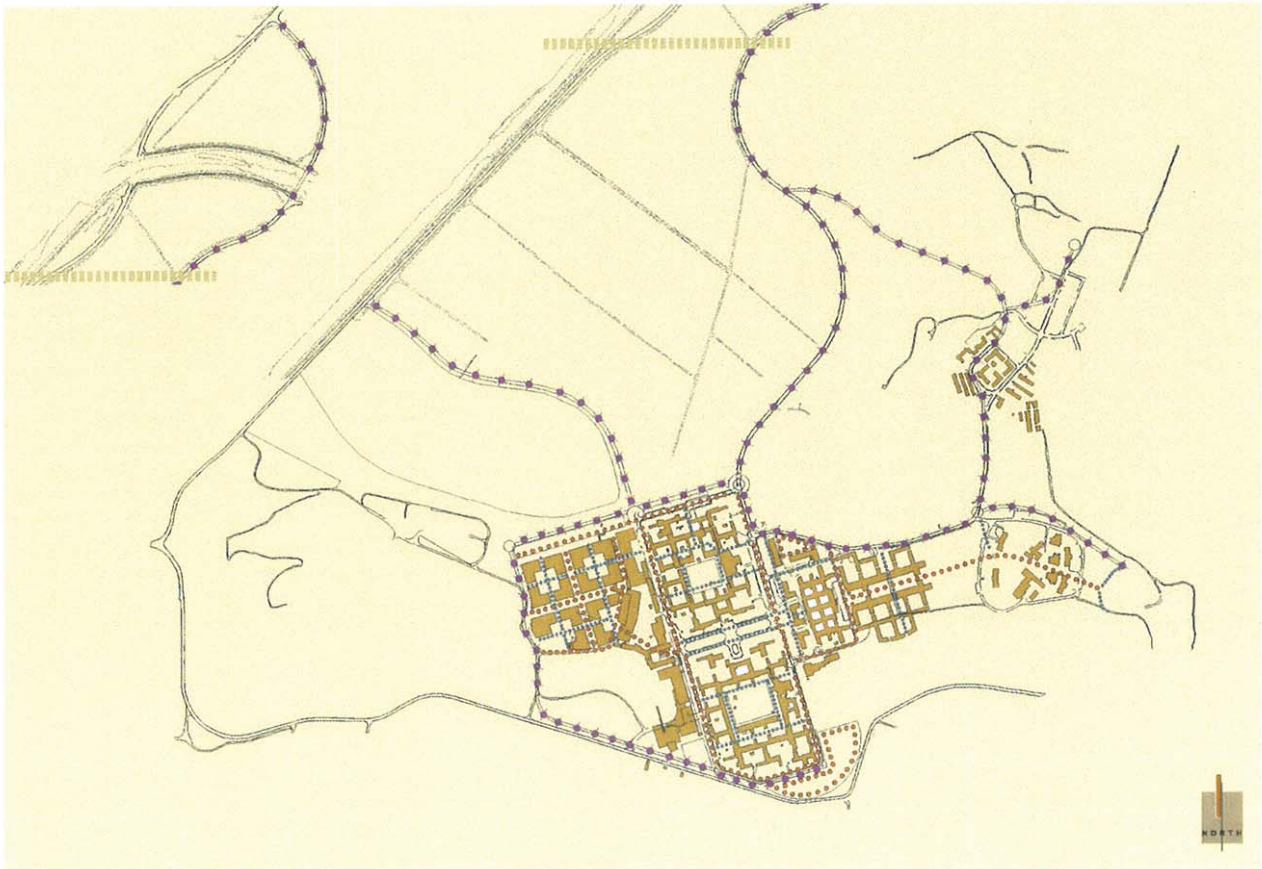
If nighttime lighting of the recreational fields is required, lighting standards shall be of such a design as to not generate light pools in excess of one footcandle at a distance of 100 feet from the field area.

If nighttime lighting of the recreational fields is required, tree row perimeter landscaping of the fields shall be incorporated into the design such that mature canopies would interrupt light pools from spilling offsite along the Potrero Road corridor. Evergreen species whose canopies are tall and broad shall be specified.

The use of highly reflective façade building materials such as glass or polished metals shall be minimized.

The proposed project would create new sources of light and glare

-  20' Double Head
-  14' Single Head
-  10' Single Head



Lighting Plan

Proposed Lighting Network - Street and Public Areas

through the construction of new buildings, lighting for sports facilities, and new parking areas.

Illumination of parking areas should be accomplished in a manner that minimizes spillage of light away from the lit area. Light standards shall be designed to achieve one footcandle at the property line, considering weather conditions.

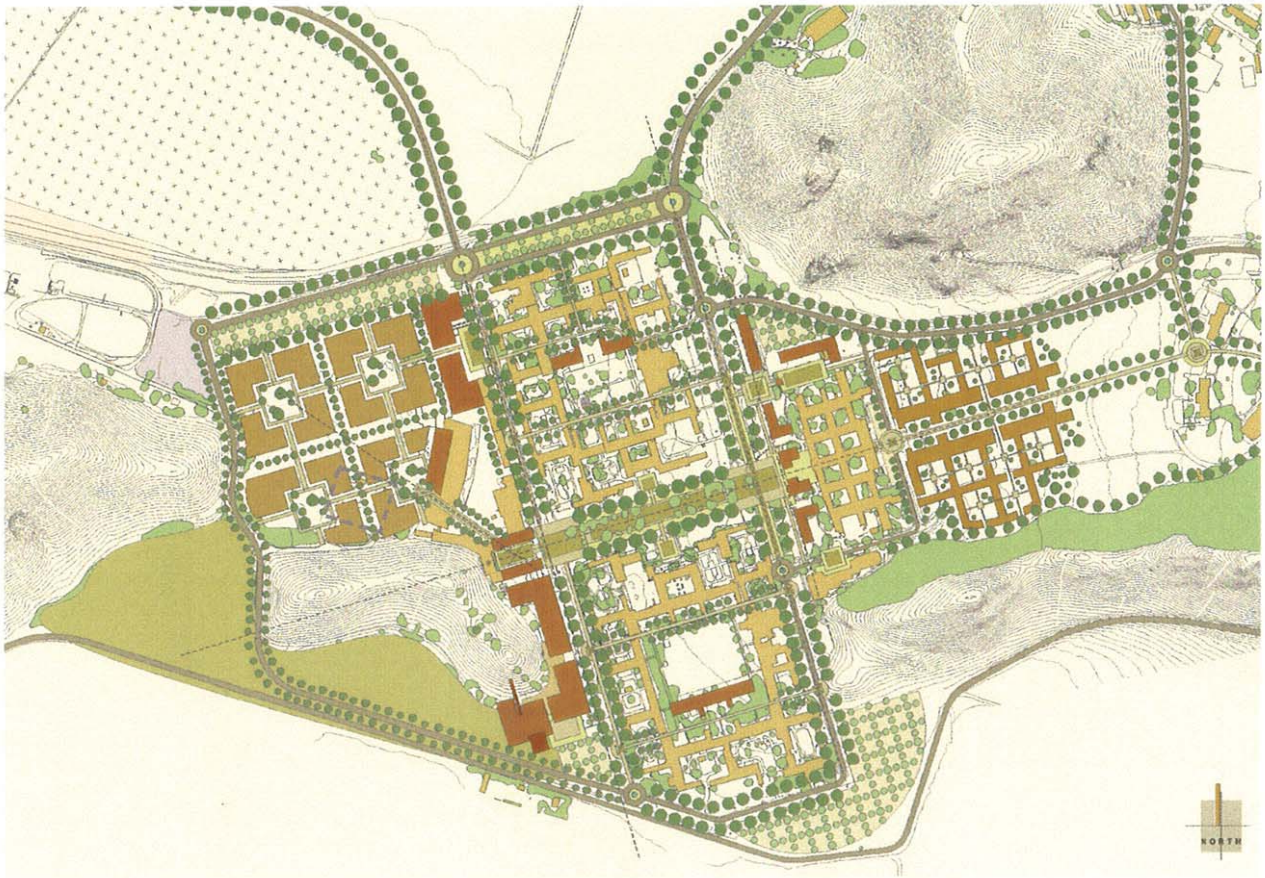
Overhead lighting fixtures to light roads and parking areas shall not exceed 20 feet in height.



Academic Village

The Campus Core area will be developed into the Academic Village for CSUCI. The first phase of construction, scheduled for completion in August 1999, renovates approximately 100,000 square feet of space in existing buildings for use as classrooms, laboratories and library. This will be followed by several other renovation projects that will continue to add space to meet the projected enrollment on the CSUCI campus. Phase I (1999 – 2004) will include approximately 400,000 square feet of space; Phase II (2005 – 2010) will add another 200,000 square feet of program space; Phase III (2010 – 2025) will complete buildout of the Campus Core with approximately 1,000,000 additional square feet of space being added. Total space needs for the Academic Village (including 240,000 square feet of dormitory space) is estimated to be 1,600,000 square feet.

- Existing Building
- Service Yard
- New Academic Building
- New R&D/Parking
- New Student Housing/Parking
- Existing Landscape
- New Landscape



Planning Assumptions

With its historic architecture and its mature landscaping, this campus site is a unique asset. The goal of CSUCI is to preserve and build on this to create a world-class university for the 21st century. In order to achieve this goal the University has outlined a number of planning assumptions that must be considered in all future development plans. These include:

- The existing buildings in good structural condition should be preserved and used for easily adapted functions, wherever possible
- The academic area should contain a sequence of connected, functional spaces that can be assigned at varying times to varying program areas
- The circulation system should create an orientation to the physical layout of the campus
- The campus core area should be defined as being within the radius of a ten minute walk so that students may have sufficient time to walk from one building to another between classes
- Pedestrian circulation systems should afford maximum exposure of educational activities
- The pedestrian circulation system and open space network will provide the framework for campus unity
- Public-oriented facilities should be located at the entry zone of the campus and on the fringe of the academic core
- Campus entrances and edges should define the University and contribute to its public image
- Parking should meet the needs of the campus independent of streets
- Parking should be located adjacent, but not within, the Academic Village, so as to maintain convenience while creating a vehicle-free campus
- Parking structures will be limited to three stories above grade and no more than thirty feet in height to the parapet
- New buildings will be limited to predominant two and three stories with a four story possibility only under specially demonstrated approved circumstances. They will be no more than 60 feet in height to the parapet
- Siting of all new structures should be done carefully as to minimize blockage of existing views from the campus or adjacent roads and pathways
- Public transportation will be available adjacent to campus, but vehicular traffic must not interfere with pedestrian traffic flow

Planning

Assumptions

- Dormitory facilities will be planned in the Campus Core for a maximum of 1,000 students in double occupancy accommodations
- Student activities shall be concentrated in a single part of the campus until such time as a student union building can be constructed
- All buildings in the campus core will conform to the existing Mission Style, or a contemporary version that sensitively integrates the built qualities of the style.
- The construction shall meet the same standard of substance of the original buildings. The use of the “surface palette” without the integration of the sculpture, tone, and spatial and formal order will be unacceptable
- The Campus Architect will be responsible for assuring the continuity of the qualitative heritage of the campuses built and urban design

Academic Program Areas of Emphasis

CSUCI has developed a broad statement of goals related to their academic program areas of emphasis and how the site and facilities support the academic mission.

Broad Goals:

- Increase higher education availability in the Ventura County region
- Generate high degree production (minimize time to graduation)
- Provide a mixed and balanced program in:
 - Agriculture
 - Arts and Sciences
 - Business Administration
 - Engineering
 - Nursing and Allied Health Services
 - Teaching
 - Biotechnology
- Provide core programs days and evenings.

Target Students

- Lower Division Students (30 - 40%): traditional post-secondary students from the top 30% of high school graduating class.
- Upper Division Students (30%): traditional students directly from Lower Division or Community College.
- Upper and Graduate Students (30 - 40%): mature adults, average age 35
 - Many working full time
 - Two-thirds are women
 - Many have families

Proposed Faculty

- Initially shared with CSUN through OCC, or shared degree programs
- Increasingly, hired specifically for this campus
- Uses collegial approach to teaching (team teaching)
- May live on campus (in residential area)

Educational Program

- Rigorous academic program
- Collegial learning format - group problem solving
- Emphasis on oral and written communications
- Sophisticated use of data and information services and technologies

Academic Program Areas of Emphasis

- Lower, upper level and graduate programs
- Wide variety of programs
- Responsive to regional educational needs
- Strong career and counseling services orientation

Operating Schedule

- Campus active Monday through Friday from 8:00 am to 10:00 PM and at least half days on Saturday
- Classrooms and labs are centrally scheduled
- There will be two peaks per day, one in the morning from 8:00 - 12:00, and another in the evening from 6:00 - 10:00
- Campus will operate on a traditional semester schedule
- Open campus on weekends for education, social and community use

Financial Approach

- Construction will be paid for from a variety of funds sources including:
 - Revenues from the commercial development of the site
 - Donor and foundation funding
 - General state funds for education
- Ancillary services will be self-supporting and will pay for both capital and operating costs related to their use of the site and facilities. These include:
 - Student housing and food services
 - Bookstore
 - Parking
- Grants and contracts supported research activities may lease space in the commercial development area

Physical Environment

- Attractive, comfortable and stimulating
- Designed with the safety of all users in mind
- Very supportive of overall student and staff needs
- Technologically advanced infrastructure
- Strong campus focal point and/or building
- Clear front door and identity in the community
- Simple and direct parking and circulation

Academic Program Areas of Emphasis

- Transportation system that encourages alternatives to single-occupant auto commuting
- Clear open space and landscape concept
- Expandable buildings that anticipate ultimate buildout and/or replacement

Demand Forecasting

Enrollment Goal Allocation for CSUCI was based on California participation rates for the service area of Ventura and Santa Barbara Counties. Together, Ventura and Santa Barbara counties had a combined population in excess of 1,000,000 people in 1990. The population in these two counties is expected to grow to more than 1,750,000 by the year 2025. The participation rate for the general population in four-year public higher education in the State of California is approximately 2.25% of the total estimated population. This means that the total demand for four-year public higher education in the service area was 22,500 in 1990 and is expected to grow to 39,375 by 2025.

Assuming that CSUCI will meet 50% of the demand for public four-year higher education in the service area, the demand in 2025 will be approximately 19,700 headcount students, or approximately 15,000 FTES at a ratio of 1.3 headcount students to FTES. This is the planned capacity for CSUCI.

It is reasonable to assume that the creation of a new campus in Camarillo will have an impact on the pattern of enrollment at other existing institutions. For the state as a whole, the availability of higher education opportunities will expand as the new CSUCI campus comes on-line. The likely impacts on CSUN and CPSUSLO are to create additional capacity in these institutions as future demands on their facilities decrease. Additional impacts may also be felt in community colleges within the service area as some lower division students apt to attend CSUCI.

Areas of Emphasis

There are 16 current degree programs offered at the CSUN OCC. CSU plans to offer a total of 28 CSUCI and joint degree programs at CSUCI from 1999 through 2001. By 2002 CSU plans to offer a total of 42 CSUCI and joint degree programs at CSUCI. The draft academic program plan for CSUCI is shown on the following page.

Academic Program

CURRENT CSUN PROGRAMS AT OFF- CAMPUS CENTER

Education

- Elementary Education (M)
- Educational Administration (M)
- Special Education Credential

Social & Behavioral Sciences

- Chicano Studies
- Child Development
- Counseling (M)
- Psychology
- Public Administration
- Sociology

Arts & Sciences-GE

- English
- History
- Liberal Studies

Health & Environmental Science

- Nursing

Business/Agriculture/Engineering

- Accountancy
- BusinessAdministration (M)

Partnered Programs

- Masters of Social Work

Bold = New CSUCI Programs

CURRENT CSUN PROGRAMS AT OFF- CAMPUS CENTER

Education

- **Elementary/Multiple Subjects/OU**
- **Liberal Studies/Blended 4-Year Credential**
- **Secondary Education Credential**
- **Secondary Education (Computers) (M)**
- Educational Administration (M)
- Elementary Education (M)
- Special Education Credential

Social & Behavioral Sciences

- **Administration of Justice**
- **Political Science**
- Child Development
- Counseling (M)
- Psychology
- Sociology

Art, New Media & Information Technology

- Art
- **Computer Information Systems**
- **Communication**

Arts & Sciences-GE

- **Biology**
- **Computer Science**
- **Spanish**
- English
- History
- Liberal Studies

Health & Environmental Science

- Nursing

Business/Agriculture/Engineering

- Accountancy
- BusinessAdministration (M)

Partnered Programs

- **Masters of Business Administration**
- **Masters of Electrical Engineering**
- Masters of Social Work

CSUCI PROGRAMS 2002 - 2006

Education

- **Special Education (M)**
- Educational Administration (M)
- Elementary Education (M)
- Elementary/Multiple Subjects/OU
- Liberal Studies/Blended 4-Year Credential
- Secondary Education Credential
- Secondary Education (Computers) (M)
- Special Education Credential

Social & Behavioral Sciences

- **Administration of Justice (M)**
- **Sociology, Social Work (M)**
- **Anthropology**
- Child Development
- Counseling (M)
- Political Science
- Psychology

Art, New Media & Information Technology

- **Multi-Media**
- Art
- Computer Information Systems
- Communication

Arts & Sciences-GE

- **Biotechnology**
- **Economics**
- **Math**
- Spanish/Foreign Languages
- Biology
- Computer Science
- English
- History
- Liberal Studies

Health & Environmental Science

- **Environmental & Occupational Health**
- **Environmental/Marine**
- **Health Science**
- **Kinesiology**
- **Nursing (M)**

Business/Agriculture/Engineering

- **Agriculture**
- **Electrical Engineering (M)**
- **International Business (M)**
- Accountancy
- BusinessAdministration (M)
- Public Administration

Partnered Programs

- Masters of Business Administration
- Masters of Electrical Engineering
- Masters of Social Work

Enrollment Projections

ENROLLMENT TARGETS FOR CSUCI (FALL SEMESTER TOTAL ENROLLMENT PROJECTIONS)

	98-99	99-00	00-01	01-02	02-03	03-04
On-Campus	900	1,225	1,568	1,940	2,328	2,716
Total FTES	900	1,250	1,600	2,000	2,400	2,800

	04-05	2010	2015	2020	2025
On-Campus	3,104	4,500	7,500	10,500	11,750
Total FTES	3,200	5,500	9,000	12,000	15,000

Program Needs and Affinities

Currently the site contains approximately 1,600,000 gross square feet of developed structures. About 1,270,000 gross square feet are in the central area of the campus, with most of the remainder consisting of dormitories and a variety of attached and detached housing units (total approximately 400 units). The site provides adequate area for the University and compatible university support uses. These uses at full buildout of the Master Plan will include a variety of facilities related to the University and its academic programs. Student housing within the Campus Core buildings will serve up to 1,000 students at campus buildout.

CSUCI proposes to buildout the campus in three phases from 1999 through 2025. The project schedule is based on current construction activity. Phase I construction activity will be completed by 2002. Phase II will accommodate additional demand through 2010. Phase III will take the campus to full buildout in 2025.

The initial Phase IA construction activity consists of 104,342 gross square feet of renovations for academic programs and support space that will provide space for 1,250 students beginning in September 1999. Phase IB will consist of 80,000 gross square feet of renovations to support additional enrollments through 2004-05 academic year. Additional space is required for class labs, library, physical education, assembly and a variety of student support services. Phase IC will consist of additional renovations to support an estimated enrollment of 3,200 FTES in 2004-05. Renovation of 220,000 gross square feet of space for use as student dormitories is also included in Phase I, but this will be self-funded. Completion of Phase I will require a total of approximately 400,000 gross square feet of academic space and 220,000 gross square feet of student housing.

Phase II will continue the development of the campus through 2010 and will accommodate up to 4,500 FTES. Another 154,000 gross square feet of academic space will be required to support this enrollment. Several capital outlay projects have been identified during this phase including: an addition to the library, an addition to the physical education facility, additional student support spaces, and an addition to the corporation yard facility.

Phase III will complete the development of the CSUCI campus by 2025. Major capital outlay projects in this phase will include: a major classroom building, an addition to the library, an addition to the physical education complex, a support services complex, a variety of public assembly spaces, and additional corporation yard space. Completion of Phase III will require an additional 1,120,000 gross square feet of space, for a total of 1,674,000 gross square feet.

Academic Space Requirements

ACADEMIC SPACE REQUIREMENTS

The long-range academic space requirements for CSUCI are based on the projected demands for higher education within the Ventura County region. Requirements were estimated for each of the following types of space:

- Academic
- Administrative
- Library
- Student Services
- Assembly
- Physical Education
- Corporation Yards
- Parking

Capacity of facilities is expressed in terms of Full Time Equivalent Students (FTES). FTES academic enrollment is the total number of student credit hours per semester divided by the full-time load of 15 credit hours. Student station occupancy and utilization data are based on formulas contained in the State University Administrative Manual. Taken together, these measures result in a schedule of projected space requirements for any given enrollment.

Projected Space Requirement by Functional Area (Assignable Square Feet)

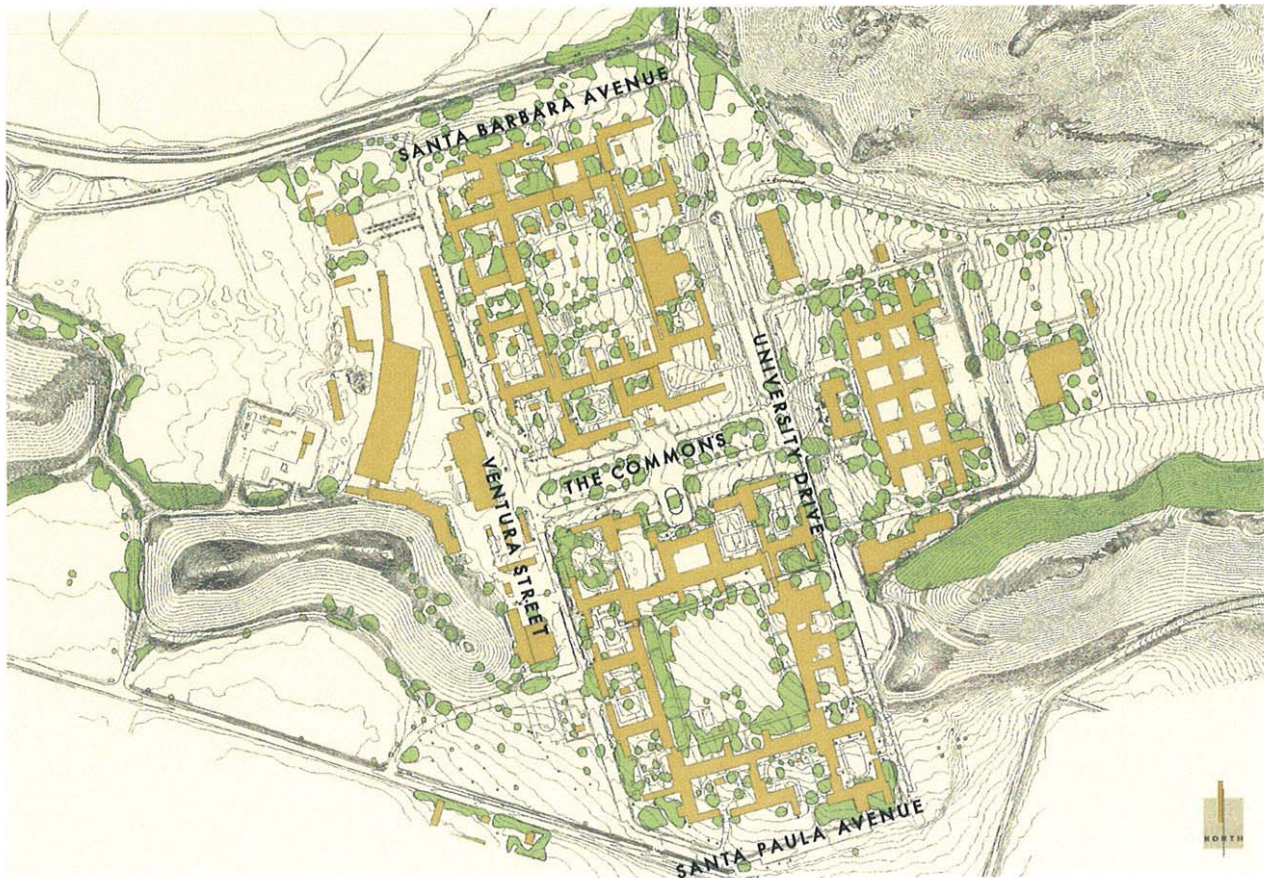
FUNCTIONAL AREA	PHASE I	PHASE II	PHASE III
Lecture	24,077	33,858	88,407
Lab	24,960	35,100	91,650
Faculty Office	29,568	41,580	108,570
Student Access Computing	14,792	20,802	54,316
Administration	16,000	22,500	58,750
Library	50,404	70,881	108,570
Media Center	8,200	9,500	16,750
Physical Education	35,200	49,500	117,500
Facilities Maintenance	10,940	15,384	40,169
Student Services	4,000	33,750	88,125
Dormitories			132,000
Auditorium			38,000
Little Theater			17,500
Art Gallery			3,000
Science Museum			3,000

Existing Buildings and Facilities

The campus is arranged in a formal axial grid pattern based on a detailed master plan. The main organizing axis, The Commons, is the boulevard running between the Administration Building and the Power Plant with North and South Quadrangles arranged on either side.



The main focal point of this boulevard is the Bell Tower Building. The buildings are primarily of the Mission-Spanish Colonial Revival architectural style characterized by whitewashed plaster buildings with tile roofs and “punched” windows. The palette of materials and patterns is limited to achieve a unified aesthetic order while allowing asymmetric design of individual buildings as long as they contribute to the whole of the aesthetic image. Broad expanses of lawn separate the buildings from the street. The spaces between the buildings are arranged as courtyards with formal gardens and occasional water fountains.

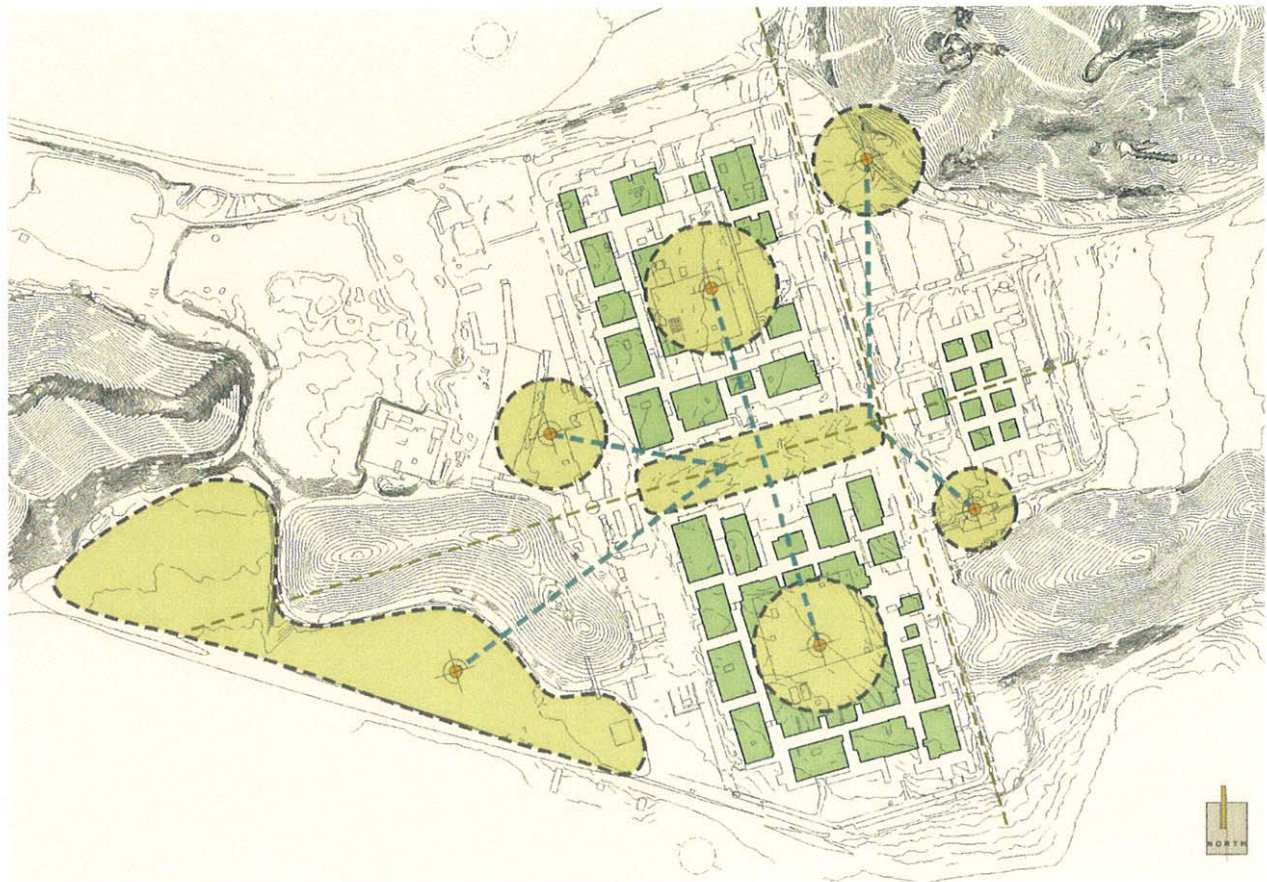


Existing Buildings

Existing Open Space Use

The existing open space combines significant landscapes, open farm fields, and an historic campus core with plazas and courtyards in a scenic setting. Binding all of this together is the general open space composed mostly of pedestrian circulation and landscaped grounds. In its entirety, the existing open space gives the campus its identity, and a strong sense of place.

Within the proposed Academic Village, open space is generous and well organized. The relationship of the quadrangles and the setbacks to the size of the buildings is appropriate and represents the culmination of a long-range campus landscape plan. In the core, mature trees and other plantings create a calm, secure and traditional campus setting.

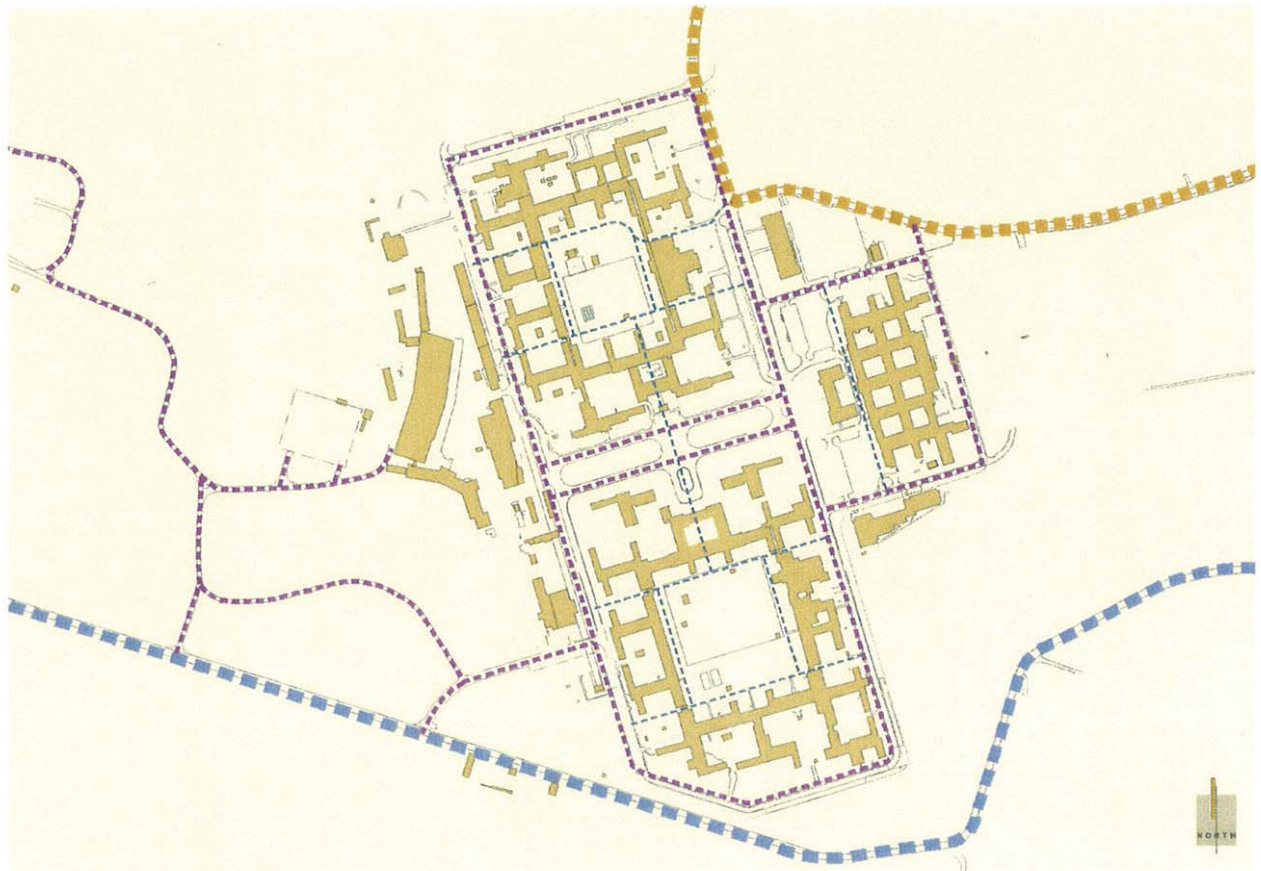


Open Space Plan

Existing Circulation

The primary access for the campus is via University Drive from Lewis Road. This two lane road is 28 feet wide on a 60 foot right-of-way. For at least the duration of the renovation of Phase I, this will remain the access to the campus. This road may need to be widened to a four-lane road in Phase II. This may require acquisition of additional right-of-way from the adjacent agricultural land to avoid having to cut the trees that are in the existing right-of-way.

- Main Road
- Vehicular
- Campus Vehicular
- Pedestrian



Proposed Circulation

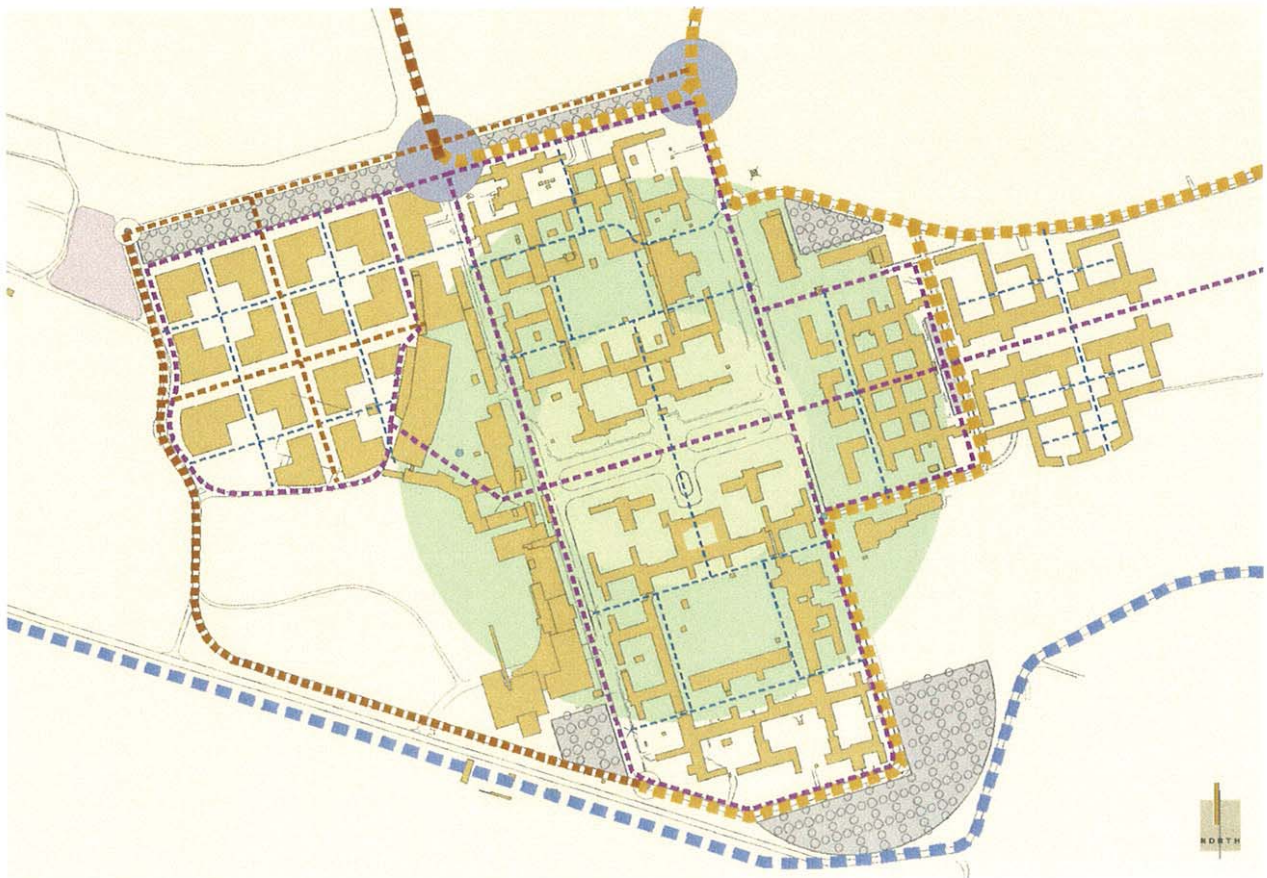
Emergency access will be provided via Potrero Road at the existing South Gate, but this gate is proposed to be locked with restricted access. In Phase III this gate will become the primary access to the corporation yard.

Internal campus circulation in the early phases would be via a two-way loop around the periphery of the North and South quadrangles, formed by Santa Barbara Avenue on the north, University Drive on the east, Santa Paula Avenue on the south, and Ventura Street on the west. This areas will be limited to handicapped and certain services vehicles.

As traffic levels increase and the parking structures are developed, the two-way street system would be turned into a one-way, counter-clockwise loop.

The portion of campus inside of the loop would be closed to automobile traffic and would be accessible to pedestrians and bicyclists only.

- Transit/Vehicle Hub
- 10 Minute Walk
- 5 Minute Walk
- Parking Structure
- Surface Parking
- Main Road
- Vehicular
- Proposed Vehicular
- Multi-Purpose
- Pedestrian Restricted - Emergency Vehicle



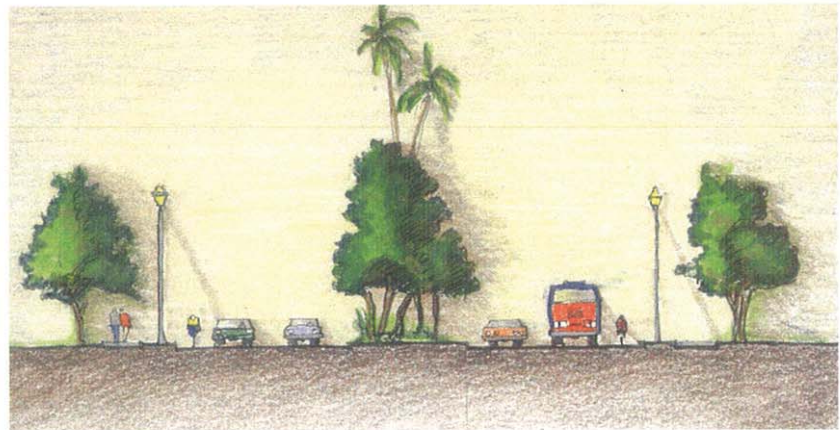
Circulation/Parking

Proposed Circulation



8' 20' 25' 20' 8'

Section Through Parking Grove



8' 5' 5' 24' 20' 24' 5' 5' 8'

Section Through New Main Entry Road



6' 5' 5' 14' 14' 5' 5' 6'

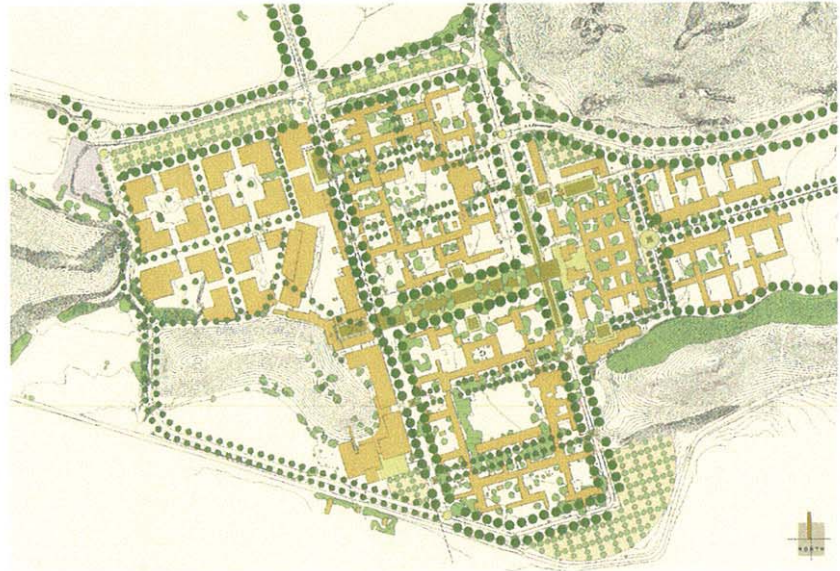
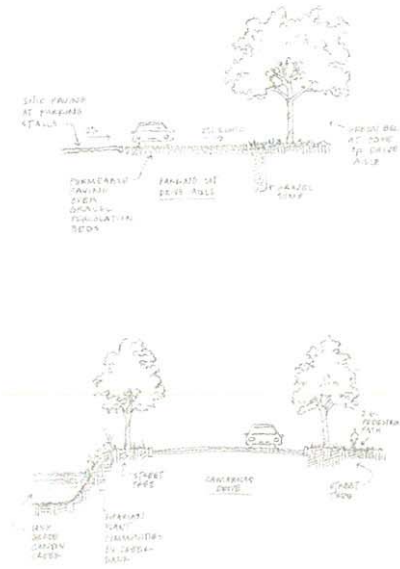
60'

Section Through University Drive

A-landsc-fif.

17.

and Lighting

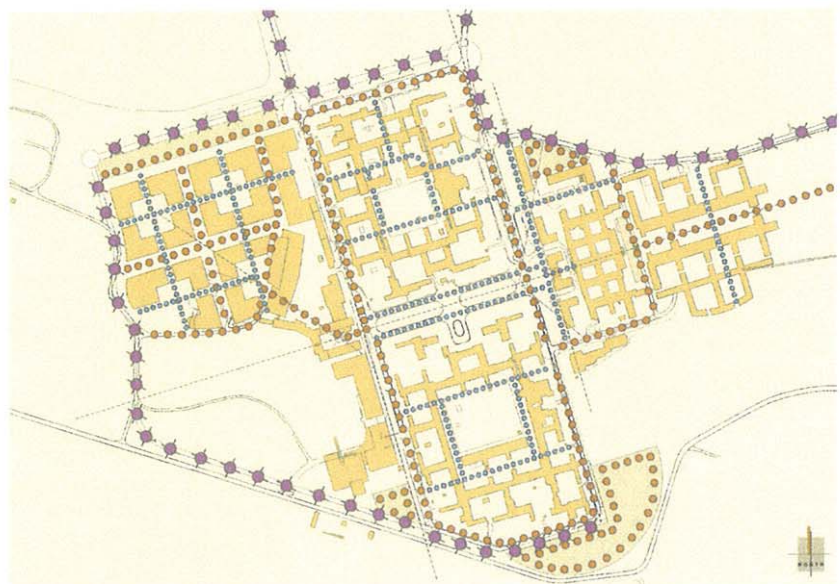


Landscape Plan

- 20' Double Head
- 14' Single Head
- 10' Single head



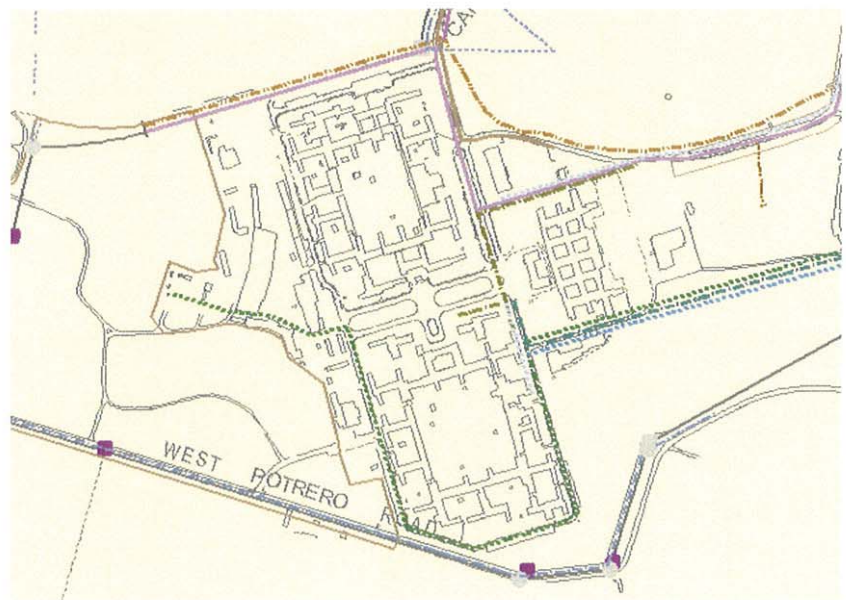
Examples of Typical Proposed Lighting



Lighting Plan

Existing and Proposed Utilities

- Found Monument as Noted
- ▲ Found 1" Iron Pipe with Ventura County Surveyor's Tag, or as Noted
- Found Standard Ventura County Survey Monument in Well, R4, or as noted
- Set 3/4" x 18" Iron Pipe with Plastic Plug Stamped LS 5016
- Set 2" x 24" Iron Pipe with PK Nail & Aluminum Disc Stamped LS 5016
- Set PK Nail & Aluminum Disc Stamped LS 5016 in Asphalt Pavement
- Existing Electrical
- Existing Gas
- Existing Storm Drain
- Existing Sewer
- Existing Water
- Proposed Electrical
- Proposed Gas
- Proposed Storm Drain
- Proposed Sewer
- Proposed Water
- Fire Setbacks



Utilities

Phasing

CAPITAL BUDGET PRIORITIES FOR CSUCI (2000 – 2025)

Phase I (2000 – 2005)

Enrollment: 3,200 FTES

CAPITAL PROJECT	AREA (GSF)
Classroom/Lab Renovation	100,000
Library Renovation	80,000
Business Classroom/Lab/Office Renovation	40,000
Physical Education Facilities	50,000
Administration Building Renovation	35,000
Media Center Renovation	15,000
Facilities Maintenance Building Renovation	50,000
Faculty Office Renovation	30,000
Total – Phase I	400,000

Phase II (2005 – 2010)

Enrollment: 4,500 FTES

CAPITAL PROJECT	AREA (GSF)
Classroom/Lab Renovation	30,000
Library Renovation	60,000
Physical Education Facilities	25,000
Media Center Renovation	10,000
Faculty Office Renovation	15,000
Total – Phase II	160,000

Phase III (2010 – 2025)

Enrollment: 11,750 FTES

CAPITAL PROJECT	Area (GSF)
Classroom/Lab Renovation	100,000
Library Renovation	125,000
Physical Education Facilities	100,000
Administration Building Renovation	50,000
Auditorium	50,000
Theater	25,000
Gallery	
5,000	
Museum	5,000
Clinic	5,000
Facilities Maintenance Building	40,000
Dormitories	240,000
Student Union Building	200,000
Faculty Office Renovation	100,000
Total – Phase III	1,045,000

Total – All Phases**1,605,000**

Phasing

- A Academic
- B Library/Media Center
- C Physical Education
- D Student Support Services
- E Assembly Space
- F Administration
- G Corporation Yards
- H Housing
- ▨ Phase IA
- Phase IB



Phase IB (Year 2000)

- R Retail
- A Academic
- B Library/Media Center
- C Physical Education
- D Student Support Services
- E Assembly Space
- F Administration
- G Corporation Yards
- H Housing
- ▨ Phase IA/IB
- Phase IC



Phase IC (Year 2004)

Phasing

- A
- B
- C
- D
- E
- F
- G
- H
- 
- 



Phase II (Year 2010)

- A
- B
- C
- D
- E
- F
- G
- H
- 
- 



Phase III (Year 2025)

Design Guidelines

The underlying intent of these Design Guidelines is to preserve and enhance the unique heritage and architectural character of the campus in addition to the preservation of the Campus Core. The cohesiveness of the area will be achieved by regulation of architectural styles used in new construction as well as the exterior alteration of existing structures.

The CSUCI campus has a reputation for its unique and distinctive architectural character. This character will be enhanced by the consistent review of new or remodeled buildings to assure the sensitive relationship between historic older structures and new buildings.

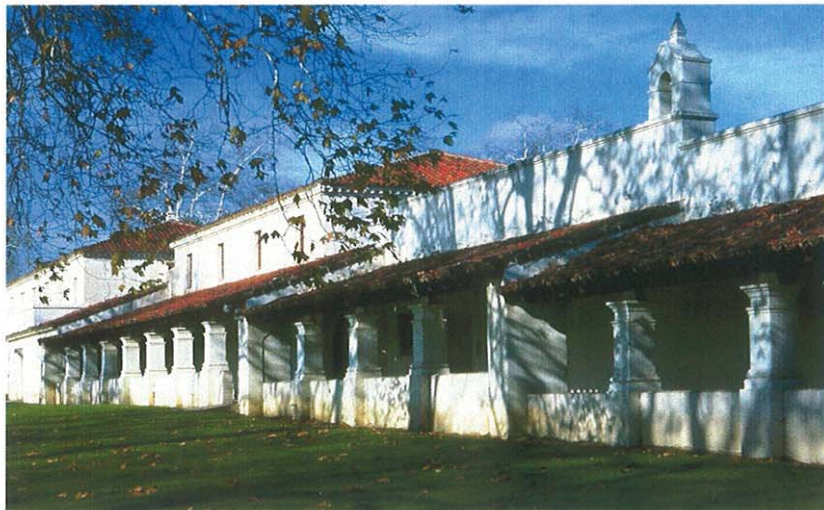
While the buildings of each decade express their own times, the continuance of the CSUCI Mission-Spanish Colonial Revival architectural tradition and the associated campus planning principles has created a sense of a very specific place. While newer programs and functions will require different physical accommodations from the original buildings, any work shall be compatible with the Hispanic tradition as it developed with emphasis on the Mission-Spanish Colonial Revival style and the tradition of courtyards and walls.

The successful adaptation of these forms and planning patterns using minimal, simple materials with the light campus colors, will result in the achievement of an architectural harmony that maintains the site's unique quality of place.

No written guidelines can detail fully all aspects of the design criteria of the campus. While the following guidelines and their accompanying illustrations will help answer specific questions about its architectural tradition, one of the most valuable ways of understanding that tradition is to walk through the campus and observe the designs of the buildings, their details, and their relationship with one another.

It is also important to remember, keeping the harmony and essence of this campus style does not imply a formal copy of its details, although elements that are removed in construction must be re-

constructed as originally designed. The challenge to future architects will be to integrate the planning and design principles for contemporary functions while achieving buildings appropriate for their time and place.



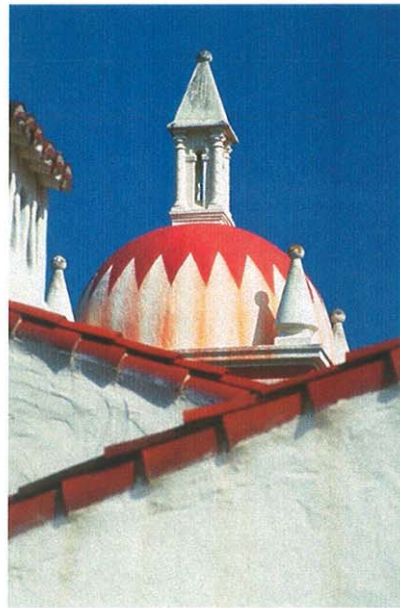
Architectural Character

In the first quarter of the century, rancher Joseph F. Lewis owned the site of the future Camarillo State Developmental Hospital, originally part of the Ranch Guadaluca. In 1932, the State of California purchased 1,760 acres (450 acres on hills) for a new state mental hospital.

Early in the planning the adoption of a regional architectural style was discussed; as early as 1932 the local newspaper noted, “The exterior design of the buildings will be in agreement with the southern California adaptation of the Mediterranean styles of Spain and Italy.”

Preliminary studies for the Hospital master plan were approved in October 1932. Initially designed for 800 patients, the master plan allowed for connected groups of one and two-story ward units gently rising with the natural contours of the ground and enclosing a large central plaza or court and 12 smaller courts.

The existing buildings, their setting, and the dramatic backdrop of local mountains together convey a strong sense of time and place. Considered together rather than individually, the buildings form a



grouping of extraordinary character and beauty. The strength of the design lies in its ability to impart a cohesive architectural style without creating a boring homogeneity.

The architects, from the staff of the Division of Architecture, California Department of Public Works, created a palette of elements, referred to as character-defining features in this Master Plan. The liveliness of the architecture and spaces created is the result of skillful composition using elements from the palette of character-defining features.

Image and Identity

This master plan, the interconnection of buildings into compounds, the architecture, the pattern of buildings and courtyards, and the additive nature of the architecture creates a framework for future project design.

The first buildings were constructed on the south portion of the ranch, in a walnut orchard near Round Mountain. The prominent building of the campus, the Bell Tower Building—located in the South Quadrangle and fronting The Commons—was completed in 1935. Over the next two years, the remainder of the buildings around the South Quadrangle courtyard were constructed. The Power Plant and laundry/maintenance facilities were also constructed in this time period.

The construction of the North Quadrangle began in the early 1940s and was halted during World War II. The post-War building period of the early 1950s included construction of the currently named Administration Building, located at the east end of The Commons and fronting University Drive, and the Research and Technology (R&T) Building, located directly behind the Administration Building to the east. This construction phase remained true to the original spirit of the facility design, utilizing the Mission-Spanish Colonial Revival style and incorporating courtyards. Buildings constructed from the late 1950s and on, are inappropriate and do not possess the same quality of design.

While several key buildings such as the Bell Tower Building and the Power Plant stand out for their architecture and planning and provide focal points for the campus, most individual buildings are not as architecturally distinguished. The buildings derive their significant character from the unity of an architectural theme they project collectively.



Image and Identity

A number of character-defining architectural elements are repeated throughout and give the campus strong visual coherence. The skillfulness in the juxtaposition of elements achieves an appearance of natural growth and evolution that was key to the ability for the campus growth over time. It is the intent of the guidelines for the campus to grow using these patterns to create an evolving and cohesive whole at all points in the campus development.

Most buildings borrowed architectural elements from the mission tradition: thick bearing wall construction with smooth plaster sheathing; buttressing with ramped slopes; bell towers or elaborate parapet/bellcote elements; low-pitched mission tile-clad shed, gable or flat roofs; and roofed over exterior passageways. The missions were focused around large courtyards and smaller gardens where a fountain was often a focal point in the principal space.

While the plan is firmly rooted in the Mission-Spanish Colonial Revival form focused around large courtyards and smaller gardens, the plan was also influenced by English College quadrangle design. Both missions and English colleges were influenced by the cloistered monastic tradition.

Programmatically, the needs of the mission, monastery, college and State mental hospital were similar, providing housing, a community, sleeping quarters, spaces for eating, instruction and religious services. In addition, quadrangles could be enclosed to provide for greater security. The use of quadrangles also offered excellent design potential incorporating focal points and axial organization of spaces.

The linear plan called for placing the administration in a central building, and extending patient wings laterally off both sides. As new quarters were needed, new wings were added at right angles or by lapping on the ends in parallel lines in a fashion similar to the design of

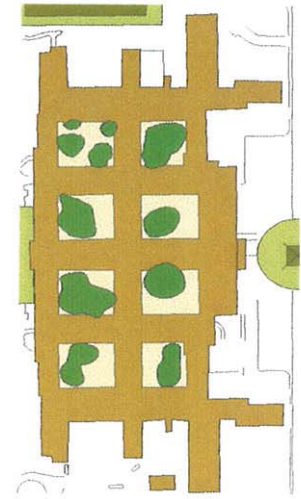


Image and Identity

the original core building.

Because nearly all the buildings in this grouping are organized around courtyard and/or garden spaces, there is also a strong relationship between indoors and outdoors, and thoughtful placement of principal assembly rooms adjacent to key outdoor spaces.

These courtyards are always enclosed by the buildings themselves, with wing-wall extensions of the buildings. In a number of cases, these courtyards have the character of outdoor rooms. They are sometimes beautifully landscaped. More often, they are developed in less dramatic fashion, with grass turf and asphalt paving for practical and recreational use. Because of their strong physical connection with the adjoining buildings as walled-in spaces, even the less attractive courtyards could be transformed into stunning outdoor rooms.



Consideration of the historic nature of the campus must be incorporated in any future retrofit or new construction. The core campus appears to qualify for the National Register of Historic Places as a multiple resource grouping. The architecture of the Campus Core is an excellent example of the 1930-1940s Mission-Spanish Colonial Revival styles and is also noted for the quality of its landscape design.

The *Secretary of the Interiors Standards for the Treatment of Historic Properties* (1995) provide principles which should guide proposed projects concerning historic buildings. There are four possible approaches: preservation, restoration, reconstruction and rehabilitation.

The California State University Channel Islands Campus project is a rehabilitation project and as such should rely upon the *Secretary of the Interiors Standards for Rehabilitation of Historic Buildings*. These *Standards* define rehabilitation as “the process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions or features of the property which are significant to its historic, architectural and cultural value.”

Basically the *Standards* provide a common sense framework to guide the adaptation of a building to a compatible reuse while retaining the integrity of significant historic features, spaces and materials.

The *Standards* (Department of Interior regulations, 36 CRF 67) pertain to historic buildings of all materials, construction, types, sizes, and occupancy, and encompass the exterior and the interior, related landscape features and the buildings site and environment as well as attached, adjacent, or related new construction. These following Stan-



Image and Identity

Standards are to be applied to specific rehabilitation projects in a reasonable manner, taking into consideration economic and technical feasibility.

- A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the *defining characteristics* of the building and its site and environment
- The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided
- Each property shall be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or architectural elements from other buildings, shall not be undertaken
- Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved
- Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved
- Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence
- Chemical or physical treatments, such as sandblasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible
- Significant archeological resources affected by a project shall be protected and preserved. If such resources must be disturbed, mitigation measures shall be undertaken
- New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property. The new work shall be differentiated from the old and shall be compatible with the massing, size, scale, and architectural features to protect the historic integrity of the property and its environment
- New additions and adjacent or related new construction shall be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

Image and Identity

COMPOSITION

The Mission-Spanish Colonial Revival tradition tends to convey a vernacular hand made quality in its overall design and details, resulting in simple forms articulated by design orientation relative to strong sunlight. The buildings exhibit broad expanses of stucco surfaces, deep reveals, porches, arcades and red-tiled roofs. Buildings also have weather protecting colonnades and wall extensions to enclose garden spaces, and are sensitively situated with a respect for the site and natural topography.

Other features include low-keyed traditional colors, exposed woodwork, Spanish/Mediterranean inspired ironwork, fountains, arbors, lighting, traditional paving and landscaping. Enclosed patios and interior courtyards with somewhat formal planting often characterize site planning. Fountains of traditional plan and form have axial relationships to the structures and/or the fenestration of the building.



DENSITY

The campus is arranged in a formal layout based on master planning concepts espoused by Olmsted. Although the Hospital campus was not fully realized until almost 17 years after original planning, the basic plan allowing for expansion in an organized manner was accomplished. The campus fulcrum is The Commons, a landscaped esplanade that separates the South and North Quadrangles. The principal building façades of the South Quadrangle (i.e., Bell Tower Building) and of the North Quadrangle face The Com-

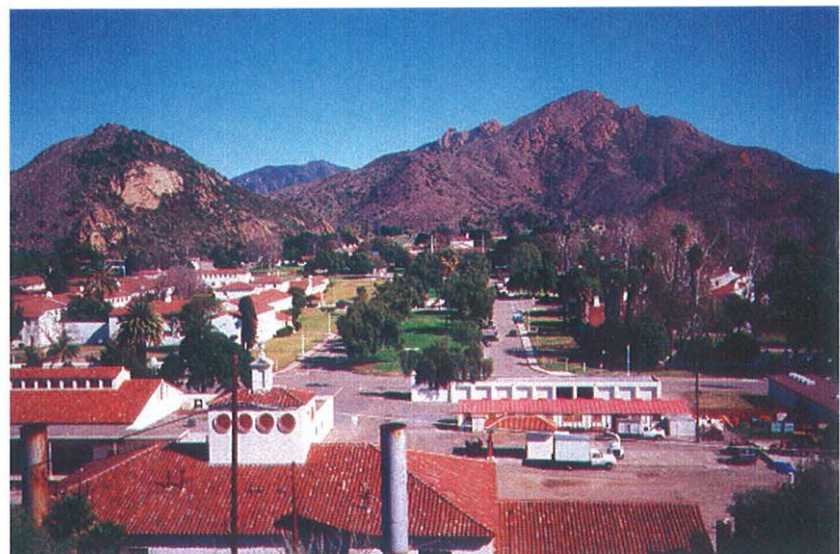


Image and Identity

mons. The Administration Building is located at the head of The Commons. Broad lawns front all the buildings along The Commons.

The campus site is located among rocky hills and above farmlands, which provide for views from most vantage points. The extensive use of views in site design significantly contributes to the complex character.

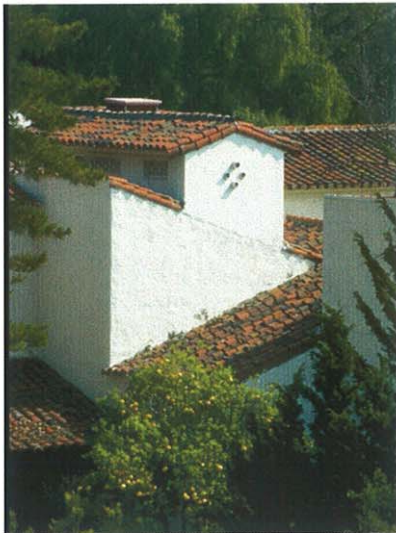
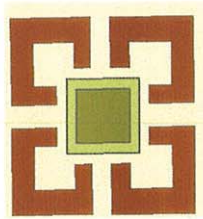
The series of spaces and corridors create a network of views that create visual interest and is a hallmark of the design. Especially strong in the South Quadrangle, up to five spaces are windowed along the east and west sides of the quad. Views of subsequent spaces pull a person from one space to the next, from smaller to larger spaces, around corners and into corridors creating a multitude of pleasant meanderings throughout the complex. The focus on garden views is a strong Moorish design element characteristic of the Mission-Spanish Colonial Revival style.



Design Criteria

The following design criteria should be incorporated in all new construction:

- Use of courtyards and plazas
- Perimeter landscaping along facades
- Massing, rooflines, and facade materials should complement existing core campus



- Setback of third and fourth floors
- Use of arcades, colonnades, and cupolas
- The design of parking lots and various utilitarian structures shall be enclosed as courts and court elements
- Plant materials shall reflect the existing palette based upon the California Spanish/Mexican past and the region's Mediterranean climate
- Landscape plans shall incorporate site design elements such as arbors, trellises, fountains, walks, garden walls and pavilions that ensure design compatibility with existing campus structures
- All building entries and site walkways shall be fully accessible to comply with the spirit of the Americans with Disabilities Act

Design Criteria

CONCEPTS AND ELEMENTS

The following describes character defining features some of whose concepts and elements should be included in new construction.

Roofs

The following roof features should be considered in the design of roofing of new construction.



- Typically low-pitched, gable and hipped
- Subtheme: shed roofs and gable roofs on secondary portions of the buildings
- Mission clay tile roofing
- Eaves of modest projection

Cornices

- Stuccoed ramped sides with a variety of different caps - louvered metal, flat-topped cast concrete

Windows

Windows are one of the most important character-defining features of these buildings. They should be visible from both the building exterior and interior. Grouping of windows into pairs and pair multiples help denote important interior spaces and exterior spaces.

Windows are defined as punched openings and expose the thickness of the building exterior wall.



Design Criteria

Paired Casement Windows

- Encourage the use of three- or four-light steel casement sash and occasionally, rectangular transoms or transoms with scalloped sides
- Security grilles of a grid of iron rebar that boxes in a window

Frontispieces

- Enrich main entrances to principal buildings with pilaster and entablature surrounds
- Enrich secondary doors to principal buildings with concave shell-motif cast detailing above



Beamed Ceilings

- Encourage the use of beamed ceilings at lobby spaces, living rooms and major important public spaces

Acroteria

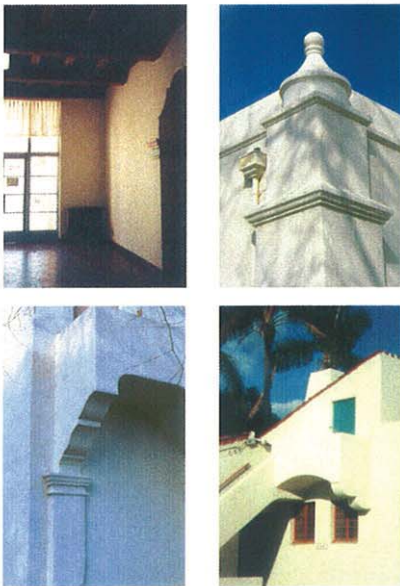
- The reinterpretation of urns atop pyramidal shaped pedestals (i.e., dining halls) should be considered in the design of new buildings

Exterior Staircases

- Staircases serving offices extend off gable ends and side-gable walls, framed by tall concrete and smooth plaster sidewalls, should be reinterpreted and considered as part of the new building language

Porticos

- Encourage use of arched porticos with large concrete/stucco pier supports
- Encourage use of continuous large wood beam roof support with large concrete/stucco pier supports.



Design Criteria

Doors

- Doors, like windows, are extremely important character-defining features and should be designed as punched openings. Exterior doors will be visible to both the interior and exterior.
- In addition to marking entrances, they should be used to define



major interior assembly spaces and provide visual access into major courtyards, where the use of French doors is encouraged

- French Doors
 - Five-light steel French doors (almost always paired)
 - Rectangular transoms and full-length sidelights

Color

An approved palette of basic colors has been established for the campus. This palette, for existing and future buildings, is composed predominately of a warm white color for the exterior and interior plaster, and small quantities of muted red and blue colors (shown at left) for exterior trim, such as shutters, doors and window frames. Coloring for any new buildings should be borrowed from this palette. Use of other colors can be considered, as long as they harmonize with, and don't detract, from the overall palette. The color samples shown are for reference only. Any attempts to match paint should be made only with approved samples provided by the University.



Camarillo Blue



Camarillo Red

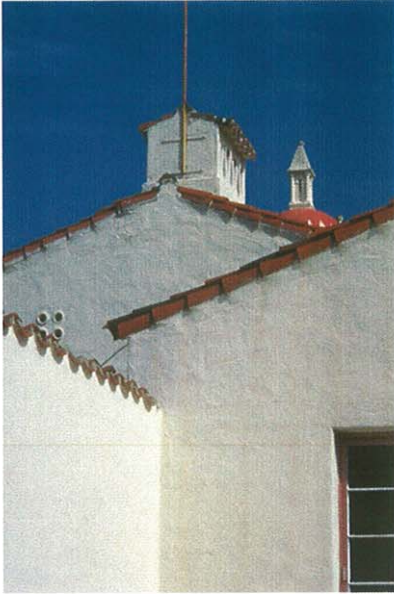
Materials

In moderate climates such as those found along the Mediterranean Sea, in Mexico, and the coastal region of Southern California, similar architectural forms have developed. Climate and historical tradition have encour-

aged the use of similar building materials: stone, stucco surfaces for walls, terra cotta floor and roof tiles, and a limited use of milled lumber. The use of these materials in new construction is encouraged throughout the entire campus.

Connectors

Throughout the interior corridors, a system of skylights and corridor windows was developed to bring light into the double-loaded corridors. The rooms to each side of the corridors contain windows and doors, which look out to courtyards. Periodic windows are punched out through corridor walls to allow light to filter into the corridors. Skylights are also used to allow natural light into the building. These concepts should be reinterpreted in any new construction.



Building Clusters

The practice of covering walkways with arched and flat linteled porticos for shade and protection from inclement weather occurs on the campus. These arcades are an important element and are encouraged in further development.

Height

All new structures shall be limited to four levels and 60 feet in parapet height.

All parking structures shall be limited to three levels and 30 feet



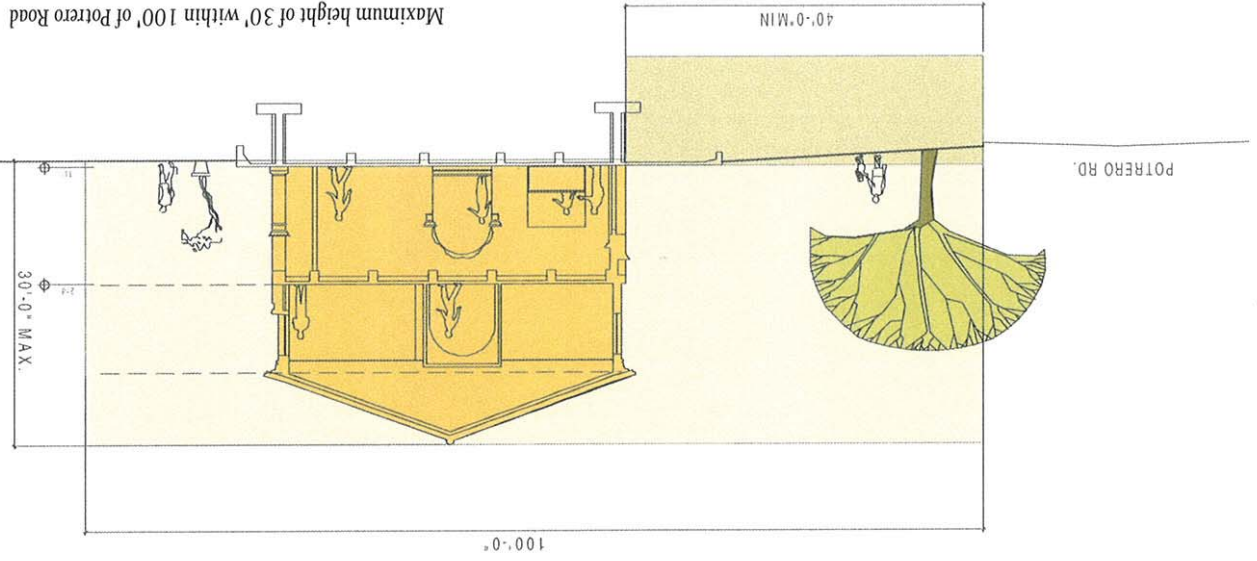
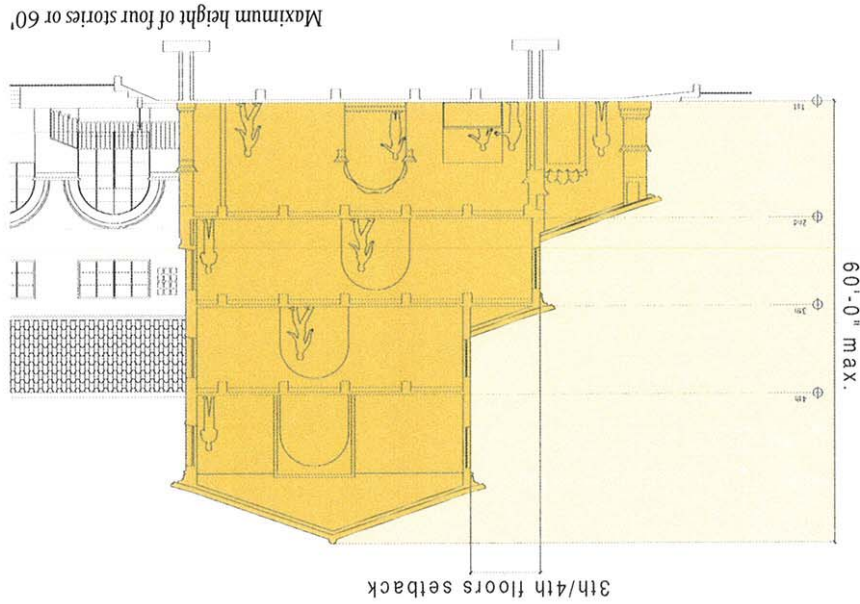
Design Criteria

in parapet height.

Buildings and facilities built along the Potrero Road edge of the core campus area shall be set back from the Potrero Road right-of-way a minimum of 40 feet. Heights of any building within 100 feet of the Potrero Road right-of-way shall be limited to 30 feet.

Lighting

Lighting should be an integral part of the overall building design and in character with the period that the building represents. It should be considered early in the design stages. Care should be taken



Design Criteria

to avoid overlighting.

Historically, exterior lighting was used sparingly, typically for a purpose such as lighting entrances and corridors. Traditionally, lighting was never used to illuminate a building facade.

The lighting from exterior lanterns and lamps should be of low intensity within the warm incandescent color spectrum. Lighting shall have a color rendering index (CRI) of 70% or better. A Kelvin temperature of 3,000 is the standard for the campus. When using lantern-type lighting, the inside of the fixture is as important as the outside. The appearance of a bare bulb will detract from the lighting design and defeat the purpose of a lantern.



Plans should contain complete lighting details with the type of fixture and intensity noted.

As an aid to wayfinding, exterior lighting shall be organized in an hierarchial fashion in both vehicular and pedestrian zones. Primary roadways and parking lots shall be brighter than secondary roadways and service drives. Major pedestrian promenades and building entries shall be brighter than secondary walks.

Building Entries (Two - Five Footcandle Average)

- The highest light level will occur at main entrances to emphasize points of destination. Also, this helps the users' eyes adjust while coming into a new environment by reducing the contrast between exterior and interior spaces.
- Use of building-mounted wrought iron lantern lighting, building facade lighting and landscape lighting at entries are all suggested to provide focus and emphasis.
- Floodlighting of signage suggested to further denote building entries. No internal sign lighting is permitted.



Primary Vehicular Roadways & Parking Lots (1.5 - 2.0 Footcandle Average)

- High light levels are required for safety due to faster moving traffic.
- Provide similar fixture to campus standard luminaries with precise optics for street lighting and all light should be focused down and no light spillage to the neighbors properties is permitted. Provide approximately 20 foot poles with single and/or double head arrangement.
- Provide color corrected metal halide source with color tem-

Design Criteria

perature of 3,000 degrees Kelvin, to coordinate light sources for entire project. Sources are available in 100 watt ED17, 150-350 is expected in the near future.

Secondary Roadways (1.2 - 1.5 Footcandle Average)

- Medium light level is suggested for combined use of vehicles, bikers, and pedestrians together.
- Provide similar luminaries to existing acorn series with precise optical reflectors to reduce glare and focus light on roadway surfaces. Provide 14 foot poles with single head. Refurbish existing fixtures where appropriate with new ballast and new metal halide lamps.
- Provide color corrected metal halide source with color temperature of 3,000 degrees Kelvin, to coordinate light sources for entire Campus.

Promenades & Plazas

- Provide typical acorn series as secondary roadways along walkways.
- Fixtures shall have optical refractor to minimize glare and maximize usable light for walking surfaces. Provide 10 foot pole with single head.
- Provide accent lighting of features landscaping and buildings where desired.
- Provide low level bollards and steplights where appropriate when approaching buildings.

Pedestrian Walkways (.5-.8 Footcandle Average)

- Provide typical acorn series poles with pole top luminaries.
- Provide accent lighting of featured landscaping where desired.
- Provide low level bollards and steplights where appropriate when approaching buildings.

Gateways

- Illuminate water features where applicable.
- Illuminate landscape where desired to give emphasis to courtyards and special areas.
- Floodlighting of signage suggested to further denote major gateways.

Design Criteria

- No internal lighting of signage is permitted.

Standard Guidelines

- All light fixtures shall provide maximum light output while minimizing glare.
- Phase out or retrofit existing pedestrian pole lights with new fixtures during reconstruction/improvement projects.
- Provide metal halide light sources with better color rendering properties to improve visual acuity and sense of security for users, and better coordinate color of light throughout campus exterior and interior. Lamps shall have 3,000 degrees Kelvin color temperature, and 80% or better CRI classification.
- Relamp and reballast existing perimeter road lights and parking lot lights to metal halide to standardize campus system.

Open Space & Landscape Development

The following general criteria are provided for open space, circulation, landscape development, as well as requirements specific to the site and its existing resources.



Open Space

Significant open spaces to be preserved should be identified. The quality and quantity of new or modified open spaces should be described in general terms. Existing valuable trees and shrubs which should be retained, transplanted or protected should be identified, with emphasis on saving existing plant resources in place. The desired mix of plants (deciduous vs. coniferous, shrubs vs. lawns, etc.)



Design Criteria

should be described in general terms.

Irrigation and Drainage

Requirements for irrigation should be included. These requirements should reflect the concerns of water resources management, measuring for efficiency, and ease of maintenance. Roof drains, footing drains, and outside area drains shall be connected to the storm drainage system. Stormwater drainage must always be designed as a system separate from the sanitary sewer throughout the building and site.

Maintenance

Requirements regarding maintenance should be identified. These should include considerations involving external building maintenance, utilities, circulation, and surface landscapes.

Security

Security and safety requirements should be identified. These should include considerations involving lighting and planting, slip-resistant surfaces for circulation and visual surveillance.

Relationships

Relationships to other campus facilities and features should be examined and requirements with regard to maintaining existing relationships or establishing new ones should be identified. (e.g. creating a sense of enclosure by a relationship to existing buildings).

Waste Disposal

Exterior waste disposal requirements should be identified, including screening requirements for waste disposal areas.

Landscape Development

The strong sense of place exhibited by the existing campus is due in part to the definition of open space into two enclosed quadrangles and a central promenade. Future development shall seek to emulate this pattern, creating well defined open spaces as focal points for surrounding buildings.

The character and scale of the existing quadrangles and central promenade shall be preserved. Existing trees in good health, California Sycamores (*Platanus racemosa*) in the quadrangles and California Peppers (*Schinus molle*) in the central promenade, shall be preserved and protected. Future plantings in these areas shall not detract from the dominance of these tree types.

The health of existing trees along University Drive shall be assessed and additional trees of the same species shall be planted to create a

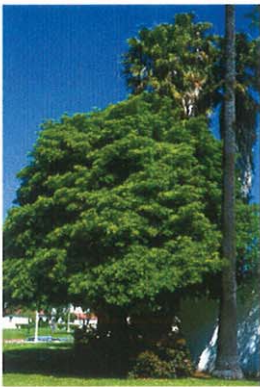
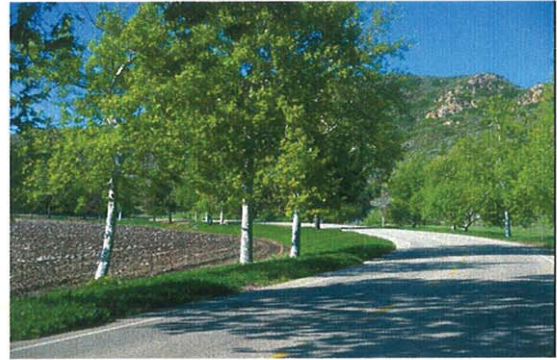
Design Criteria

strong sense of arrival.

Landscape buffers shall be established along Potrero Road to minimize the visual impact of development. *Quercus agrifolia* (California Live Oak) should be planted on both sides of a loop road around the existing central campus to strengthen a sense of place.

Plant material selection shall be compatible with the native coastal sage scrub ecosystem, shall acknowledge Calleguas and Long Grade Canyon Creeks with riparian plant communities, and shall reflect the agricultural nature of the region and the history of the site.

Existing Venturan Coastal sage scrub communities shall be left undisturbed by roadways or other development.



In keeping with the serenity of the existing campus, landscape plantings shall be simple instead of complex, using large-scale trees and expanses of inert or planted groundcovers. Existing lawns shall be maintained and new lawns shall be limited to areas where individuals are likely to enjoy it for relaxation and recreation. Hedges shall be used for foundation planting or to enclose space in courtyards. Showy perennial beds are strongly discouraged.

All mature trees in good health, with a 6-inch diameter caliper at 4 feet and 6 inches above grade shall be preserved in place. If it is necessary to remove these trees, they shall be replaced with the same species at a 1:1 ratio.

Long lived, large-scale trees shall be used on the southern facades of buildings to provide natural cooling. Deciduous trees allow solar heat penetration during winter months.

Sustainability shall be practiced as a resource conserving method of campus development. The primary resource to be conserved is water. Limiting lawn areas will reduce water use and lower maintenance costs. Where required lawns shall be planted with either a warm season grass, which goes dormant in winter, or if evergreen quality is required, a variety of fescue that is slow growing and deep rooted. Grass clippings left on lawns after mowing shall serve as mulch to lawn areas.

Disease and pest management shall be approached from an inte-

Design Criteria

grated standpoint, incorporating the use of natural predators, and nontoxic pesticides and fungicides. Selected plant materials shall be disease and pest-resistant.

Selected plant materials shall require minimal maintenance to reduce manpower hours and to reduce the impact on landfills. Trees and shrubs shall be planted in areas that accommodate their natural, mature sizes, and shall never be heavily pruned or sheared.

Planting areas shall be mulched with three inches of shredded bark mulch to reduce weed growth and preserve moisture. Organics shall be recycled through small scale composting at facilities maintenance yards.

Water elements of varying scales and complexities shall be used throughout the development to add character and focal points to courtyards. Water should be conserved through the use of recirculating pumps and by limiting the expanse of water surfaces in order to prevent excessive evaporation.

A campus-wide remote controlled irrigation system shall be installed for flexibility and ease of maintenance. Consideration shall be given to dedicated irrigation main lines and the use of reclaimed water or Long Grade Canyon Creek water. Irrigation use shall be timed to avoid high evaporation rates at the hottest times of the day.

A landscape wildfire buffer zone shall be established at the base of the mountains. This zone shall be a minimum of 100 feet and shall be used for roadways or planted with fire resistant plant species to extend the natural habitat areas of the existing coastal sage scrub communities on the mountains. No conifer, eucalyptus juniper, acacia or palm shall be planted in this wildfire hazard buffer zone.

Creek banks shall be protected as wildlife corridors and planted with appropriate riparian material to withstand erosion and increase native riparian habitats.

Consideration shall be given to reducing storm water runoff by directing rainwater over lawn areas to specifically designated planting areas that allow percolation back to underground aquifers. In some areas gravel sumps and cistern should be constructed to collect runoff and aid in its percolation below grade.

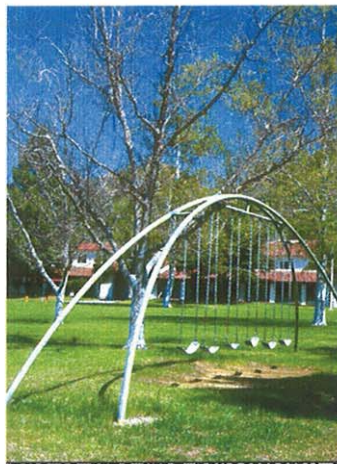
Main Quadrangles and Courtyards

Both the South and North Quadrangles are arranged around a main central courtyard (referred to as the South Main Courtyard and the North Main Courtyard). These courtyards are carefully laid out

Design Criteria

and architectural features such as balconies, arcades and colonnades provide visually interesting backdrops. Mature trees, especially Sycamores, are the predominant amenity. Three formal courtyard gardens (South Quad Courtyard 1, South Quad Courtyard 1 and North Quad Courtyard 1) possess strong symmetry. The other courtyards vary from somewhat formal to themed (citrus trees) to a schoolyard (the majority) with recreational play features. Other features associated with these courtyards are:

- Concrete walls with pyramidal end caps
- Streets and pathways and street lamps
- Trees framing vistas and architecture
- Framing doorways or gate entrances with matching trees
- Visual access from street and smaller courtyards to main quadrangles
- Campus vistas framing doorways or gate entrances with matching trees



When planting groups of dominant species at the center corner of planting parterres offer a courtyard focal point.

- Fountains are octagonal-shaped and physically centered in the garden space as focal point.
- Paths converge on fountain from four directions
- Paths amplify octagonal shape and centrality of fountain
- Parterres of lawn, hedge, and other plantings form secondary areas of interest

Views and Vistas

The general environment surrounding the campus is as important as the site itself. Natural beauty is vital. Interaction within buildings and landscape should be maximized to create “indoor-outdoor” in-

Design Criteria

teraction and the development of outdoor rooms.

Site lines of new structures in the core campus area shall orient to the grid pattern established by the existing design. Sight lines of visually prominent features such as the central cupola, Round Mountain, and surrounding ridge lines shall be considered in the design of new buildings.

Circulation and Access

Access requirements for disabled individuals should be specified, including standards for ramps, curb cuts and parking spaces. Applicable codes are the Americans with Disabilities Act Accessibility Guidelines, July 26, 1991, (ADAAG) and Uniform Building Code Requirements for Barrier-Free Accessibility effective July 1, 1992. As the most stringent controls, both are applicable.

The requirements for access by vehicles for service, loading, parking and emergencies should be clearly identified. Access requirements to existing buildings should not be overlooked. Any essential on-site parking requirements should be specified, including parking for handicapped and service vehicles.

The requirements for walkways and other pedestrian facilities should be specified, including those linking the site with other portions of the campus. When relevant, the desired size or capacity of pedestrian plazas and other gathering places should be specified.

Bicycle access and parking facilities should be identified. An estimate of the numbers of rack spaces, including covered bicycle parking, should be identified.

People frequently walk and converse in pairs. Class breaks result in dense pedestrian traffic flows. Corridors should be sized according to the following minimum standards:

- Main corridors should be a minimum of 10 feet clear if possible.
- Primary corridors should be a minimum of 7 feet, 6 inches clear if possible
- Secondary corridors within office areas should be 5 feet clear
- Elevator foyers should be a minimum of 12 feet clear
- Ground floor, service area, and entry foyers require larger spaces for traffic cueing

Stair usage is encouraged since elevators cannot handle class break traffic; consequently, stairs must be designed for an extraordinary volume of up and down pedestrian movement. Desired minimum width is 5 feet clear. For fire safety, each floor landing should provide a 36 inch by 48 inch space for wheelchair safe haven.

Although a number of corridors in the Bell Tower Building have been remodeled, many retain original historic elements. In addition

Design Criteria

to the Bell Tower Building's decorative main corridor, other corridors retain character-defining features: sequences of arches; exposed ceiling beams; and integral concrete cove base and will be maintained in the future.

Parking & Loading

The design of parking lots and various utilitarian structures should be enclosed as courts and court elements

Top decks of parking structures shall be illuminated with floor-mounted bollards or half-wall mounted fixtures to provide splash lighting to the parking surface areas. Bollards shall not exceed six feet in height.

All surface parking areas shall be designed as "parking groves" and shall include a minimum of 15% landscaped area, and shading shall cover a minimum of 35% of the surface area when trees are ten years of age. Landscaping shall be compatible in design with the existing landscape treatment, as defined in this Master Plan. In order to provide visual relief, glare reduction, and shade, large-canopy trees planted in an orchard siting arrangement are recommended. Pedestrian amenities shall be incorporated into the surface lot areas, including but not limited to textured paving at aisle crosswalks, walkways through parking aisles, bollard-style lighting, and seating areas.

Surface parking areas should be constructed using three-inch thick asphalt concrete over a 4 inch compacted crushed rock base with PCC curb and gutter.

Permeable paving, i.e. paving which allows percolation of storm water runoff, used in drive aisles will reduce storm water runoff, reduce heat gain and conserve water. Examples of this type of paving include gravel, decomposed granite or open cell block pavers filled with gravel. Bioswales should also be considered at the perimeter of parking lots to collect parking lot runoff, filter out sediment and pollutants, and provide irrigation water to the specifically selected plant material grown there.

Plant Materials

The Hispanic/Mediterranean tradition is one which relies on the design of the landscape as much as that of the buildings. The region's interpretation of the Hispanic/Mediterranean landscape architectural tradition has been drawn from three sources: that of Spain, the Moorish tradition of the Iberian Peninsula and of North Africa, and that of Italy (with an overlay of how these traditions were interpreted in California during the teens and twenties of this century). The designs of these gardens relied on a play of symmetry of elements, axes, cross axes, termination of vistas, interruption by features such as fountains etc. Water features in the way of fountains and narrow water chan-

Design Criteria

nels often occur. With the general scarcity of water in the Mediterranean region, these water features were traditionally designed to use only the smallest amount of water.

Landscape elements include not only planting, but also such elements as arbors, trellises, ponds, fountains, walks, pavilions, curbs, light standards, benches, sculpture, wall graphics, hedges, lighting, stucco covered masonry garden walls (freestanding or retaining), tile and stone paving.

Careful attention should be given to the type and placement of plant materials and hardscape elements in order to parallel the existing palette of the campus and as described in these guidelines.

Because specific elements in the landscape such as asphalt pavement, utility vaults, backflow prevention devices, trash receptacles and loading zones may not be compatible with the period, the site plan development should be devised to integrate and conceal such elements.

The success of a landscape composition is dependent upon the consistent use of landscape elements that are appropriate; plant materials should also follow this criterion. Variegated species are not encouraged. It is not by accident that certain plants are effective in complementing the architectural forms of the campus. Many such plants have had local historical, economic, social, agricultural, medicinal and environmental applications.

- The general use of a formal balanced planting layout (i.e., with symmetrical plan forms, axis use, etc.) is encouraged
- Informal or an asymmetrical plan layout may in some cases be appropriate, and may be combined with a formal plan layout
- Environmental factors (i.e., provision of deciduous trees to allow for summer shade and winter sun on south westerly exposures) should be taken into consideration
- Horticultural aspects to be considered including soil type, water availability, type of maintenance available, etc.

Plant materials shall be selected based on the following objectives:

- Use only material suitable to the region
- Ensure biological diversity, to guard against the dangers of monoculture
- Incorporate native species including: Bougainvillea, Star Jasmine, and Non-blooming Evergreen Pear tree
- Increase drought resistance throughout development
- Select varieties that are disease and pest resistant
- Plant multiple species of naturally associated material

Design Criteria

- Select low maintenance material
- Provide seasonal interest while maintaining a balance with evergreen varieties
- Riparian plant communities shall be established along creek banks

Plants and trees selected reflect a romanticized vision of the California Spanish/Mexican past, and the region's Mediterranean climate. Plants and trees utilized at CSUCI and reflecting these ideas can be categorized as follows:

Plant materials actually used during the Spanish/Mexican period (circa 1770-1848):

- California Pepper trees (*Schinus molle*)
- Citrus trees (grapefruit, lemon, Seville orange)
- Olive trees
- Mexican bush sage (*Salvia leucantha*)

Native California species associated with regionalist landscape design (1920-1950):

- Catalina Sycamores (*Platanus racemosa*) Catalina Cherry trees (*Prunus ilicifolia*)
- California Bay/California laurel trees (*Umbellularia californica*)
- Prickly pear cactus (*Opuntia ficus indica*)
- Agave (*Agave americana*, *agave attenuata*)
- Tree aloe (*Aloe aborescens*); *Yucca*
- California coast live oak (*Quercus agrifolia*) Valley oak (*Quercus lobata*)
- Organpipe cactus (*Lemaireocereus thurberi*)

Species from other temperate climates (South America, Australia, South Africa) commonly associated with regionalist landscape design (1900-1950):

- Palm Trees (*Washingtonia robusta*, *Phoenix canariensis*)
- Jacaranda Trees (*Jacaranda mimosifolia*)
- Carob Trees (*Caratonia siliqua*)
- Victorian Box Trees and *Pittosporum* (*Pittosporum undulatum*, and *Pittosporum tobira*)
- Avocado Trees
- Banana Trees (*Musa paradisiaca*)
- Moreton Bay Fig Trees (*Ficus macrophylla*)

- Hibiscus (*Hibiscus rosa-sinensis*)
- Oleander Hedges
- Birds of Paradise (*Strelitzia reginae*)
- Cotoneaster Hedges and Trees
- Japanese Boxwood Hedges (*Buxus microphylla japonica*)
- Italian cypress trees (*Cupressus sempervirens*)
- Dwarf Pomegranate Shrubs (*Punica granatum*)
- Glossy Abelia (*Abelia grandiflora*)
- Eugenia Trees and Hedges

Others less associated with regionalist movement

- Walnut trees (*Juglans* spp.)
- Brazilian Pepper Trees (*Schinus terebinthifolius*)
- Chinese elm trees (*Ulmus parvifolia*)B.

Open Space Furniture

Site furnishings, including benches, trashcans, ash receptacles and back racks chosen should harmonize with the Mission-Spanish colonial Revival architectural style of the campus.

Design Criteria

Signage

Currently there is no consistent campus-wide signage program, nor examples of historical signage, resulting in a variety of signs composed of different materials, typetypes, sizes, colors, and placement. While a temporary signage program for tenants and vehicular circulation is currently being implemented, there isn't an adequate system that addresses signing for future tenants, students and visitors to the campus. So, to ensure better visual coordination between campus facilities, improve communication, understanding and ease of use of the campus, it is recommended that the University adopt comprehensive signage standards that will ensure compliancy throughout the campus. As future renovations take place, existing signage can be replaced or updated to conform to these standards.



Examples of Existing Signage

New Signage

Comprehensive signage standards will establish a system that allows for flexibility in changes and growth. The design of new signage should be sensitive to campus architecture, while providing for a clear, concise, and hierarchical means of communication and wayfinding.

Signs should be designed giving careful consideration to color, typography, scale, materials, and placement. A graphic language of typography and color has been established with the design of the University's identity and letterhead. The color palette, derived from colors used in the architecture, consists of a muted blue and red tones—respectively named Camarillo Blue and Camarillo Red—and is unified by a range of warm neutral colors that includes the exterior building paint color.

Both serif and sans-serif type styles are chosen for the signage and some elements of the letterhead and logotype. Chosen for their versatility, legibility, ability to convey the character of the University, and meet stringent ADA codes for signage, their use is recommended for typography throughout the campus. In addition, the newly developed University and Foundation logos should be incorporated into the design of signage. Repeated and consistent usage of all of these elements at all possible opportunities both in building signs and other graphic identifications will help to reinforce the identity of the University.

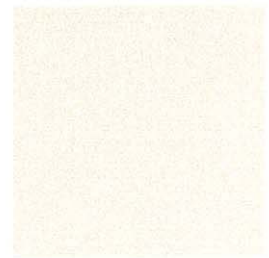
Materials used for exterior signage should harmonize with the his-



Camarillo Red (Pantone 180)



Camarillo Blue (Pantone 5492)



Pantone Warm Gray 5

Design Criteria



University Logo



Foundation Logo

torical building materials of the campus. The design should also respond to the details and scale of the campus architecture. Building identification signage should be integrated with the building itself, rather than treated as individual freestanding signs.

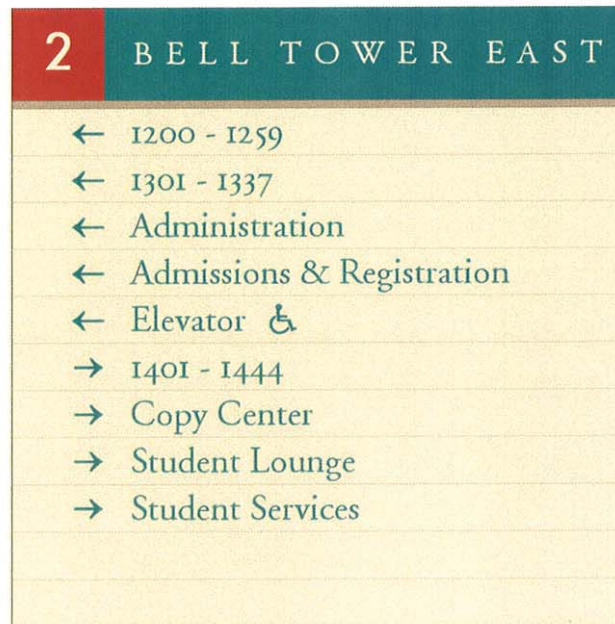
Internally illuminated signs are not permitted. Lighting of signs should be carefully considered and should be unobtrusive, with visible fixtures being of appropriate style.

The scale of signage should be appropriate for this campus which emphasizes pedestrian circulation over that of cars. Campus map “you are here” type signage should be placed at key pedestrian routes to provide comprehensive directions and orientation for the entire academic village. Additional signage that will be necessary to good wayfinding includes vehicular, parking, and regulatory information.

Interior signage should be of a design consistent with that of the exterior signage. Borrowing from the same color and typography palette, interior and exterior signs should appear to belong to the same family.

Tenant signage needs to follow the same criteria that all campus signage conforms to. The use of the tenants’ own logos are permitted but should be handled with sensitivity as to not visually detract from the character of campus signage and architecture.

As a character-defining element of the campus, the monument sign contributes significantly to the image of the University. As such, the design should be sensitive to and respond to the rural site of the campus. Construction types and materials that should not be used are fiberglass, post and panel, or pylon styles. Lettering should be limited

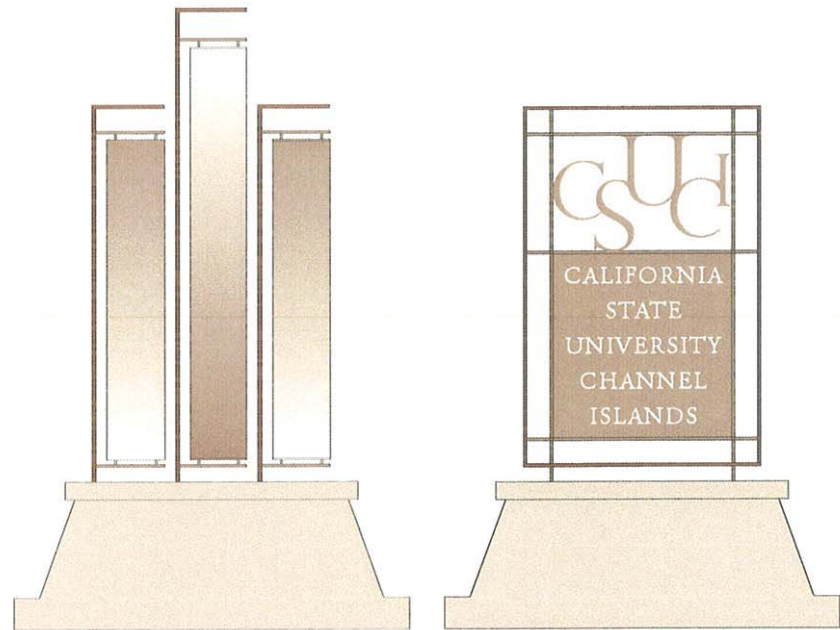


Typical Interior Signage

Design Criteria

to a maximum of 16 inches in height and should not be channel fabricated or acrylic, nor internally illuminated. The overall height is limited to 14 feet.

The University will adopt campus-wide signage standards, and the design of all future signage shall be in accordance with the guidelines. It should be understood, however, that even the most comprehensive standards cannot anticipate every new signage or informational situation. Thus, in order to ensure compliance with these guidelines, as well as any future standards, review of signs should be delegated to the Campus Master Planning Architect.



Proposed Monument Sign and Banners

Glossary

GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS

ACT	Activities
ADJ-CCU	Adjusted Course Credit Units
APDB	Academic Planning Data Base
ASF	Assignable Square Feet
CDPS	Curriculum Data Processing System
CEQA	California Environmental Quality Act
CIF	Course Inventory File
COBCP	Capital Outlay Budget Change Proposal
CPEC	California Post Secondary Education Commission
CSU	California State University
CS#	Course Classification Number
CTF	Course Term File
FAD	Faculty Assignment by Department
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Student
GSF	Gross Square Foot
HEGIS	Higher Education General Information Survey
LAB	Laboratory
LEC	Lecture
OCC	Off Campus Center
PPD	Physical Planning and Development
SCU	Student Credit Units
SEM	Seminar
SFR	Student Faculty Ratio
SFDB	Space and Facilities Data Base
SIS	Student Information System
SOP	Station Occupancy Percentage
SS	Student Station
SUAM	State University Administration Manual
TRACS	Telephone Registration System
TTF	Team Teaching Fraction
WRH	Weekly Room Hours
WSCH	Weekly Student Contact Hour
WSH	Weekly Station Hour
WTU	Weighted Teaching Units

Assignable Space is the amount of space that can be assigned to people or programs. The assignable area of a room is the area measured from the surface of the interior walls that contain the space. Total assignable area of a building is the sum of space allocated to the ten major room use categories as defined by the National Center for Educational Statistics—classrooms, laboratories, offices, study areas, special use areas, general use areas, support areas, health care areas, residential areas, and unclassified space.

Glossary

Building Service Area is the sum of all areas of a building used to support its cleaning and public hygiene functions.

Circulation Area is the sum of all areas required for physical access to floors or subdivisions of space within the building, whether directly bounded by partitions or not.

Mechanical Area is that area of a building designed to house mechanical equipment, utility services, and shaft areas.

Nonassignable Area of a building is the sum of Building Service Area, Circulation Area and Mechanical Area of a building.

Net Usable Area is the Assignable plus the Non Assignable Area of a building.

Gross Area is the floor area of a building within the outside faces of exterior walls.

Structural Area is the difference between Gross Area and Net Usable Area. This measures the floor area upon which the exterior and interior walls sit and the unusable areas in attics and basements.

ROOM USE CATEGORIES

Classrooms: General-purpose classrooms, lecture halls, recitation rooms, seminar rooms, and other rooms used primarily for scheduled non-laboratory instruction.

Laboratory Facilities: Rooms characterized by special purpose equipment or a specific configuration that ties instructional or research activities to a particular discipline or closely related group of disciplines.

Office Facilities: Offices and conference rooms specifically assigned to each of the various academic, administrative and service functions.

Study Facilities: Study rooms, stacks, open-stack reading rooms, and library processing rooms.

Special Use Facilities: Military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, green houses, and other room categories which are sufficiently specialized in their primary activity or function to merit a unique room code.

Glossary

General Use Facilities: Assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms, and other facilities that are characterized by a broader availability to faculty, students, staff or the public than are special use areas.

Support Facilities: Computing facilities, shops, central storage areas, vehicle storage areas and central service space that provide centralized support for the activities of a campus.

Health Care Facilities: Facilities used to provide patient care (human or animal).

Residential Facilities: Housing facilities for students, faculty, staff and visitors to the campus.

Unclassified Facilities: Inactive or unfinished areas, or areas in the process of conversion.

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Developer

Conrad A. Sick

LIST PROCESS GROUPS...

ALL PLANS AND OTHER DRAWINGS BY BTA

ALL PHOTOGRAPHS BY ALBERTO ALVAREZ EXCEPT THOSE AS

NOTED BELOW BY _____:

Pages:

Design Criteria

to avoid overlighting.

Historically, exterior lighting was used sparingly, typically for a purpose such as lighting entrances and corridors. Traditionally, lighting was never used to illuminate a building facade.

The lighting from exterior lanterns and lamps should be of low intensity within the warm incandescent color spectrum. Lighting shall have a color rendering index (CRI) of 70% or better. A Kelvin temperature of 3,000 is the standard for the campus. When using lantern-type lighting, the inside of the fixture is as important as the outside. The appearance of a bare bulb will detract from the lighting design and defeat the purpose of a lantern.



Plans should contain complete lighting details with the type of fixture and intensity noted.

As an aid to wayfinding, exterior lighting shall be organized in an hierarchial fashion in both vehicular and pedestrian zones. Primary roadways and parking lots shall be brighter than secondary roadways and service drives. Major pedestrian promenades and building entries shall be brighter than secondary walks.

Building Entries (Two - Five Footcandle Average)

- The highest light level will occur at main entrances to emphasize points of destination. Also, this helps the users' eyes adjust while coming into a new environment by reducing the contrast between exterior and interior spaces.
- Use of building-mounted wrought iron lantern lighting, building facade lighting and landscape lighting at entries are all suggested to provide focus and emphasis.
- Floodlighting of signage suggested to further denote building entries. No internal sign lighting is permitted.



Primary Vehicular Roadways & Parking Lots (1.5 - 2.0 Footcandle Average)

- High light levels are required for safety due to faster moving traffic.
- Provide similar fixture to campus standard luminaries with precise optics for street lighting and all light should be focused down and no light spillage to the neighbors properties is permitted. Provide approximately 20 foot poles with single and/or double head arrangement.
- Provide color corrected metal halide source with color tem-

Design Criteria

perature of 3,000 degrees Kelvin, to coordinate light sources for entire project. Sources are available in 100 watt ED17, 150-350 is expected in the near future.

Secondary Roadways (1.2 - 1.5 Footcandle Average)

- Medium light level is suggested for combined use of vehicles, bikers, and pedestrians together.
- Provide similar luminaries to existing acorn series with precise optical reflectors to reduce glare and focus light on roadway surfaces. Provide 14 foot poles with single head. Refurbish existing fixtures where appropriate with new ballast and new metal halide lamps.
- Provide color corrected metal halide source with color temperature of 3,000 degrees Kelvin, to coordinate light sources for entire Campus.

Promenades & Plazas

- Provide typical acorn series as secondary roadways along walkways.
- Fixtures shall have optical refractor to minimize glare and maximize usable light for walking surfaces. Provide 10 foot pole with single head.
- Provide accent lighting of features landscaping and buildings where desired.
- Provide low level bollards and steplights where appropriate when approaching buildings.

Pedestrian Walkways (.5-.8 Footcandle Average)

- Provide typical acorn series poles with pole top luminaries.
- Provide accent lighting of featured landscaping where desired.
- Provide low level bollards and steplights where appropriate when approaching buildings.

Gateways

- Illuminate water features where applicable.
- Illuminate landscape where desired to give emphasis to courtyards and special areas.
- Floodlighting of signage suggested to further denote major gateways.

Design Criteria

- No internal lighting of signage is permitted.

Standard Guidelines

- All light fixtures shall provide maximum light output while minimizing glare.
- Phase out or retrofit existing pedestrian pole lights with new fixtures during reconstruction/improvement projects.
- Provide metal halide light sources with better color rendering properties to improve visual acuity and sense of security for users, and better coordinate color of light throughout campus exterior and interior. Lamps shall have 3,000 degrees Kelvin color temperature, and 80% or better CRI classification.
- Relamp and reballast existing perimeter road lights and parking lot lights to metal halide to standardize campus system.

Open Space & Landscape Development

The following general criteria are provided for open space, circulation, landscape development, as well as requirements specific to the site and its existing resources.



Open Space

Significant open spaces to be preserved should be identified. The quality and quantity of new or modified open spaces should be described in general terms. Existing valuable trees and shrubs which should be retained, transplanted or protected should be identified, with emphasis on saving existing plant resources in place. The desired mix of plants (deciduous vs. coniferous, shrubs vs. lawns, etc.)



Design Criteria

should be described in general terms.

Irrigation and Drainage

Requirements for irrigation should be included. These requirements should reflect the concerns of water resources management, measuring for efficiency, and ease of maintenance. Roof drains, footing drains, and outside area drains shall be connected to the storm drainage system. Stormwater drainage must always be designed as a system separate from the sanitary sewer throughout the building and site.

Maintenance

Requirements regarding maintenance should be identified. These should include considerations involving external building maintenance, utilities, circulation, and surface landscapes.

Security

Security and safety requirements should be identified. These should include considerations involving lighting and planting, slip-resistant surfaces for circulation and visual surveillance.

Relationships

Relationships to other campus facilities and features should be examined and requirements with regard to maintaining existing relationships or establishing new ones should be identified. (e.g. creating a sense of enclosure by a relationship to existing buildings).

Waste Disposal

Exterior waste disposal requirements should be identified, including screening requirements for waste disposal areas.

Landscape Development

The strong sense of place exhibited by the existing campus is due in part to the definition of open space into two enclosed quadrangles and a central promenade. Future development shall seek to emulate this pattern, creating well defined open spaces as focal points for surrounding buildings.

The character and scale of the existing quadrangles and central promenade shall be preserved. Existing trees in good health, California Sycamores (*Platanus racemosa*) in the quadrangles and California Peppers (*Schinus molle*) in the central promenade, shall be preserved and protected. Future plantings in these areas shall not detract from the dominance of these tree types.

The health of existing trees along University Drive shall be assessed and additional trees of the same species shall be planted to create a

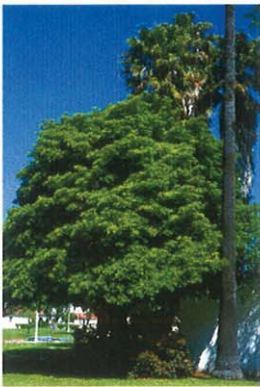
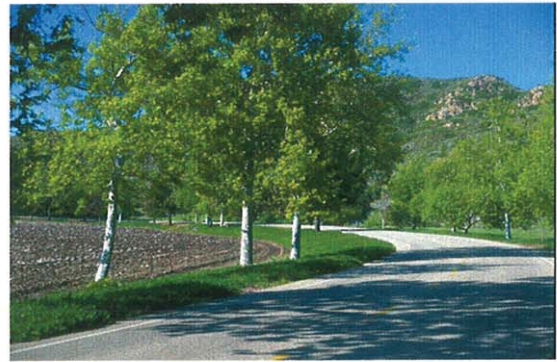
Design Criteria

strong sense of arrival.

Landscape buffers shall be established along Potrero Road to minimize the visual impact of development. *Quercus agrifolia* (California Live Oak) should be planted on both sides of a loop road around the existing central campus to strengthen a sense of place.

Plant material selection shall be compatible with the native coastal sage scrub ecosystem, shall acknowledge Calleguas and Long Grade Canyon Creeks with riparian plant communities, and shall reflect the agricultural nature of the region and the history of the site.

Existing Venturan Coastal sage scrub communities shall be left undisturbed by roadways or other development.



In keeping with the serenity of the existing campus, landscape plantings shall be simple instead of complex, using large-scale trees and expanses of inert or planted groundcovers. Existing lawns shall be maintained and new lawns shall be limited to areas where individuals are likely to enjoy it for relaxation and recreation. Hedges shall be used for foundation planting or to enclose space in courtyards. Showy perennial beds are strongly discouraged.

All mature trees in good health, with a 6-inch diameter caliper at 4 feet and 6 inches above grade shall be preserved in place. If it is necessary to remove these trees, they shall be replaced with the same species at a 1:1 ratio.

Long lived, large-scale trees shall be used on the southern facades of buildings to provide natural cooling. Deciduous trees allow solar heat penetration during winter months.

Sustainability shall be practiced as a resource conserving method of campus development. The primary resource to be conserved is water. Limiting lawn areas will reduce water use and lower maintenance costs. Where required lawns shall be planted with either a warm season grass, which goes dormant in winter, or if evergreen quality is required, a variety of fescue that is slow growing and deep rooted. Grass clippings left on lawns after mowing shall serve as mulch to lawn areas.

Disease and pest management shall be approached from an inte-

Design Criteria

grated standpoint, incorporating the use of natural predators, and nontoxic pesticides and fungicides. Selected plant materials shall be disease and pest-resistant.

Selected plant materials shall require minimal maintenance to reduce manpower hours and to reduce the impact on landfills. Trees and shrubs shall be planted in areas that accommodate their natural, mature sizes, and shall never be heavily pruned or sheared.

Planting areas shall be mulched with three inches of shredded bark mulch to reduce weed growth and preserve moisture. Organics shall be recycled through small scale composting at facilities maintenance yards.

Water elements of varying scales and complexities shall be used throughout the development to add character and focal points to courtyards. Water should be conserved through the use of recirculating pumps and by limiting the expanse of water surfaces in order to prevent excessive evaporation.

A campus-wide remote controlled irrigation system shall be installed for flexibility and ease of maintenance. Consideration shall be given to dedicated irrigation main lines and the use of reclaimed water or Long Grade Canyon Creek water. Irrigation use shall be timed to avoid high evaporation rates at the hottest times of the day.

A landscape wildfire buffer zone shall be established at the base of the mountains. This zone shall be a minimum of 100 feet and shall be used for roadways or planted with fire resistant plant species to extend the natural habitat areas of the existing coastal sage scrub communities on the mountains. No conifer, eucalyptus juniper, acacia or palm shall be planted in this wildfire hazard buffer zone.

Creek banks shall be protected as wildlife corridors and planted with appropriate riparian material to withstand erosion and increase native riparian habitats.

Consideration shall be given to reducing storm water runoff by directing rainwater over lawn areas to specifically designated planting areas that allow percolation back to underground aquifers. In some areas gravel sumps and cistern should be constructed to collect runoff and aid in its percolation below grade.

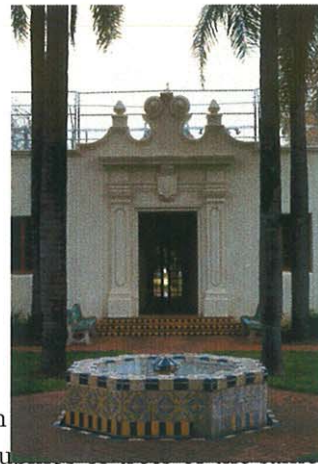
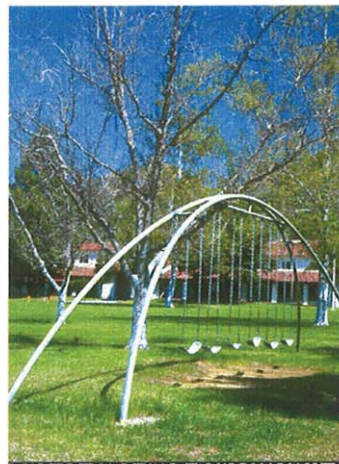
Main Quadrangles and Courtyards

Both the South and North Quadrangles are arranged around a main central courtyard (referred to as the South Main Courtyard and the North Main Courtyard). These courtyards are carefully laid out

Design Criteria

and architectural features such as balconies, arcades and colonnades provide visually interesting backdrops. Mature trees, especially Sycamores, are the predominant amenity. Three formal courtyard gardens (South Quad Courtyard 1, South Quad Courtyard 1 and North Quad Courtyard 1) possess strong symmetry. The other courtyards vary from somewhat formal to themed (citrus trees) to a schoolyard (the majority) with recreational play features. Other features associated with these courtyards are:

- Concrete walls with pyramidal end caps
- Streets and pathways and street lamps
- Trees framing vistas and architecture
- Framing doorways or gate entrances with matching trees
- Visual access from street and smaller courtyards to main quadrangles
- Campus vistas framing doorways or gate entrances with matching trees



When planting groups of dominant species at the center corner of planting parterres offer a courtyard focal point.

- Fountains are octagonal-shaped and physically centered in the garden space as focal point.
- Paths converge on fountain from four directions
- Paths amplify octagonal shape and centrality of fountain
- Parterres of lawn, hedge, and other plantings form secondary areas of interest

Views and Vistas

The general environment surrounding the campus is as important as the site itself. Natural beauty is vital. Interaction within buildings and landscape should be maximized to create “indoor-outdoor” in-

Design Criteria

teraction and the development of outdoor rooms.

Site lines of new structures in the core campus area shall orient to the grid pattern established by the existing design. Sight lines of visually prominent features such as the central cupola, Round Mountain, and surrounding ridge lines shall be considered in the design of new buildings.

Circulation and Access

Access requirements for disabled individuals should be specified, including standards for ramps, curb cuts and parking spaces. Applicable codes are the Americans with Disabilities Act Accessibility Guidelines, July 26, 1991, (ADAAG) and Uniform Building Code Requirements for Barrier-Free Accessibility effective July 1, 1992. As the most stringent controls, both are applicable.

The requirements for access by vehicles for service, loading, parking and emergencies should be clearly identified. Access requirements to existing buildings should not be overlooked. Any essential on-site parking requirements should be specified, including parking for handicapped and service vehicles.

The requirements for walkways and other pedestrian facilities should be specified, including those linking the site with other portions of the campus. When relevant, the desired size or capacity of pedestrian plazas and other gathering places should be specified.

Bicycle access and parking facilities should be identified. An estimate of the numbers of rack spaces, including covered bicycle parking, should be identified.

People frequently walk and converse in pairs. Class breaks result in dense pedestrian traffic flows. Corridors should be sized according to the following minimum standards:

- Main corridors should be a minimum of 10 feet clear if possible.
- Primary corridors should be a minimum of 7 feet, 6 inches clear if possible
- Secondary corridors within office areas should be 5 feet clear
- Elevator foyers should be a minimum of 12 feet clear
- Ground floor, service area, and entry foyers require larger spaces for traffic cueing

Stair usage is encouraged since elevators cannot handle class break traffic; consequently, stairs must be designed for an extraordinary volume of up and down pedestrian movement. Desired minimum width is 5 feet clear. For fire safety, each floor landing should provide a 36 inch by 48 inch space for wheelchair safe haven.

Although a number of corridors in the Bell Tower Building have been remodeled, many retain original historic elements. In addition

Design Criteria

to the Bell Tower Building's decorative main corridor, other corridors retain character-defining features: sequences of arches; exposed ceiling beams; and integral concrete cove base and will be maintained in the future.

Parking & Loading

The design of parking lots and various utilitarian structures should be enclosed as courts and court elements

Top decks of parking structures shall be illuminated with floor-mounted bollards or half-wall mounted fixtures to provide splash lighting to the parking surface areas. Bollards shall not exceed six feet in height.

All surface parking areas shall be designed as "parking groves" and shall include a minimum of 15% landscaped area, and shading shall cover a minimum of 35% of the surface area when trees are ten years of age. Landscaping shall be compatible in design with the existing landscape treatment, as defined in this Master Plan. In order to provide visual relief, glare reduction, and shade, large-canopy trees planted in an orchard siting arrangement are recommended. Pedestrian amenities shall be incorporated into the surface lot areas, including but not limited to textured paving at aisle crosswalks, walkways through parking aisles, bollard-style lighting, and seating areas.

Surface parking areas should be constructed using three-inch thick asphalt concrete over a 4 inch compacted crushed rock base with PCC curb and gutter.

Permeable paving, i.e. paving which allows percolation of storm water runoff, used in drive aisles will reduce storm water runoff, reduce heat gain and conserve water. Examples of this type of paving include gravel, decomposed granite or open cell block pavers filled with gravel. Bioswales should also be considered at the perimeter of parking lots to collect parking lot runoff, filter out sediment and pollutants, and provide irrigation water to the specifically selected plant material grown there.

Plant Materials

The Hispanic/Mediterranean tradition is one which relies on the design of the landscape as much as that of the buildings. The region's interpretation of the Hispanic/Mediterranean landscape architectural tradition has been drawn from three sources: that of Spain, the Moorish tradition of the Iberian Peninsula and of North Africa, and that of Italy (with an overlay of how these traditions were interpreted in California during the teens and twenties of this century). The designs of these gardens relied on a play of symmetry of elements, axes, cross axes, termination of vistas, interruption by features such as fountains etc. Water features in the way of fountains and narrow water chan-

Design Criteria

nels often occur. With the general scarcity of water in the Mediterranean region, these water features were traditionally designed to use only the smallest amount of water.

Landscape elements include not only planting, but also such elements as arbors, trellises, ponds, fountains, walks, pavilions, curbs, light standards, benches, sculpture, wall graphics, hedges, lighting, stucco covered masonry garden walls (freestanding or retaining), tile and stone paving.

Careful attention should be given to the type and placement of plant materials and hardscape elements in order to parallel the existing palette of the campus and as described in these guidelines.

Because specific elements in the landscape such as asphalt pavement, utility vaults, backflow prevention devices, trash receptacles and loading zones may not be compatible with the period, the site plan development should be devised to integrate and conceal such elements.

The success of a landscape composition is dependent upon the consistent use of landscape elements that are appropriate; plant materials should also follow this criterion. Variegated species are not encouraged. It is not by accident that certain plants are effective in complementing the architectural forms of the campus. Many such plants have had local historical, economic, social, agricultural, medicinal and environmental applications.

- The general use of a formal balanced planting layout (i.e., with symmetrical plan forms, axis use, etc.) is encouraged
- Informal or an asymmetrical plan layout may in some cases be appropriate, and may be combined with a formal plan layout
- Environmental factors (i.e., provision of deciduous trees to allow for summer shade and winter sun on south westerly exposures) should be taken into consideration
- Horticultural aspects to be considered including soil type, water availability, type of maintenance available, etc.

Plant materials shall be selected based on the following objectives:

- Use only material suitable to the region
- Ensure biological diversity, to guard against the dangers of monoculture
- Incorporate native species including: Bougainvillea, Star Jasmine, and Non-blooming Evergreen Pear tree
- Increase drought resistance throughout development
- Select varieties that are disease and pest resistant
- Plant multiple species of naturally associated material

Design Criteria

- Select low maintenance material
- Provide seasonal interest while maintaining a balance with evergreen varieties
- Riparian plant communities shall be established along creek banks

Plants and trees selected reflect a romanticized vision of the California Spanish/Mexican past, and the region's Mediterranean climate. Plants and trees utilized at CSUCI and reflecting these ideas can be categorized as follows:

Plant materials actually used during the Spanish/Mexican period (circa 1770-1848):

- California Pepper trees (*Schinus molle*)
- Citrus trees (grapefruit, lemon, Seville orange)
- Olive trees
- Mexican bush sage (*Salvia leucantha*)

Native California species associated with regionalist landscape design (1920-1950):

- Catalina Sycamores (*Platanus racemosa*) Catalina Cherry trees (*Prunus ilicifolia*)
- California Bay/California laurel trees (*Umbellularia californica*)
- Prickly pear cactus (*Opuntia ficus indica*)
- Agave (*Agave americana*, *agave attenuata*)
- Tree aloe (*Aloe aborescens*); *Yucca*
- California coast live oak (*Quercus agrifolia*) Valley oak (*Quercus lobata*)
- Organpipe cactus (*Lemaireocereus thurberi*)

Species from other temperate climates (South America, Australia, South Africa) commonly associated with regionalist landscape design (1900-1950):

- Palm Trees (*Washingtonia robusta*, *Phoenix canariensis*)
- Jacaranda Trees (*Jacaranda mimosifolia*)
- Carob Trees (*Caratonia siliqua*)
- Victorian Box Trees and *Pittosporum* (*Pittosporum undulatum*, and *Pittosporum tobira*)
- Avocado Trees
- Banana Trees (*Musa paradisiaca*)
- Moreton Bay Fig Trees (*Ficus macrophylla*)

- Hibiscus (*Hibiscus rosa-sinensis*)
- Oleander Hedges
- Birds of Paradise (*Strelitzia reginae*)
- Cotoneaster Hedges and Trees
- Japanese Boxwood Hedges (*Buxus microphylla japonica*)
- Italian cypress trees (*Cupressus sempervirens*)
- Dwarf Pomegranate Shrubs (*Punica granatum*)
- Glossy Abelia (*Abelia grandiflora*)
- Eugenia Trees and Hedges

Others less associated with regionalist movement

- Walnut trees (*Juglans* spp.)
- Brazilian Pepper Trees (*Schinus terebinthifolius*)
- Chinese elm trees (*Ulmus parvifolia*)B.

Open Space Furniture

Site furnishings, including benches, trashcans, ash receptacles and back racks chosen should harmonize with the Mission-Spanish colonial Revival architectural style of the campus.

Design Criteria

Signage

Currently there is no consistent campus-wide signage program, nor examples of historical signage, resulting in a variety of signs composed of different materials, typetypes, sizes, colors, and placement. While a temporary signage program for tenants and vehicular circulation is currently being implemented, there isn't an adequate system that addresses signing for future tenants, students and visitors to the campus. So, to ensure better visual coordination between campus facilities, improve communication, understanding and ease of use of the campus, it is recommended that the University adopt comprehensive signage standards that will ensure compliancy throughout the campus. As future renovations take place, existing signage can be replaced or updated to conform to these standards.



Examples of Existing Signage

New Signage

Comprehensive signage standards will establish a system that allows for flexibility in changes and growth. The design of new signage should be sensitive to campus architecture, while providing for a clear, concise, and hierarchical means of communication and wayfinding.

Signs should be designed giving careful consideration to color, typography, scale, materials, and placement. A graphic language of typography and color has been established with the design of the University's identity and letterhead. The color palette, derived from colors used in the architecture, consists of a muted blue and red tones—respectively named Camarillo Blue and Camarillo Red—and is unified by a range of warm neutral colors that includes the exterior building paint color.

Both serif and sans-serif type styles are chosen for the signage and some elements of the letterhead and logotype. Chosen for their versatility, legibility, ability to convey the character of the University, and meet stringent ADA codes for signage, their use is recommended for typography throughout the campus. In addition, the newly developed University and Foundation logos should be incorporated into the design of signage. Repeated and consistent usage of all of these elements at all possible opportunities both in building signs and other graphic identifications will help to reinforce the identity of the University.

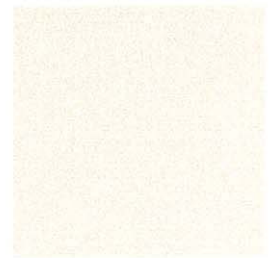
Materials used for exterior signage should harmonize with the his-



Camarillo Red (Pantone 180)



Camarillo Blue (Pantone 5492)



Pantone Warm Gray 5

Design Criteria



University Logo



Foundation Logo

torical building materials of the campus. The design should also respond to the details and scale of the campus architecture. Building identification signage should be integrated with the building itself, rather than treated as individual freestanding signs.

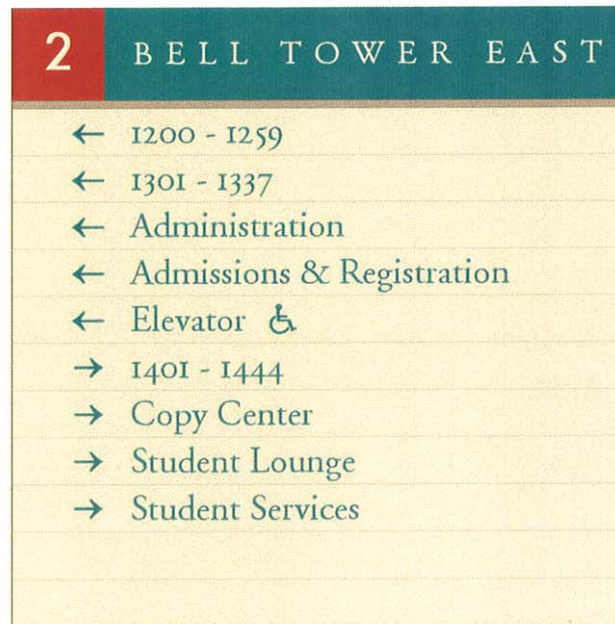
Internally illuminated signs are not permitted. Lighting of signs should be carefully considered and should be unobtrusive, with visible fixtures being of appropriate style.

The scale of signage should be appropriate for this campus which emphasizes pedestrian circulation over that of cars. Campus map “you are here” type signage should be placed at key pedestrian routes to provide comprehensive directions and orientation for the entire academic village. Additional signage that will be necessary to good wayfinding includes vehicular, parking, and regulatory information.

Interior signage should be of a design consistent with that of the exterior signage. Borrowing from the same color and typography palette, interior and exterior signs should appear to belong to the same family.

Tenant signage needs to follow the same criteria that all campus signage conforms to. The use of the tenants’ own logos are permitted but should be handled with sensitivity as to not visually detract from the character of campus signage and architecture.

As a character-defining element of the campus, the monument sign contributes significantly to the image of the University. As such, the design should be sensitive to and respond to the rural site of the campus. Construction types and materials that should not be used are fiberglass, post and panel, or pylon styles. Lettering should be limited

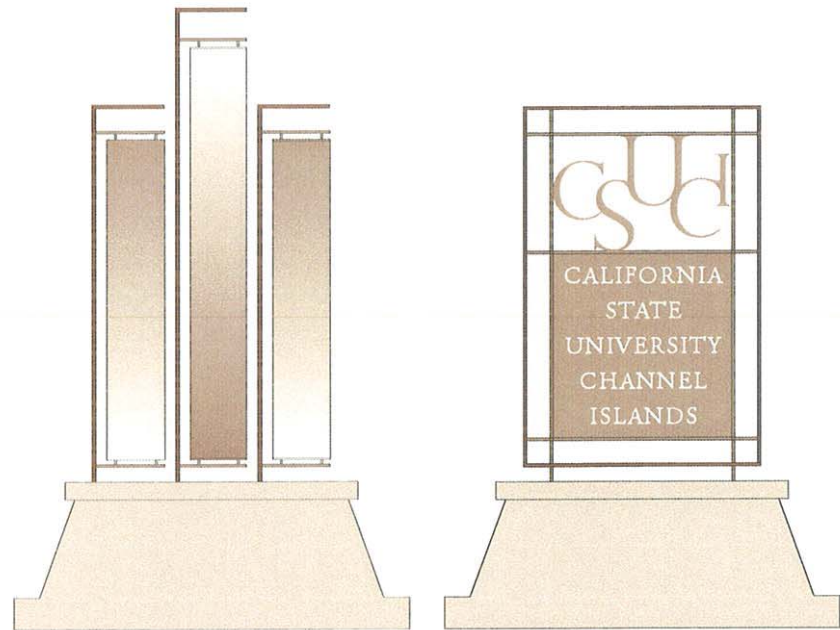


Typical Interior Signage

Design Criteria

to a maximum of 16 inches in height and should not be channel fabricated or acrylic, nor internally illuminated. The overall height is limited to 14 feet.

The University will adopt campus-wide signage standards, and the design of all future signage shall be in accordance with the guidelines. It should be understood, however, that even the most comprehensive standards cannot anticipate every new signage or informational situation. Thus, in order to ensure compliance with these guidelines, as well as any future standards, review of signs should be delegated to the Campus Master Planning Architect.



Proposed Monument Sign and Banners

Glossary

GLOSSARY OF TERMS, ABBREVIATIONS AND ACRONYMS

ACT	Activities
ADJ-CCU	Adjusted Course Credit Units
APDB	Academic Planning Data Base
ASF	Assignable Square Feet
CDPS	Curriculum Data Processing System
CEQA	California Environmental Quality Act
CIF	Course Inventory File
COBCP	Capital Outlay Budget Change Proposal
CPEC	California Post Secondary Education Commission
CSU	California State University
CS#	Course Classification Number
CTF	Course Term File
FAD	Faculty Assignment by Department
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Student
GSF	Gross Square Foot
HEGIS	Higher Education General Information Survey
LAB	Laboratory
LEC	Lecture
OCC	Off Campus Center
PPD	Physical Planning and Development
SCU	Student Credit Units
SEM	Seminar
SFR	Student Faculty Ratio
SFDB	Space and Facilities Data Base
SIS	Student Information System
SOP	Station Occupancy Percentage
SS	Student Station
SUAM	State University Administration Manual
TRACS	Telephone Registration System
TTF	Team Teaching Fraction
WRH	Weekly Room Hours
WSCH	Weekly Student Contact Hour
WSH	Weekly Station Hour
WTU	Weighted Teaching Units

Assignable Space is the amount of space that can be assigned to people or programs. The assignable area of a room is the area measured from the surface of the interior walls that contain the space. Total assignable area of a building is the sum of space allocated to the ten major room use categories as defined by the National Center for Educational Statistics—classrooms, laboratories, offices, study areas, special use areas, general use areas, support areas, health care areas, residential areas, and unclassified space.

Glossary

Building Service Area is the sum of all areas of a building used to support its cleaning and public hygiene functions.

Circulation Area is the sum of all areas required for physical access to floors or subdivisions of space within the building, whether directly bounded by partitions or not.

Mechanical Area is that area of a building designed to house mechanical equipment, utility services, and shaft areas.

Nonassignable Area of a building is the sum of Building Service Area, Circulation Area and Mechanical Area of a building.

Net Usable Area is the Assignable plus the Non Assignable Area of a building.

Gross Area is the floor area of a building within the outside faces of exterior walls.

Structural Area is the difference between Gross Area and Net Usable Area. This measures the floor area upon which the exterior and interior walls sit and the unusable areas in attics and basements.

ROOM USE CATEGORIES

Classrooms: General-purpose classrooms, lecture halls, recitation rooms, seminar rooms, and other rooms used primarily for scheduled non-laboratory instruction.

Laboratory Facilities: Rooms characterized by special purpose equipment or a specific configuration that ties instructional or research activities to a particular discipline or closely related group of disciplines.

Office Facilities: Offices and conference rooms specifically assigned to each of the various academic, administrative and service functions.

Study Facilities: Study rooms, stacks, open-stack reading rooms, and library processing rooms.

Special Use Facilities: Military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, green houses, and other room categories which are sufficiently specialized in their primary activity or function to merit a unique room code.

Glossary

General Use Facilities: Assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms, and other facilities that are characterized by a broader availability to faculty, students, staff or the public than are special use areas.

Support Facilities: Computing facilities, shops, central storage areas, vehicle storage areas and central service space that provide centralized support for the activities of a campus.

Health Care Facilities: Facilities used to provide patient care (human or animal).

Residential Facilities: Housing facilities for students, faculty, staff and visitors to the campus.

Unclassified Facilities: Inactive or unfinished areas, or areas in the process of conversion.

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LIST PROCESS GROUPS...

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Pages: