Section 6

DESIGN GUIDELINES

Pomona College: ***Campus landscape character***

6.1 INTRODUCTION

This Section contains Design Guidelines that address building and landscape design, lighting, site furnishings and signage. In association with the Development Standards, these Guidelines will assure that the design of future buildings, grounds, landscape and infrastructure projects will realize the University's goals for an attractive and unified campus that physically represents, supports and furthers APU's educational mission, goals, values and aspirations. The Guidelines are consistent with and implement the Vision, Guiding Principles and Goals defined in Section 3, are based upon the Development Plan in Section 4, and are to be used in conjunction with the Development Standards in Section 5.

6.1.1 Design Guideline Goals

- Develop standards and design guidelines that will encourage and promote design excellence and appropriate campus linkages as individual buildings and open space areas are developed.
- Unify the campuses through a consistency in architectural and landscape character, scale, pedestrian and vehicular links.

6.2 GENERAL GUIDELINES

The Design Guidelines meet or exceed City of Azusa Development Guidelines and are consistent with other adopted public policy. The Guidelines address the goals and unique design characteristics of each of the five land use districts.

6.2.1 Residential/Recreation Design Guidelines

6.2.1.1 PURPOSE AND INTENT

The Design Guidelines have been prepared to achieve a comprehensive approach for the implementation of planning and landscaping concepts for the Residential Zones as well as the architectural concepts for the residential buildings. The purpose of the Design Guidelines is to establish a network of design concepts that can be consistently applied for the Residential Zones and for the residential buildings within them.

The purposes of the Residential Design Guidelines are

- To promote a sense of community among students.
- To enhance landscape and architectural features of residential areas and their buildings that promotes safety and security in a college environment.
- To ensure that residential areas are well designed, provide privacy, buffered from noise, and provide security to residents and visitors.
- To unify the residential areas through consistency in landscaping and architectural character, scale, open space, and pedestrian access.
- To be compatible with the surrounding or adjacent neighborhood

6.2.1.2 SITE PLANNING GUIDELINES

Overall Concept

Successful university residential areas create a sense of place. The overall concept must provide security and privacy to the students, while balancing the importance of relating to adjacent uses and contributing to the overall campus. To achieve this balance harmoniously, a variety of site planning factors must be considered. Among these factors are building setbacks and orientation; vehicular circulation and parking; pedestrian circulation; and service areas.

General Site Design

- Landscaping should complement the building massing.
- Hardscape should accommodate the natural gathering functions at the entrances of the facilities.

- Lighting and light fixtures should be used as an integral component of designing a sense of place, being purposeful in providing safety, security and community gathering areas.
- Modular buildings needed by the university to provide transitional facilities during construction may be used for a period not to exceed five years, provided that such facilities are not visible from a public street.
- Streetscape utility items, such as hydrants and transformers, should be located to avoid visual and travel conflicts with pedestrian paths. When possible, transformers and related utility components should be placed in vaults or screened with retaining walls and/or planting.
- Parking courts should be located and integrated into the residential areas such that natural surveillance occurs from adjacent streets and sidewalks.
- Residential zones shall provide safe and convenient areas for bikes, and motorized individual vehicles.

Building Setback and Orientation

- Setbacks will conform to requirements set in section 5.4.1.
- Residential dwellings should be oriented to either a courtyard, street, or a paseo.
- Buildings with community oriented retail uses (i.e. Stein/Foothill) shall be oriented towards the street.
- Provide landscape around all buildings and landscape separation between public and residential areas.

California Institute of Technology: ***Campus linkages***

- Provide open space areas that balance building and landscape massing.

6.2.1.3 RESIDENTIAL BUILDING ARCHITECTURAL GUIDELINES

Building Design

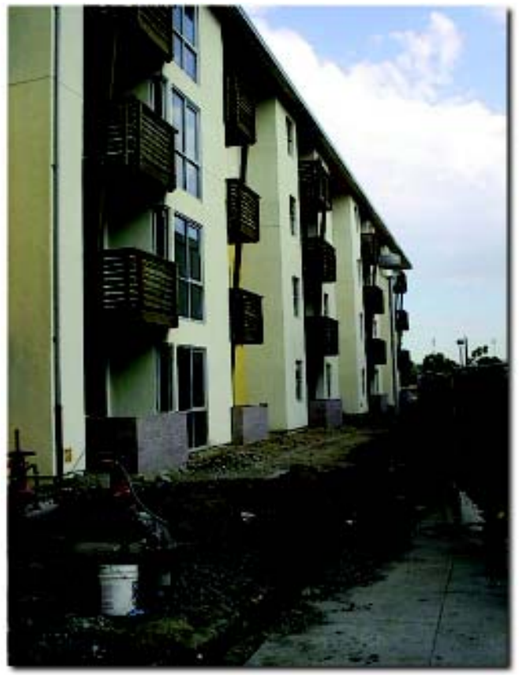
The architectural design of the residential buildings is important to establish unity within and between campuses. To do this, common architectural forms, materials and colors need to be utilized that are appropriate to campus housing and that harmonize with existing structures. The buildings need to be designed to provide security through natural surveillance on the campus grounds and public streets. Privacy of ground floor uses and screening from public view are also important considerations for the residential buildings. Noise-reducing glass and other sound insulation need to be considered in the building design.

Azusa Pacific University:
Trinity hall residential open space areas

California State Polytechnic University:
Building massing

Building Form

Residential buildings should be understated, but articulated forms, utilizing straight, rectangular shapes as opposed to curved dynamic forms. The functions of the spaces within the building should be clearly articulated to the exterior design. The use of exterior space such as decks, patios and courtyards should be considered important. Building forms should be articulated by varying roof heights and wall planes. Long unarticulated wall and roof planes shall not be permitted.



California State Polytechnic University: *Exterior design*

Entry

The entries to residential buildings should be designed so that they are recognized from close adjacent exterior spaces as opposed to being identified from a great distance away. The "way finding" element of the entry should not draw the masses to the entry, but primarily the residents. The entry should be clear glass storefront with building identification on an adjacent sidelight.

Pomona College: *Building entry*

Residential buildings should be designed with one entry point. Exits required for each facility should function for emergency entry and exit only, maintaining the main entry as the only entry.

Materials

The residential buildings should continue to use concrete block, plaster, concrete tile roofing, and glass as its primary materials. The buildings are to make use of a combination of these materials, and never one material solely. The materials will be used as a "branding" tool, to bring consistency to the residential facilities.

Azusa Pacific University: *Building forms and colors*

Building Color

The exterior colors are to be any combination of greys, off-whites, and beiges. Accent colors can be utilized but should be limited to 10 percent of any one elevation.

Azusa Pacific University: Building materials

Fenestration

The windows should be "residential" in appearance, making the most of view opportunities, natural lighting, and ventilation.

California Institute of Technology: *Fenestration*

California Institute of Technology: *Fenestration*

Room Size

The University shall provide a minimum of 100 square feet per bed for each resident of a student housing facility.

California Institute of Technology: *Roof elements*

Roof

Roof line breaks, gables, overhangs and other roof elements should relate to and emphasize individual building entries.

California Institute of Technology: *Academic building massing*

California Institute of Technology: *Building entry*

6.2.2 Academic/Administrative Design Guidelines

6.2.2.1 PURPOSE AND INTENT

The design of academic buildings at APU integrates both academic and administrative functions. The integration of academic classroom/lecture and lab facilities with administrative offices, conference and seminar facilities better serves the students by keeping these functions within a common proximity. These buildings could also integrate functions such as food service, libraries and minor retail, such as the community oriented retail building at the corner of Stein Lane and Foothill Boulevard.

The community oriented retail building at Stein/Foothill will be designed to enhance and reflect the surrounding community in concept, character, and scale. The design shall provide entrances and storefront display oriented to the street to contribute to an attractive and inviting street environment.

The purposes of the Academic/Administrative Design Guidelines are:

- To assure a high level of architectural design appropriate to the quality and status of APU;
- To establish a visual unity within and between campuses by guiding the design of buildings;
- To contribute significantly to the learning, working, and social experiences for students, faculty, staff, and visitors;
- To recommend a limited range of common architectural forms, materials and colors that are appropriate to intended uses and that harmonize with existing structures; and
- To unify the academic areas through a consistency in landscaping and architectural character, scale, open space, and pedestrian linkage.

6.2.2.2 SITE PLANNING GUIDELINES

Overall Concept

Successful university academic areas create a sense of place. For purposes of long-term vitality and aesthetic character, the academic areas have to be a place where students want to be when they are not engaged in their academic activities. To achieve this balance harmoniously, a variety of site planning factors must be considered. Among these factors are building setbacks and orientation; building entries; and service areas.

Building Setback and Orientation

- Buildings should be aligned along or near street lines.
- Orient academic buildings toward the primary street frontage or the Commons Area.
- Provide landscape space around all buildings and landscape separation between streets and entries.
- Provide open space areas that balance building and landscape massing.
- Pedestrian circulation should be considered, especially in conjunction with the relationship to major building entrances.
- Safe and convenient areas for parking bikes should be located in close proximity to the entrance of the building, off of the paseo and pedestrian paths.

California Institute of Technology: *Building setback*

California State Polytechnic University: *Building entry*

Building Entries

The landscape and site design should help define the major building entrance(s) and enhance its functionality.

- Weather protection from rain, sun, and wind should be provided by the building and landscaping elements.
- The building entrance(s) should be clearly identifiable to assist wayfinding.
- Seating and gathering opportunities located next to entrances should be provided, and should be sized to accommodate groups expected at class changes or special events.
- Bicycle parking and disabled access should be provided.

Service Areas

- Service areas (including service entrances, loading docks, trash enclosures, etc.) will not be readily visible to the public.
- Service areas will be screened by a fence or wall, designed to be visually compatible with other site improvements.
- Service areas will be located to minimize negative impacts (noise, visual, vibration, dust, etc.) upon adjacent uses.
- Trash enclosures should be located in the service areas.

Azusa Pacific University: *Building form*

6.2.2.3 ARCHITECTURAL DESIGN GUIDELINES

Form

- Academic/administrative buildings should stand out from other buildings on campus.
- They should be designed as public buildings and sited in such a way as to draw attention, utilizing a higher level of architectural design than other buildings on campus.
- They should have articulated forms, utilizing straight and rectangular shapes as well as curved dynamic forms.
- Building forms should be articulated by varying roof heights and wall planes. Long unarticulated walls (400 feet and greater) and roof planes shall not be permitted.
- The functions of the spaces within the building should be clearly articulated to the exterior design.
- The use of exterior space within buildings such as decks and atriums should be considered important.

Azusa Pacific University: *Building form*

California Institute of Technology: *Building form*

Azusa Pacific University: *Building entry*

Azusa Pacific University: *Building entry entry*

Entry

- The entry should be designed so that it can be recognized from a considerable distance.
- The entry should be designed using building massing and form.
- The "way finding" element of the entry should draw the public to the entry.
- The entry should be clear glass storefront with pedestrian building identification on an adjacent sidelight.

Azusa Pacific University: *Building materials*

Materials

- The academic and administrative buildings should continue to use cast-in-place concrete, concrete block, plaster, "Cal-Wall", and glass as its primary materials.
- The buildings will make use of a combination of these materials.
- The materials will be used as a "branding" tool, to bring consistency to the academic and administrative buildings at both campuses.

Azusa Pacific University: *Building materials*

Fenestration

- The windows should make the most of view opportunities, natural lighting and ventilation.
- Glass should be low-E coated clear glass.
- Frames are to be clear anodized aluminum storefront.

Azusa Pacific University: *Building fenestration*

Azusa Pacific University: *Building fenestration*

Azusa Pacific University: *Building fenestration*

California Institute of Technology: *Building color*

Exterior Colors

- The exterior colors are to be natural/ sealed gray concrete, factory finished concrete block, and painted plaster.
- The colors should be selected to best complement the functions within the buildings.

Azusa Pacific University: *Building color*

Azusa Pacific University: *Building color*

University of Redlands: *Football stadium*

6.2.3 Physical Education/Athletic Design Guidelines

6.2.3.1 PURPOSE AND INTENT

Physical education, as an instrument of the "community" cornerstone, is a bridge between the University and the community of Azusa. This bridge should be a basis for urban design as well as building design, keeping under consideration that physical education/athletics is an important venue for interaction between the community of Azusa and the University.

These Design Guidelines have been prepared to ensure a comprehensive implementation of the development of physical education/athletic facilities throughout the APU campuses. The purposes of the Guidelines are as follows:

- To establish a network of design parameters that will be applied to development and design of facilities within the physical education zones
- To enhance landscape and architectural features of the physical education areas and their buildings that promote safety and security in a college environment

- To unify the physical education/athletic areas through consistency in landscaping and architectural character, scale, open space, and pedestrian access

6.2.3.2 SITE DESIGN GUIDELINES

Overall Concept

The overall planning concept within the Physical Education Zones is based upon the use of athletics as a bridge between APU and the community of Azusa, as well as facilitating relationships with other institutions. To achieve this balance harmoniously, a variety of site planning factors are considered.

General Site Design

- The locations and use of the athletic stadiums and fields should be located adjacent to community entry points whenever possible and should be obvious and easily found by the public.
- Paseos and plazas should complement and help define the public entry and gathering spaces for these uses. They should be located for easy access to the community of Azusa and should be enclosed to a degree that allows APU Campus Safety easy control and policing of the space during events, as well as during normal use.
- Landscaping should complement the athletic stadiums massing.
- Hardscaping should accommodate the natural gathering at the entrances of the facilities and playing fields.

- Lighting and light fixtures should be used as an integral component of designing a sense of place, directing athletic participants and spectators to the stadiums and playing fields, and providing safety and security.

Setback and Orientation

- The stadiums and other facilities should be oriented per National Collegiate Athletic Association (NCAA) recommendations for playing fields.
- The setbacks will be set as discussed section 5.3.1 of this Specific Plan.
- Landscaping should be provided around the stadiums and playing fields as a way of directing sport participants and spectators to the designated entries of the facilities.

University of Redlands: ***Fencing and landscaping around playing fields***

University of San Diego: ***Public entry and gathering***

University of Redlands:
Use of paseo defining public entry

6.2.3.3 WALLS AND FENCING

- Walls and fencing within Physical Education Zones should respond to the athletic venue it surrounds.
- Tennis court fencing is to be 20 feet tall chain link with windscreen netting and should incorporate landscaping to the outside.
- Baseball stadium fencing should be chain link and designed per NCAA standards, screened to the outside with landscaping.

University of California, Los Angeles: ***Plaza area***

- Football stadium fencing should be appropriate fencing designed to 15 feet tall per NCAA standards and screened to the outside with landscaping.
- Pool fencing is to be solid wall construction, either cast in place concrete or concrete masonry, 10 feet maximum, with landscaping incorporated against the wall to the outside.
- Soccer and softball fencing is not to exceed 15 feet tall per NCAA standards and screened to the outside with landscaping.
- Gates, in all cases, are to match fencing material. Fencing to the pool is to be solid and can be constructed of concrete block or wood.
- Implied fencing by use of landscaping should also be used to create a barrier between the distinct land uses.

6.2.3.4 EXTERIOR LIGHTING

- Stadiums and playing fields require specific lighting fixtures appropriate for nighttime activities. Lighting fixtures must be chosen and aimed so that they thoroughly illuminate the play fields and do not "spill" onto neighboring residential areas.
- Site lighting should be coordinated to provide consistent lighting character to harmonize with the architecture of the stadiums and athletic buildings.
- Lighting in athletic use areas should be provided to create balanced illumination such that both the perception and actuality of safety is assured. Increased levels of lighting should be provided at the stadiums, athletic buildings, and playing field entrances.

6.2.3.5 STADIUM DESIGN

Components of the Stadium

Stadiums will include the main playfield surrounded by stadium type seating and press box, with storage, offices, team rooms, concessions, toilets/locker rooms, and training rooms.

Materials

The main structure of the stadiums is to be constructed of cast-in-place concrete, concrete masonry, or a combination of the two. Plaster, steel, and glass can be used at the press box and under bleacher spaces.

Height

Any element of the stadium will not exceed 50 feet in height with the exception of field lights and scoreboard rising to a height of about 100 feet above finished grade.

Entry

- The stadium entries are to be well defined and obvious to the public.
- Entries should face the plaza/paseo, and should be grand in scale.

Signage

Reference the signage portion of the Specific Plan in Chapter 5 Development Standards.

Baseball

The baseball stadium should be designed for a minimum of 850 seats. It will have lighting for night games as required by NCAA standards. The baseball stadium can have, as part of its design, a large-screen viewing monitor not to exceed 20 feet in height by 40 feet in width, located a maximum of 10 feet off the grade directly over the right, center, or left field fencing.

California State University of Fullerton:
Baseball stadium

University of Redlands: ***Stadium signage***

Football

The football stadium should be designed for 4,500 seats. It will have lighting for night games as required by NCAA standards. The football stadium can have, as part of its design, a large-screen viewing monitor not to exceed 40 feet in length and 20 feet in width, located a maximum of 10 feet off the grade directly over the exterior fencing past the end zone side of the track. The football stadium could include an NCAA approved track as well as all required apparatus for track and field events.

6.2.3.6 PLAY FIELDS

Soccer

The soccer field will have freestanding aluminum bleachers, designed for a minimum of 850 seats. The bleachers could accommodate athletic equipment storage below them. It will have lighting for night games as required by NCAA standards.

Softball

The softball field currently exists and has lighting and bleachers. Any future improvements will be made as required by NCAA standards.

University of Redlands: ***Playing fields***

Citrus College: ***Tennis court***

6.2.3.7 COURT AND POOL DESIGN

Tennis

The tennis courts are to be designed per NCAA standards. Each court will have 20-foot-tall chain-link fencing with wind netting. The courts will each have lighting for night games as required by NCAA standards. A maximum of two courts will have low-bleacher seating, accommodating a number of people not to exceed 500. Seating should be freestanding aluminum bleachers.

Pool

The pool will be designed per NCAA standards for swimming and water polo. The filtration system will be located away from public spaces. The pool is to be located to allow public use during the off season. Showers and bathrooms will be provided in close proximity to the pool area.

6.2.3.8 ANCILLARY BUILDING

Components of the Building

The ancillary buildings will complement the stadium and athletic venues and will be located adjacent to these functions. They will be permitted to house dassrooms, storage, offices, team rooms, concessions, toilets/ locker rooms, and training rooms.

Citrus College: ***Campus swimming pool***

Materials

Physical Education ancillary buildings are to be constructed of cast- in-place concrete, concrete masonry, or a combination of the two.

University of Redlands: ***Entry to physical education facilities***

Height

These buildings will be two stories maximum, not to exceed 75 feet to accommodate seating.

Entry

The concessions and toilet functions of the building are to be well defined for use by the public with direct access off the plaza/paseo. All other components are to be designed for more private access by the students and athletes.

6.2.4 Open Space Design Guidelines

6.2.4.1 PURPOSE AND INTENT

The intent of the Open Space Design Guidelines is to ensure campus development is functional, attractive, environmentally sensitive, safe, and integrated with the existing campuses. Landscaping and open space are important to the campus community; Design Guidelines can help foster a visually cohesive campus character.

The purposes of the Open Space Design Guidelines are:

- To preserve the landscaping and open space to the greatest extent possible through careful siting of future buildings, facilities and infrastructure;
- To ensure the landscaping and site design are an integral component of the campus environment;
- To respect existing attributes of the site while responding to the context created by surrounding areas and facilities; and
- To recognize that landscaping and open space represent the primary way to weave new development into the existing fabric of the campuses.

6.2.4.2 OPEN SPACE ZONES

Open space comprises all portions of campus which are open to the sky. Open space is located between two or more buildings, as well as between the building and campus perimeter property lines. Open space is defined as those spaces creating "outdoor rooms" and the network connecting these which constitutes the essential organizing framework of the campus plan.

Campus Forming Open Space

The campus forming open space areas establish the basic physical organization of the campus and serves campus-wide purposes. This type of open space in turn is composed of quadrangles, plazas, and lawn areas as well as the connecting pedestrian spaces linking these areas.

- Quadrangles and plazas should be distinguished as a place by design, paving, lighting, and furnishings.
- Slopes of plazas and other open space should be a minimum of 1 percent and maximum of 2 percent.
- The campus forming open space should become an outdoor art gallery; statues and murals should be incorporated into the landscaped fabric of the developed campus.
- Fountains and water features are desirable focal points, but should be located in high use areas and utilize recirculated water.
- The campus forming open space should be developed as part of a campus network of public open spaces linked by paseos, promenades, and pathways.
- Quadrangles, plazas, and courtyards should be depressed to provide stormwater retention basins and stormwater infiltration areas.
- Campus forming open space shall comply with Americans with Disabilities Act standards for accessibility.
- Campus forming open space shall provide a buffer between sensitive neighboring uses.

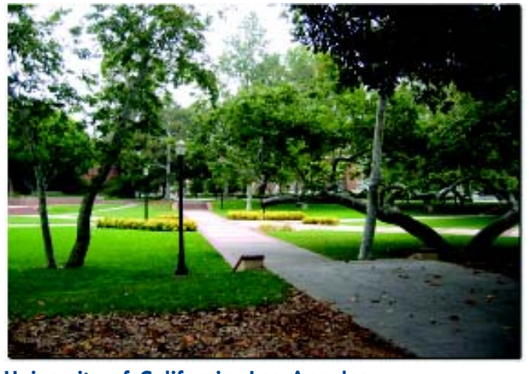
University of California, Los Angeles:
Paseo and walkways

University of California, Los Angeles:
Campus forming open space

General Open Space

General open space includes academic quadrangles, courtyards, pedestrian malls, walkways, drives, service areas and other landscape and hardscape areas.

- Each new building should be sited and designed to create a plaza at the main entrance, to serve as a casual gathering place for its users.
- The design of individual buildings' plazas should be integrated in the campus forming open space.
- The landscape and site design should aesthetically complement and enhance the character of campus buildings.
- The landscape and site design should contribute to the legibility of campus wayfinding by:
  - Highlighting campus entrances and drop off points
  - Defining recognizable malls, key crossroads, and plazas
  - Leading pedestrians sequentially from parking areas, drop-off points, and transit stops into and through the campus, to the entrances of destination buildings.
- The design of the academic quadrangles and courtyards should be intimate in scale but at the same time provide for functional use, such as class gatherings, snacking, picnicking, solitary reading, small group studying, and outdoor display/exhibit.
- The design of the general open space areas should be coordinated with the various buildings' design, to enhance access to and views of the open space from the buildings.



University of California, Los Angeles:
Pedestrian malls and walkways

University of California, Los Angeles: *General open space*

California State Polytechnic University: *General open space and walkways*

Public Edge Open Space

Public edge open spaces are linear open strips at the University's interface with major public thoroughfares induding: Alosta Avenue, Citrus Avenue, and Foothill Boulevard. These spaces are intended to create an attractive public edge to the campus and to relate the campus to the surrounding community.

- The landscaping and site design for public edge open space should incorporate positive features which buffer the campus from its neighbors where needed, while mitigating possible nuisance impacts such as noise and spillover lighting.

University of California, Los Angeles: *Public edge landscaping*

- The public edge open space should be heavily landscaped screen treatment with trees and shrubs, to be used as a screen treatment with a permanent wall or screen fencing as needed.

Pomona College: *Campus entrance and landscaping*

Property Line Buffers

These buffering areas are located at the boundary lines between the campus and adjacent privately-owned parcels.

- Landscape and site design of property line buffers will provide separations between uses or activities where required.
- Common buffer treatments will include landscape strips, walls and fencing, planter boxes, fencing, and berms.
- The landscaping of the property line buffers will be wide enough to provide a visual separation and should include trees and shrubs, and permanent wall or screen fencing.
- The design and landscaping of the property line buffers will control any spillover lighting.

Athletics

These areas correspond to the land use areas identified as "Physical Education/Athletics" in the Land Use Plan and contain outdoor athletic fields and facilities.

6.2.4.3 SITE DESIGN GUIDELINES

- Footprints of new buildings and additions to existing buildings should be designed to refine, enhance and perpetuate the quadrangle tradition wherever possible.
- In order to keep the campus a safe and secure place, special attention should be paid to the avoidance of blind spots, hiding places or hidden niches along pedestrian paths and in public spaces.
- Adequate lighting and signage should be provided throughout campus along all pedestrian paths and open space areas.

University of California, Los Angeles: *Design elements of circulation*

6.2.5 Circulation/Parking and Services Areas Design Guidelines

6.2.5.1 PURPOSE AND INTENT

APU has adopted a policy that the design of all circulation routes and parking areas should reflect good traffic engineering design practice to enhance the safety of users during circulation and parking. Full build-out to the maximum allowable development under the Specific Plan would generate a significant increase in people and vehicles destined to the Specific Plan area. To facilitate efficient circulation to, from, and within the Specific Plan area, the following goals are established:

- Provide a multimodal transportation system in the Specific Plan area, so people will not need to rely on automobiles to meet their travel needs.
- Create a pedestrian friendly environment, so that trips within the Specific Plan area can be made on foot.
- Create a bicycle friendly environment, so that trips within the Specific Plan area can made by bicycle.
- Significantly improve transit service to and within the Specific Plan area to decrease automobile trips.

6.2.5.2 SITE DESIGN GUIDELINES

Overall Concept

Successful university circulation will unify the campuses through consistency in pedestrian and vehicular links. Thus, the overall concept fundamentally defines the streetscape character of the major interfaces between APU and the community.

Exhibit 6A through 6E show the landscaping design for various circulation routes.

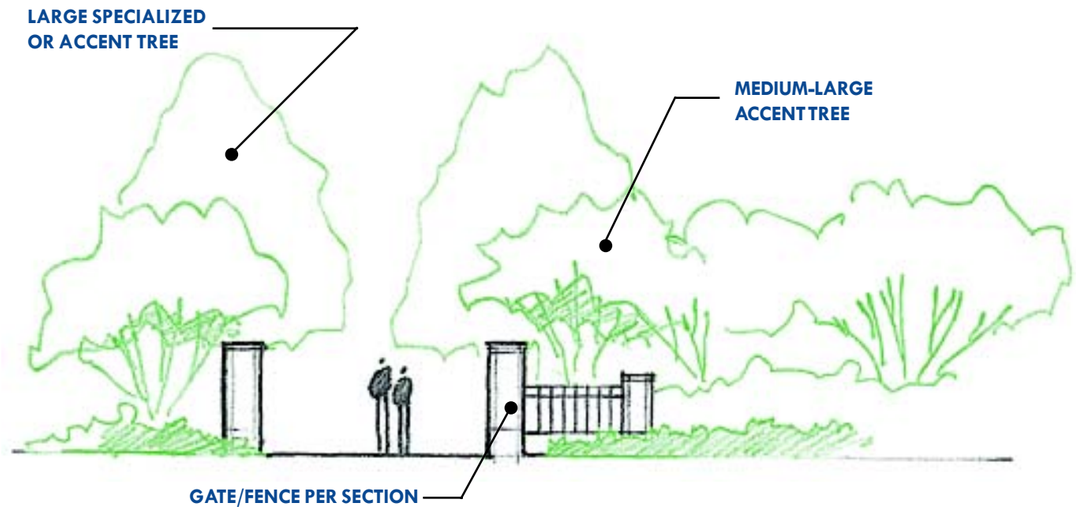


EXHIBIT 6A **ILLUSTRATIVE LANDSCAPE SECTION—CAMPUS PEDESTRIAN GATEWAY**

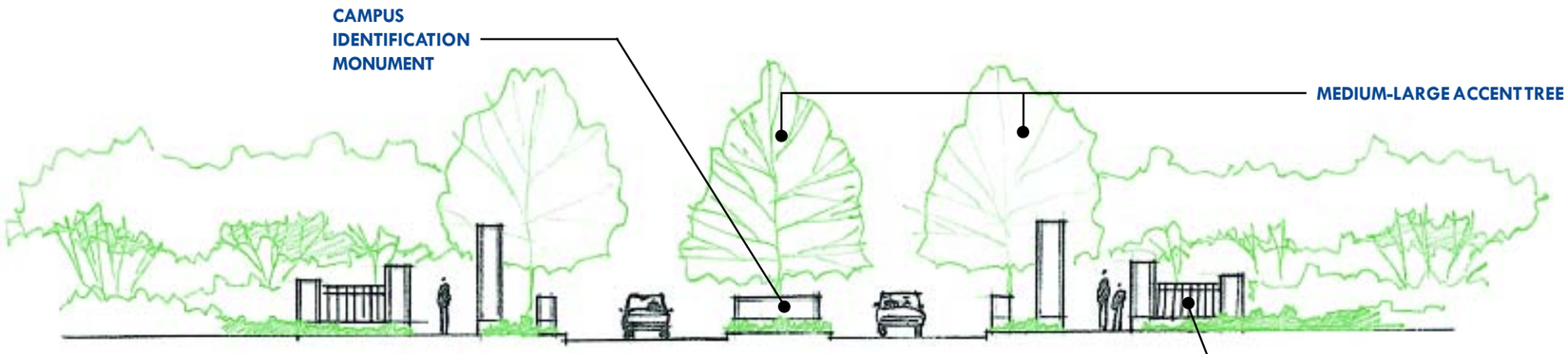


EXHIBIT 6B **ILLUSTRATIVE LANDSCAPE SECTION—CAMPUS VEHICULAR ENTRY**

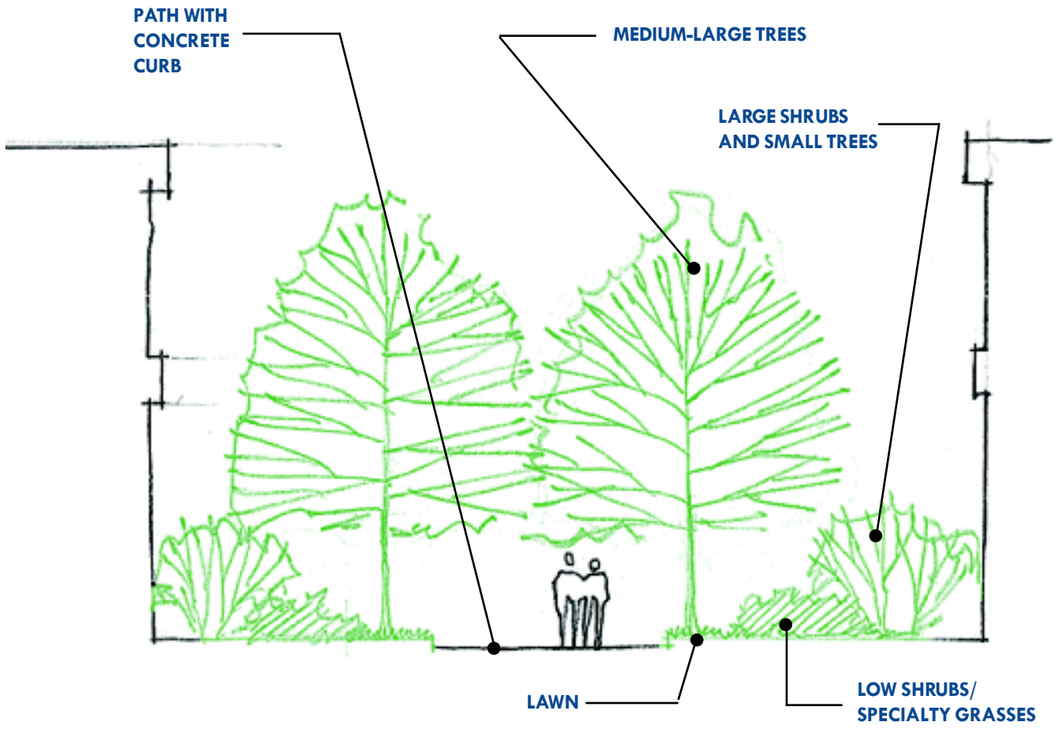


EXHIBIT 6C **ILLUSTRATIVE LANDSCAPE SECTION—PEDESTRIAN PATHWAY**

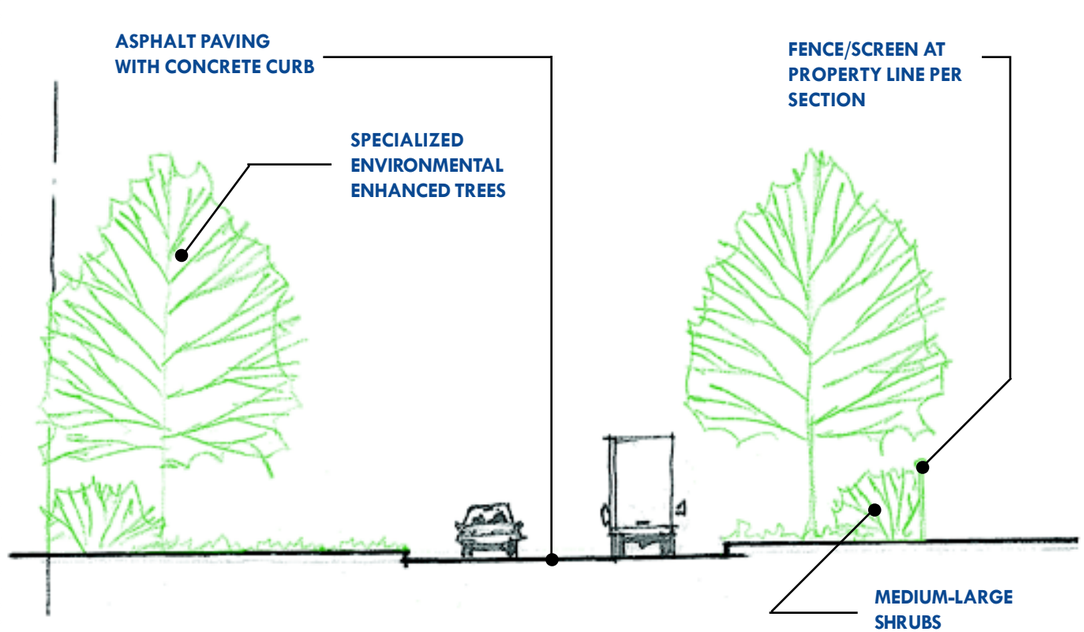


EXHIBIT 6D **ILLUSTRATIVE LANDSCAPE SECTION—LANDSCAPE BUFFER AT CAMPUS PERIMETER/SERVICE ROAD**

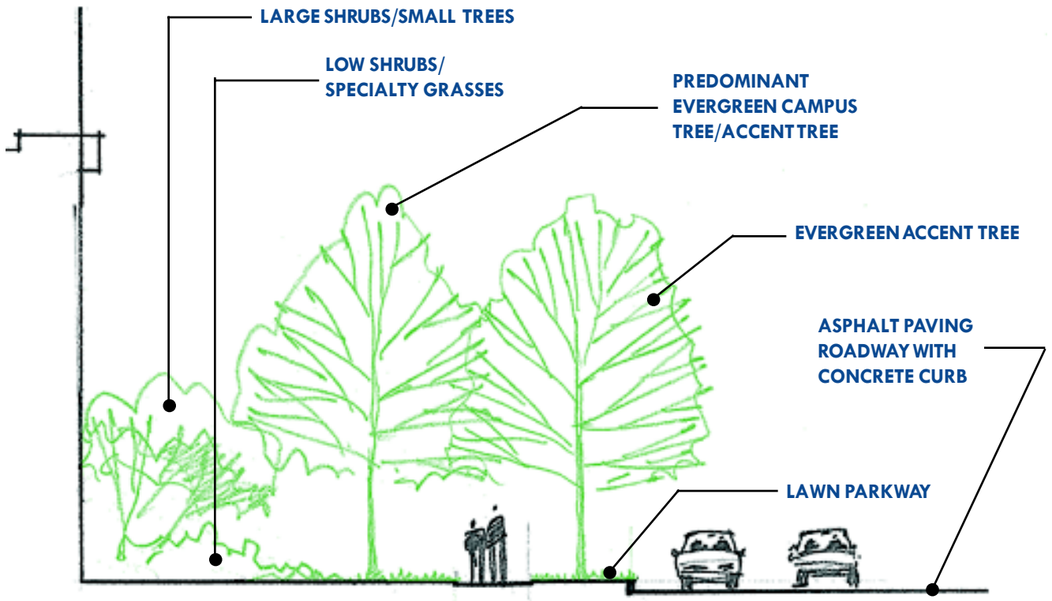


EXHIBIT 6E **ILLUSTRATIVE LANDSCAPE SECTION—CAMPUS CIRCULATION ROADWAY**

General Site Design

- Design of interfaces between different travel modes—pedestrian, bicycle, transit, and automobile—is very important. Design should include the following:
  - Separate travel ways and/or grade separations for each mode, where feasible, especially where volumes and relative speeds merit
  - Careful delineation and design of intersections to avoid modal conflicts and accidents
- Roads, paths, and parking areas should be aesthetically integrated into the campus context. Landscaping should be utilized to enhance the appearance of paths and parking areas for both users and persons viewing these facilities.
- Security of persons and their vehicles (bicycles, mopeds, motorcycles, autos) should be an important design consideration. Pedestrian and motorist security and sense of personal safety should be considered in the following:
  - Layout of and views from paths and parking areas, and views from paths and parking areas to the surrounding area
  - Pathway and parking area relationships to landscaping, buildings, and street furniture, and other features
  - Provision of surveillance opportunities of paths and parking areas from the neighboring areas, streets, and walkways
  - Integration of lighting design into the street, walkway, bikeway, and auto and bicycle parking design
- In designing any path—whether walkways, bicycle routes, or roadways—the function of the path as an orientation element for the user should be considered. The path design should contribute to the legibility and intelligibility of the campus, for both customary users and visitors.
- Pedestrian walkways should be designed with a continuous path of travel; broken segments should be avoided.
- Special paving should be used in moderate quantities at locations of especially high foot traffic, such as entry courtyards, intersections, plazas, and courtyards. Special paving can include pavers, colored concrete, stained concrete, stamped concrete, or any combination thereof.

6.2.5.3 PARKING STRUCTURE GUIDELINES

Parking structures are in essence folded roads whose scale is often incompatible with that of the pedestrian. Special and deliberate design treatments are usually needed to visually integrate them with neighboring structures intended for human occupancy. The images to the right show examples of how parking structures can be integrated into their environment.

- The exterior of above-grade parking structures within public view shall avoid a utilitarian appearance and shall be integrated with the architectural design of the campus in terms of scale, materials, and appearance.
- The visual appearance of automobiles in parking structures will be minimized as seen from public view.
- Specific design elements will be used to integrate parking structures with the campus. These elements may include intensive planting of screening trees at the exterior of the structure, use of exterior cladding and patterns similar to that in adjacent buildings, creation of areas of accent and architectural focus such as entry and vertical circulation area points, and articulation of the façade.
- Any parking structure adjacent to a public street shall incorporate design elements and treatments along the perimeter that break the garage into smaller, human-scaled façades. University and office uses are encouraged at the ground floor of parking structures. The parking structure should be architecturally compatible with the buildings they serve and include landscaping improvements that enhance their appearance.

Santa Barbara: ***Integrated parking structures***

Santa Barbara: ***Integrated parking structures***

Service Structure Guidelines

- Service and maintenance facilities shall be integrated with the architectural design of the campus in terms scale, materials, and appearance.
- Specific design elements should integrate service facilities with the campus and to neighboring land uses. These elements may include the following:
  - Intensive planting of screening trees and planting around the exterior of the structure
  - Use of exterior buildings materials and colors similar to those in adjacent buildings

6.3 LANDSCAPE DESIGN GUIDELINES

The physical appearance of the campus will be enhanced by the open spaces and related landscape and hardscape features. The purpose of the Landscape Design Guidelines is to create well-conceived landscape and hardscape designs that:

- Unify, accentuate, and focus attention on buildings and/or various features of the campus
- Bring human scale to the environment as experienced by pedestrians
- Introduce elements of natural beauty as expressed in plants, trees, rocks, water, and other natural materials into the campus environment
- Reduce the visual impact of automobiles and parking facilities
- Soften and/or screen undesirable features in the environment
- Conserve human and natural resources
- Create a diverse and attractive assemblage of trees on both the East and West campuses

The following exhibits illustrate general landscape approaches for the design of important features of the APU East and West Campuses.

6.3.1 General Guidelines for Landscape Design

Large open areas, quadrangles and courtyards shall, where possible and appropriate, be depressed to provide storm water detention basins and storm water infiltration areas. This depression should not be abrupt or create a significant change in elevation and should comply with ADA (Americans with Disabilities Act) standards for accessibility (refer to Section 4 for appropriate locations for storm water detention basins and storm water infiltration areas).

6.3.2 Landscape Concepts for Major Subareas

Exhibits 6F through 6L illustrate general landscape approaches for the design of important features of the APU East and West Campuses. Exhibit 6A is a key plan indicating the locations and places where the design approaches should be considered.

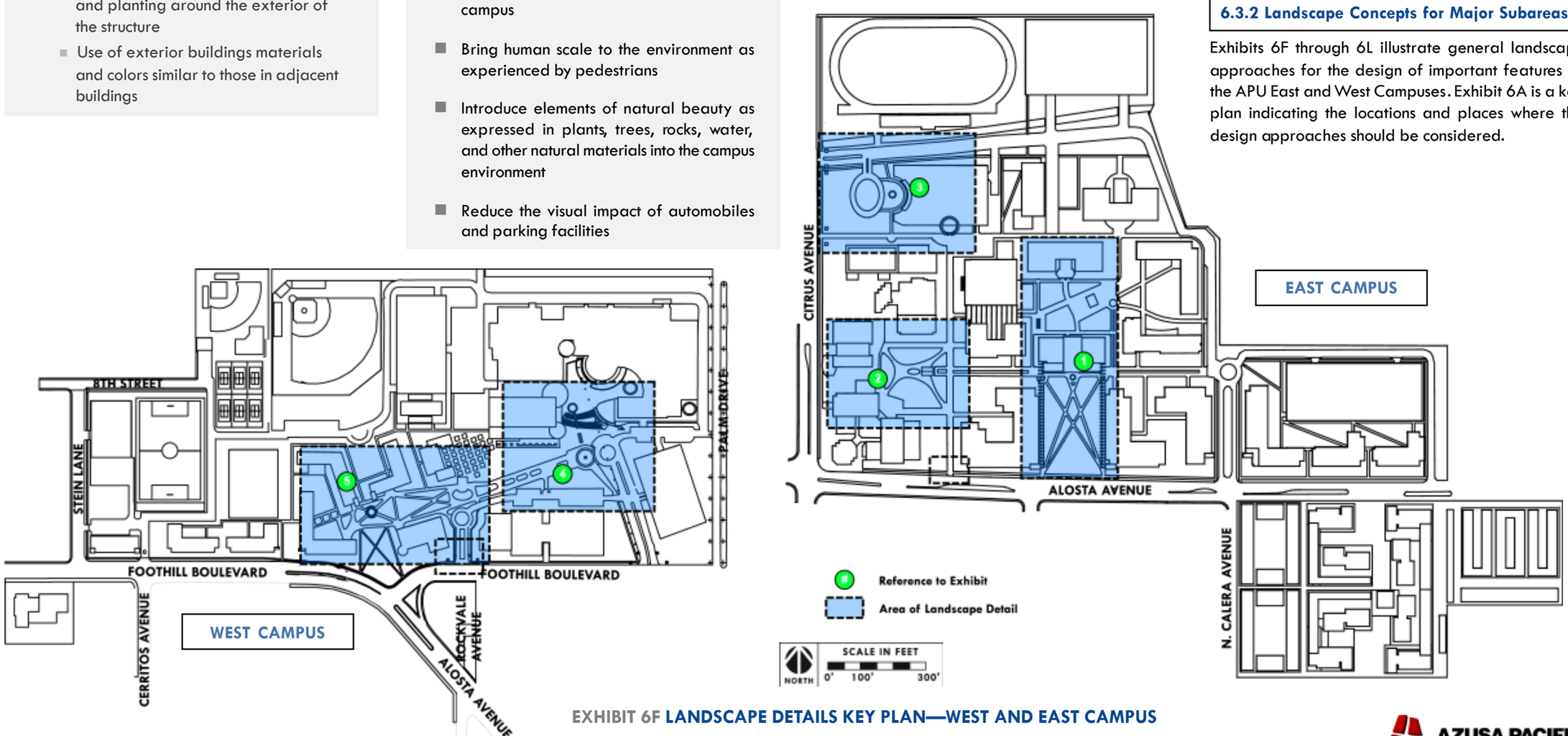


EXHIBIT 6F **LANDSCAPE DETAILS KEY PLAN—WEST AND EAST CAMPUS**

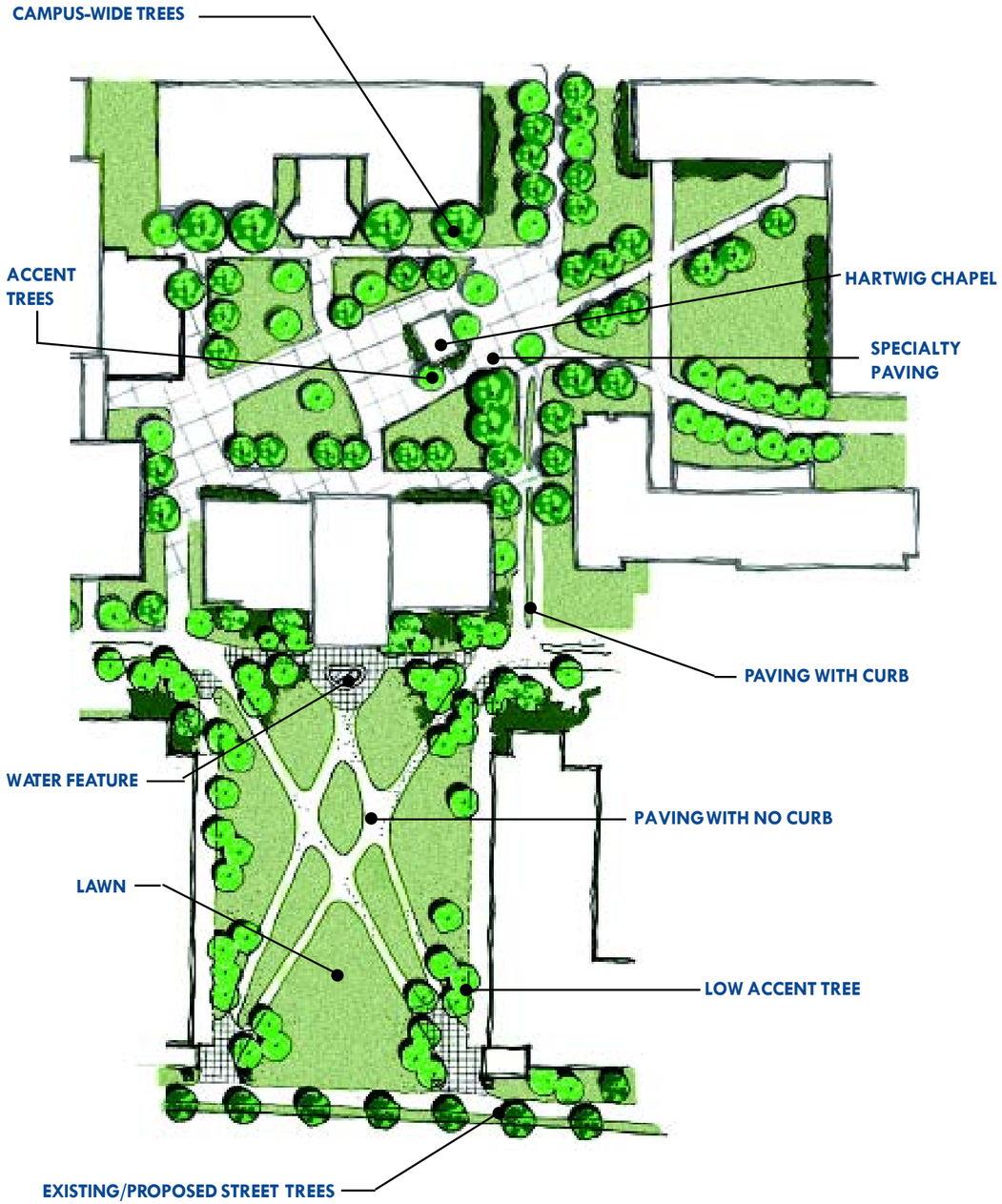


EXHIBIT 6G **ILLUSTRATIVE LANDSCAPE PLAN—EAST CAMPUS REFERENCE 1**

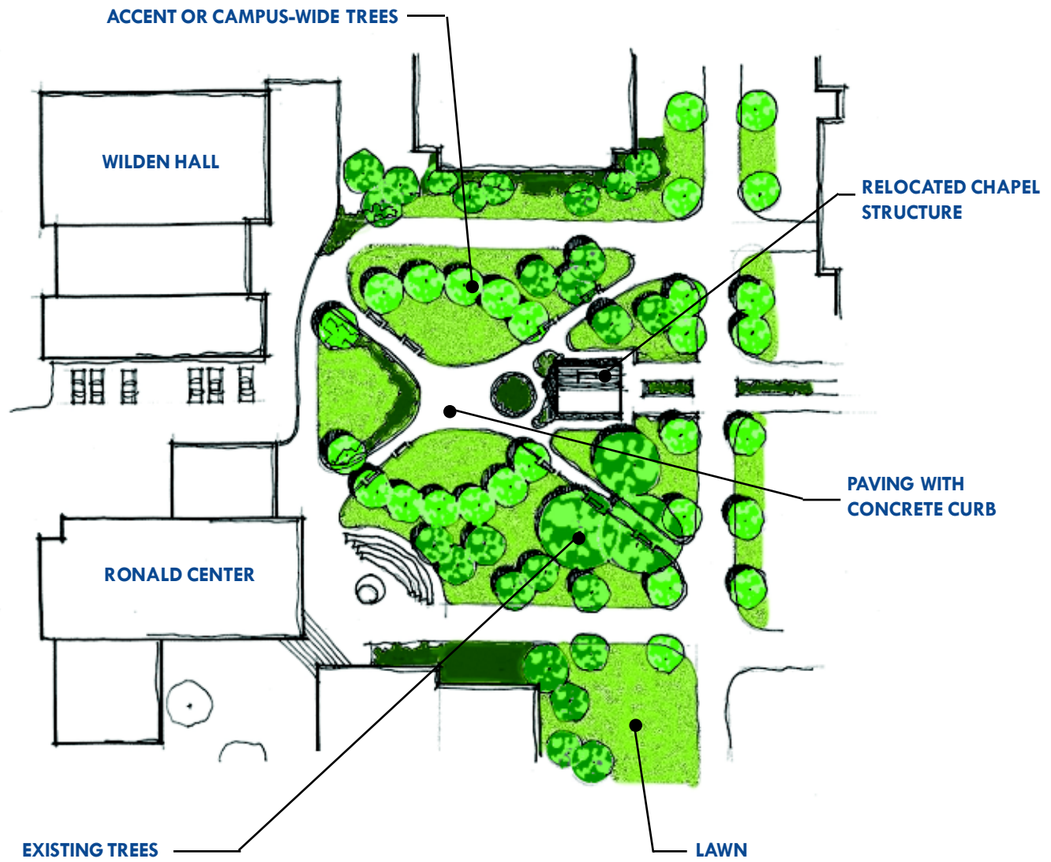


EXHIBIT 6H **ILLUSTRATIVE LANDSCAPE PLAN—EAST CAMPUS REFERENCE 2**

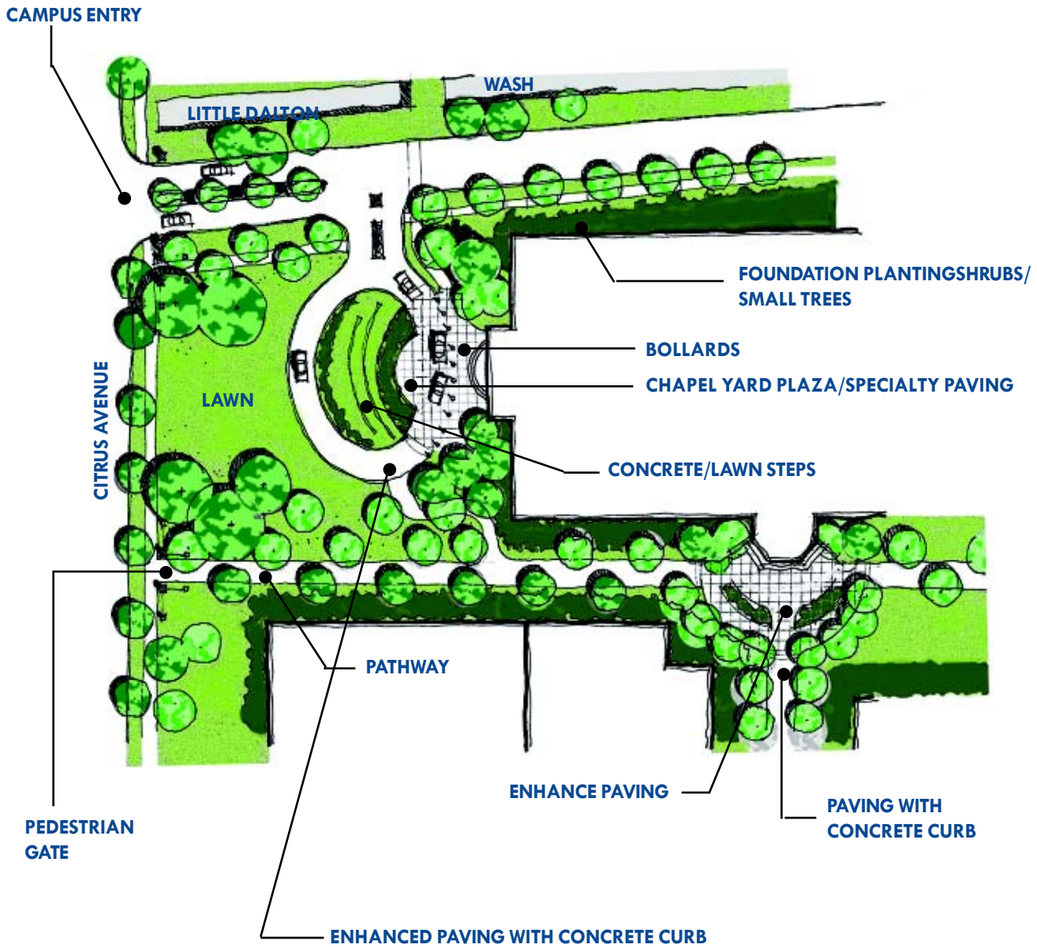


EXHIBIT 6I **ILLUSTRATIVE LANDSCAPE PLAN—EAST CAMPUS REFERENCE 3**

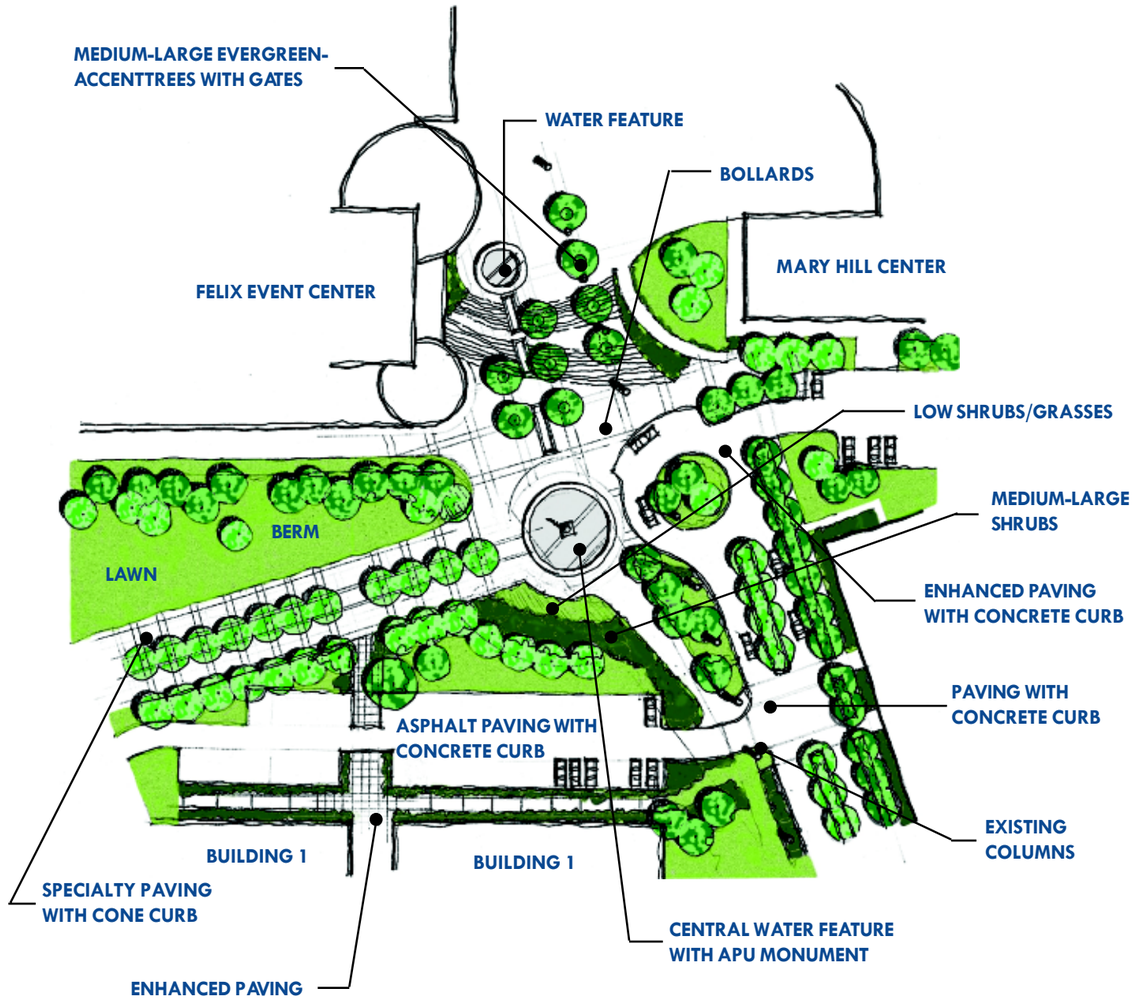


EXHIBIT 6J **ILLUSTRATIVE LANDSCAPE PLAN—WEST CAMPUS REFERENCE 4**

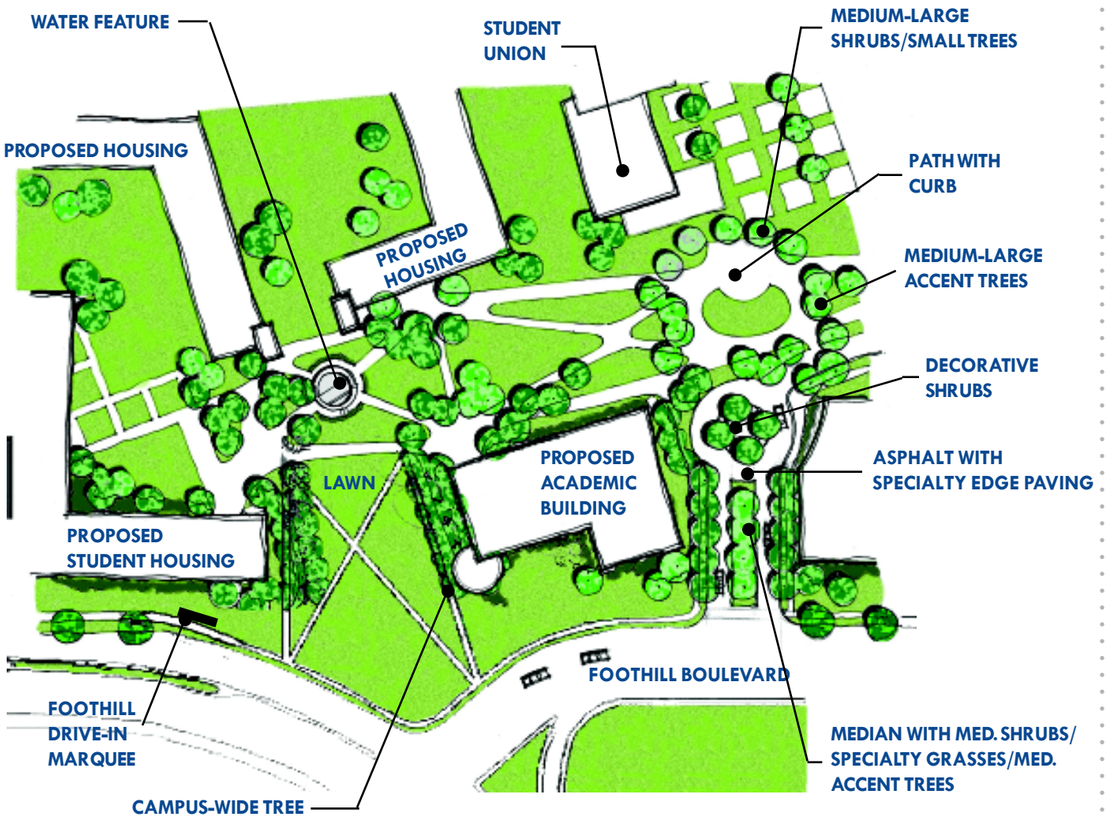


EXHIBIT 6K **ILLUSTRATIVE LANDSCAPE PLAN—WEST CAMPUS REFERENCE 5**

6.3.3 Landscape Design Circulation

The purpose of the Landscape Design Guidelines is to ensure that landscaping is used throughout vehicular and pedestrian circulation pathways as visual and connective elements in order to soften and/or screen undesirable features in the environment. Specifically, landscaping reduces the visual impact of automobiles and parking facilities.

Exhibits 5H illustrate general landscape approaches for the design of vehicular- and pedestrian-oriented circulation features.

6.3.4 Master Tree and Other Plant Material Lists

Three categories of master tree lists act as guides for the appropriate use in various campus open space areas. The categories include campus-wide trees, accent trees, and specialized use trees. Similarly, a master list of shrubs and ground covers and a xeriscape plant palette are also included. As trees comprise a significant and pervasive visual impact in the campus environment they have been given importance by treating them separately in the lists that follow.

The intent of limiting the tree list is to ensure that new landscape development contributes to the creation of a visual identity within each campus, a consistency between campuses, and an identifiable public image from the main access streets bordering the campus. The tree lists incorporate trees that are already planted on the campus.

- The select and limited list of trees defined in this subsection will be utilized for all new landscaping on the East and West campuses. Exceptions can be made on a case-by-case basis for conditions including special-focus gardens where other trees may be used to provide examples of unique tree specimens.

- Other trees with habits and characteristics that best serve the various specialized roles that may be desired or needed for campus landscape may also be considered by the landscape plans. Use of these trees will require approval on a case-by-case basis by the Economic and Community Development Director.

6.3.4.1 CAMPUSWIDE TREE PALETTE

The existing trees on the East and West campuses have begun to give APU a distinctive image. Continued planting of these tree species as well as the deliberate future planting of a limited number of other distinctive species can create a concentration of tree types that will simultaneously differentiate the APU campus from other areas of the surrounding community and contribute to the visual unification of the East and West campuses.

TABLE 6A **CAMPUSWIDE TREE PALETTE**

Tree	*Character*
Northern Red Oak *(Quercus rubra)* California Black Oak *(Quercus kelloggi)* Oaks *(agriforlia, engelmannii, suber, robur, virginiana, palustris, ilexi)*	Large scale deciduous canopy tree with fall color
Maidenhair Tree *(Ginkgo biloba,* males only)	Grows to tall proportions with a grey grooved trunk and middle green leaves
Sweet Gem and St. Mary's Magnolia	Small scale evergreen tree with large leaves and heavy production of white flowers
Torrey Pine *(Pinus torreyana)*	Large evergreen pines with upright form and long dark needles
Redwoods *(Sequoia sequoiadendron)*	Large scale evergreen tree with red-brown fibrous trunk
Cypress *(Cupressus* sp.)	Medium scale evergreen tree
Pines *(Taxodium mucronatum, Seqouia gigantea, Casuarina, canariensis, sabiniana, ponderosa)*	Large evergreen pine with upright form and long needles
Palms *(Washingtonia robusta, Phoenix reclinata and dactylifera, Queen and King palms, Brahia armata and edulis, Chamaerops and Trachycarpas)*	Tall, thin skyline tree
Sycamores Pecans	Tall, Skyline Tree

TABLE 6B ACCENT TREE PALETTE

Tree	*Character*
Aleppe Pine *(Pinus holepensis)*	Large evergreen pine with upright form
Sweet Gum *(Liquidamber)*	Dense green crown summer, dramatic red-orange foliage fall; leafless winder
Magnolia*(Magnolia grandifolia)*	Small-scale evergreen tree with large leaves and heavy production of white flowers
Tipu *(Tipuana tipu)*	Moderate- to large-size tree; yellow flowers; also shade tree
Silk Tree *(Albizia julibrissum)*	Open informal branch structure with feathery middle green leaves producing fluffy pink flowers in summer
Coral Tree *(Erythrina* sp.*)*	Dramatic spreading open-branch structure with light grey trunk and branches; red-orange flowers
Pink and Yellow Trumpet Tree *(Tabebuia impetiginosa)*	Moderate sized tree; pink flower in late winter/early spring; also shade tree
Chinese Pistache *(Pistachia chinensis)* Cassias, Sennas, and Chorisia varities	Moderate to large sized tree; dramatic orange to red fall foliage color

6.3.4.2 ACCENT TREES

Accent trees are specimen trees with special characteristics including flowering, distinctive form and colorful foliage for use in locations where special attention and emphasis is warranted. The location of these trees can include pedestrian and vehicular entrances, pedestrian paths, outdoor assembly areas, or other special activity areas.

6.3.4.3 SPECIALIZED-USE TREES

Trees from this list may be used to soften building masses, screen undesirable areas or views, create privacy, reduce building heating and cooling loads, and play other specialized roles. In some cases trees from the campuswide and accent tree lists may be used for these purposes.

TABLE 6C SPECIALIZED-USE TREE PALETTE

Tree	*Character*	*Appropriate locations for use on the APU Campus*
Camphor Tree *(Cinnamomum camphora)*	Large spreading crown, dramatic branch structure, year-round shade	Can provide significant shade in a variety of settings
California Pepper *(Schinus molle)*	Informal tree with gracefully drooping green crown and gnarled trunk	The dense crown and informal nature suggest it as a perimeter tree for rear yards and as a screen tree for maintenance areas; few specimens, well spaced

6.3.4.4 MASTER LIST OF SHRUBS AND GROUND COVERS

Plant materials from the following list may be used in all areas of the campus as foundation planting and for other uses.

TABLE 6D SHRUBS AND GROUND COVER PALETTE

Plant	*Character*
Lily of the Nile *(Agaoanthus* spp.*)*	Low-growing shrub with strap-like leaves and blue or white spring flower clusters
Natal Plum *(Carissa* spp.*)*	Evergreen groundcover or hedge shrub with white flowers and thorns
Liriope gigantean *(moraea iridioides)*	Medium-size shrub with strap-like leaves with white flowers throughout the year
Sweet Viburnum	Large-scale evergreen shrub with coarse leaf texture

6.3.4.5 XERISCAPE PLANT PALETTE

The term “Xeriscape” refers to those trees and other landscape material, landscape assemblages, and planting/irrigation techniques appropriate to the Azusa climate zone that can reduce maintenance costs and conserve water.

- Xeriscape systems shall be used for campus rear and side yard and perimeter areas that are not intensively utilized. In general, these perimeter areas correspond to the areas indicated as “Property Line Buffers” in the Open Space diagrams.
- Landscape plans developed subsequent to this Specific Plan should include a Xeriscape component.

TABLE 6E XERISCAPE PLANT PALETTE

Tree	*Character*
Mockorange	Large evergreen shrub
Eucalyptus spp.	Variable sizes, colors, and flowers with attractive flowers, bark and scents; many uses
Xylosma	Very large evergreen shrub
X Chitlapa taskentensis	Small-to-medium deciduous tree
Ceanothus Salvia and Manzanita	Medium-to-large evergreen bush

6.3.4.6 HARDSCAPE MATERIALS

Hardscape materials for the APU campus will be predominantly used as paving for pedestrian walks, plazas and entries as well as for vehicular circulation and service areas. Various hardscape materials will be used for planters, built-in bench seating, water features, and monuments. The predominant material for pedestrian-oriented facilities will be concrete with special paving used at campus entries, for important pedestrian open spaces, and as an accent addition to concrete at selected pedestrian areas needing visual focus or enhancement.

Specialized pavers to be used in the campus environment will be chosen from the following list:

- Special-finished concrete
- Integral-colored patterned concrete
- Interlocking concrete pavers
- Tile
- Masonry
- Stone

In addition, the following guidelines apply to the selection and use of hardscpae materials on the APU campus.

- Enhanced paving materials will be used at all major site entries into the campus.
- A standard paving material and paving design shall be established for each paving condition including all major pedestrian and vehicular entries into the campuses.
- Materials and design for each paving condition will be used consistently throughout the East and West campuses to establish APU identity and unity between the campuses.
- Enhanced paving materials shall meet Americans with Disabilities Act (ADA) surface friction safety standards.

Pomona College: ***Hardscape and pedestrian malls***

University of California, Los Angeles: ***Hardscape and pedetrian malls***

6.4 GRADING

- Open areas where flat grades are required, such as at sports fields, should be depressed where possible to provide on-site stormwater holding/infiltration basins.
- Two graded benches should be provided in the West Campus area immediately west of the Event Center. The upper of the benches should be a flat pad containing the large baseball diamond. The lower of the benches should be a gently sloping pad to contain the new buildings between Foothill Avenue and the large baseball diamond. The currently sloping ground, which is the proposed location of the large baseball diamond must be essentially flat. This flat area can be created through using retaining walls, or by creating sloped areas at a maximum of 2:1 rise to run, north and south of the new baseball diamond.

6.5 EXTERIOR LIGHTING

Lighting, like signage and site furniture, is a component of the University's physical development that contributes to campus identity, safety, and enhances the campus ambiance.

Lighting systems within each campus will provide illumination for campus entries, parking areas, and pedestrian areas. Exhibit 6L identifies three types of campus lighting: Entry and Vehicular Lighting, Pedestrian Lighting, and Perimeter Lighting.

6.5.1 General Lighting Standards

The University standards for lighting needs within all public areas of the East and West campuses should recognize the following guidelines:

- The types of lighting fixtures chosen will include but not be limited to the following lighting types:
  - Pedestrian path lighting
  - Accent lighting
  - Building lighting
  - Lighting at perimeter streets
  - Surface parking lighting
  - University entry lighting
  - Internal road lighting

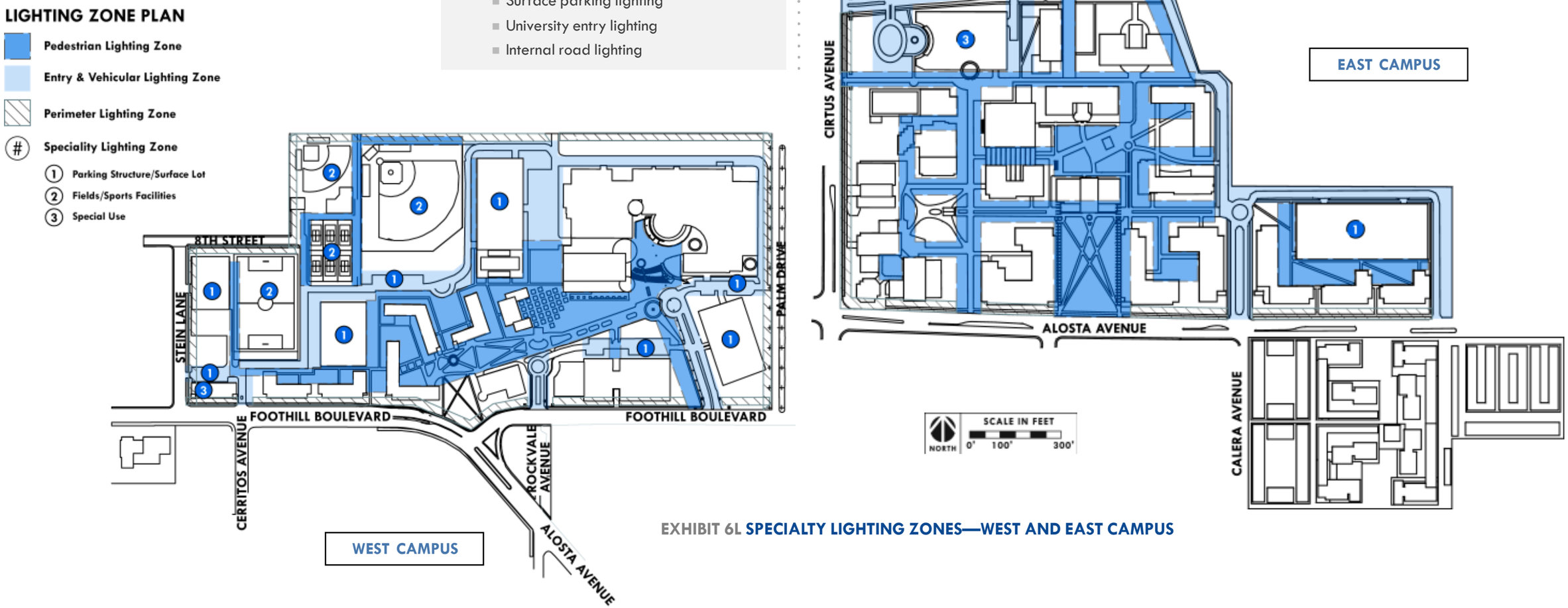


EXHIBIT 6L **SPECIALTY LIGHTING ZONES—WEST AND EAST CAMPUS**

- Lighting in all open areas will be provided to create balanced illumination such that both the perception and actuality of safety is assured. Increased lighting intensity should be provided at Campus entrances.
- Outdoor lighting will be designed to minimize light pollution, enhance natural color rendition, and provide the required illumination for safety in the use of walkways, roadways, parking areas and public open spaces. All lighting, where applicable, shall have refractor lenses installed to reduce glare and light trespassing into residential areas.
- Standard lighting fixtures for all types of lighting should be chosen not only for satisfying technical lighting requirements (e.g. lumen levels, cutoff) at particular locations, but also for incorporating common features with other fixture types, so as to create a "family" of lighting fixtures to unify the campuses. These features may include color, finish, style (e.g. modern, historic), and basic form and shape (e.g. rounded or square supports, light heads, brackets).
- The choice of new lighting types should acknowledge the need for incorporating existing fixtures into the system at least for a limited period of time. Existing fixtures may also be moved and reused at locations with less public exposure.
- Similar or identical lighting fixtures should be used on both the East and West campuses in order to unify the APU campus.
- Site and street lighting fixtures should be coordinated to provide a consistent lighting character to harmonize with the architecture.

- Lighting on buildings should focus on entrances and design elements, as well as landscape features.
- Lighting shall not spill onto adjacent, non-University property.

6.5.2 Lighting in Landscaped Areas

Landscape areas within and at the perimeter of the campus will include appropriate lighting to identify campus entries, to accent special features, and to provide safe pedestrian passage.

6.5.3 Parking and Illumination

- Lighting for parking lots and parking structures should be chosen with safety as the primary criterion.
- Fixtures should complement and be consistent with the lighting fixtures used in other areas of the campus.
- All surface parking lots will be illuminated with overhead lamps to match the standard poles and fixtures currently employed on the West Campus property east of Stein Lane.

Azusa Pacific University:
Standard lighting fixture for at-grade parking

6.5.4 Entry and Vehicular Lighting

- Vehicular entry areas will be marked by campus identity/entry markers. These entry areas will be illuminated with appropriate flood/accent lighting to make entry markers visible, and with overhead lighting to provide safe vehicle entry and pedestrian activity.
- Vehicle circulation routes within the campus will be illuminated with overhead lighting that meets or exceeds City minimum safety light level standards.

- All surface parking lots will be illuminated with overhead lamps to match the standard poles and fixtures currently employed on the West Campus property east of Stein Lane.

6.5.5 Pedestrian Pathway and Open Space Lighting

Illumination in pedestrian and open space areas provides safety and creates ambience during evening hours.

Pomona College: ***Open space area lighting***

California Institute of Technology: *Pedestrian lighting*

- When exterior lighting fixtures are chosen for new buildings, they should complement or be similar to those used at pedestrian and open space areas.
- Pedestrian zones and pathways will be lighted to provide way finding and pedestrian safety with appropriately-scaled pole lighting and lighted bollards at the ground level.
- Lighting at building entries and campus directories will support pedestrian activity during evening hours.

6.5.6 Perimeter Lighting

- Lighting at the perimeters of the campus is particularly important for these reasons: (1) these areas adjoin public walkways and vehicular routes and should enhance the connection between the University and the public areas of the City of Azusa, (2) these areas provide way finding cues during evening hours and should make signage and vehicle routes apparent to those unfamiliar with the campus, and (3) these areas serve as "welcome" areas for the campus and convey the character of the University to campus visitors.
- Perimeter areas should be well-illuminated and provide accent lighting for campus identity markers.
- Perimeter lighting should be adjustable so that spotlights or flood lights do not interfere with drivers' visual perception.
- Perimeter lighting should also serve to illuminate and enhance perimeter landscape, and to support pedestrian activity entering and leaving the campus.

6.5.7 Physical Education/Athletic Lighting

Recreation fields and sports facilities require specific lighting fixtures appropriate for nighttime activities. Lighting fixtures must be chosen and aimed so that they thoroughly illuminate the play-fields and do not "spill" onto neighboring residential areas.

The height of such lighting fixtures shall be determined by professional engineers based on a performance design that meets the requirements of the athletic contest to take place on the field, field dimensions, and the requirements of applicable athletic associations to meet competitive play and broadcast needs.

6.5.8 Specialty Lighting

Special Use areas indude symbolic facilities such as the chapel, and facilities accommodating events such as concerts and large gatherings (e.g., the Felix Event Center on the West Campus and the Performing Arts/ Chapel facility on the East Campus). These facilities will incorporate lighting that reinforces their intended activities and that marks their location on the campus for staff, students and visitors. Lighting fixtures may indude spot lighting, flood lighting, lighted signage, and/or colored lighting.

6.5.9 Building Lighting

Exterior lighting fixtures should be utilized on buildings. Lighting is also incorporated into building signage on some existing campus buildings. Such lighted signage should be considered on a case-by-case basis.

6.5.10 Residential Areas

The exterior lighting should be indirect wherever possible and should minimize over-flow into the resident's rooms. The exterior lighting at the resident facilities should be dominant in comparison to the rest of the campus.

- Site lighting should be coordinated to provide consistent lighting character to harmonize with the architecture of the residential buildings.
- Lighting in residential use areas should be provided to create balanced illumination such that both the perception and actuality of safety is assured. Increased levels and design elements should be provided at building entrances.

6.6 WALLS AND FENCES

Maintain quality and character of all aspects of the campus areas while providing a certain degree of security to its students and facility.

- Areas of campus that abut public streets may be fenced to provide safety and security.
- Perimeter fences shall be five (5) feet in height and composed of masonry posts (decorative pilasters) and ornamental metal fencing. Landscape is to be integrated into fencing as shown in sample photos.
- Solid fencing for areas that abut privately-owned properties at the campus perimeter should be a variation of a solid masonry wall, six (6) feet high adjacent to residential areas and eight (8) feet high for non-residential areas.
- Fences adjacent to buildings should be compatible with the scale, material, and color of the adjacent building and open space landscaping and hardscaping.
- Implied fencing by use of landscaping should also be used to create a barrier between distinct land uses.
- Implied gateways, constructed of decorative columes, partial wall, or specimen trees are to be used to demarcate pedestrian entry into special residential exterior spaces or vehicular entry into Residential Zones.

California Institute of Technology: *Landscape fencing*

California Institute of Technology: *Perimeter fencing*

Pomona College: *Campus gateways*

Pomona College: *Interior fencing*

- Special gateways into interior courtyards or special inspirational spaces within Residential Zones can be separated from public spaces with walls and gates constructed of masonry or concrete. Openings in such gateways should remain unlocked.

6.7 SERVICE AREAS

- Service areas (including service entrances, loading docks, trash enclosures) should not be readily visible to the public.
- Service areas should be screened by a fence or wall, designed to be visually compatible with other site improvements.
- Service areas should be located to minimize negative impacts (noise, odor, visual, vibration, dust, etc.) upon adjacent residential uses.
- All buildings and facilities are to provide trash enclosures, constructed of masonry or concrete, and located adjacent to each residential building.

6.8 IRRIGATION

- Irrigation for all planting shall be designed for water conservation yet adequate for the maintenance and establishment of all plant material.
- The irrigation system shall be capable of operating automatically by incorporating an electric controller and low voltage electric remote control values.
- Irrigation shall use recycled water if available.
- The irrigation system shall be in compliance with the Water Conservation Act.

6.9 SIGNAGE

6.9.1 Signage Types

The signage design guidelines regulate those signs that are visible to public.

The APU signage plan primarily consists of four sign types that form a hierarchy of way finding markers at important points within the campus: institutional identity/ entry signs, campus directories, pathway directional signs, and building identification signs. All new signage shall utilize to the standard university font (Helvetica), color, and logo.

Azusa Pacific University: *Typical pathway directory sign*

- Helvetica Black: Exterior signage seen from off campus (e.g., Munson Chapel).
- Helvetica Bold: Exterior signage seen from on campus (e.g., Marshburn Library).
- Helvetica Regular: Directional signage on campus.
- Helvetica Oblique: Oblique (italic); usually reserved for athletics.

Azusa Pacific University: ***Campus entry signage***

Azusa Pacific University: ***Building entrance***

The existing Foothill Drive-in Theater marquee will be reconstructed and maintained in its current location.

6.9.2 Signage Locations

- Institutional identity/entry signs: These signs should be located adjacent to the public streets. Existing signs will be retained and augmented by new signs to be constructed in support of the new campus facilities and occupancy. In most existing cases these signs are white concrete monument signs that display the red APU logo with black raised metal lettering stating "Azusa Pacific University." In several cases these signs are set within a small bed of river rock; in other cases they are augmented by landscape.
- Campus Directories: Campus directories shall be located at key pedestrian entries and/or decision points on campus pathways. Separate student housing directories within the distinct student housing areas of both the East and West campuses will help orient students and visitors when entering those areas. Other important locations for campus directories would be at the key pathways leading from major surface parking and/or parking structures. Electronic kiosks may also be used as campus directories and electronic information centers.
- Pathway Directional Signs: Pathway directional signs indicate general directions to major buildings and campus facilities.
- Building Identification Signs: Building identification signs will be located on building walls. These signs are to be secondary communication devices in the overall campus environment in visual balance with building and landscape colors and materials. The lettering will be back-lit Helvetica Black with letters 12 inches to 36 inches high.
- Specialty Signs: The University will install two electronic bulletin board type signs, one located on each campus. The signs will be for university identity, to invite the community to campus events and to announce events of importance in the City of Azusa. The existing Foothill Drive-in marquee sign will also be retained and be used for University and City announcements.

Azusa Pacific University: ***Campus entry signage***