

## RESTON SITES

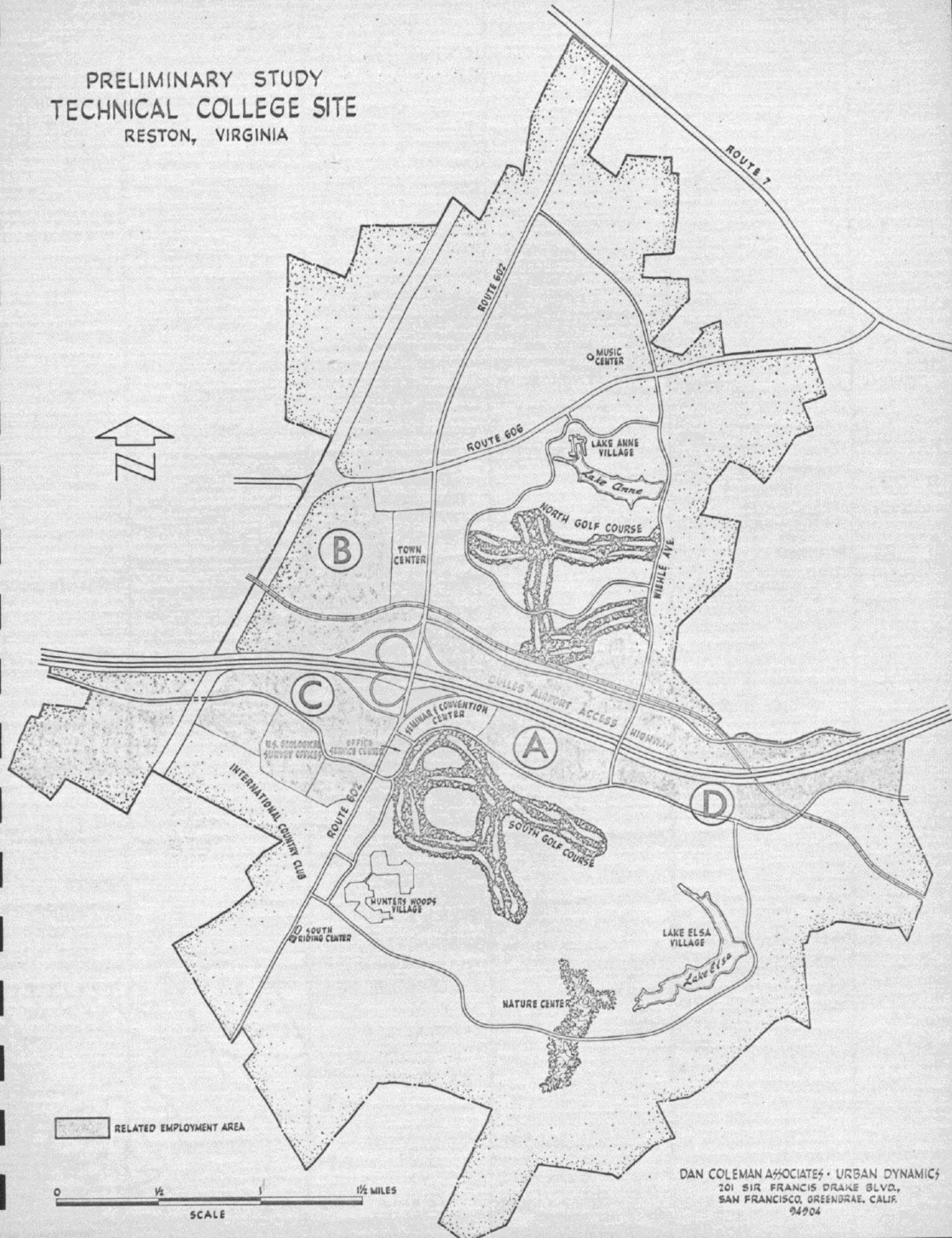
There are many sites at Reston which meet all criteria and desirability factors for the establishment of an institution of higher learning at Reston, Virginia.

Four possible site locations for a technical college are shown on the attached plan entitled "Preliminary Study - Technical College Site - Reston, Virginia".

Sites "A", "C" and "D" have similar characteristics which are set forth in detail below under the heading "Plan For Site "A"".

Site "B" adjacent to the Town Center would, in addition to its potential as a technical college site, be an excellent site for a four-year state college or a major university. The relationship of the site to the proposed Town Center, to the proposed medical facility, to possible future rapid transit facilities, to proposed high density areas, and to the planned pedestrian system offers exciting possibilities in this regard.

# PRELIMINARY STUDY TECHNICAL COLLEGE SITE RESTON, VIRGINIA





That area north of Route 606 which includes the Sports Park and the broad ridgetops to the north is also an excellent site for either a four-year college or a major university.

#### PLAN FOR SITE "A"

Site "A" includes approximately 65 acres. The majority of this acreage may be classified as usable under the herein stated criteria.

The site is bordered on the north by the Dulles Airport Access Highway; on the east by Wiehle Avenue extension and related industrial areas; on the south by a proposed major traffic artery, and related faculty and student housing areas; and on the west by a proposed lake which in turn is part of the seminar and convention center complex.

The college site has four distinct topographic areas. The most westerly portion of the site is heavily wooded and borders the proposed lake. This lakeshore section is planned to remain as a natural area interwoven with paths and small intimate rest areas for quiet contemplation.

A natural amphitheater suggests itself on the wooded hillside overlooking the lake. Adjacent to, and easterly of, the lake and wooded areas lies a broad ridgetop dotted with an excellent stand of scattered, mature trees. This ridgetop, with its commanding view of the surrounding countryside, offers a dramatic setting for the college academic core.

Here a system of buildings and covered walkways are planned to surround a formal central quadrangle which will become the focal point of campus activities.

Easterly of the academic core area lies a broad swale within which the athletic fields and active recreation areas are planned. Since this swale lies at the top of a watershed, it carries only a limited and easily contained volume of run-off water. The encircling sides of the swale, however, offer natural wind protection for the athletic fields, easy and economical construction of spectator areas and an opportunity for viewing the open areas from the academic core buildings to the west and the single student housing facilities to the east.



The most easterly portion of the site is a second broad ridgetop, the southerly section of which is planned as the student housing area and the northerly portion of which is planned as the major parking area.

The southerly or front entrance to the campus will present a dramatic and appealing facade to passing traffic and the residential areas to the south. The northerly portions of the campus adjacent to the Dulles Airport Access Highway is planned to contain the major parking areas, athletic fields and natural areas to buffer the campus against any noise or adverse influence of the Dulles Highway.

The campus has a direct relationship to the planned industrial areas to the east of Wiehle Avenue.

A pedestrian underpass is proposed under the traffic artery to the south so that the related faculty and married student housing will have direct pedestrian access to the academic core.

A pedestrian system along the lakeshore section of the campus is planned to tie the academic core to the proposed seminar and convention facilities planned to the west of the college site. This complex will include commercial facilities to serve student and faculty needs, as well as office buildings for faculty members who might have private consulting practices. The complex would, of course, provide accommodations for visiting parents. The seminar facilities will undoubtedly attract speakers who will add interest and vitality to campus life.

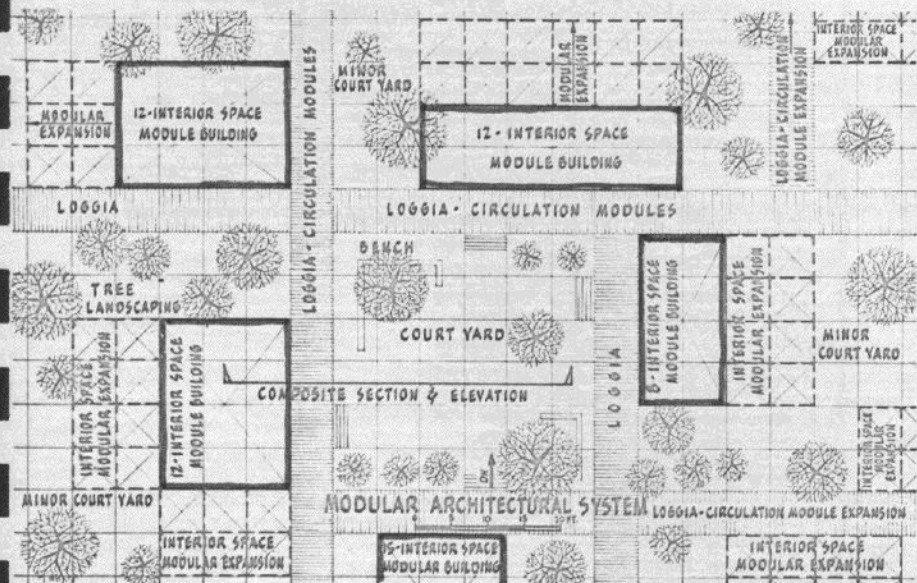
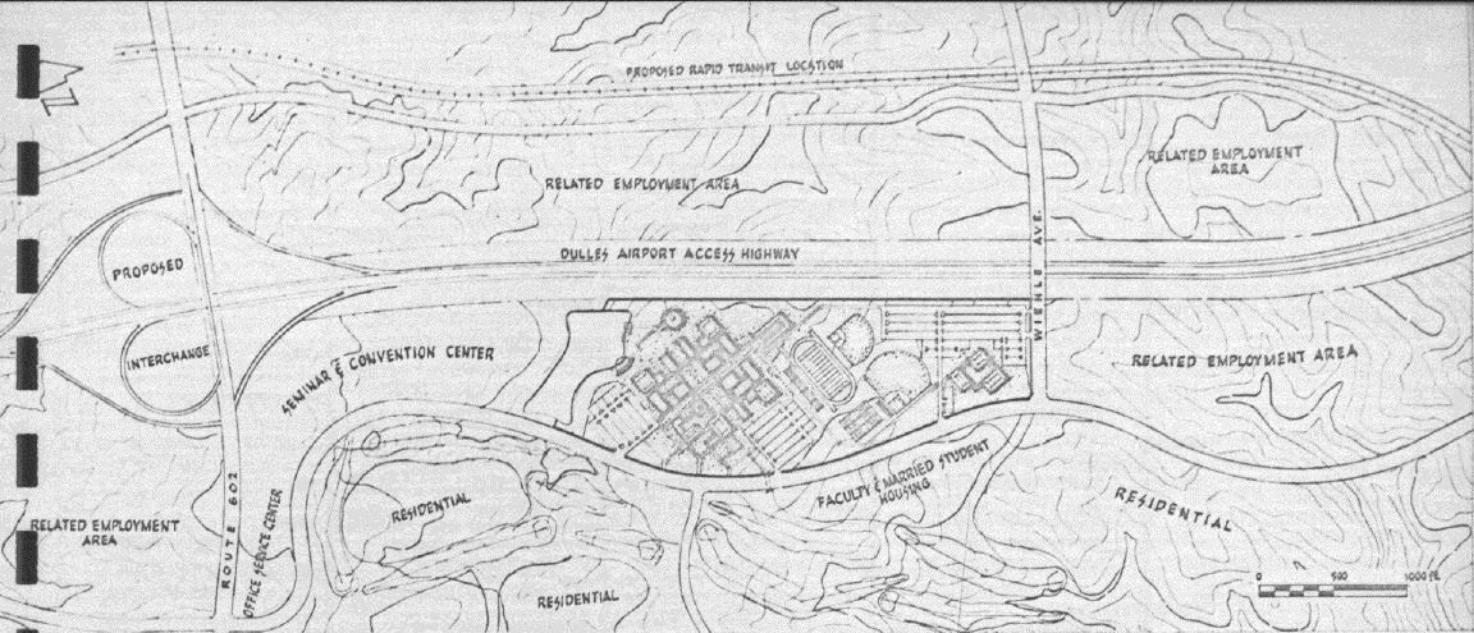
Certainly one of the most important environmental factors of Site "A" is its relationship to the proposed public golf course. A portion of the proposed course is planned so as to be in full view of the academic core of the campus. The course lies adjacent to the residential areas designated for faculty and married student housing. In addition to the esthetic implications of the existence of the golf course, this major recreational element should provide hours of enjoyment to both students and faculty.



Assuming a technical college were to be placed on the site with a maximum enrollment of 3,000 students, then the land allocations for such a facility would be approximately as follows:

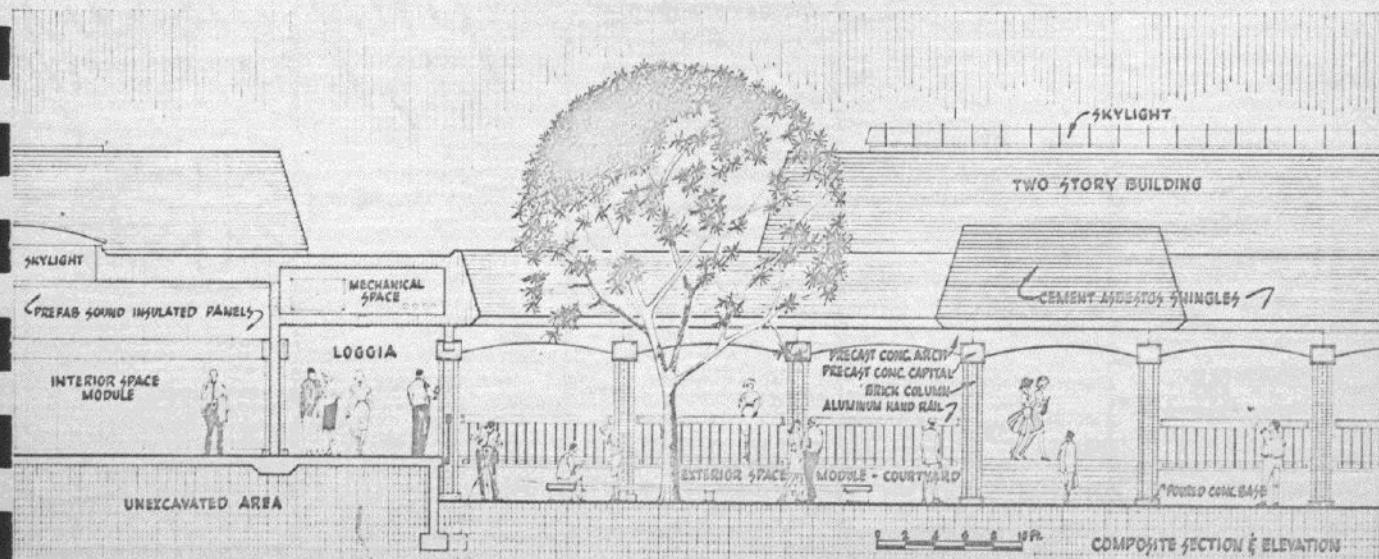
Academic Core Buildings (one or two stories)	8 Acres
Single Student Residence Buildings (two stories)	2 Acres
Athletic Field and Recreation Areas	18 Acres
Parking Areas	<u>17 Acres</u>
Sub-Total	45 Acres
Natural Areas and Expansion Reserve	<u>20 Acres</u>
TOTAL SITE AREA	65 Acres

The above represents the ultimate use of the campus site. The architectural system as described on the following pages provides for an orderly expansion to maximum scope from a limited grouping of the necessary initial elements.



# SCHEMATIC STUDY SITE 'A' TECHNICAL COLLEGE RESTON, VIRGINIA

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## ARCHITECTURAL CONSIDERATIONS

The nature in which facilities are developed for higher education requires, of the architecture, an inherent expansion potential which can be put into practice over an extended period of time.

In keeping with this need for long term flexibility, a Modular Architectural System is presented, utilizing a 12'-0" x 12'-0" grid upon which elements may be arranged in an unlimited variety of relationships, as required to satisfy initial and future program requirements.

The first element of the system is the pedestrian Circulation Module, shown as loggia, or covered walkways. Bays of loggia are connected to provide covered walkways to join major functions of the technical college. Where covered circulation is not required, the column and roof structure may be eliminated.

The second element of the system is the Interior Space Module which is shown as a classroom, lecture hall or laboratory. Interior Space Modules are connected to provide buildings having lengths and widths in increments of the 12'-0" x 12'-0" Module. An unlimited variety of interior space may be arranged in this manner to reflect program requirements. Additional flexibility is possible by extending the system vertically where second or third stories are advisable.

The third element of the system is the Exterior Space Module, shown developed as a series of courtyards in a variety of shapes and forms. The exterior space is as important at the interior space for use as a means of identifying the total facility as a campus.

The Modular Architectural System drawing shows the manner in which the three major elements may be adjusted in size and shape by adding or subtracting Modules. The Composite Section and elevation drawing shows one means of visual expression possible with the use of the Modular Architectural



System. Precast concrete beams resting on precast concrete capitals supported by cross shaped brick columns are utilized with a battered, cement asbestos slate roof form. Space over the loggias is used for electrical raceways, mechanical equipment and duct work. Classroom, lecture halls, laboratories and other academic and technical functions are provided with artificial light and continuous skylights. Courtyards are shown a few steps below the floor level of the loggias for added drama. Low maintenance tree landscaping and benches provide useful exterior space for seminars and informal discussions by students.

Other styles of architectural character are possible in addition to the one presented if other building materials and design techniques are selected to manifest expression of the Modular Architectural System.

Although architectural considerations are concentrated on Site "A", the techniques and ideas presented herein are equally as applicable to Sites "B", "C" and "D" or academic facilities of lesser or greater scope.

## SUMMARY

1. There is a need for several institutions of higher learning in the Washington D. C. Regional Area.
2. This need includes a major university, more than one four-year college, and several junior and technical colleges.
3. Reston is a possible site for the major university.
4. The Reston - Herndon area has been designated on the Washington Regional Guide as a site for a four-year college.
5. That area of Reston which lies westerly of the proposed Town Center offers existing possibilities as a site for a four-year college or a major university.



SUMMARY, continued

6. Reston is an ideal location for a technical or junior college.
7. Several suitable sites for a technical college are available at Reston.
8. The site designated as Site "A" appears the most suitable for a technical college.
9. There are many benefits to Reston in establishing a technical college within the town limits.
10. There are many benefits to a technical college in establishing at Reston.

RESEARCH AND DESIGN TEAM

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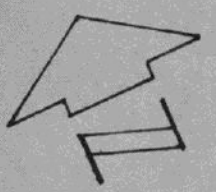
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PROPOSED RAPID TRANSIT LOCATION

RELATED EMPLOYMENT AREA

RELATED EMPLOYMENT AREA

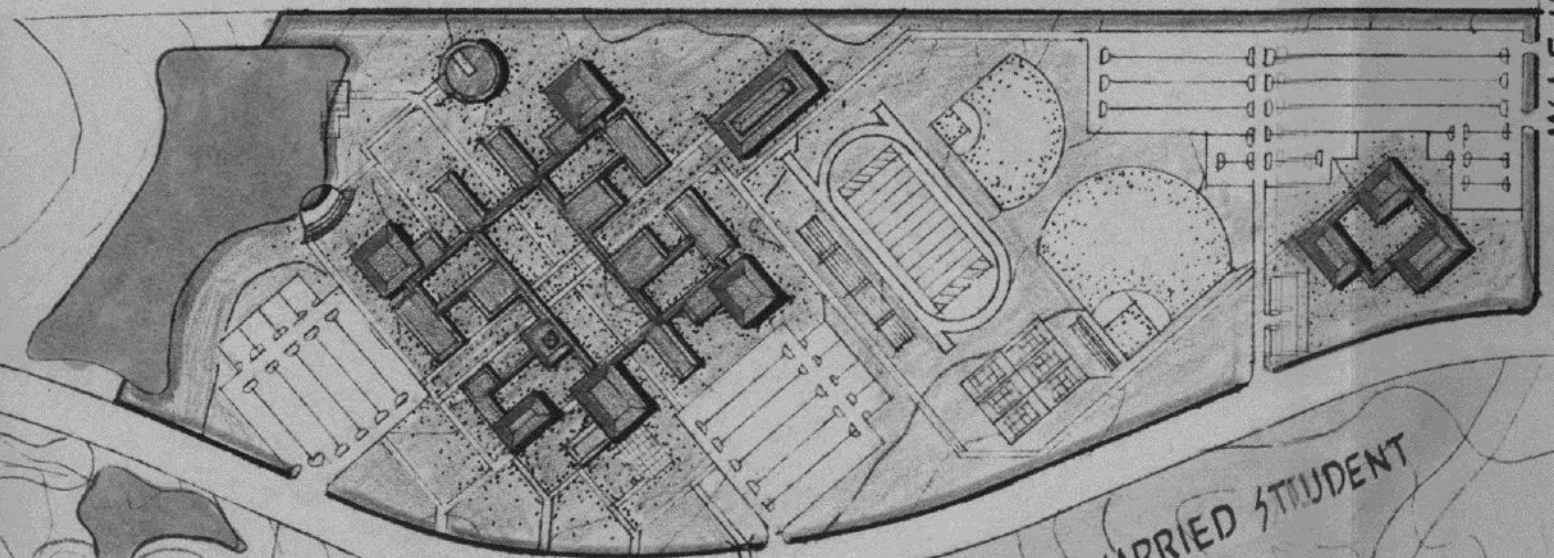
DULLES AIRPORT ACCESS HIGHWAY

WIEHLE AVE.

PROPOSED

INTERCHANGE

SEMINAR & CONVENTION CENTER



RELATED EMPLOYMENT AREA

RELATED EMPLOYMENT AREA

ROUTE 602

OFFICE SERVICE CENTER

RESIDENTIAL

FACULTY & MARRIED STUDENT HOUSING

RESIDENTIAL

RESIDENTIAL

