THESIS STATEMENT

Through the integration of education and practice, can the identity of the College of Architecture and Planning be physically demonstrated through the repurposing of its building?

Can the College prove who it is by what it does?
opportunity: empower students

These four ‘silos’ represent the current system for design education in the College.

Our process creates a system of shared language that will begin to perforate the walls dividing the disciplines.
what is a heart without a body?
what is practice without education?
Future of design education

- design thinking
- informed by culture
- collective experience
- linked to community critique
- global classrooms
- notoriety informs identity
- adaptive
- service learning
- linked to outside professions
- critical thinking
- BIM
- theory/practicum
- faster rate of change
- holding
- practice application
- changing software
- sustainability
- flexibility
opportunity: building serves the user
Future of the Building Industry

- BIM
- Rate of change
- Value engineering
- Experience economy
- What's next?
- Authenticity
- Branding
- Population growth
- Shift from product to process
- Multi-disciplinary systems
- Flexible
- Driven by economy
- Link back to the land
- Adaptive reuse
- Design for all
- Collaborative
- Emphasis on quality
- Sustainability
- Integration
- Back to the city
opportunity: a strong identity attracts excellence

what is the identity of the College of Architecture and Planning?
what if the College of Architecture and Planning were to integrate two of its greatest resources: the education investigations of its students and faculty, and the investment in the building it occupies?
integrative identity?

EDUCATION + PRACTICE = INTEGRATION

define an identity for the College?
an integrative education inspiring architectural significance
METHODOLOGY

How is integration of education and practice achieved? How is identity created?
1. **Threshold**
   The Threshold topic explores ideas of inside and outside, procession, and circulation.

2. **Garden**
   The Garden topic studies the impact of designers and their relationship to the earth.

3. **Site**
   The Site topic explores the environmental and contextual considerations of a place.

4. **Systems**
   The Systems topic develops the interconnectedness of components.

5. **Envelope**
   The Envelope topic develops how a space is contained.

6. **Program**
   The Program topic focuses on defining and designing the essential functions of a space.

7. **Process**
   The Process topic researches theory, process, strategies for communication and principle concepts of design.

8. **Module**
   The Module topic focuses on modularity, materiality and detail as students explore ideas of scale in design.
building opportunities for the UC Denver Building and curriculum for all four masters programs are organized around each of these topics and layered onto the matrix.
topic organization

**place**
- threshold
- envelope
- garden
- program
- module
- systems
- process
- site

**environment**
- threshold
- envelope
- garden
- program
- module
- systems
- process
- site

**function**
- threshold
- envelope
- garden
- program
- module
- systems
- process
- site

AN INTEGRATIVE EDUCATION inspiring ARCHITECTURAL SIGNIFICANCE
whole body education
whole building education
neighborhood marker
linkages to Auraria / Downtown
cherry creek
green space vs. hard space
plantings
plaza / community space
<table>
<thead>
<tr>
<th>Process</th>
<th>Place</th>
<th>Environment</th>
<th>Function</th>
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<tr>
<td>ARCH 5110 Design Studio 1</td>
<td>DISCENT LIMIT LOCATION</td>
<td>Innovative and sensitive building systems</td>
<td>Places and programs</td>
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<td>ARCH 5110 Introduction to Drawing</td>
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<td>ARCH 6290 Architecture Theory &amp; Criticism</td>
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<td>LA 6606 LA Design Studio 6</td>
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<td>URP 5501 Planning Issues and Process</td>
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<td>UD 6641 Design Process/Practice</td>
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**An Integrative Education Inspiring Architectural Significance**

**Site**
- The site has potential for the development of significant architectural spaces.
- Site analysis includes key considerations such as context, climate, and topography.

**Process**
- The design process involves logical steps such as site analysis, programming, and design development.
- Critical thinking is applied to solve design challenges.

**Systems**
- Building systems are integrated for efficiency and sustainability.
- Attention is paid to energy conservation and user comfort.

**Module**
- The module is a repeating unit in the design that addresses functional requirements.
- The module is adaptable for various architectural and urban contexts.
PROCESS

this project is about a process not a product.
the building becomes the device to demonstrate identity on multiple scales.
timeline integrating practice and education
the **process** we have created is generative.

one student informs the course outcome. 
the course informs the curriculum. 
the curriculum informs design education. 
design education informs design practice.
**Threshold Topic: Year 1**

**World: Cultural Thresholds**
- Fall: URP 6680 Urbanization in Developing Countries
- Sample project: research and case study analysis on cultural barriers to urbanization in developing countries

**City: Denver as an Urban Laboratory**
- Fall: URP 6630 Planning Studio 1
- Using Denver as an urban laboratory, the students will define thresholds at the scale of the city. Cities throughout history will be analyzed to discover threshold precedents. The course explores similarities and differences among cities and considers them against the larger cultural, political and socioeconomic envelope of which they are part.

**Region: Thresholds of the Front Range**
- Spring: ARCH 6290/ LA 6686/ URP 6635/ UD 6640 History of the City / City Building
- Students will explore thresholds of the western region and our unique location of the Front Range. This regional threshold design exercise will include entry design of a small scale program with a specific entry condition and context in the region of the West. Landscape Graphic media students will contribute to this same investigation in their course work.

**Nation: Thresholds to the Practice**
- Fall: ARCH 5210 Introduction to Architecture
- This course will study the professional practice of design professions. Case studies and problem solving in implementing and managing a professional practice will be explored.
- The UC Denver Building will serve as a case study for the ideas of threshold in Professional Practice. These ideas include incremental building and adaptive reuse with The University of Colorado Denver and the College of Architecture and Planning as the client. Through this case study students will learn fee structures, fee management, contracts, legal rights and responsibilities, management, marketing and delivery of professional services. This course will serve as a threshold to the practicing world and discuss the future of the practice of design.

**Fall/Spring: ARCH 5410/ LA 6750 Professional Practice**

**Fall/Spring: ARCH 6290**
- The Threshold
- Building: developing a threshold marker

**Sample project:**
- Design/Build entry markers identifying the College
- Design/Build exterior gallery for the College

**Sample project:**
- Fall: LA 5503 Landscape Design Studio 3

**Sample project:**
- Fall/Spring: URP 6630 Transportation Planning I&II
- Fall/Spring: URP 6620
- Spring: ARCH 6290/ LA 6686/ URP 6635/ UD 6640 History of the City / City Building
3 students. one course.

COURSE DESCRIPTION: ARCH 6290 THE THRESHOLD

This sample elective explores thresholds in architecture. At the beginning of the course, students will look at topics such as cultural values of the threshold through history. The students will challenge their views of what it means to divide spaces of inside and outside at multiple scales and contexts.

As a case study and project, the students will complete an analysis and design of the entry to the UC Denver Building; including, designing schematic plans for the indoor and outdoor spaces on the ground level. This class supports multidisciplinary coursework from students in the Architecture, Landscape Architecture, Urban and Regional Planning and Urban Design programs. Depending on particular student interest, the individual investigations may work with the idea of threshold at multiple scales within the city.

The outcome will discover place-making for the UC Denver Building as well as create custom installations for the entry lobby and indoor/outdoor community space. Temporary installations would be fabricated and installed to coincide with identification for the College. Each semester a separate threshold could be explored as a case study.

*elective: new
urban and regional planning student

diagrams suggest the complexity of thresholds in the city
The threshold between inside and outside is defined by a temporary gallery/community space displaying student work. Fabric display panels define outdoor room and serve as surface for multimedia film projection. Custom light boxes could be fabricated to preserve projects from the elements.
architecture student

display gallery
lobby desk reconciliation
lighting emphasis

folding identity plane
secondary entrance marker
integrated seating

line of separation public/private
identity boxes push/penetrate
boxes are seating/display from
both indoor and outdoor space

potential concept ideation
the network of integration creates identity.