USP 511/411
Active Transportation Planning and Design Studio
Course Information ▪ FALL 2023

Meeting Time	Wednesdays, 9:00 – 11:50 am	**Location**	URBN 304
Instructors	**Derek Abe** dereka@pdx.edu 503.575.2767 (direct)	**Office Hours** **Credits**	By Appointment 3

Course Description

Students will work as a team to develop an active transportation plan for a site in the Portland Metro Region. Groups of 3 to 5 students will be organized within the first week of class. An alternative active transportation study or applied research project may be offered in lieu of an active transportation plan based on input from community/agency partners.

Original Research: Students may select a project location that they are currently researching, presenting, and/or working on for another class, but must demonstrate how the work undertaken for this course will complement, expand upon, or otherwise replace previous/concurrent projects so as to ensure efforts are original, specific to the intent of the course learning objectives, and a product of a collaborative research/planning process.

Group Work: Effectively working in groups is essential to your success with these types of projects. All assignments for this lab will be completed as a group effort. Given recent social distancing measures and restrictions on in-person meetings, groups will be expected to effectively utilize digital communication channels and tools, including but not limited to email and teleconferencing apps.

Submitting Work Online: For assignments that require uploading files to D2L, it is the student's responsibility to verify that (1) all files are submitted in D2L prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, Powerpoint) or PDF files. Individual assignment instructions may contain a required file format.

Access to Technology: Proficiency in the use of D2L, PSU email, and other computer tools such as ZOOM or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources. Here are some broadband programs that are free or low-cost:
https://www.highspeedinternet.com/resources/are-there-government-programs-to-help-me-get-internet-service

Grading

A grade of 'B' is considered to be indicative of respectable graduate level work and a grade of 'A' to represent work which is exceptional. The participation points will be evenly divided between instructor evaluation (10 pts) and peer evaluation (10 pts).

Task	Points
Working Paper #1	10
Working Paper #2	15
Presentation #1*	10
Final Plan	25
Presentation #2*	20
Participation	20

*Optional for Undergraduate Students

Academic Honesty
Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism. Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments – just cite anything you use from someone else (it actually makes your work stronger!). Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code . University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work.

Access and Inclusion for Students with Disabilities
PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

Title IX Statement

Title IX: Title IX is a federal law that requires the university to appropriately respond to any concerns of sex/gender discrimination, sexual harassment or sexual violence. To assure students receive support, faculty members are required to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, Julie Caron. If you would rather share information about these experiences with an employee who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources (or visit this link):

- Women's Resource Center (503-725-5672) or schedule on line at https://psuwrc.youcanbook.me
- Center for Student Health and Counseling (SHAC): 1880 SW 6th Ave, (503) 725-2800
- Student Legal Services: 1825 SW Broadway, (SMSU) M343, (503) 725-4556

PSU's Title IX Coordinator and Deputy Title IX Coordinators can meet with you to discuss how to address concerns that you may have regarding a Title IX matter or any other form of discrimination or discriminatory harassment. Please note that they cannot keep the information you provide to them confidential but will keep it private and only share it with limited people that have a need to know. You may contact the Title IX Coordinators as follows:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Dana Walton-Macaulay by calling 503-725-5651, via email at dana26@pdx.edu or in person at Smith Memorial Union, Suite, 1825 SW Broadway, Suite 433
- For more information about the applicable regulations please complete the required student module Creating a Safe Campus in your D2L.

CLASSROOM REQUIREMENTS FOR ALL STUDENTS AND FACULTY DUE TO COVID-19
The University has established guidance, rules, and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

MASKS ARE STILL ENCOURAGED IN THE CLASSROOM

- The requirement for wearing a mask or face covering indoors at all times has been lifted, however, due to the lingering prevalence of COVID we strongly encourage the use of masks in the classroom. Your mask or face covering should be properly worn (fully covering nose and mouth and tight-fitting).

VACCINATION

- Be vaccinated against COVID-19 and complete the COVID-19 vaccination attestation form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the "COVID-19 Vaccine Exemption Request Form" to establish those exemptions.
- While PSU will continue to require an initial series of the COVID-19 vaccine or an approved exemption for employment or registration, the university will no longer require booster shots as a part of the vaccination policy.

HEALTH CHECK, ILLNESS, EXPOSURE, OR POSITIVE TEST FOR COVID-19

- COVID-19 testing is vital to maintaining a healthy campus. Testing is available on campus to students at SHAC and home testing kits will be distributed at SHAC outreach events this fall. Employees can request free vouchers for rapid antigen testing at convenient locations near campus and can now pick up at-home test kits from PSU Human Resources (though please don't come to campus if you're ill). In addition, employees participating in a PSU health insurance plan — including Providence, Kaiser or MODA — can pick up at-home test kits at no cost from pharmacies or be reimbursed for their purchase.
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call The Center for Student Health and Counseling (SHAC) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, report your result to SHAC and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.
- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

FAILURE TO COMPLY WITH ANY OF THESE RULES
As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the Student Code of Conduct & Responsibility.

GUIDANCE MAY CHANGE
Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main COVID-19 Response webpage and look for emails from the University on these topics.

Date	Topic	Assigned	Due
9/27	**Introduction and Overview** Class introductions, and review of course syllabus. Discussion about the components of successful plans and project overviews.		
10/4	**Project Kickoff** Teams are formed. Project sites are assigned. Discussion of data collection.	**Working Paper #1** - Project Understanding - Data Needs Memo	
10/11	**Observations and Assumptions** Discuss (virtual) field observations and data collection, and/or applied research methodology. Walk though components of WP #2.	**Working Paper #2** - Existing Conditions - Opportunities & Constraints **Project Presentation #1**	**Working Paper #1**
10/18	**Open Class Time for fieldwork/research**		
10/25	**Project Presentation #1**		**Working Paper #2** **Project Presentation #1**
11/1	**Alternatives & Recommended Concept** Initial solution concept discussion. Cost estimating discussion.	**Develop Plan Recommendations**	
11/8	**Project development, mapping, layout**. Class held in consultation with Alta staff. Each team to work with a designer/planner to refine solutions.		
11/15	**Implementation** Sample presentation of final project.	**Begin Final Plan Assembly**	
11/22	**Holiday Week** No Class. Coordinate with your group on project work as necessary		
11/29	**Wrap-Up** Plan Assembly		
12/5	**Final Presentations (Location TBA)**		**Final Report** **Final Presentation**

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Task 1 – Project Initiation

1.1 – Working Paper #1 - Project Understanding
Groups will have an in-class meeting with instructors to discuss their respective project sites and how to analyze and write a project understanding.

1.2 – Collect Base Mapping Data and Information
Most GIS data should be available via RLIS and/or planning documents from the City of Portland.

Once project locations are selected, each group will develop a working paper that will serve as the introduction and scoping exercise for the project. This working paper should contain (at a minimum) a problem statement, any relevant project history, and an overview of the location and significance in the region. Working Paper #1 should also contain a data needs memo as an Appendix.

> **Task 1 Products**
> - **Working Paper #1: Project Understanding**
> - **Data Needs Memo Appendix**

Task 2 – Existing Conditions, Opportunities and Constraints

2.1 – Field Investigation
After reviewing the existing data, groups will conduct a field review of their site. Field investigations will be documented at key locations using notes, taking measurements, and photography. This will help groups to further evaluate the setting, identify opportunities and constraints, and record site-specific information such as level of use, facility condition, and key gaps or obstacles. Items that may need to be reviewed include:
- Location, mileage and begin and end points of existing bikeways and trails
- General description of sidewalks, crosswalks, and other features
- Cross-sections (at selected locations)
- Description of typical roadways and crossings
- List and map of support facilities such as bicycle racks and lockers at selected destinations
- Substandard sections, gaps, and bottlenecks
- Bicycle, trail, and walkway access to origins and destinations
- Description of typical advisory, directional, and regulatory signs
- Description of typical pavement markings
- Description of typical traffic signals and signal detectors
- Number and type of vehicle lanes (at selected locations)
- Presence of drainage grates, narrow shoulders, and other visual/physical hazards
- Description of biking and walking activity
- Locations of schools, parks, transit stops, and other trip generators

- Key access points to businesses/destinations, both auto and pedestrian
- Pedestrian activity measurements (walking; linger activity, etc.)
- Parking Occupancy

2.2 – Existing Conditions Base Maps/Graphics
Based on field investigations and data provided, groups will prepare base map(s) and graphics of their site. The maps will be developed at an appropriate graphic scale to communicate existing conditions and for incorporation into the existing conditions report. Depending on available data, the base maps will include:

- Jurisdictional boundaries
- existing and proposed transit routes/stops
- Existing and proposed transportation infrastructure
- Existing bicycle and pedestrian facilities
- Major business and residential sites
- Schools and institutions
- Parks, open space, and recreation areas
- Additional maps as needed to communicate the results of the field observations.

2.3 – Working Paper #2 - Existing Conditions and Opportunities/Constraints Report
A key product of this phase is to identify public space deficiencies and opportunities and constraints as it relates to potential improvements.

Each group's site will be analyzed in terms of (a) connectivity and access to destinations, including residential areas (b) quality and comfort level, (c) support facilities and amenities, (d) usability— coherence of the system to the average user attempting to reach an unfamiliar destination, and (e) safety.

Working Paper #2 will include a written and graphic summary of existing conditions based on fieldwork, an inventory of existing bicycle, pedestrian and transit facilities and a description of opportunities and constraints.

2.4 Presentation*
Each group will develop and present a 20-minute presentation summarizing their first 2 working papers. * Participation in the presentation is considered optional for undergraduate students.

Task 2 Products
- **Working Paper #2: Existing Conditions and Opportunities/Constraints Report**
- **Presentation #1**

Task 3 – Recommended Improvement Plan

Groups will prepare a final plan with recommendations. The final report will be composed of tasks and deliverables completed up to this point, as well as the tasks identified below.

3.1 – Recommendations
The recommendations will be based on the existing conditions and opportunities and constraints identified in Working Paper #2. Network development (if applicable to your project site) will also take into account issues such as topography, directness of route, barriers, and system connectivity. This network will include a variety of bikeways, sidewalk improvement projects, and other bicycle/pedestrian improvement projects (e.g., traffic calming, bicycle parking, education and encouragement programs, etc.). The recommendations will also incorporate previously proposed and planned facilities.

3.3 – Project List
Supplementing the recommendations, groups will develop a list of recommended improvements.

3.4 – Project Evaluation/Prioritization Criteria
The recommended bicycle and pedestrian improvements will be ranked according to general planning criteria. A Decision Matrix will be used to attach weights to each criterion and determine which recommendations meet the highest number of criteria listed.

3.5 – Cost Estimate
A planning level cost estimate for the recommended improvements.

> **Task 3 Products**
> - **Recommended Improvement Plan**

Task 4 – Final Presentation*

4.1 – Presentation of Recommended Plan
Each group will develop and present a 20-minute presentation on their plan, focusing on the recommendations. *Participation in the final presentation is considered optional for undergraduate students.

> **Task 4 Products**
> - **Final Presentation**