USP 548: Transit Planning - Spring Quarter 2019
Tuesdays 4:00 - 6:30 p.m. - Room: URBN 220
Professor: Aaron Golub; Office: URBN 350A; Email: agolub@pdx.edu
Office Hours: Various, by appointment through my appointment scheduler: https://tinyurl.com/Golub-Apts

COURSE DESCRIPTION
Public transit ridership and investments have been growing for the past two decades as regions around the world grapple with worsening congestion, growing concerns about climate change, health, and social equity, and a reinvigoration of urban living and sustainable lifestyles. This course will introduce students to processes and policies concerning the planning of public transit systems and the development of new transit investments, focusing on buses and light rail.

The course will explore the following concepts and skills:
- basic engineering and operations issues as they pertain to questions of planning
- tradeoffs for different service and route designs
- fare policies, technologies and understanding the equity and efficiency of these options
- public transit ridership and how to estimate it and policies and planning approaches to increase it
- understanding transportation disadvantage, the need for transit and the social equity impacts of transit
- understanding the federally-required (NEPA) evaluation process
- reviewing the NEPA environmental, social and economic impact assessments for new transit investments
- bike and pedestrian access issues, wayfinding and safety
- transit oriented development planning principles

ASSESSMENT AND GRADING
The course will include one required meeting per week, required and optional readings, smaller outside assignments, one quarter-long team projects and a final quiz. The small class size will make it imperative that everyone prepares the readings and the assignments, as we will include a lot of detailed discussion and debate during class. It is essential to come to every meeting in this course.

Assignments will be judged for their coherence, clarity in writing, and the clarity of documentation (citing the sources you used). Make sure you cite all references and sources of data; include a list of references at the end of your assignments if necessary. Each assignment will have a more specific grading rubric. All assignments should be uploaded as a Word or PDF file into the dropbox on the D2L website for the class. Please also bring the assignments with you to class as they will likely be discussed. There is no textbook for the course. The D2L site contains all assignments and required and optional readings.

The final grade will be calculated from weighting the assignments in the following manner:
1. Short assignments based on the readings 50%
2. Units 1 and 2 concepts and definitions quiz 10%
3. Major assignment 1 – NEPA evaluation (various parts) 25%
4. Major assignment 2 – Group mini-project 15%

Short Assignments: There will short assignments posted to accompany the sets of required readings and most will be due for the class in which they will be discussed. Assignment due dates are non-negotiable except for very extenuating circumstances (medical, family emergency). Late assignments with no excuse will be marked down 5% per day late.

Major Assignments: The major assignments will be sent out and due back in pieces throughout the quarter.

Final Grading Scale: A 93.0 % and above; A- 90.0 % to 92.9%; B+ 87.0 % to 89.9%; B 83.0 % to 86.9%, etc.

ACADEMIC INTEGRITY
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 http://www.ess.pdx.edu/OSA/osa_b.htm. 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.

CAMPUS SUPPORT FOR RESPONDING TO HARASSMENT OR DISCRIMINATION
As an instructor, students frequently come to me for assistance in matters that are not related to the course material. Please be aware that PSU’s policies require faculty members to report any instance of sexual harassment, sexual violence and/or other forms of prohibited discrimination. 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):

- Confidential Advocates (503-725-5672) or psuwrc.youcanbook.me (for matters regarding sexual harassment and interpersonal/sexual violence)
- 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
For more information, please complete the required student module Creating a Safe Campus in your D2L.

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.

SYLLABUS DISCLAIMER
All syllabi are subject to minor changes to meet the needs of the instructor, school, or class. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus or schedule changes in class, and through the D2L announcements and class email. Please remember to check your PSU email and the D2L messages often.
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<thead>
<tr>
<th>Mtg</th>
<th>Date</th>
<th>Title</th>
<th>Subjects</th>
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<tbody>
<tr>
<td>1</td>
<td>2-Apr</td>
<td>Unit 1: Transit concepts, definitions,</td>
<td>Intro, definitions, service types, rights of way, technologies</td>
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<td>operations, capacity, reliability</td>
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<td>2</td>
<td>9-Apr</td>
<td>Unit 2: Route, network and service planning</td>
<td>Tradeoffs between route length, frequency, coverage, costs, travel time and transfers</td>
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<td>3</td>
<td>16-Apr</td>
<td>Units 1 and 2 continued</td>
<td>In-street operations in mixed traffic, signals and signal priority, right-of-way operations</td>
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<td>23-Apr</td>
<td>Quiz on Units 1 and 2</td>
<td>Transportation disadvantage, social equity, planning for access, accessibility measures</td>
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<td>Unit 3: Social need for transit</td>
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<td>30-Apr</td>
<td>Unit 4: Transit planning and policy</td>
<td>Review of local, regional, state and federal policy</td>
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<td>6</td>
<td>7-May</td>
<td>Unit 5: NEPA review processes for transit investments</td>
<td>Overview of the tiered planning calendar for major investments.</td>
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<td>7</td>
<td>14-May</td>
<td>Unit 6: Transit finance, fares, labor and</td>
<td>Expenses, revenues, grants, fare policies (technologies, media), debate over privatization</td>
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<td>8</td>
<td>21-May</td>
<td>Unit 7: Urban design for access to transit and TOD</td>
<td>Intermodal access to transit facilities (park and ride, bike and pedestrian access, bike storage, bike share)</td>
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<td>9</td>
<td>28-May</td>
<td>Unit 7 continued</td>
<td>Principles of transit oriented design and planning (Field trip to Orenco station)</td>
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<td>10</td>
<td>4-Jun</td>
<td>Final wrap-up, Student team project</td>
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