

**Transportation Policy for the Practitioner**  
**Fall 2015 Schedule: May 1-3**  
**Location: TBD**

**Faculty:** Ryan Warner, MPA, [warnerr@evergreen.edu](mailto:warnerr@evergreen.edu), 360-867-6600,

**TESC MPA Mission Statement:** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

**Course Description & Learning Goals:**

Whether you are a program manager at a non-profit, a policy analyst in a government agency, or simply a citizen trying to get to work or school your life is affected by the challenges of transportation. During this weekend intensive seminar we will analyze and discuss the wide range of transportation choices. This introductory course will focus on understanding how transportation policy is formed at the various levels of government by examining statutory and regulatory frameworks, institutions involved in transportation policy, policymaking processes and the stakeholders who shape transportation policy and investments. The class will look at modes of surface transportation including motor vehicles, public transportation, bicycling and walking. We will examine the relationship between transportation policy and other critical urban and regional policy issues including economic development, public health, land use, smart growth and climate change.

**Required Reading:**

**Transportation 101: An Introduction to Federal Transportation Policy.** Transportation for America

**Statewide Transportation Planning for Healthy Communities:** USDOT

**Transportation Apartheid: The Role of Transportation Policy in Social Equality:** Wellman

**The Future of Transportation:** City Lab

\*\*Readings will be posted on Canvas 2 weeks prior to class date.

**Spring 2015 Schedule (faculty reserves the right to alter the schedule)**

**Friday May 1st:**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
5:00pm	Introductions & Course Overview	
5:30pm	Transportation Policy and You	
6:00pm	Transportation Policy and how the heck we pay for it.	
7:15pm	Break	
7:30pm	Seminar	-Transportation 101: An Intro
8:45pm	Review of day/What's next	

**Saturday May 2<sup>nd</sup>:**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Transportation Today <b>Guest Speaker: Amy Scarton</b>	
10:00	Transit Oriented Development	
10:30	Break	
10:45	Environmental Justice	
11:45	LUNCH (on your own)	
1:00pm	Tribal Transportation <b>Guest Speaker-Megan Cotton</b>	
2:00pm	State and Regional Planning <b>Guest Speaker-Karen Parkhurst and Gil Cerise</b>	
3:00pm	Break	
3:15pm	Seminar	-Statewide Transportation Planning for Healthy Communities -Transportation Apartheid: The Role of Transportation Policy in Societal Equality
5:00	End of day	

**Sunday May 3rd**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
9:00am	Board Bus to IT	
10:00am	Public Transportation Panel	
11:00am	Board Bus Back to TESC	
12:00pm	LUNCH (on your own)	
1:00 pm	TED Talks	
1:30pm	Seminar	-The Future of Transportation: City Lab
3:00pm	Small Group Work	
4:30pm	What's next	
5:00	End	

**Final Assignment:** In small groups, identify a current transportation challenge and present a creative, community based solution. The paper should identify and briefly explore the issue/challenge, identify any rules or regulations associated with the issue, and present the solution you propose to address how the issue will impact transportation in the future. The paper should be 2 pages typed, single spaced, 12 point font and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request writing assistance.

**Evaluation:** Written self-evaluation and faculty evaluations are required for credit, at the end of the quarter.

**Learning Styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (For example knitting may be ok, however, activities such as surfing the internet, reading unrelated materials, playing with a PDA or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminars and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and lifestyle differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Late assignments:** Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student must contact their seminar faculty prior to the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the end of the quarter the assignment was originally due to ensure full course credit.

**Credit:** Students will receive 2 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be offered. Credit denial decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

**Accommodations:** will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability; please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty after class and/or Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

**Expectations of Students and Faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (as long as the concerned party feels safe doing so), with the right to support from other program members during those discussions, if that seems helpful. **We will abide by the social contract:** WAC 174-121-010 College philosophy. <http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

**We will abide by the student conduct code:** Chapter 174-120 WAC

Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

**We will abide by the non-discrimination policies and procedures at TESC:**

<http://www.evergreen.edu/policies/g-nondiscr.htm>

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.