Transportation's Impact on Community and Economic Development Capstone Workshop

PA 8081(11)
Spring Semester 2018
Tuesday, 6:00 8:45 p. m.
Humphrey School - Room 20 or 15

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Office Hours : By appointment (generally, the best time is right before class but I can be flexible)

Course Description:

The topic for the spring 2018 capstone workshop is "Thinking Differently: Integrating Land Use, Technology, and Equity into Transit Planning." Teams of Humphrey School graduate students will work with Metro Transit on three projects to investigate a variety of issues dealing with transit planning and how the region could include equity, land use decisions, and changing technology to drive decision making and/or policy direction. The three client-based projects are:

- Shared Mobility / Smart Cities: Implications for Policy and Planning
- Bus Stops as a Community Asset
- Measuring TOD Districts and Corridors

This workshop is designed to provide a learning opportunity for students to think critically about how transportation projects impact community and economic development and vice versa. It is a structured process for meeting client-based capstone workshop requirements for Humphrey School MURP, MPP and MPA students. The requirements for a client-based team project vary for each of the three programs.

Capstone Preparation Workshop
Students are required to take the Capstone Preparation Workshop (PA5080).

Requirements and Grading
The class format will have occasional lectures, guest speakers, and a strong emphasis on teamwork and class participation. Team members will be expected to prepare and present an economic and community development strategy in three parts, to give an oral presentation to a guest jury, and to assess their own performance as a team.

Teamwork (20%)
- Class participation and presentations
- Team contracts, memorandum of agreement, work plan – due January 30
- Team member evaluations (15%) – due May 8

Strategy report (70%)
- Deliverable #1: Existing Conditions Report (10%) – due February 27
- Deliverable #2: Vision (10%) – due March 9

- Deliverable #3: Action Plan (10%) – due March 27
- Deliverable #4: Draft of full final report (10%) – due April 17
- Team presentations (15%) – May 1
- Deliverable #5: Final report (15%) – due May 4

Deliverable #6: Reflective paper (10%) – due May 4

The project team will meet at least once during each week outside of class for the purpose of discussing the project, making plans, and assigning responsibilities.

2018 Class Schedule
The class schedule is as follows. Topics will be presented through lectures by the co-instructors and guest instructors, panel discussions with policy leaders and experts, phone conferences with national experts, and class discussions. Asterisks indicate the clients will be in class.

Class Date and Topic	What to Prepare for Class
January 16 ● Overview of workshop ● Discussion of team projects and select project teams ● Meeting time with clients ● Expectations for deliverable #1: Existing Conditions Report ● Discuss memorandum of agreement, work plan, and contract	*Review project descriptions and syllabus*
January 23 (room 15) ● Future of Public Transportation ● Meeting time with Lyssa to discuss project questions ● Review of expectations for deliverable #1: Existing Conditions Report	*Drafts of the memorandum of agreement, work plan, and contract*
January 30 ● No class	*Client memorandum of agreement, team work plan and team contract due to Lyssa and the client. **Send to Lyssa and client by end of day.***
February 6 (room 15) ● How Jurisdictional Issues get in the Way of Good Intentions ● Team Meeting Time	
February 13 (room 15 after 6:15) ● Stakeholder analysis activity and SWOT Analysis (Lee Munnich, University of Minnesota)	*Project teams should prepare 1) problem statement, 2) list of stakeholders and 3) lists of strengths, weaknesses, opportunities and threats prior to the class.*
February 20 (room 20) ● Expectations for Deliverable #2: Vision and vision exercise ● Meeting time with Lyssa to discuss Deliverable #1	
February 27 (room 15 after 6:15) ● Role of Met Council vs. City vs. County - Ryan	***Deliverable #1: Existing Conditions Report** due to Lyssa and the client before class.*

Kelley, Senior Planner, Livable Communities, Metropolitan Council	
March 6 (room 15) ● Client evaluation and discussion of Deliverable #1: Existing Conditions Report ● Discuss Deliverable #2: Vision concept with client	***Deliverable #2: Vision** due to Lyssa and the client on <u>March 9 by 4pm</u>*
March 13 ● No Class due to Spring Break	*Relax!*
March 20 (room 15) ● Linking Project Components ● Review Deliverable #2: Vision with Lyssa	
March 27 (room 15 after 6:15) ● Creating a cohesive report and document ADA compliance (Katie Caskey, MnDOT)	***Deliverable #3 Action Plan** due to Lyssa and the client*
April 3 (room 20) ● Clients evaluation of vision and draft action plan	
April 10 (room 20) ● Team work time and meeting with Lyssa to discuss final report	
April 17 (room 20) ● Capstone submitting procedures from Student Services ● Preparing for the oral presentation. https://www.youtube.com/watch?v=Yis6mAnMjTc	***Deliverable #4: DRAFT of Final Report** due to Lyssa and the client.*
April 24 (room 15 after 6:15) ● Discussion and feedback on final draft. ● Overview and feedback on capstone workshop.	
May 1 (room 15) ● Oral presentations to guest jury	
MAY 4	***Deliverable #5: Final Report Due to Lyssa and client*** ***Deliverable #6: Reflective paper due to Lyssa Team self-assessment due to Lyssa***

Readings:
Students are encouraged to spend their time reading documents and web-based materials related to transit development and economic and community development. Students are responsible for identifying other documents and preparing a complete bibliography of these readings for the report.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: *http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf*.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: *http://policy.umn.edu/education/studentresp*.

Scholastic Dishonesty:
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: *http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf*) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: *http://policy.umn.edu/education/instructorresp*.
The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: *http://www1.umn.edu/oscai/integrity/student/index.html*. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such

circumstances do not include voting in local, state, or national elections. For complete information, please see: *http://policy.umn.edu/education/makeupwork*.

Sexual Harassment:
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: *http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf*

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: *http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf*.

Disability Accommodations:

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - *612.626.1333*) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: UM Twin Cities - *https://diversity.umn.edu/disability/*) or e-mail UM Twin Cities - *drc@umn.edu*) with questions.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: *http://www.mentalhealth.umn.edu*.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.