UP 494, Active Transportation Workshop
University of Illinois, Urbana-Champaign

Time: Tue/Thurs 2:00-3:30
Instructor: Cynthia Hoyle, FAICP
choyle@illinois.edu
217-278-9059
Office Hours: By appointment

“WE ARE REALIZING THAT IF YOU HAVE PEOPLE WALK AND BICYCLE MORE, YOU HAVE A MORE LIVELY, MORE LIVABLE, MORE ATTRACTIVE, MORE SAFE, MORE SUSTAINABLE AND MORE HEALTHY CITY.
What are you waiting for?” – Jan Gehl

“A Developed City is not a place where the poor have cars, it's where the Rich use Public Transport.” - Enrique Penalosa

I. Purpose:

Planning for our communities now and into the future will require that professional planners have the skills and training to help create communities that provide for active transportation systems. This class is designed to learn by doing. Students will learn about the design principles necessary for active transportation communities and how to apply them in a real world setting. You will also learn the basics of complete streets design, transportation policy analysis, and the basics of pedestrian, bicycle and transit supportive design.

Students will apply concepts learned in prior courses and work in teams to compile, synthesize, and communicate information that will further active transportation planning and design. The workshop will utilize a potential redevelopment project in downtown Urbana being considered for an off-street mobility/transit facility that may use the ground floor as part of a larger mixed use development. You will learn to use tools such as Walkability/Bikeability checklists, Complete Streets Audits, analyses of demographic, social, economic, and transportation data/infrastructure, trends and key stakeholder input. Collaboration with local governmental entities, developers, business owners, and non-profit organizations may be part of the process. The goal is to assess the current mobility options for the project area and identify how the project could improve access and mobility.

The semester will include a public input meeting at which students will have the opportunity to showcase ideas and concepts for the public. The workshop will culminate with a final plan and report. Students will have the opportunity to make presentations to public boards and commissions.
What is active transportation?

Active transportation is a means of getting around that is powered largely by human energy, such as walking or bicycling. Transit is included in the category of active transportation since most transit users walk or bike to and from transit. Active transportation is a positive term that expresses the benefits of walking, bicycling and transit, which include improved health, active living, and choices in transportation mode and lifestyle. Alternative transportation, an often used term, calls to mind alternative lifestyles and often has less positive connotations.

The following definition is from The Partnership for Active Transportation:

WHAT ARE ACTIVE TRANSPORTATION NETWORKS?

Just as our existing motorized transportation networks connect destinations via an interconnected system of roadways that enable people to get from A to B, active transportation networks allow people to do the same thing by walking and bicycling. Imagine a system of trails, quiet neighborhood streets, bike lanes and cycle tracks that connect your home with your work, school, shopping, transit, entertainment and other destinations. You could enjoy the freedom of safely and conveniently getting where you’re going without being forced to drive a car.

II. Course Aims and Outcomes:

Aims

Students will learn how to assess a location and create an existing conditions report for an active transportation plan. Students will learn the basic principles of design that create walkable, bikeable and transit-supportive communities by -

a. Identifying and synthesizing existing conditions data such as pertinent demographic data, land use (current and planned), roadway vehicle counts, bicycle and pedestrian counts and crash data, existing plans, applicable ordinances, walkability audits, bicycle level of service analyses, complete street audits, zoning, and impacts on the design of new and redevelopment projects.

b. Learning what is needed to support the use of active transportation in terms of land use policies and ordinances, needed design and layout of infrastructure, and design elements for a successful multi-modal center.

c. Learning how to create active transportation plans.
The workshop has seven projects:

1. Walkability Audit
2. Bicycle Level of Service Analysis
3. Complete Streets Audit
4. Existing Conditions Report
5. Project Proposal
6. Public Input Workshop & Presentation of Proposal
7. Final Project Report

III. Course Expectations

1. Class attendance and participation: Participation in the workshop is crucial for success. You should plan to attend class and attendance will be taken at the beginning of each class. Class formats will vary with some days consisting of lectures/presentations and other days providing time to work on your project, meet with your groups, or perform field work. Some days may be a mix of both. The class is worth three credit hours.

2. Course readings: The workshop focuses on project work. However, there are reading assignments that are required. Two textbooks are assigned for the class—Pedestrian & Transit-Oriented Design by Reid Ewing and Keith Bartholomew and “Fighting Traffic: The Dawn of the Motor Age” in the American City by Peter Norton. There are also selected readings. The selected readings will be made available as PDF files on Compass, E-reserve, and/or via links. You should read the assigned materials prior to the class session for which they are assigned so that you can participate in the class discussions.

3. You will identify and review the following background documents that impact the project area:
   a. Comprehensive Plans
   b. Zoning map and ordinances
   c. Long Range Transportation Plans
   d. Bicycle Plans
   e. Transit Facility Guidelines
   f. Complete Streets Policies
   g. Functional Classification Plan for Streets
   h. Parking Studies
   i. Corridor Analyses and/or Plans
4. Grading: The credit for assignments for the semester will be distributed as follows:

1. Walkability Audit 10
2. Bicycle Level of Service Analysis 10
3. Complete Streets Audit 10
4. Existing Conditions Report 100
5. Project Proposal 10
6. Public Presentation of Project 40
7. Project Report 100
8. Attendance 10

Total Points Possible 300

5. Grading Standards:

90+% A-Outstanding performance, exceeds expectations
80-90% B-Good performance, meets expectations
70-80% C-Fair performance, does not fully meet all expectations, technical errors, solution only minimally satisfies requirements of the problem
50-70% D-Poor performance, barely meets expectations, reflects lack of understanding for the requirements of the problem and technical errors
<50% F-Failure, does not meet expectations

IV. Course Schedule Outline

The course will be divided into four phases:
1. Study/Research:
   a. Weeks 1-8: This phase requires research and development of an existing walkability audit, bicycle level of service analysis, and complete streets audit that will be included in the conditions report. The existing conditions report will include
      o Local data and existing conditions
      o Review of existing plans for the area
      o Data analysis
      o Site visits and analysis (use of walkability checklist/audit, bicycle level of service analysis, and other tools)
      o Expert input

2. Project Proposal:
   a. Weeks 8-9: Application of the data collected and creation of a concept for site redevelopment

3. Preparation of Project
   a. Weeks 9-12:
      o Preliminary project plans, including a critique of work to date
      o Collection of public input
      o Revision of project plan based on public input

4. Final Project Design and Plan and Presentation to Boards/Commissions:
   a. Weeks 12-15: The final stage includes assimilation of all previous work into final designs as well as analysis and suggested policies and standards necessary to facilitate the proposed plan

V. Special Circumstances

Students who have special needs or circumstances should contact the instructor as soon as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation as a team member in University sanctioned sports or other activities, etc.). However, due to the participatory nature of this course, please also communicate any expected or unexpected absences with the instructor and your fellow students. Students with disabilities who require any accommodations to facilitate full participation and completion of the course should contact the instructor as soon as possible

VI. Student Conduct

From the University Student Code, Article 1, Part 3: Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University’s function as an educational institution
and suitable to members of the academic community. Students are responsible for knowing their rights and responsibilities as found in the student code at http://www.admin.uiuc.edu/policy/code/index.html.

VII. Additional Resources

*Community Livability: Helping to Create Attractive, Safe, Cohesive Communities* – Todd Litman
http://www.vtpi.org/tdm/tdm97.htm

*Bike/Transit Integration* – Todd Litman http://www.vtpi.org/tdm/tdm2.htm


*Complete Streets A-Z – National Complete Streets Coalition* http://www.smartgrowthamerica.org/complete-streets/a-to-z

*Right-sizing Streets – Project for Public Spaces* http://www.pps.org/reference/rightsizing/


*AARP Network of Age-Friendly Communities: The AARP Age-Friendly Communities Tool Kit* – AARP www.8-80cities.org/images/res-walking-cycling-articles/toolkit-older-adults.pdf


Streetmix - http://streetmix.net/-/78103

Pedestrian and Bicycle Information Center - http://www.pedbikeinfo.org/

NACTO Urban Bikeway Design Guide - [http://nacto.org/cities-for-cycling/design-guide/](http://nacto.org/cities-for-cycling/design-guide/)

*Accommodating Bicycle and Pedestrian Travel: A Recommended Approach* – FHWA

*Economic Impact of Public Transportation Investment* – 2014 Update

*The Role of Transit in Support of High Growth Business Clusters in the U.S.*