

USP 465/565: PEDESTRIAN & BICYCLE PLANNING

Spring Quarter 2019

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Office Hours: By appointment

Thursdays 9:30 – 12:20

Broadway 218

COURSE DESCRIPTION AND OBJECTIVES

This class examines the importance of walking and bicycling as means of transportation that equitably advances health, economics, access, and quality of life. We will consider the possibilities when politics, policies, planning, projects, programs and people focus on prioritizing our public ways for people. We will draw heavily on Portland's experience, but also include research and practices from other US and international cities. There is a separate, optional lab course associated with this course, USP 411/511. The lab can only be taken simultaneously or subsequent to with this course; however this course can be taken without the lab. The objectives of this course are as follows:

- Learn a general process for developing bicycle and pedestrian master plans;
- Gain knowledge of the principles and practice of programs and infrastructure that support active transportation
- Explore policy and performance measures as mechanisms to achieve safer and more comfortable places to walk and bike
- Advance local tactical urbanism and placemaking projects through course assignments
- Explore current sources of information regarding mode choice, route choice, attitudes and activity related to bicycling and walking as transportation
- Become familiar with strategies to improve the safety of vulnerable road users.

COURSE WEBSITE

I will be using the D2L site for this class to post readings, lecture slides (after class), and other relevant files and information. This is also the place to turn in assignments. If I make adjustments to the flow of the syllabus, based on the availability of guest speakers, or your level of interest in different subjects, I may change the weekly course topic and/or reading recommendations. I will announce these changes in class and D2L.

READINGS

There are two main resources for the course, which are posted on D2L. I may also post supplemental resources there.

- League of American Bicyclists, Biking and Walking in the United States: *2018 Benchmarking Report*. <https://bikeleague.org/benchmarking-report> (On D2L and referred to as "Benchmarking Report" below)
- IBPI & Alta Planning+Design, *Creating Walkable + Bikeable Communities: A user guide to developing pedestrian and bicycle master plans*, 2012. (on D2L, and referred to as "User Guide" below)

To accommodate the guest lecturers or changes in schedule, readings described in this syllabus may be changed. If this occurs, a notice will be placed on D2L in advance. Please set your email to receive correspondence through this portal.

ASSIGNMENTS AND GRADING

Our assignments will be advancing your practical knowledge and community ideas in the Better Block PSU

pathway. The ideas will be introduced in the first week.

This class depends largely on group assignments. In the first week I will endeavor to group students based both on their interest in each of the projects and variety of technical experience.

Details on the assignments will be posted on the course D2L site. With the exception of Assignment 4, all assignments are due at 5 pm.

Assignments	465	565
<i>Assignment 1: Activity and Behavior Monitoring (group)</i>	25	25
<i>Assignment 2: Community Engagement Plan Framework (group)</i>	20	20
<i>Assignment 3: Project Performance Measures and Metrics (group)</i>	15	15
<i>Assignment 4: Master Plan Review (individual)</i>	30	--
<i>Assignment 4: White Paper (individual)</i>	--	30
<i>Class participation</i>	10	10
Total points	100	100

Assignment Grades. These will be based on a rubric for each assignment and scored in accordance with the point value for the activity.

*Late assignments will be marked down – **one-third of a grade per day late.*** “One-third of a grade” is, for example, from A to A-, B+ to B, etc. (or 3.3% using the scale below). As with incomplete grades, I generally do not allow students to turn things in late without assessing this penalty, except in unusual circumstances, e.g. medical emergencies. Having too much work in other classes or at work/internship does not count. All students have those challenges.

Final Grades. Your final grades will be calculated according to the following process:

1. I will total the scores of all assignments.
2. I will normalize the grades and convert your final total to a letter grade according to the following scheme:
 - 90-100 ⇒ A- to A
 - 80-89 ⇒ B- to B+
 - 70-79 ⇒ C- to C+
 - 60-69 ⇒ D- to D+
 - 0-59 ⇒ F

“Free Rider” Problem. Group assignments are a reality of the professional world. I plan to give a single grade to all members of a group, but understand they there may be substantial “outlier” behavior by particular group members. Within 4 days after handing in the final report, upload a peer evaluation form rating the contribution of each team member, if you believe the contributions were not equally

made by members of your team. I expect that most of these peer evaluation forms will not lead to changes in grades. However, if there appears to be consensus that one group member did not pull their weight (or alternatively, that one member was crucial to the team's success) I will adjust an individual's assignment grade up or down according to the peer evaluation form. Please be fair in rating others. A copy of the peer evaluation form can be downloaded from the course D2L site.

Class participation. I will be taking attendance, and I will ask you to participate in conversations about the reading and course content regularly. If you don't participate it will be difficult to get points in the 'class participation' category. If there is a consistency in the peer evaluations across all assignments, I will also use the peer evaluations to inform this metric.

TITLE IX REPORTING OBLIGATION

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals here, <https://www.pdx.edu/sexual-assault/get-help>. For more information about Title IX, 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.

OTHER STUFF

I support the use of laptops or tablets in class for taking notes and other tasks related to class, but not for unrelated purposes. Guest speakers will be taking valuable time out of their schedules to share their experience and knowledge with you. Out of respect, please give them your full attention. If people abuse this privilege, I will change my policy and prohibit use of such devices.

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 ConductCode](#) . 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.

GRADING POLICIES

Incomplete grades. I will only assign an incomplete (I) grade when circumstances are consistent with PSU's policy on incomplete grades, shown below. "Circumstances must be unforeseen or beyond [your] control." In other words, I do not give incompletes for poor planning on your part, e.g. you got too busy with work and your other classes. If you do encounter unforeseen circumstances, approach me as soon as possible about entering into a written agreement for an incomplete grade. From the PSU Bulletin:

"A student may be assigned an I grade by an instructor when all of the following four criteria apply:

Quality of work in the course up to that point must be C level or above.

1. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
2. Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.
3. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.

The Toulan School welcomes feedback on Diversity, Equity and Inclusion (DEI) related to this particular class or other issues in the Toulan School. Students are welcome to [submit anonymous feedback here](#), and/or [communicate with the DEI committee members directly](#).

SCHEDULES AND READINGS

The table on pages 5 and 6 describe the anticipated flow of our next ten weeks together, including assignment due dates, topics, and readings. Please note we may experience some flexibility in order to accommodate the schedules of guest speakers or the discovery of better readings.

Week	Date	Assignment Distributed	Assignment Due	Topic	Readings (BEFORE class)
1	4/4			Introduction to Better Blocks PDX Course Overview Bicycle and Pedestrian planning overview	
2	4/11	Assignment 1		Existing Conditions: Primary and Secondary Data Healthy Communities	Read: Benchmarking Report, INTRODUCTION Read: Benchmarking Report, Section I Healthy Communities Read: Benchmarking Report, Section V, Infrastructure for Physical Activity Resource: Saelens & Handy, Built Environment Correlates of Walking: A Review , <i>Medicine and Science in Sports and Exercise</i> , 40(7), S550- S566
3	4/18			Transportation Policy Complete Streets	Read: National Complete Streets Coalition Taking Action on Complete Streets
4	4/25	Assignment 2:		Active Transportation Research Economic Benefits of Investing in Active Transportation	Read: Benchmarking Report, Section III Strong Economies Read: The Economic Significance of Bicycle-Related Travel in Oregon: 2012, Dean Runyan Associates Read a peer reviewed journal article on the subject of your choice
5	5/2		Assignment # 1 (5pm) Topic(565) or Plan Name (465) for # 4	Systemic Safety Public Engagement	Read: Benchmarking Report, Section II Safe Transportation Read: Benchmarking Report, Section VII Laws & Enforcement to promote biking and walking Read: Benchmarking Report, Section IX Engaged Public Read: Martin, Vaughn (2010). Cultural Competence: The Nuts and Bolts of Diversity & Inclusion

Week	Date	Assignment Distributed	Assignment Due	Topic	Readings (BEFORE class)
6	5/9			Network Planning Policy, Program, Networks, and projects	Read: Benchmarking Report, Section IV Connected Routes Read: Racism Rears its Head on Williams Project < <http://bikeportland.org/2011/07/21/racism-rears-its-head-on-williams-project-56633>> >
7	5/16	Assignment 3	Assignment # 2 (5pm)	Facility Types and Project Selection Safety Countermeasures	Scan: NACTO Urban Streets Design Guide Scan: NACTO Bikeway Design Guide
8	5/23		References (565) or outline (465) for #4	Project Prioritization Performance Measures and Metrics Funding	Read: Benchmarking Report, Section VI Effective Transportation Governance Read: Benchmarking Report, Section VIII Funding & Financing Transportation Read: Benchmarking Report, Section X Equity
9	5/30			Placemaking Project implementation	Read: Open Streets Guide Read: Tactical Urbanism Guide
10	6/6		Assignment #3 (5pm)	Transportation Programs Trail Planning and Design	Read: ODOT Drive Less Save More: Southtown
Finals Week			Assignment # 4 (June 13 th , 12pm)		

Task: In your BBPDX groups, you will recommend a phased public participation and community engagement plan for the area of your project. There is no obligation to actually engage with your recommended stakeholders, but prepare the plan so that the project leaders can hit the ground running.

Objective: Develop a framework for gathering input, distributing information and soliciting involvement in your project, in anticipation of making changes that support transportation goals in your planning area. The public participation plan should support PBOT's goals as described here: <http://www.portlandoregon.gov/oni/48289>, Specifically use, the toolkit resources, <http://www.portlandoregon.gov/shared/cfm/image.cfm?id=137141>.

Deliverables:

1. Completed Appendix B of City of Portland Public Involvement Toolkit to assess the levels of impact of your project. This will help guide your proposed investment in engagement.
2. A list of stages/levels in the planning and implementation process, from start to finish, that would affect the community, similar to that found in Appendix C of City of Portland Public Involvement Toolkit (replace The City, with Better Blocks).
3. A list of public participation goals at each stage of the planning and implementation process, from asking community values to inviting people to attend the day(s), to evaluation (again check out Appendix C of the Portland Public Involvement Toolkit).
4. A description of tools you recommend to get people to the table to inform and support: design of the physical and social space, as well as to participate in the event (Appendix C is still a good resources here)
5. Three sample engagement pieces SUCH AS a mockup of a flyer, a drawing of a website page, an agenda for a meeting, or a space plan for activities in the space
6. **Actual** names and contact information of people who should be invited to participate by stage and the primary goal of the engagement at each stage, including groups that will activate the space.

Resources (skim these, but don't get lost in them):

Various materials that simplify community engagement:

http://www.uvm.edu/extension/community/buildingcapacity/pdfs/community_engagement_handout.pdf

Portland Public Participation Manual: <https://www.portlandoregon.gov/oni/article/84435>

The Planners' Guide to Tactical Urbanism:

<https://reginaurbanecology.files.wordpress.com/2013/10/tuguide1.pdf>

http://www.atlantaregional.com/File%20Library/Aging/Comm%20Dev/arc_lbe_summary_report.pdf. (hint, you might find ideas for programming in here too!).

Table 1. Grading Rubric

	4 Points	3 Points	2 Points
Impact Assessment	Exceptionally completed Appendix B of City of Portland Public Involvement Toolkit to assess the levels of impact of your project.	Fully completed 1 Appendix B of City of Portland Public Involvement Toolkit to assess the levels of impact of your project.	Partially completed 1 Appendix B of City of Portland Public Involvement Toolkit to assess the levels of impact of your project.
Enumeration of Planning Stages and Goals	Exceptionally completed list of stages /levels in the planning and implementation process, from start to finish, that would affect the community. Exceptionally completed a list of corresponding public participation goals at each stage of the planning and implementation process, from asking community values to inviting people to attend the day(s), to evaluation.	Fully completed list of stages /levels in the planning and implementation process, from start to finish, that would affect the community. Fully completed a list of corresponding public participation goals at each stage of the planning and implementation process, from asking community values to inviting people to attend the day(s), to evaluation	Partially completed list of stages /levels in the planning and implementation process, from start to finish, that would affect the community. Partially completed a list of corresponding public participation goals at each stage of the planning and implementation process, from asking community values to inviting people to attend the day(s), to evaluation.
Recommended Tools	Exceptionally completed description of tools you recommend to get people to the table to 1) inform and support design of the physical and social space, 2) to participate in the event.	Fully completed description of tools you recommend to get people to the table to 1) inform and support design of the physical and social space, 2) to participate in the event	Partially completed description of tools you recommend to get people to the table to 1) inform and support design of the physical and social space, 2) to participate in the event.
Sample engagement pieces	Three exceptional sample engagement pieces SUCH AS a mockup of a flyer, a drawing of a website page, an agenda for a meeting, or a space plan for activities in the space.	Three complete sample engagement pieces SUCH AS a mockup of a flyer, a drawing of a website page, an agenda for a meeting, or a space plan for activities in the space.	Three partially complete sample engagement pieces SUCH AS a mockup of a flyer, a drawing of a website page, an agenda for a meeting, or a space plan for activities in the space.
Contact List	Exceptionally detailed list of names with contact information of people who should be invited to participate by stage and the primary goal of the engagement at each stage, including groups that will activate the space.	Thorough list of names with contact information of people who should be invited to participate by stage and the primary goal of the engagement at each stage, including groups that will activate the space.	Partial list of names with contact information of people who should be invited to participate by stage and the primary goal of the engagement at each stage, including groups that will activate the space.

Task: First, document your BBPDX project goal(s) (as stated by the applicants or made up by you) and develop a list of objectives to meet that goal. For example, if a project goal is to “make the street safer for people walking,” the project’s objectives might be:

- Slows traffic
- Creates a walking space
- Increases street user awareness of traffic safety risks

Second, consider a choice the BBPDX instigators will need to make as they refine their idea to meet this project goal. These could be design options, scheduling choices, or another choice. If the instigators or you have come up with two or more design options to evaluate, great. If not, examples of other choice sets include: stand-alone event or incorporated with Sunday Parkways; weekend or weekday...

Third, generate a list of values related to the community and to the objectives that could be useful for making the choice of which options to move forward with. For example, related to the objective of creating a walking space, your group might care about separated walkways, wide walkways, minimal crossings, high visibility from traffic...

Fourth, enter your values into the rows in the provided matrix, and assess the relative importance of each value.

Fifth, rate each choice in terms of its ability to satisfy each value.

Finally, thinking about the project objectives, and your most important values, recommend a set of performance metrics to be tracked during the demonstration to measure the success of the project in meeting its objectives during implementation. In the examples above, a potential evaluation metric might be “number of people walking compared to a typical day,” or “85th percentile speed compared to typical day.” (This can be an extension of your work on Assignment 1).

Deliverables: A short paper (3-5 pages) including ...

1. The project’s overall goal (s)
2. The objectives that will help achieve this goal
3. A list of two or more potential design, timing, or event options for the demonstration event
4. A weighted decision matrix that will help the instigators make this choice
5. Recommendations for performance metrics for game day (at least one per objective)

Resources: Sample weighted decision-making matrix (in Assignment 3 Folder)

Table 1. Assignment 3 Grading Rubric

Criteria	Level 4 4-5 points	Level 3 2-3 points	Level 2 0-1 points
Description of goals, objectives and options	Exceptional description of goals, objectives and options	Complete description of goals, objectives and options.	Incomplete description of goals, objectives and options.
Description of relevance and importance of decision making factors	Exceptional description of decision making factors including description of the relevance of each to your project goals and objectives; fully completed matrix	Acceptable description of decision making factors including description of the relevance of each to your project goals and objectives; partially completed matrix	Incomplete description of decision making factors missing either description of the relevance of each to your project goals and objectives; no matrix
Evaluation metrics	Exceptional description of considered and recommended evaluation metrics	Acceptable description of considered and recommended evaluation metrics	Incomplete description of considered and recommended evaluation metrics

USP 465/565: PEDESTRIAN & BICYCLE PLANNING
ASSIGNMENT 1: PED/BIKE ACTIVITY AND BEHAVIOR MONITORING
SPRING QUARTER 2019

DUE TO ASSIGNMENT 1 DROPBOX ON THURSDAY MAY 2, 5 PM

Objective: Collect and analyze field data. Understand the benefits and limitations of such data.

Specifics: In groups, you will be collecting pertinent information about one of the Better Block PDX project locations you will be assigned by April 11.

Your team will collect 8 hours of data:

1. Pedestrian and bicyclist screenline counts (4 over a variety of times and/or days)
2. Activity scans (4 over a variety of times and/or days)

The purpose of collecting data at different times or on different days is to compare weekend with weekday OR morning with evening. Or maybe your location is super busy at lunch time and it makes most sense to compare weekend and weekday lunch periods.

Read the PeopleSt Manual for guidance on defining your “Catchment Area” and completing the pedestrian and bicyclist screenlines counts, and activity scans using the forms provided there.

We are generally following the methods from the National Bicycle and Pedestrian Documentation Project (forms here: <http://bikepeddocumentation.org>), but modified a bit by the City of Los Angeles’ People St. program. You can find forms and instructions in the People St Project Evaluation Manual and Fieldwork Toolset at http://peoplest.lacity.org/wp-content/uploads/2014/11/People_St_Project_Evaluation_Manual_v1.1.pdf.

- Products:**
- 1) Completed primary data collection spreadsheets or pdfs, including the descriptive information about where and when counts were conducted.
 - 2) A 5-7 page narrative memo that uses the data your team collected to tell a story about the types and amount of activity at the site. If your site is a corridor, you might choose to compare and contrast the activity based on the adjacent land use context or supplemented with information from the American Community Survey (type in the street address at [census](#) to find out about the places where the counts were conducted.
 - Describe the location from a land use and urban form perspective, for added insights, tell the reader about the demographics, as described by the US Census or other data sources.
 - Describe how and why you chose the activity data to collect.
 - Summarize the counts. Think about how best to show your numbers. For example, when would percentages be appropriate, rather than just the raw numbers? Review some of the PeopleSt or San Francisco Public Life studies to see how to visualize the information.
 - Discuss what you think influenced the counts, e.g. why one location might be higher than the other or differ on the split between peds and bikes and between desirable and undesirable activities.
 - Compare counts taken at the same locations at different times- How did they differ, any idea why?
 - Look at the data and recommend the metrics that will be interesting and useful to track over time, especially if a transportation or placemaking project were to be constructed here.
 - Discuss any strengths and weaknesses of the counts.

Inspirational Resources:

- LADOT People St Manual
- LADOT Broadway Dress Rehearsal Pre-Installation Report
- San Francisco Public Life Study: Standards Manual
- San Francisco Public Life Geodatabase

Grading Rubric:

Criteria	5 points	3-4 points	2 points	1 point
Context - Describe Location and Summarize rationale for selected data	Superb - easy to follow and creative	Well done and well organized	Acceptable.	Not provided or Difficult to follow.
Summary of Counts	Superb - easy to follow and creative	Well done and well organized	Acceptable.	Not provided or Difficult to follow.
Discuss possible reasons for count variability	Superb - easy to follow and creative	Well done and well organized	Acceptable.	Not provided or Difficult to follow.
Recommend data collection to inform project success and change over time	Superb - easy to follow and creative	Well done and well organized	Acceptable.	Not provided or Difficult to follow.
Lessons learned or strengths and weaknesses of chosen data collection	Superb - easy to follow and creative	Well done and well organized	Acceptable.	Not provided or Difficult to follow.
Overall Score	25	15-20	10	5

USP 465/565: PEDESTRIAN & BICYCLE PLANNING
ASSIGNMENT 4: WHITE PAPER
SPRING QUARTER 2019

DUE: JUNE 13, 10 AM

Objective: Provide an overview of the state of research on the topic of your choice. Draw conclusions that are useful to practitioners. Recommend needs for further research or describe insights that should be considered in practice.

Specifics: The paper should be approximately 10 pages, double-spaced. You should be using academic, peer-reviewed literature, complemented with public agency reports and other media. Learn more about white papers [here](#). See examples of Initiative for Bicycle and Pedestrian Innovation (IBPI) white papers [here](#).

May 2: Submit a one-paragraph description of your topic and the questions you hope to answer through the review to D2L. The narrower the topic, the better. (5 pm)

May 23: Submit a list of annotated references you have found to date for your paper to D2L by 5 pm. At this point you should have ten or more references, at least half of which are from peer-reviewed sources. The annotations should generally describe the paper's findings with respect to your research question.

June 13: Submit final paper to D2L by 10 am

Product: Approximately 10 page paper (double spaced).

Potential Topics: You are welcome to choose one of these or your own.

Helmets	Distracted walking / biking
Shared / Networked mobility and their impact on VMT, safety or livability	Vision Zero
Effective Public Engagement (bike share; open streets; smart trips; placemaking; Parklets; enforcement; bike corrals...)	Economic impacts of capital investments
Health impacts of capital investments	Quality of Service and Performance Measures
Demographics / Equity	Programs and Policies

RUBRIC	Missing	Average	Excellent
Overview state of the research	0	3	5
Draw useful conclusions	0	5	9
Indicate needs for future research or changes in practice	0	3	5
Use academic, peer reviewed literature	0	3	5
Complement with public agency reports/media	1	2	3
Appropriate use of references	0	1	3

Your Weighted Decision

0

3. Options

Option A

1. Decision making factors

Meets which objective?

2. Weighting

4. Your Score

wider sidewalk		3	
will attract more people		4	
		5	
		2	
		2	
		5	
		2	
		2	

DIRECTIONS

1. I have given you some samples here, but use your own. To the extent possible, try to list factors that are
 2. In the weighing column, put how important the factor is to you on a scale of 1-5
 3. The options you want to compare
 4. Score each option across each factor on a scale of 1-5, if that is too hard, just score from 1-2. this is plann
- Voila: Look at the scores in column 2 and suggest if it seems like the right option, or whether you

Which project alternative should we choose

0	0	0	0
Option B	Option C	Option D	Option E

4. Your Score 4. Your Score 4. Your Score 4. Your Score

different between the alternatives (ie, don't include widens sidewalk if the sidewalk will be the same w

ing, art, not science

might have missed some decision making factors that are important

idth in each option)