

Supplementary Material

Graduate Course in Transport for Persons with Disabilities

Based on suggestions identified in literature review, findings of syllabi analysis, and my knowledge of accessible transport, I outline the following syllabus, containing eight modules, for graduate planning programs.

- *Introduction (3 hours)*: Discussions pertaining to course outline, expectations, rules will take place in this class. This class will also feature a guest speaker working in accessible transport to highlight careers and opportunities in the field.
- *Transport planning (3 - 6 hours)*: Provides an overview of transport planning in general, discussing pertinent issues. While transport planning is offered in many programs, it may not be in others. This module will situate the topic in context with general transport topics and serve as an introduction or a refresher depending on students' prior experience. The number of hours dedicated can vary depending on the availability of introductory courses in each curriculum.
- *Transport and equity (3 hours)*: Discusses transport disadvantages experienced by low-income earners, racialized minorities, recent immigrants, seniors, persons with disabilities and other demographics. The discussion also includes environmental justice in relation to the communities affected by transport projects.
- *Understanding disability (3 hours)*: The third module is an exploration of disability to create an understanding of issues surrounding the topic. Critical disability theory will frame the discussion. This module is also an opportunity to discuss planning theory and relate it to disability topics in questions of privilege and civil rights.
- *The ADA in transport (6 hours)*: As Turnbull (1993) stated, "The major elements of the ADA influencing transport planning are those relating to the provision of transit services, transit facilities, and transit information" (p.25). Thus, preparing students to work as

accessible-transport professionals would require educating them on this topic. Six hours (two classes) are dedicated to learning about the ADA, regulations, requirements, the mechanisms by which the ADA-complaints are enforced.

- *Accessible transport systems and financing (9 hours)*: This module covers existing accessible transport systems in the US. It will also cover similar systems in Canada and European countries, highlighting similarities and differences. From the beginning of the passing of the ADA law, cost was one of the major issues raised by opponents (Rosenbaum, 2010; Garland-Thomson, 2015). In 2012, the United States Government of Accountability Office (GAO, 2012) reported that the average cost of paratransit to be nearly \$30.00, compared to a fixed-route option that costs an average of \$8.15. In light of that, this module will discuss funding of accessible transport.
- *Facility and vehicle design in compliance with the ADA (6 hours)*: Discusses principles of design as they relate to accessible transport. This will include facility and vehicles accessibility. Students will learn analysis tools for ADA compliance of vehicles and facilities.
- *Assistive Technology and TNCs (6 hours)*: In this module, a range of assistive technology will be introduced. The focus of the module will be technology-enabled, Transport Network Companies in relations to the service they provide in accessible transport. Autonomous vehicles will also be discussed.
- *Communications and engagement skills (3 hours)*: This module will offer instructions on community engagement principles and oral presentations. It was identified in literature (e.g. Handy et al., 2002) that planning education does not include instructions on communications skills. Considering the communicative role of the planner (Ozawa & Seltzer, 1999), it is important to provide skill-building training to equip prospective planners for that role.

Required Course Reading

AARP Public Policy Research Institute. (2009). *Planning Complete Streets for an Aging America*. [Assests.aarp.org/rgcenter/ppi/liv-com/2009-12-streets.pdf](https://www.aarp.org/rgcenter/ppi/liv-com/2009-12-streets.pdf)

Hosking, D. L. (2008, September). Critical disability theory. In *A paper presented at the 4th Biennial Disability Studies Conference at Lancaster University, UK*.

Steinfeld, A., Maisel, J. L., & Steinfeld, E. (Eds.). (2017). *Accessible Public Transportation: Designing Service for Riders with Disabilities*. Routledge.

References

Handy, S., Weston, L., Song, J., & Maria D. Lane, K. (2002). Education of transportation planning professionals. *Transportation Research Record: Journal of the Transportation Research Board*, (1812), 151-160. doi.org/10.3141/1812-19

Garland-Thomson, R. (2015). Disabled People Must Make Themselves Visible. Retrieved from <https://www.nytimes.com/roomfordebate/2015/07/26/the-americans-with-disabilities-act-25-years-later/disabled-people-must-make-themselves-visible>

Ozawa, C. P., & Seltzer, E. P. (1999). Taking our bearings: Mapping a relationship among planning practice, theory, and education. *Journal of Planning Education and Research*, 18(3), 257-266. doi.org/10.1177/0739456X9901800307

Rosenbaum, P. (2010). Disabilities Debate Rages 20 years Later. Retrieved from <http://www.cnn.com/2010/LIVING/07/26/ada.history/index.html>

United States Government Accountability Office. (2012). ADA Paratransit Services, Demand Has Increased, but Little is Known about Compliance. Retrieved from <https://www.gao.gov/assets/660/650079.pdf>

Turnbull, K. F. (1993). *An Analysis of Graduate Transportation Planning Education in the United States*. PhD thesis. Texas A&M University, College Station, 1993.