

PPD 431: Undergraduate Policy, Planning, and Development Studio Spring Semester 2025



Proposal for a Transit-Oriented Development in the City of Huntington Park, CA Southeast Gateway Line Project

Session 51133R
Tuesday & Thursday
4:00-5:50pm Pacific Time
Classroom: VPD112

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I. COURSE DESCRIPTION

This undergraduate studio focuses on the development of a comprehensive Transit-Oriented Development (TOD) proposal for the City of Huntington Park, CA, centered around the future Metro Southeast Gateway Line (SGL) light-rail station. Working in teams, students will produce professional-quality proposals designed to engage key stakeholders, including investors, city planners, and the local community.

The course emphasizes interdisciplinary collaboration, sustainability, and social equity as central themes in addressing urban development challenges. Through lectures, discussions, readings, and exercises, students will explore the forces shaping urban and regional growth, the balance between mixed-use development and affordable housing, and the mechanisms available to private and public sectors to address these issues. Timely submission of deliverables, active participation in class, and effective teamwork are critical components of this capstone experience. Furthermore, students will develop an understanding of public and project delivery methods, along with the associated constraints and opportunities.

II. LEARNING OBJECTIVES

By the end of this course, students will:

- Develop expertise in policy, planning, or real estate development through targeted assignments.
- Apply TOD principles in sustainable urban development.
- Analyze existing community conditions, including demographics and land use.
- Understand public-private partnerships, delivery methods, and development constraints.
- Collaborate effectively in multidisciplinary teams to create innovative solutions.

III. BACKGROUND:

The proposed 14.5-mile Southeast Gateway Line (SGL) Light Rail Transit (LRT) line is a new alignment that connects at Slauson/ A (Blue) Line Station and terminates in the City of Artesia. When completed in 2035, the SGL will provide a dependable alternative to driving for 2 million people in southeast LA County.

In April 2024, Metro Board of Directors adopted and certified the Environmental Impact Report in accordance with the California Environmental Quality Act (CEQA). The approved 14.5-mile alignment consists of nine new stations, five parking facilities, and a maintenance facility in Bellflower. In August 2024, the SGL project earned a federal Record of Decision (ROD), enabling funding eligibility, and in October 2024, it received \$231 million from the State of California. Additionally, a study is underway to explore alignment options connecting Slauson/A Line to Union Station. (source: Metro.net)

The approved alignment will follow the existing right-of-way parallel to the Blue Line owned by Union Pacific Railroad, then turn east along Randolph Avenue in the City of Huntington Park, transition south following the San Pedro Subdivision Branch (owned by Port of Los Angeles and Port of Long Beach), to the abandoned Pacific Electric (PE) ROW to the southern terminus in the City of Artesia. The SGL will traverse a highly populated area, with high numbers of low-income and heavily transit-dependent residents.

Two stations in the City of Huntington Park are planned along the new transit service, located at Pacific Blvd./Randolph St. and Florence Ave./Salt Lake Ave. The 3-square-miles city was incorporated in 1906, named after prominent industrialist Henry E. Huntington. The stretch of Pacific Blvd. in downtown Huntington Park was a major commercial district serving the city's mostly white working-class residents. Since mid-1990s, the city's demographic changed sharply to Latino. According to the US Census, the estimated population in the city is 51,942 according to the 2023.

Available reports, past work & comparable studies for reference may be provided throughout the class.

Southeast Gateway Line



Figure 1: Overall alignment of the Southeast Gateway Line (SGL) LRT (Source: LA Metro)

IV. APPROACHES TO CAPSTONE LEARNING

The class structure incorporates individual study and reporting, in-class lectures and discussions, and field reviews. Distinguished guests will be invited throughout the course to share their real-world practice in related fields. Pending the final class enrollment, the class will be tentatively divided into four 6-person teams. Each team will have a wide range of options on its proposed project scale, composition, and financing options. The targeted audience may vary based on each team’s approach. For example, a team that proposes a completely privately owned, for-profit housing development may choose private investors as its target audience. Another team may choose a government entity as its target audience due to public-funding involved. At the end of class, each team will produce a professional grade written proposal and a multimedia presentation (not to exceed 20 minutes).

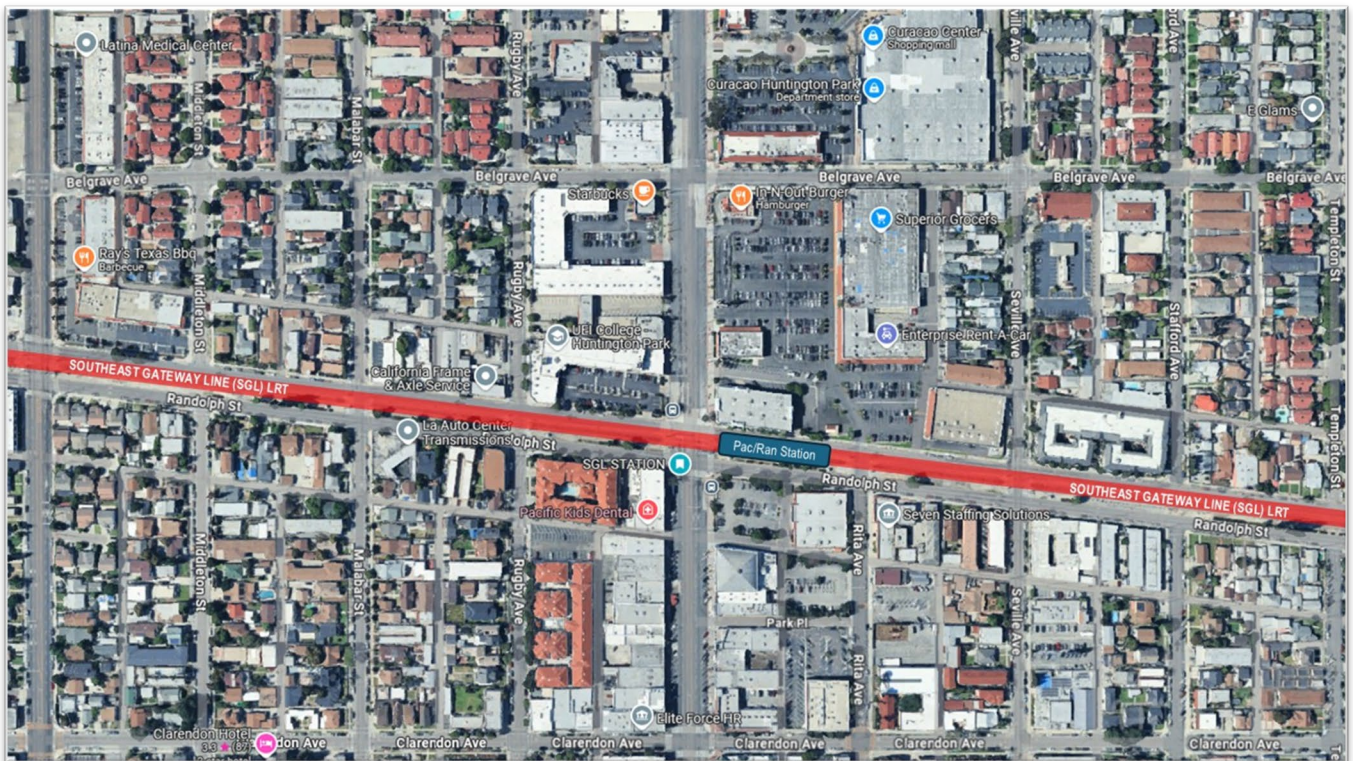


Figure 2: Vicinity Map - SGL Pacific/Randolph Station (Image Source: Google Earth)

PART 1: FOUNDATIONAL KNOWLEDGE - INDIVIDUAL RESEARCH AND REPORTING

Using the provided Technical Memorandum format, each student will conduct independent research and produce two written reports. **Do NOT contact City of Huntington Park staff or other consultants on these two assignments.**

- **Individual Assignment #1:** Research and document the Los Angeles Metro’s plans, as well as the City’s plans, policies and implementation strategies necessary to capitalize on the LRT investment.
- **Individual Assignment #2:** Research and document property ownerships, market land values, and current tax revenue generated by each establishment.

PART 2: COMPREHENSIVE DEVELOPMENT PROPOSAL BY TEAM

Each team will develop a comprehensive development proposal based on the following parameters:

1. **Significance of the Project Site:** As shown in **Figure 2**, the future Metro Southeast Gateway Line light-rail will have a stop at the corner of Pacific Blvd/Randolph Street, Huntington Park
2. **Imaginary Development Site:** As shown in Figure 3, students will explore development opportunities within the block bounded by Pacific Blvd, Randolph Street, Belgrave Ave and Serville Avenue, excluding the existing residential units along Serville Ave. Each group may choose to develop the entire study site or focus on only a portion of the site.
3. **Current uses:** Commercial
4. **Future uses:** review city's zoning and related plans
5. **Development Considerations:**
 - a. Capitalizing the historical transportation infrastructure investment in the City and region
 - b. Respecting the City's Master Plan, Specific Plan or other relevant visions
 - c. Reducing auto-reliance and enhancing pedestrian access around the site
 - d. Incorporating affordable units to the overall proposal
 - e. Encouraging right-sized commercial uses (local tax revenues)
 - f. Developing feasible financing options
 - g. Outlining strategies to acquire private properties, obtain entitlements, construction methods, schedule & risk management



Figure 3: Study Site

Each team will review the existing conditions within the study site, relevant plans and visions, and examine market opportunities for development. Team members may conduct field surveys, review design plans, and

collect additional data in and around the proposed LRT alignment. Use of GIS, computer simulations, animations, or other multi-media means to visualize the overall project area, operational considerations, and potential impacts in surrounding areas are encouraged.

Each team is encouraged to consider transformative elements, such as innovative design, project delivery methods, and financing options. The overall project scope must be compatible with the community characters, implementable, and feasible.

Team’s Point of Contact (POC) will submit the following group submittals:

- Submittal #1: Preliminary Team’s Roles & Responsibilities
- Submittal #2: Preliminary Development Concept
- Submittal #3 Final Development Concept
- Submittal #4: Progress Report
- Submittal #5: Progress Report
- Submittal #6: Progress Report
- Submittal #7A: Draft Proposal
- Submittal #7B: Upload multimedia files
- Submittal #7C: FINAL Proposal (written)

V. STUDENT EVALUATION

Category	Percentage
Individual Reports (2) – Individual Grade	20%
Group Submittals (6) – Group Grade	30%
Final Deliverables (7A-7C) – Group Grade	40%
Course-wide Participation/Responsiveness – Individual Grade	5%
Peer Review – Individual Grade	5%
TOTAL	100%

VI. TEAM ASSIGNMENT (to be finalized by January 15, 2025)

	Team #1	Team #2	Team #3	Team #4
1				
2				
3				
4				
5				
6				

Each team will develop a formal organizational chart and outline each member’s roles and responsibilities.

VII. SCHEDULE

Note - Unless otherwise specified, all deliverables and reports are due on the day listed by 5:00 pm Pacific Time via Brightspace.

Week #	Lecture #	Date	Preliminary Topics	Deliverable Due
1	01	1/14/2025	Self-Intro Setting the Stage for the Semester	Self-intro & resume
1	02	1/16/2025	Lecture & discussion	
2	03	1/21/2025	In-class lecture cancelled Teams to conduct field review	
2	04	1/23/2025	In-class lecture cancelled Teams to conduct field review	Individual Assignment #1 Due 1/24/2025 by 5pm PST
3	05	1/28/2025	Lecture & discussion	
3	06	1/30/2025	Guest Lecture #1	Group Submittal #1 by POC: Preliminary Team's Roles & Responsibilities Due 1/31/2025 by 5pm PST
4	07	2/04/2025	Lecture/Discussion	
4	08	2/06/2025	Guest Lecture #2	Individual Assignment #2 Due 2/07/2025 by 5pm PST
5	09	2/11/2025	Lecture & discussion	
5	10	2/13/2025	In-class lecture cancelled Teams to conduct field review (follow-up)	Group Submittal #2 by POC: Preliminary Development Concept Due 2/17/2025 by 5pm PST
6	11	2/18/2025	Lecture & discussion	
6	12	2/20/2025	Guest Lecture #3	
7	13	2/25/2025	Lecture & discussion	
7	14	2 /27/2025	Guest Lecture #4	Group Submittal #3 by POC: Final Development Concept Due 2/28/2025 by 5pm PST

8	15	3/04/2025	Lecture & discussion	
8	16	3/06/2025	Guest Lecture #5	
9	17	3/11/2025	Note: Daylight Saving Time begins on 3/9/2025 Lecture & discussion	
9	18	3/13/2025	Guest Lecture #6	Group Submittal #4 by POC: Progress Report Due 3/14/2025 by 5pm PDT
10	19	3/18/2025	No class – spring break	
10	20	3/20/2025	No class – spring break	
11	21	3/25/2025	Mid-Term: Group Check-in	
11	22	3/27/2025	Guest Lecture #7	Group Submittal #5 by POC: Progress Report Due 3/28/2025 by 5pm PDT
12	23	4/01/2025	Lecture & discussion	
12	24	4/03/2025	Lecture & discussion	
13	25	4/08/2025	Lecture & discussion	
13	26	4/10/2025	Lecture & discussion	Group Submittal #6 by POC: Progress Report Due 4/11/2025 by 5pm PDT
14	27	4/15/2025	Lecture & discussion	

14	28	4/17/2025	Lecture & discussion	
15	29	4/22/2025	Lecture & discussion	Group Submittal #7A by POC: Draft Proposal Due 4/23/2025 by 5pm PDT
15	30	4/24/2025	Lecture & discussion	
16	31	4/29/2025	Lecture & discussion	Group Submittal #7B by POC: Upload multimedia files due 4/30/2025 5pm PDT
16	32	5/01/2025	Last lecture – Showcasing Development Proposals (multimedia presentations)	Group Submittal #7C: FINAL Proposal (written) Due 4/30/2025 by 5pm PDT

VIII. ADDITIONAL INSTRUCTIONS

Lecturer’s Expectations

Please participate in course discussion enthusiastically; communicate with me (in person, via email or phone call or zoom) openly; respond to my assignments/inquiries promptly; and collaborate, coordinate, cooperate with your team members. These are fundamental skills in the workplace.

Etiquette - Expected Social Behavior

1. **Be on time** - We will begin each class promptly at 4pm Pacific Time
2. To the extent possible, we will take one 5-10 minutes of break
3. **Present yourself in a professional manner.** This course is part of a professional degree program, and students are expected to act and present themselves professionally. Adhere to the same **standard of behavior** in the classroom and online (office-hour) as you would at work
4. **Speak in a professional manner:** e.g., use neutral language, avoid labels and stereotypes or overgeneralizations about groups/populations
5. Promote participation and **foster respect** among fellow students
6. Every student is encouraged to participate actively in class discussions
7. When joining in discussion, provide thoughtful, succinct, and non-argumentative contributions to the discussion.
8. **Please avoid multitasking to maintain focus!**

Relevant Documents & Resources

Note to students: Do not solely rely on Seri, Google, or Wikipedia for reference. When necessary, attempt to contact public agencies or private companies to inquire about relevant information for completing your individual project or group project. That is part of your “real-world” training.

Policy on the use of Artificial Intelligence (AI) Generators in PPD531 Transportation Studio

Using Generative AI in research and to facilitate technical write-ups is an unavoidable trend. Nevertheless, students must demonstrate full understanding of their own writing submissions.

You will use AI (e.g., ChatGPT and image generation tools) in this class. Instead of prohibiting you from using AI, you should embrace the learning opportunities but keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work!
- Consider the appropriateness of using AI for each assignment or circumstance.
- Proceed carefully when using AI tools; verify all data and ensure that outputs are accurate and aligned with the course objectives. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source.
- You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- **The use of AI tools requires attribution. You will need to disclose the prompts you used to obtain the results. Failure to do so is a violation of academic integrity policies.**

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.

Group work. Unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.

Computer programs (if used). Plagiarism includes the submission of code written by or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.

IX. SCHOOLWIDE POLICIES, EXPECTATIONS AND RESOURCES

Statement on Academic Conduct and Support Systems

Academic Integrity (Updated 8/19/2024)

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university’s mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared

for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Students and Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodation is not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.