


ROAD SAFETY ACADEMY COURSE CATALOG - FRONT COVER, INSIDE PAGE, BACK COVER




Road Safety Academy

Fall 2011 Course Catalog
Educating Road Safety Professionals

The Road Safety Academy is the training and education arm of the UNC Highway Safety Research Center

www.rsa.unc.edu



About the Road Safety Academy

Established in 2009, the Road Safety Academy (RSA) is the training and education arm of the University of North Carolina Highway Safety Research Center (HSRC). RSA offers both in-person and Web-based trainings that cover a broad range of road safety topics, including:

- Child Passenger Safety
- Pedestrian Safety
- Roadway Design
- Safe Routes to School
- Seniors
- Transportation Engineering

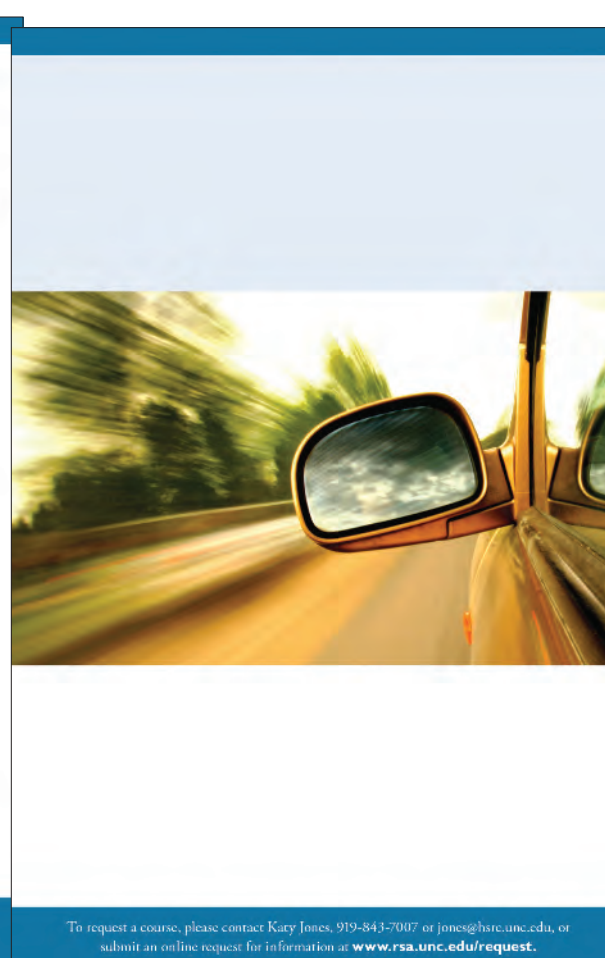
RSA was established to help address a growing need for education and training in the field of transportation safety. RSA aims to reduce the death toll on U.S. roadways by offering a diverse range of training and education options to both the public and road safety professionals.

Continuing Education Credits

AICP
The Road Safety Academy is a registered provider with the American Institute of Certified Planners (AICP) and offers CM credits for many of its planning-related courses.

RCEP
The Road Safety Academy has met the standards and requirements of the National Council of Examiners for Engineering and Surveying (NCEES) Registered Continuing Education Program (RCEP). Credit earned on completion of relevant RSA courses will be reported to RCEP.

To request a course, please contact Katy Jones, 919.843.7007 or jones@hsrc.unc.edu, or submit an online request for information at www.rsa.unc.edu/request





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SAFE ROUTES TO SCHOOLS - CASE COMPARISON - FRONT COVER, INSIDE PAGE

SHIFTING MODES

A Comparative Analysis of Safe Routes to School Program Elements and Travel Mode Outcomes

Prepared by the National Center for Safe Routes to School

Shifting Modes: A Comparative Analysis of Safe Routes to School Program Elements and Travel Mode Outcomes

Table 2. SRTS program elements and examples from schools in study.

Program Element	Illustrative Example
School Engagement	"The fall of 2007 is when we [members of the County Health Department] approached Middle School F about doing SRTS activities. Folks at the school thought it [implementing a SRTS program] was a great idea." — Middle School F Coordinator
Program Leadership	"The [school's] principal is the leader behind the program. She is in contact with state DOT staff for support as needed and for review meetings. She organizes activities, such as International Walk to School Day, a state-wide Walk and Bicycle to School Day initiative, pedestrian safety training for 2 nd graders, and parent surveys." — Elementary D Coordinator
Additional Parental Support	"We need more consistent support from the PTA. People have to see parents' involvement happening year after year. Changes are not something that will happen overnight." — Middle School E Transportation Coordinator
SRTS Activities & Projects	"Parents have completed walkability checklists of area streets as a resource for the school. The school has a regular group of students walking and bicycling to school and those that can get to school using these routes are supported by their parents." — Elementary D Coordinator
Enabling Factors	<ul style="list-style-type: none"> • Walk to school day • Classroom pedestrian safety training • Frequent teacher/leader program • Student-led safety patrols • School zone speed enforcement • Park-and-walk program Representative of activities/projects from all schools in this study
Inhibiting Factors	"The town [in which Elementary A is located] is densely populated, and the school offers a prime location to be able to walk to school." — Elementary A Coordinator "The crossing guards at the remote drop-off point make it more comfortable for students who ride the bus to walk at least part of the way. Many of the children really like the crossing guards." — Elementary B Coordinator "I started in this position [February of 2010 on a temporary basis. No one wants the job because it is great-funded. There has been a lot of [coordination] turnover." — Elementary C Coordinator "We did a survey of the barriers to walking/bicycling to school, and parents said that one [dangerous] intersection in front of the school was the largest barrier to walking to school — that it was too scary for their children to walk there." — Middle School F Transportation Coordinator

Prepared by the National Center for Safe Routes to School

ACADEMIC POSTER DESIGN - PEDESTRIAN PLANNING APPS

Client: UNC Highway Safety Research Center

Website: <http://www.hsrc.unc.edu>

Project: Various brochures, catalogs, academic posters and logos for HSRC, which conducts interdisciplinary research aimed at reducing deaths, injuries and related societal costs of roadway crashes.

Role: All visual design, creative direction, some photography

Bicycle and Pedestrian Planning? There's an App for That!

By Terra Curtis
UNC Highway Safety Research Center and Pedestrian and Bicycle Information Center (PBIC)

Background
Rising interest in bicycle and pedestrian travel, coupled with a boom in mobile web devices and applications, creates ample motivation for leveraging these technologies for planning. This project involved surveying several mobile and web solutions applicable to bicycle and pedestrian planning. Six case studies highlight current and potential uses of these technologies in the U.S.

Several conclusions were reached:

- Technologies exist to abate challenges in data collection for bicycle and pedestrian planning (e.g. existing conditions research; bicycle and pedestrian counts) and to support encouragement programs; however, other challenges remain (e.g. reliability; equity concerns; incomplete exposure data; funding).
- A local champion can help facilitate the infusion of technology into the planning process.
- Funding for these innovative solutions is limited, perhaps because the technology has not yet been widely tested.
- In general, these solutions are inexpensive and can save staff time.
- Adoption is rare likely due to funding issues and a lack of awareness.

Opportunities exist for the American Planning Association to distribute information about technology and planning efforts, particularly through its Technology Division and their Planning & Technology Today newsletter. Events such as Planning Tech@DUST, Transportation Camp, and Summer of Smart provide a communication channel between technology developers and planners so that future versions of these technologies respond to the reliability, equity, and incomplete data concerns. Webinars on this topic, with speakers from both the planning and technology sides, create an additional feedback channel to planners both to spread awareness and make the case to funders.

CycleTracks



Case studies: San Francisco, CA; Austin, TX; College Station, TX; Monterey, CA

Walk Score®



Case studies: Washington, DC; Office of Planning; Triangle Transit; Durham, NC

SeeClickFix



Case studies: Raleigh, NC; Richmond, VA; San Francisco, CA; Atlanta Bicycle Coalition; WBTV (Charlotte, NC)

Zero ZAP!



Case studies: Minneapolis Downtown Transportation Management Organization; Seward Co-Op; University of Minnesota

TurnCount



Case studies: Small cities, MPOs, and consulting agencies in 18 different countries; Alta Planning + Design and the Pioneer Valley Metropolitan Planning Organization (Springfield, MA) have expressed interest

SoBi



Case studies: Indiana University in planning