



School Crime Prevention Through Environmental Design Course Outline and Objectives

COURSE DESCRIPTION

CPTED (Crime Prevention through Environmental Design) uses design, management, and activity strategies to reduce opportunities for crime to occur, to reduce fear, and to improve the overall safety of schools. The CPTED concept emphasizes the relationship of the physical environment, the productive use of space, and the behavior of people. Upon completion of this 24-hour course, successful completion of a written test is required to obtain a course certificate. The course will include a hands-on CPTED evaluation of a school, and attendees will be provided with tools to use on their school campuses or in their associated activities with school safety.

Course Objectives:

- Develop expertise in the practice of school CPTED.
- Develop a common language and understanding of School CPTED for enhanced communications with other professionals and practitioners.
- Develop expertise in the use of the Centers for Disease Control CPTED School Assessment (CSA).

TEACHING METHODOLOGY / CLASS FORMAT: This course uses a combination of classroom instruction, interactive learning, PowerPoint presentations, videos, and practical scenarios. Students will be provided with a course manual.

METHODS OF EVALUATION: Successful completion of course requirements will be measured by a written examination at the conclusion of the course. Students must pass the examination in order to receive a NASRO certificate.

ATTENDANCE POLICY: Attendees will be allowed to miss no more than 10% of the total course time or a maximum of 2 hours. Any absences must be approved by the Instructor.

School CPTED Instructional Objectives

I. Introduction – Safe & Unsafe Environments

Identify, discuss and articulate the physical attributes of safe and unsafe environmental conditions found in school settings. Identify three school locations students often identify as unsafe.

II. CPTED Concept and Principles

Identify and discuss the CPTED Concept, the five principles of surveillance, access management, territoriality, physical maintenance, order maintenance and other factors.

III. Wayfinding, Signage and Landscaping

Explain the concept and two components of wayfinding, problems and solutions associated with signage and typical terms associated with landscaping in CPTED.

IV. Mobility – Vehicles, Parking, Pedestrians

Identify and explain components of both geographic and systems approaches to evaluating vehicle and pedestrian travel routes. ighting Concepts

Identify the six lighting plan elements.

Identify and discuss attributes and/or problems associated with four types of lamps commonly used for lighting public spaces.

Discuss the lighting concepts of intensity, uniformity, glare, shadowing, light trespass, horizontal and vertical illuminance.

V. CPTED School Assessment (CSA)

Identify the 3 major geographic components and time sensitive constraints of the CSA.

VI. Protocol, Preparations and Trial Run

Discuss the protocol, event timing and data gathering requirements for utilizing the CSA for school assessments.

Utilize the CSA definitions and trial run practice to accurately evaluate CPTED characteristics of a school setting.

VII. CPTED Field Exercise and Lighting Field Exercise

Working in a team and under random supervision by the instructor, use the knowledge acquired in the previous sessions to conduct both a CPTED School Assessment. A night field lighting assessment is optional.

VIII. Developing and Implementing CPTED School Strategies

Develop a clear understanding of CPTED attributes and deficiencies base on analysis of CSA data. The session includes an overview of spreadsheet as a means to analyze CSA data.

IX. Analysis, Recommendations and Action Plan

Working in a team, analyze CSA data; develop recommendations and an action plan to be presented in a 20-30 minute PowerPoint presentation.

X. Team Reports

Participate with other team members in presenting the analysis, findings and action plan for recommended improvements.

Critique deficiencies and discuss other team reports.

Recognize attributes and deficiencies in other team reports.

NASRO School CPTED Agenda

Day One

8:00 – 8:30 am	Welcome, Introductions, Course Overview, Safe and Unsafe Environments
8:30 – 10:30 am	School CPTED Concept and Principles
10:30 – 11:30 am	Wayfinding, Signage, and Landscaping
11:30 – 12:30 pm	Lunch
12:30 – 1:00 pm	Mobility
1:00 – 1:30 pm	Lighting
1:30 – 3:30 pm	CPTED School Assessment; Protocol and Use
3:30 – 4:00 pm	Trial Run
4:00 – 4:30 pm	Field Exercise Orientation
4:30 – 5:00 pm	Developing and Implementing CPTED Strategies in Schools

Day Two

8:00 – 5:00 pm	Independent field exercise with the CSA at the selected school, 30 minutes prior to start of first scheduled class to 30 minutes, after end of the last class. Lunch at the school, personal breaks in AM and PM.
9:00 am – 10:00 pm	Optional Nighttime Lighting Exercise (Times may vary. Exercise at the discretion of the instructor.)

Day Three

8:00 – 12:00 am	Finalize team analysis, develop recommendations, create action plan, prepare presentation, and review preliminary plan with instructor.
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Team Presentations
3:00 – 5:00 pm	Discussion, Critique, Exam, and Closing Remarks

Agenda times are subject to change at the discretion of the instructor.