



# Certification Program Proposal

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## **1.0 Introduction:**

The two top questions that CPTED Ontario receives are “*Are our members certified*” and “*How can someone identify a qualified CPTED practitioner*”?

Certification has long been a topic of discussion by CPTED Ontario members, but it was not until 2014 that the talks became serious when the CPTED Ontario Board of Directors established a Certification Committee.

The certification issue has recently taken on a sense of urgency in response to a growing trend in the United States whereby private training companies are self-certifying their students, without the benefit of third party validation. Third party validation, be it in the form of governmental agency, university, college or an independent professional association, is essential in order to establish and maintain credibility. Without it, the value of “certification” is effectively reduced to little more than the paper it is printed on.

CPTED Ontario is a well respected, not for profit, independent association that is dedicated to the promotion of CPTED principles with a long history of facilitating educational forums that are attended by professionals from a broad and diverse range of professions. CPTED Ontario is uniquely positioned and qualified to develop and uphold unbiased, professional standards that meet and/or exceed the best practices found amongst its peers. To date, this has resulted in the development of a draft *Made-in-Ontario* certification program that we confidently believe meets the demands of our membership, businesses and governmental agencies alike as it is built on a base that includes a vision statement supported by core standards and competencies.

During the development process, the Committee discovered that more and more Ontario municipalities were asking for a CPTED report as part of their planning process. This, along with increased demands for CPTED reviews from the security and policing professions, resulted in an ever-increasing demand for “certification”.

CPTED Ontario further recognizes that certification may **not** be an important aspect to some of its members, particularly those outside of the design and security professions. CPTED Ontario is committed to the concept of inclusion and as such has developed a number of membership categories that are designed to meet the needs of all of our members.

## **2.0 The Certification Program**

The certification program is built on the premise that:

***“ CPTED Professional Practitioners will have the knowledge and skills to understand and effectively apply CPTED Principles”.***

This statement represents our **vision statement** (see Section 3.0) and forms the basis for setting a number of key content and process standards which together with the development of a comprehensive list of core competencies, establishes the criteria by which CPTED practitioners will be deemed to possess the requisite levels of knowledge, skills and experience to achieve certification. Details of these elements are set out in Section 7.0. Collectively, they represent the **building blocks** upon which certification is based.

## **3.0 CPTED Certification Vision Statement:**

***“ CPTED Professional Practitioners will have the knowledge and skills to understand and effectively apply CPTED Principles.”***

## **4.0 Course Content Standards**

Course content **shall** be based on the teachings of Timothy D. Crowe as represented by his *Crime Prevention Through Environmental Design* (1991) book. Timothy D. Crowe was a renowned criminologist who served as Director of the US National Crime Prevention Institute, at the University of Louisville, Louisville, Kentucky. Tim is widely credited with having popularized CPTED. He is also known to have trained thousands of crime prevention practitioner, law enforcement officers, security professionals and design professionals throughout his prolific career and was the first person named to the CPTED Ontario Honour Roll.

Content must be presented and structured in such a way as to provide students with sufficient time and training to develop a **requisite level of knowledge** that constitutes the **base-line level of learning and provides for the development of skills.**

## **5.0 Course Trainers:**

Course Trainers must:

- be a Certified CPTED Practitioner of CPTED Ontario;
- adhere to the minimum course content requirements set out in the CPTED Ontario Certification Program (*See Appendices 1 and 2*);
- be approved by the CPTED Ontario - Board of Directors, on an annual basis;
- ensure that their graduates meet the Course Core Competencies (*Section 6.0*).

In addition, CPTED Ontario will like to have assurance that the Course Trainers will use subject matter experts, when required and be continually updating the material used.

## **6.0 Course Core Competencies:**

Graduates will be deemed to possess the requisite level of knowledge, skills and experience when they can demonstrate proficiency in these core competencies:

- Knowledge of CPTED principles, including concepts and history;
- Design skills, site, landscape and architectural plan review;
- Understand movement predictors, crime generators, displacement effects and CPTED strategies;
- Analyze and diagnose problems and apply CPTED;
- Apply CPTED solutions to areas such as commercial and retail properties , parks and public open spaces, residential properties, schools, industrial properties, institutional lands, parking lots, streets etc.....
- Understand CPTED and Planning - local planning and building regulations and planning processes;
- Understand legal issues – liability and local, provincial and national legislations;
- Able to write CPTED reports – highlight problem(s), research, analysis, solutions and disclaimers.

## **7.0 The Process of CPTED Certification**

The process of CPTED certification commands a degree of academic and professional rigour that must withstand scrutiny from both within and beyond the professions that CPTED practitioners represent. These professions include the design, planning, legal, law enforcement and security professions as well as the academic community.

Underpinning the process of certification was a literature search and peer review. The purpose of the search was to gauge the state of certification so that best practices could be identified. These best practices served as a baseline for the development and evolution of what we have since come to refer to as our “*four-step approach*” to certification. A representation of this approach is found in the flow chart presented below.

*CPTED Ontario four step approach to Certification*



Step 1: Training Level 1 – Minimum 32 hours (*see Appendix 1*)

Step 2: Provide Proof of Level 1 Completion and undertake a minimum six month field placement/mentorship period and demonstrating the use of CPTED principles and strategies in their work.

Step3: Training Level 2 – Minimum 32 hours (*see Appendix 2*)

Step 4: Work Journal

## **8.0 Work Journal:**

A Work Journal documents your CPTED initiatives and work experience for the past year and must include a minimum of three (3) of your projects, where you applied the CPTED principles. These projects must be finished after the completion of the Level 2 Course.

Upon completion of the Work Journal, the journal must be reviewed and approved by a mentor (*a certified CPTED Ontario member in good standing for at least three years*) and submitted to the Board of Directors.

## **9.0 CPTED Ontario Membership Categories:**

A critical aspect of the certification process is the development of a membership category that provides for a professional level designation for a qualified person wishing to seek this goal. This membership category is over and above the existing membership categories as CPTED Ontario recognizes that certification may **not** be an important aspect to all of its members, particularly those outside of the design and security professions.

The following represents the proposed and existing membership categories:

- *Affiliated Member*
- *Associated Member*
- *Certified CPTED Practitioner*
- *Corporate Member*

### **9.1 Affiliated Member:**

- Affiliated memberships are intended for persons who are interested and have an appreciation in the concepts of CPTED;
- No previous CPTED experience required;
- Affiliated members will be have the full benefits offered by CPTED Ontario;

- Affiliated members can attend the CPTED Ontario Annual General Meeting and are eligible to vote;
- Affiliated members cannot serve on the Board of Directors.

## **9.2 Associated Member:**

- Associated memberships are intended for persons having taken the CPTED Level 1 and contributes to its study, appreciation or practice;
- Associated members will be have the full benefits offered by CPTED Ontario;
- Associated members are eligible to vote at the CPTED Ontario Annual General Meeting and can serve on the Board of Directors.

## **9.3 Certified CPTED Practitioner:**

- This membership category is intended for persons who wish to be acknowledged for their CPTED education and experience; and wish to practice CPTED under the designation of a Certified CPTED Practitioner;
- Certified CPTED Practitioners will be have the full benefits offered by CPTED Ontario;
- Certified CPTED Practitioners are eligible to vote at the CPTED Ontario Annual General Meeting and can serve on the Board of Directors.

## **9.4 Corporate Member:**

- Corporate memberships are intended for corporations who are interested and have an appreciation in the concepts of CPTED;
- Corporate memberships can designate up to 15 employees (both Affiliated and Associate Members), as part of their membership;
- If a Designated employee wishes to be CPTED Certified Practitioners, their membership fees will be discounted;
- Designated employees of a Corporate Member will be have the full benefits offered by CPTED Ontario;
- Designated employees of a Corporate Member are eligible to vote at the CPTED Ontario Annual General Meeting.

# APPENDIX 1

## CPTED Level 1 Course Outline (Theory)

### Course Criteria:

- Minimum – 32 hours

### Part 1: Introduction to CPTED

- Definition of Crime Prevention Through Environmental Design
- The need and benefits of CPTED
- CPTED Stakeholders
- Types of CPTED Approaches
  - Reactive
  - Proactive
- Asking the right questions:
  - Introduction to Paradigms
  - Concepts of Paradigms
  - Crime Environments through the offender's eyes
- Background, History and Influences:
  - C. Ray Jeffery
  - Oscar Newman
  - Jane Jacobs
  - Timothy Crowe

### Part 2: Crime and Prevention

- Crime Prevention
  - Definition
  - Crime triangle
- Criminal Desires
- A micro spatial approach to crime opportunity

### Part 3: CPTED Concepts

- Surveillance

- Natural
  - Mechanical
  - Organized
- Access Control
  - Natural
  - Mechanical
  - Organized
- Territorial Reinforcement
  - Maintenance
  - Defensible Space
  - Broken Window Theory
- Target Hardening
  - Lighting
  - CCTV
  - Alarms
  - Barriers
  - Conventional “crime analysis”

**Part 4: CPTED Strategies:**

- 3D approach to Space Assessment
  - Designation
  - Definition
  - Design
- Nine CPTED Strategies
  - Clear border definition
  - Relocation of gathering areas
  - Unsafe activities/Safe locations
  - Safe activities/Unsafe locations
  - Scheduling of space
  - Overcoming distance and location
  - Marked transitions; zones
  - Provide natural barriers
  - Perception of natural surveillance

**Part 5: Form versus Function – The Battle with Aesthetics\***

- Proactive CPTED
- Benefits: CPTED is just good design
- How to use CPTED as a good planning and design tool
- Introduction of CPTED in the Planning Process

- Site Plan Process
- The Planning Act
- Site Plan Review Exercise

*\* This part should be taught by design professional, a member of the Ontario Association of Architects, the Ontario Association of Landscape Architects or the Ontario Professional Planners Institute.*

**Part 6: Introduction to CPTED Analysis**

- Crime Analysis and Problem Identification
- Demographics
- Land Use Compatibilities (neighbouring)
- Observations
  - Environmental cues ie: maintenance
  - Movement predictors
  - Entrapment spots
  - Leftover spaces
  - Landscape practices
  - Signs
- Residents or Users Interviews
- Field Exercise

**Part 7: CPTED Application**

- Where CPTED can work
- Limitations
- CPTED disclaimer
- CPTED and Workplace Violence Legislation
- Introduction to CPTED Ontario

**NOTES:** Case Studies must be used to demonstrate elements of the course.

## APPENDIX 2

### CPTED Level 2 Course Outline (Practical)

#### Course Criteria:

- Minimum – 32 hours
- Students required to have taken CPTED Level 1 Course
- Students can not take the Level 2 Course within a six (6) month period of completing the Level 1 Course
- Students must demonstrate the use of the CPTED principles and strategies, in their work

#### Part 1: CPTED Refresher:

- Class members
  - Introductions
  - Outline their CPTED experiences since the Level 1 course
  - Expectations
- Quick Review of the CPTED concepts and applications

#### Part 2: Using the Environment to Affect Behaviors:

- Space and the impact of social dynamics
  - Defensible Space
  - undefended Space
  - Offensible Space
  - Ambiguous/Indefensible Space
- Hierarchy of Space
- 3D approach to Developing Exterior Space
- 3D approach to Developing Interior Space
- Loitering
  - Loitering Matrix
  - Anti -loitering devices and methods
- Public Nuisance
  - Skateboarding
  - Graffiti
  - Vandalism

#### Part 3: CPTED Field Audits:

- Why conduct a field audit

- How to conduct a field audit
- Basic Information needed to conduct a CPTED Audit
- Tools for a field audit
- Field audit methodology
- Field audit reports
- CPTED disclaimer
- CPTED Audit Exercise
  - Exterior application
  - Interior application
- CPTED Audit Presentation to class

**Part 4: Proactive CPTED\***

- Municipal Site Plan Process
  - How does CPTED fit into the Municipal Site Plan Process
  - How to implement CPTED into the Municipal Site Plan Process
  - CPTED Requirements
  - CPTED Municipal Site Plan Reports
  - Disclaimers
- How to read a Site or Landscape Plan
  - How to read the essentials elements of a plan in order to conduct a CPTED review
  - How to read the site and/or landscape plan from a 3 dimensional perspective
- How to read building plans
  - How to read the essentials elements of a plan in order to conduct a CPTED review
- CPTED in Public Spaces
  - Parks and open spaces
  - Public facilities
    - Renovations
    - New construction

*\* This part should be taught by design professional, a member of the Ontario Association of Architects, the Ontario Association of Landscape Architects or the Ontario Professional Planners Institute.*

**Part 5: Target Hardening:**

- Physical Security Strategies
- Lighting
- Effectiveness of CCTV
- Locks, hardware, window security, alarms
- Barriers

**Part 6:        Lessons from the Field**

- An opportunity for the class to bring their own projects, which they have worked or are working on to receive input and feedback from the instructors and class members.