



# The ICA Course Accreditation Program (CAP)

## THE CPTED COURSE ACCREDITATION PROGRAM OF THE INTERNATIONAL CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN ASSOCIATION (ICA)

### EXECUTIVE SUMMARY

The International CPTED Association (ICA) has established a CPTED Course Accreditation Program (CAP), administered in a similar fashion to the long existing ICA Certified CPTED Practitioner Program (ICCP). The Course Accreditation Program is developed and administered by the ICA, the first and only global professional organization representing CPTED practitioners and experts around the world. As such, CAP is built on the same core competencies within the ICCP.

The program provides for two classes of course accreditation:

1. **Class A** in which an entire course can be accredited. This version is a full-course accreditation in which 8 designated core competencies are satisfied within ICCP (corresponding with the 8 competencies required for ICCP-Basic certification); and
2. **Class B** in which a course is approved to teach a single (or up to 7) core competencies from within the ICCP. This classification can apply to one larger course, or it can comprise a series of linked courses.

### Contents:

Section 1 – Background History and CAP Review Committee

Section 2 – Program Submitter Requirements

Section 3 – Description of Program to Students

Section 4 – Core Competencies

Section 5 – Class A Accreditation

Section 6 – Class B Accreditation

Section 7 – Applying for Accreditation

Section 8 – Proof of Material

Section 9 – Requirements of Instructors and Course Developers

## **SECTION 1 - BACKGROUND HISTORY and CAP REVIEW COMMITTEE**

In October, 2015, the Board of the ICA voted to investigate a CPTED Course Accreditation Program in which CPTED instructors or course developers may apply to the ICA for accreditation as an “ICA Approved CPTED Course”. The CAP is distinct from the well-established ICA CPTED Certification Program in which individual applicants apply to become a certified ICA CPTED Practitioner (**ICCP**).

Over the period of a year, an ICA research committee reviewed CPTED courses and practices in different parts of the world and assessed topics such as core competencies, depth of coverage, demonstration of competence, and methods of evaluation and administration. Committee members had extensive experience as CPTED instructors, professional educators, academics, and curricula developers. This resulted in the creation of the CAP program and the ICA board approved the program at the 2017 Annual Conference in Calgary, Canada. Members of that initial research committee now comprise the ICA **CAP Review Committee** that will administer the program. The CAP Review Committee is responsible for approving all submissions to the program and is comprised of experienced CPTED instructors within the ICA.

## **SECTION 2 - PROGRAM SUBMITTER REQUIREMENTS**

Application into the Course Accreditation Program requires the following:

1. Full and current ICA membership by the course developer and course instructor(s);
2. Compliance with ICA Regulations and the ICA Code of Ethics, as applicable;
3. Payment to ICA of the application fee for course accreditation;
4. Full and verifiable disclosure of all course syllabus, curricula, and other teaching materials, as applicable, to the ICA CPTED Course Accreditation committee;
5. Agreement to allow the CAP Review Committee to verify the course accreditation qualifications through interviews, surveys, audits or other means as determined by the ICA CAP committee;
6. Agreement to include additional CPTED core competencies as they become relevant and approved by the CAP Review Committee.

Once approved by the CAP Review Committee, the accredited course or competency topics will be enrolled in the ICA Course Accreditation Program at the Class A or Class B level. Any course instructors will advertise their course clearly indicating the ICA logo and the relevant Class A or Class B standing.

Students who successfully complete either Class A or Class B and then apply for their own personal ICCP certification will receive credit for those relevant competencies (“CAP-stream ICCP applicants”). In the case of Class B, ICCP applicants will accelerate through the Record Book process. In the case of Class A, ICCP applicants will be exempt from the Record Book process but will have to provide evidence of acquired experience in the remaining 3 competency units. In all cases the ICCP applicant must be a member in good standing with the ICA.

Accreditation of both Class A and Class B level curricula needs to be renewed every five (5) years.

## **SECTION 3 - DESCRIPTION OF PROGRAM TO STUDENTS**

All approved CAP courses, or courses teaching approved competencies, will clearly display on course material specifically what the ICA has approved within that course. They will include the ICA logo and the classification level (Class A or Class B). At the beginning of all CAP approved courses, the instructor will provide a short description of both the **Course Accreditation Program (CAP)** and the **ICCP Program**. That description must include:

1. A summary of the approved ICCP core competencies taught within the curricula of the course they are about to complete,
2. A list of all the remaining ICCP core competencies that students will require should they decide to apply to the ICA for ICCP status,
3. For instructors of a Class A course: A summary about how students in a Class A course must complete a CPTED project(s) independent from that course, that they then document in a CPTED Project Report and submit that report to the ICCP Review Committee upon applying for ICCP Certification,
4. For instructors of a Class B course: A summary about how students in a Class B course must document the remaining/outstanding ICCP competencies from that course into their Record Book should they wish to apply to for ICCP status.

## **SECTION 4 - CORE COMPETENCIES**

The core competencies needed for ICA course accreditation are the same competencies already approved within in the ICCP program, identified as units of instruction. The full details on the competency requirements and what is entailed, are already included within the ICCP on the ICA website and can be viewed there. Specifically, all the currently approved ICCP core competencies are:

- Competency Unit #01 Define the scope of the task/project
- Competency Unit #02 Work as part of a multidisciplinary team
- Competency Unit #03 Undertake research in the nominated environment
- Competency Unit #04 Read and interpret plans and drawings
- Competency Unit #05 Read and interpret plans and drawings – *Advanced*
- Competency Unit #06 Apply knowledge of regulatory processes
- Competency Unit #07 Analyze and assess local conditions
- Competency Unit #08 Compile written report
- Competency Unit #09 Assess and apply CPTED options
- Competency Unit #10 Apply CPTED principles in a specialist setting
- Competency Unit #11 Prepare a crime prevention/CPTED implementation plan

## SECTION 5 - CLASS A ACCREDITATION

An ICA CPTED accredited course at the Class A level must contain a minimum of the following 8 units of the core competencies (see below). As well, the course should contain a field project that puts these 8 units of competency into practice. The field project does not need to result in actual implementation of recommendations at the completion of the course. However, the field project must include a written CPTED Project Report with the name(s) of students who completed the project and wrote the report.

When applying for competency at this level, course developers or instructors select all 8 units of core competency and then submit the curricula, lesson plans and documentation indicating how they will cover those 8 competencies. The applicants will be required to submit those using a provided CAP matrix for four categories: (a) Teaching material, (b) Instructional approach, (c) Teaching time allocated, and (d) Evaluation method.

The 8 Core Competency Units needed for approval as an ICA accredited course at the Class A level are:

- Competency Unit #01 Define the scope of the task/project
- Competency Unit #02 Work as part of a multidisciplinary team
- Competency Unit #03 Undertake research in the nominated environment
- Competency Unit #04 Read and interpret plans and drawings
- Competency Unit #06 Apply knowledge of regulatory processes
- Competency Unit #07 Analyze and assess local conditions
- Competency Unit #08 Compile written report
- Competency Unit #09 Assess and apply CPTED options

### CAP STREAM ICCP PATHWAY

Students who successfully complete a CAP Class A course will be exempt from having to prove they satisfied the 8 Core Competencies should they apply for ICCP certification. That is because in order to receive Class A standing, a course instructor must include training and evaluations regarding all of the 8 Core Competencies in the ICCP program. However, all applicants to the ICCP program (either ICCP-Advanced or ICCP-Basic) must still submit an independent CPTED project following their CPTED class, in which they played a major role.

As described above, at the start of the course, instructors must advise students that upon successful completion of their Class A course, students choosing to apply for ICCP status will need a) **proof of their successful completion of the course**, and b) **a CPTED project report(s) about an additional field project(s) that they complete following, and independent from, their Class A CPTED course**. That additional CPTED project(s)/project report(s) will likely include many core competencies. If the applicants

wish to apply for ICCP-Advanced, the report(s) **MUST** also include the core Competency Units that were not part of the Class A course – these include:

Competency Unit #05 Read and interpret plans and drawings – *Advanced*

Competency Unit #10 Apply CPTED principles in a specialist setting

Competency Unit #11 Prepare a crime prevention/CPTED implementation plan

If the applicant is applying for ICCP-Basic, they must submit an independent project after completing the CAP Class A course. The independent project will demonstrate how they integrated the 8 Core Competency units that they learned in their class into a real-life CPTED project. Since they are not applying for ICCP-Advanced, they do not need to demonstrate the extra 3 Core Competencies required for Advanced standing.

## **SECTION 6 - CLASS B ACCREDITATION**

An ICA CPTED accredited course at the Class B level will contain one, or up to seven, Competency Units. When applying for Class B accreditation, course developers or instructors may submit their curricula, lesson plans, and other documentation about any of the core Competency Units that they wish to have approved.

For example, if an instructor wants to teach a CPTED course covering site reviews, safety audits, crime analysis, and other forms of CPTED site analysis, that instructor may apply for approval of core Competency Unit #03 – “Undertake research in the nominated environment”.

In this example, the instructor will submit to the ICA CAP Review Committee the relevant course material indicating what they will teach, how they will teach, and how they will evaluate students on that topic. They will need to demonstrate to the CAP Review Committee how their course covers the underpinning knowledge and skills specified in the ICCP core competency requirements. They also need to demonstrate to the ICA committee, within their curricula, how those skills and how that knowledge is achieved in their class. In summary, the applicants will be required to submit those using a provided CAP matrix for four categories: (a) Teaching material, (b) Instructional approach, (c) Teaching time allocated, and (d) Evaluation method.

Note that, if an instructor of a Class B course later applies to the CAP Review Committee to obtain the remaining competencies to satisfy the Class A requirements, that Class B course will become a Class A course upon approval.

### **CAP STREAM ICCP PATHWAY**

Students completing a CAP B Class course will not be exempt from having to prove they satisfied all the competencies but will accelerate through their Record Book process. In this case, Class B graduates will follow the standard ICCP application process which includes a) **an application with references**, b) **the ICCP Record Book that outlines how the applicant satisfied each of the Core Competencies**, and c) **a final exam**. The main difference between a regular ICCP applicant, and the CAP Class B applicant, is that the Class B applicant is exempted from having to submit proof that they applied and satisfied the Core Competencies completed within their Class B course.

For example, say an applicant has graduated from a Class B course which in which Core Competency Unit #4 (Reading and Interpreting Plan Drawings), and Core Competency Unit #6 (Apply Knowledge of Regulatory Processes) are approved by the ICA as part of the Class B course. In that case the Class B graduate is exempted from having to prove



they satisfied those two Competencies when they submit their ICCP Record Book. They can simply note in their Record Book that they have already completed those two Competencies (**the letter/certificate from the Class B Course Instructor needs to prove this**). They need only satisfy the remaining competencies in the Record Book.

All applicants to the ICCP program (either ICCP-Advanced or ICCP-Basic) must still submit an independent CPTED project following their CPTED class, in which they played a major role. For ICCP-Basic applicants, their independent project will demonstrate how they applied and satisfied the 8 Basic Core Competencies. For ICCP-Advanced applicants, their independent project(s) will demonstrate application of all 8 Basic Core Competencies, as well as application of the additional 3 Advanced Core Competencies to satisfy Advanced Standing (#5, #10, and #11).

## **SECTION 7 - APPLYING FOR ACCREDITATION**

Applicants wishing to apply for Class A or Class B accreditation will download the Application and Agreement form from the Course Accreditation Program section of the ICA website. The Application and Agreement form will specify the program submitter requirements described above in Section 2. They will also require the course curricula, lesson plans, teaching materials, teaching methodology, evaluation forms, and a means of verification proving the material is authentic (for example, a reference letter from an independent authority).

Once the required documentation has been received, the CAP Review Committee will assess the material and the extent to which the instructional curricula, lesson plans and supporting teaching methods satisfy the relevant core Competency Units. The applicant will be notified of the status of the review in the form of three categories: *Approved*; *Not Approved*; and *Incomplete*. All submitters receiving a Not Approved or Incomplete are welcome to make necessary changes and then resubmit for consideration within 3 months of being informed of the status of the review.

CAP Review Committee evaluators are aware that the teaching delivery method is in the hands of each instructor, however, the evaluators will pay attention to whether instructors use adult learning and multiple teaching methods beyond simple PowerPoint lectures such as group work, design charrettes, classroom exercises, online courses, and field projects. No single method applies to all topics, therefore instructors should explain their rationale for their teaching method and how students will be examined for proficiency.

Evaluators will carefully assess how the competencies are taught and the depth of coverage (length of time on each, type of teaching methods, method of evaluation). Especially for Class A accreditation, evaluators will expect a field project, formal presentations, in-class exercises, group discussions, handout material, and references for further study.

In both Class A and Class B courses evaluators expect acknowledgement on the written course material that states the CAP approval status of that course (i.e. accreditation level). As well, evaluators expect evidence on how students demonstrate their proficiency. Further, evaluators expect that instructors indicate how and when they present the ICCP program PowerPoint presentation slides about the ICCP and CAP programs and how their students can apply to the ICA for membership.

## **SECTION 8 - PROOF OF MATERIAL**

Instructors and course developers for both Class A and B accreditation must provide adequate proof their course(s) do what they claim. Proof must include:

1. a copy of the course curricula (evaluation material, background material, readings),
2. a lesson plan with a breakdown of learning modules,
3. how the course is taught such as
  - √ team projects,
  - √ formal presentations/lectures,
  - √ in-class exercises,
  - √ group discussions,
  - √ handout material, and
  - √ references for further study in respect to the competency under consideration.

These materials will be submitted in the CAP Matrix where the following categories will need to be described and documentation submitted for: (1) Teaching material, (2) Instructional Approach, (3) Teaching time allocated, and (4) Evaluation method.

Note that all submitted material is considered confidential by ICA and will not be shared beyond the members of the Review Committee.

Note also that the ICA does not sanction or warrant student proficiency of students within a Class A or Class B course, beyond entry into the ICA Certified CPTED Practitioner Program for individuals (ICCP). The completion of any ICA CAP course provides only a necessary pre-requisite for approval of the Record Book status in the ICCP program.

In addition, both Class A and Class B instructors/course developers must complete a checklist (CAP matrix) describing how their lesson plan and curricula satisfy the various elements of the competency or competencies, and provide evidence of these curricula materials. That checklist will be made available to applicants upon acceptance into the CAP program contingent on signing and submission of Application and Agreement form, and payment of the accreditation fee.

### **Materials Required for ICCP Applicants (“CAP stream”)**

Students applying for ICCP certification following the completion of a **Class A** accredited course will submit their application through channels outlined on the ICA website and submit a) **proof of successful completion of the CAP course** (i.e. written documentation from the course instructor attesting to successful completion, project reports from the

course), and b) **a CPTED project report(s) from a separate project(s) following that course with written documentation attesting to their primary role in that project.**

Upon approval of these documents, the applicant is exempted from the ICCP Record Book process and will proceed directly to the final ICCP exam.

Students applying for ICCP certification following the completion of a **Class B** accredited course will submit their application through regular channels outlined on the ICA website. They provide documentation of successful projects, completion of courses, and other relevant activities into their Record Book as evidence they satisfied all required competencies. For the competency in the Class B course, they submit their course certificate along with written approval from the course instructor that they satisfied that competency in class. This is/are the competency(ies) they are exempt from in the Record Book. Once all the remaining competencies are satisfied in their ICCP Record Book, the applicant will proceed to the final ICCP exam.

## **SECTION 9 - REQUIREMENTS OF INSTRUCTORS & COURSE DEVELOPERS**

To obtain **ICA CPTED Course Accreditation Class A**, applicants will satisfy the following:

1. All Class A accredited courses will be taught by an ICA Certified CPTED Practitioner (ICCP) in good standing;
2. All Class A accredited courses will contain the 8 units of required core competencies;
3. All Class A courses will include a team project with their students and the project report documenting how students are competent in all 8 required core competencies;
4. All Class A accredited courses will provide students with instructions regarding requirements of a supplementary project(s) and project report(s) for those students wishing to certify under ICCP Program (“CAP stream” pathway). The applicant must have a primary role in that supplementary project(s)/report(s) and the project(s) must be conducted within 2 years following the Class A course. That supplementary project(s)/project report(s) must include:
  - √ a description of CPTED principles,
  - √ an analysis of the problem along with any plans, diagrams, photos or data,
  - √ a description of how CPTED principles are applied to the problem at hand,
  - √ material demonstrating how the applicant satisfied the remaining 3 Competency Units needed for ICCP that were not included in their Class A course (for ICCP-Advanced);
5. Class A instructors must attest (and “sign off” on it) that a supplementary project(s)/report(s) beyond the class project is conducted primarily by the applicant and that the work was completed as stated;
6. Class A instructors must retain a list of successful students and, if a student wishes to apply to ICCP, attest to the fact that this student has successfully completed Class A course as well as an independent project they completed following completion of the course in which they had a significant/lead role.

To obtain **ICA CPTED Course Accreditation Class B**, applicants will satisfy the following:

1. All Class B courses may be taught by a general member of the ICA;
2. All Class B courses will describe clearly to students the approved ICA competency;
3. All Class B course instructors will retain a list of successful students and, if a student wishes to apply to ICCP, attest to the fact that this student successfully completed the instruction on the approved competency/ies.

