



GPA Online Course

The Geographic Profiling Analysis training program is designed to give analysts and investigators the background and skills to perform geographic profiling analysis for serial crime investigation, including the correct preparation and interpretation of geographic profiles, and making actionable investigative recommendations based on those profiles. Students learn through presentations given by subject matter experts, and through the study of real cases, as well as hands-on training with the Rigel professional geographic profiling software. This course is approved by the Committee for Geographic Profiling Analyst Training and Certification ([CGPATC](#)), and graduates are eligible for certification as Geographic Profiling Analysts.

The GPA training program consists of two sequential courses, both of which are required to perform operational geographic profiling:

GPA I – Basic Concepts

Introduction to the concepts and theory of geographic profiling. It covers the behavioral science, mathematics and statistics behind the techniques. Crime pattern theory, mental maps and criminal hunting area concepts are introduced.

GPA II – Practical Application

Hands-on instruction in applying geographic profiling techniques to actual cases. Emphasis is on effective analysis, scenario development, investigative strategies, and case report generation. The Rigel geographic profiling software is introduced and is used extensively in this part of the course.

The GPA course is offered both as a classroom course of 2 x 5 days, available at various training institutions, and as an online course.

The Online Course

The online course is a self-paced computer-based tutorial, with instructor assistance available as needed. It covers the same material as the in-person classroom courses, and successful graduates who pass both parts are eligible to become certified Geographic Profiling Analysts. The only difference is the omission of certain exercises that can only be conducted in person, such as group exercises outside the classroom.

The student proceeds at their own pace through a series of lessons accompanied by recorded classroom audio and video presentations. Exercises, quizzes, and practice cases are provided to test the student's understanding.

A qualified GPA course instructor is available to answer any questions that the student may have during the course, and will normally have a brief individual discussion with the student at the end of each part to assess their progress and understanding. The instructor will provide the link to the final exam when the student has completed the course. Students also have the opportunity to participate in weekly interactive web sessions with the course instructor and other students where they can ask questions or participate in a live discussion.

GPA-I Online

Each individual lesson is an interactive Flash presentation combining the standard GPA lesson module slides with the instructor voiceover recorded from a live class. There are some embedded videos, and some computer-scored exercises that the student should complete at the end of the lesson. In the Flash viewer the student can step back and forth to any individual slide in the presentation, and repeat any segment as many times as necessary. The total lecture time of the online GPA-I course is about 8 hours, plus the additional time taken for the exercises and the final exam. It is also recommended that the students spend some time reading the material in the course binder and the references given.



Online GPA Lessons

Authorized Access Only

Enter Name: Password:

Select Lesson:

- GPA01 Behavioral Geography (26m + exercise)
- GPA02 Rational Choice (19m + exercise)
- GPA03 Routine Activity (21m + exercise)
- GPA04 Crime Pattern Theory (20m + exercise)
- GPA05 Place, Space and Time (31m + exercise)
- GPA06 Aggregate Offender Patterns and Hotspots (20m)
- GPA07 Crime Attractors and Generators (30m)
- GPA08 Learning and Displacement (20m)
- GPA09 Crime Location Types (33m)
- GPA10 Hunting Methods (12m + exercise)
- GPA11 Target Backcloth (16m + exercise)
- GPA12 Journey to Crime (28m)
- GPA13 Hunting Grounds (9m + exercise)
- GPA14 Serial Robbery, Burglary and Arson (26m)
- GPA16 Investigative Difficulties (17m)
- GPA17 Crime Linkage (19m)
- GPA18 Linkage Variables (11m + exercise)
- GPA19 Abduction, Murder, and Body Disposal (18m)
- GPA20 Geotemporal Techniques (13m)
- GPA23 Geographic Profiling (1h 53m)

The screenshot displays the online GPA-I course interface. At the top, it shows the course title "Behavioral Geography GPA01" and the instructor's name "Lorie Velarde, Senior Crime Analyst". The main content area is divided into two sections. The top section, titled "Geography of Human Behavior", features a video of a busy public space. The bottom section, titled "Brantingham Crime Pattern Theory", shows a diagram with nodes for "Residence", "Work", "Recreation", and "Activity Space", connected by lines, with a "Buffer Zone" around the "Residence" node. To the left of these slides is a "Thumbnails" panel listing various lessons, including "1. Behavioral Geography", "2. Geography of Human Beha...", "18. Crime Trips", "19. Brantingham Crime Pattern...", and "20. One-Month Activity Space". Below the thumbnails, there is a "More Info" section for "Dino DownOnHisLuck" who is currently homeless and living at a homeless shelter. The text states: "Dino DownOnHisLuck is currently homeless and is living at a homeless shelter. Every night Dino leaves the shelter to find unlocked vehicles he can enter to find loose change. He returns to the shelter. The shelter is an example of:" followed by a list of options: "Mental map", "Least effort principle", "Awareness space", "Search base", and "Activity space". A "Finish" button is located at the bottom right of this section. The interface also includes a navigation bar at the bottom with "Slide 19 / 93" and a timestamp of "19:36 / 1:53:15".

GPA-II Online

The GPA-II course is based on a series of sample geographic profiling cases of increasing complexity. For each case the instructor presents the relevant methodology issues, then introduces the case and allows the students to perform their own analysis and prepare their case report. Afterwards the instructor discusses the lessons of the case and provides individual feedback to each student on their case report. This course places a strong emphasis on preparing correct and effective case reports, as this is the primary means by which crime analysts typically provide guidance to investigators.

Students are provided with a training copy of the Rigel professional geographic profiling software for the duration of the course. Technical support staff are available throughout the course to answer any technical questions or provide any assistance required.

The course is presented in HTML5 format, viewable in a web browser. Each lesson includes a video segment recorded from the live webinar course, and additional resources such as references to the course binder, links to external documents, and specific video tutorials for many Rigel software functions.

Case reports are emailed to the course instructor on completion, and the instructor reviews them and provides individual feedback as promptly as possible. The student can optionally proceed with the next case while awaiting feedback. If the student has questions following a presentation or while working on their case, the instructor is available to answer them by email or web chat.

Students have the opportunity to participate in weekly interactive web sessions with the course instructor and other students, where they can ask questions or participate in live discussion. The instructor advises the students on when these sessions are to take place. These sessions are optional, but all students are encouraged to participate. The instructor will endeavor to provide suitable opportunities for all time zones and work schedules. Teamviewer webinar software is required, and a headset with microphone is recommended to participate in voice chat.

The image is a screenshot of a webinar interface. The main window displays a slide with a blue background. On the left side of the slide is the CGPATC logo, which features a compass rose and the text 'CGPATC'. To the right of the logo, the text 'Geographic Profiling Analysis II' is written in a light blue font, and 'Practical Application' is written below it in a larger, white font. At the bottom of the slide, it says '2018/9/12', 'GPA-II Online Course', and '© 2018 CGPATC'. On the left side of the webinar window, there is a 'Slides' panel with a list of seven slides: 1. Geographic Profiling Analysis II - Practical Application (selected), 2. Introduction, 3. Course Contents, 4. Course Presentation Format, 5. Case Reports, 6. Interactive Sessions, and 7. Final Exam. Below the slide is a video player with a progress bar at 00:00 / 00:03 and a 'Menu' button. In the bottom right corner, there is a 'GotoWebinar' control panel with various icons for screen sharing, dashboard, attendee list (21 / Max 201), audio, webcam, and questions. A map of Los Angeles is visible in the background of the webinar window, showing various neighborhoods and landmarks.

Technical Requirements:

The computer used by the student must have internet access in order to access the online course servers.

A web browser that has Flash support is required for GPA-I. Any common PC web browser such as Internet Explorer, Chrome, or Firefox should do, but not most tablets as they lack Flash support. In some cases it may be necessary to install or enable Flash support in the web browser, as it is sometimes turned off by default.

For GPA-II, the web browser must have HTML5 support, which is included in the up-to-date versions of all the modern web browsers.

For GPA-II the student will need to run the Rigel geographic profiling software on a modern Windows computer running Windows 7 or later. Admin rights are needed to install software. Remote access to an online software server is available as an alternative, but with more limited performance and availability. Online access to Google Maps is also required in order to follow the sample cases accurately.

The computer used must have speakers or headphones in order to hear the audio of the presentations. If working in a shared space, it is highly recommended that the student use headphones so that it is possible to hear the audio clearly and avoid disturbing others.

Since the student will be running the Rigel software in tandem with the lesson presentation for GPA-II, dual monitors or dual systems or a large monitor that supports dual windows side-by-side would be helpful. It is not essential since the presentation can be paused to swap windows as required.

To participate in online webinar discussions, it is best to have a headset with a microphone. The alternative is to participate by text chat or telephone. Teamviewer client software is required, but can be installed without admin rights.

The GPA-I and GPA-II course binders are provided in pdf format, for which students require a pdf reader program such as Adobe Acrobat Reader. Most systems will have this already.