



GPA 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 interpretation of geographic profiles, and making actionable 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 standard GPA course consists of two parts, normally taken in two successive weeks:

GPA I – Basic Concepts (1 week)

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 (1 week)

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 Online Course

The GPA course has traditionally been conducted in person in a classroom with a live instructor, but an online version is now available for those who are unable to travel to one of the in-person courses. The first week GPA-I course has been packaged as a self-paced computer-based tutorial, while the second week GPA-II course is conducted as an online interactive webinar with a live instructor.

In general the online course covers the same material as the in-person course, and successful graduates who pass both weeks are fully qualified to become certified Geographic Profiling Analysts, but there are some differences from the in-person course:

GPA-I Computer-Based Tutorial:

- No live group exercises or class discussions.
- Some of the optional extra exercises normally given at the instructor's discretion are cut out.
- The actual lecture time is condensed due to the removal of embedded pauses, breaks, and lengthy discussions, but students are free to set their own pace and take breaks between or within presentations.

GPA-II Webinar:

- The live course moves back and forth between lecture, discussion and casework throughout the day, but for practical reasons the online course is divided into the interactive webinar portion for a few hours in the morning, and working on the assigned casework the rest of the day.

GPA-I Computer-Based Tutorial

The GPA-I online course is conducted as a self-paced computer-based tutorial. A qualified GPA course instructor is available to answer any questions that the students have during the course, and will normally have a brief individual discussion with each student prior to the final exam to assess their progress and understanding. The instructor will provide the link to the final exam when the student has completed the course and is ready to proceed.

Each individual lesson is an interactive Flash presentation combining the standard GPA lesson 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. Students can work at their own pace. The live class is given over 5 days, and this online course contains the same basic content, but the actual total lecture time of the online course is only about 8 hours, plus whatever time is taken for the exercises and the final exam.



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 GPA-I online course interface. On the left, a sidebar shows a list of lesson thumbnails, with '1. Behavioral Geography' selected. The main content area shows a slide titled 'Geography of Human Behavior' with a photo of a crowd. Below this, another slide titled 'Brantingham Crime Pattern Theory' is shown, featuring a diagram of a triangle with vertices labeled 'Residence', 'Work', and 'Recreation', and a 'Buffer Zone' around the 'Residence' vertex. The diagram is overlaid on a dark background with a light blue triangle. Below the diagram, a text box contains a scenario: '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:'. Below the text are five radio button options: 'Mental map', 'Least effort principle', 'Awareness space', 'Search base', and 'Activity space'. A 'Finish' button is located at the bottom right of the text box. The interface also includes a navigation bar at the bottom with a progress indicator showing 'Slide 25 / 25' and a timer '25:28 / 26:03'.

Requirements:

Students need a computer with a web browser that has Flash support. Any common PC web browser such as Internet Explorer, Chrome or Firefox should do, but not most tablets as they lack Flash support.

If you are working in a shared space, it is highly recommended that you use headphones in order to hear the audio clearly and avoid disturbing others.

The GPA-I course binder is provided in pdf format, for which students require a pdf reader program.

GPA-II Webinar

The GPA-II online course is conducted partly as a live interactive webinar, with the remainder of the time spent on individual casework. A qualified GPA course instructor conducts the webinar, including guided class discussion and Q&A with individual students. GoToWebinar software is used to allow students to see and hear the live presentations and to participate in the discussion or ask questions. Students are provided with a training copy of the Rigel professional geographic profiling software for the duration of the course.



The live webinar is normally conducted for a few hours in the morning, and students are then free to work on their assigned casework for the rest of the day. Students must complete the assigned casework on schedule to keep up with the pace of the class, as each day the webinar discusses the casework assigned the previous day. The instructor and/or ECRI support staff remain available throughout the day to answer any questions or resolve any technical issues that the students have while doing their casework. At the end of the week the instructor provides the final exam case to the group, and students email their final exam case reports to the instructor for marking.

Requirements:

Students need a computer that can run the GoToWebinar software for Windows. This software can be downloaded free from the [GoToWebinar site](#) for testing. The cost of webinar participation is included in the course.

Students need to obtain and install the Rigel geographic profiling training software from ECRI prior to the start of the GPA-II course. Students are strongly advised to test the software before the start of the

course, as they need to follow along during the live webinar, and the time to deal with problems during the live webinar is limited. The cost of the Rigel training software is included in the course.

In order to participate in interactive discussions, it is recommended that students have a headset with a microphone. It is possible to use speakers and a separate microphone, but the echo and feedback tends to be annoying to everyone. It is also possible to participate using telephone for the audio (a call-in number is provided), but please note that this is a long-distance call which lasts for the duration of the webinar.

During the webinar students may want to run the Rigel software while watching the instructor's presentation. To avoid a lot of window swapping it is helpful to have a second computer, or a computer with dual screens, or with a wide screen that can show two program windows side-by-side.

The GPA-II course binder is provided in pdf format, for which students require a pdf reader program.