

<b>01.00.00</b>	<b>CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN</b>
<b>01.01.00</b>	<b><u>LOCKS</u></b>
	<b>Functional Area:</b> During this unit of instruction the student will obtain a basic understanding and overview of the definitions, terminology and usage of locks as they relate to CPTED principles. Each student will be able to demonstrate their understanding by successfully completing a written exam regarding the definitions and terminology.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define the term "lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how locks are traditionally chosen by builders and installers and the lack of governmental requirements regarding types or quality of locks.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define the term "standard door knob lock set."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to explain the features of a standard door knob lock set and articulate why this is not a security lock.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define what constitutes a "single cylinder deadbolt lock".
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a single cylinder deadbolt lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define what constitutes a "double cylinder deadbolt lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a double cylinder deadbolt lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define a "captured key deadbolt lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a captured key deadbolt lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define a "jimmy proof deadbolt lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a jimmy proof deadbolt lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define a "rim lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a rim lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define a "mortise lock."
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a mortise lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to articulate how a rim lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.
<b>01.02.08</b>	<b>Learning Objective(s):</b> The student will be able to define a "chain lock."

**01.02.08**                    **Learning Objective(s):** The student will be able to articulate how a chain lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.

**01.02.08**                    **Learning Objective(s):** The student will be able to define a "keyless lock."

**01.02.08**                    **Learning Objective(s):** The student will be able to articulate how a keyless lock operates, and explain usages that are appropriate for this type of lock as well as those which are not appropriate.

**01.02.00**                    **LOCK ACCESSORIES**

**Functional Area:** During this unit of instruction, the student will be able to obtain a basic understanding and overview of the definitions, terminology and usage of lock accessories as they relate to CPTED principles. Each student will be able to demonstrate their understanding by successfully completing a written exam regarding the definitions and terminology.

**01.02.01**                    **Learning Objective(s):** The student will be able to define what constitutes a "saw-proof" or "anti-saw" bolt.

**01.02.02**                    **Learning Objective(s):** The student will be able to articulate how a saw proof bolt functions.

**01.02.03**                    **Learning Objective(s):** The student will be able to define what constitutes a "hardened steel or beveled casing."

**01.02.04**                    **Learning Objective(s):** The student will be able to explain how a hardened steel or beveled casing functions.

**01.02.05**                    **Learning Objective(s):** The student will be able to define "anti-drill features" in locks.

**01.02.06**                    **Learning Objective(s):** The student will be able to explain how an anti-drill feature functions.

**01.02.07**                    **Learning Objective(s):** The student will be able to define "strike plate" in locks.

**01.02.08**                    **Learning Objective(s):** The student will be able to articulate how a strike plate functions, and explain usages that are appropriate for the variety of strike plates that are available.

**01.02.09**                    **Learning Objective(s):** The student will be able to define and give examples of "burglar bars."

**01.02.10**                    **Learning Objective(s):** The student will be able to articulate how a burglar bar functions, and explain usages that are appropriate for the variety of strike plates that are available.

**01.03.00**                    **KEY CONTROL**

**Functional Area:** During this unit of instruction, the student will be able to obtain a basic understanding and overview of the definitions, terminology and usage of key controls as they relate to CPTED principles. Each student will be able to demonstrate their understanding by successfully completing a written exam regarding the definitions and terminology.

- 01.03.01**                    **Learning Objective(s):** The student will be able to articulate the importance of controlling keys and will be able to list several people who may have keys to a building at any given time.
- 01.03.02**                    **Learning Objective(s):** The student will be able to articulate the importance of keeping records of key issuance and the importance of storing duplicate or blank keys in a secure location.
- 01.03.03**                    **Learning Objective(s):** The student will be able to define "master key" and will be able to explain the importance of keeping them secure and restrict issuance.
- 01.03.04**                    **Learning Objective(s):** The student will be able to explain the importance of re-keying locks under specified situations.
- 01.03.05**                    **Learning Objective(s):** The student will be able to articulate the pluses and minuses of hiding keys.
- 01.03.06**                    **Learning Objective(s):** The student will be able to explain the difference between proximity cards and ID cards, together with being able to cite specific examples of when one or the other is appropriate to a specific situation.

**COMPLETE**