

# American Correctional Association

## Site Visit Report

### Description of Training Organization

The American Correctional Association (ACA) was founded in 1870 and is the oldest and most well respected correctional organization in the world. ACA is a professional membership association dedicated to the improvement of corrections and the training and development of correctional professionals. ACA members represent all aspects of corrections – adult and juvenile institutions, community corrections, juvenile justice, institutions of higher learning and probation and parole. There are nearly 100 chapters and affiliates representing numerous states and professional organizations.

Within ACA there are a number of departments – each responsible for delivering specific services. The Departments include Membership and Financial Services, Conventions, Advertising and Corporate Relations, Legislation, Standards and Accreditation, Publications and Professional Development. The services include the production of educational materials and publications, the sponsoring of training and biannual conferences, accreditation activities and a variety of other networking opportunities.

### Description of the Professional Development Department

The Professional Development (PD) Department has primary responsibility for the development of correspondence and online training courses as well as the coordination of national training workshops the Corrections Certification Program as described below:

#### *The Corrections Certification Program (CCP)*

The CCP is a national voluntary method of Certification which allows correctional personnel to be certified as Certified Corrections Executives (CCE), Certified Corrections Managers (CCM), Certified Corrections Supervisors, and Certified Corrections Officers (CCO). Originally developed for practitioners in adult and juvenile facilities, there is now a Juvenile specialty as well as a Provisional category. Attaining Certification requires satisfactory job performance at the level for which Certification is sought. It also requires passing an examination based on a series of designated reading materials. Maintaining Certification status requires the completion of a designated number of continuing education hours.

#### *The Online Corrections Academy (OCA)*

Online training courses are offered through the Online Corrections Academy. They are taught entirely online by correctional experts with interactive exercises, step-by-step assignments and other dynamic learning tools to enhance training needs. The Academy's purpose is to promote the professional development of individuals working in all aspects of the corrections field by: providing accredited online education and training to use toward in-service and pre-service training; offering training hours, continuing education units (CEUs), and continuing medical education units (CMEs); providing challenging curricula; serving correctional agencies as well as individuals with online education and training; and designing custom-built courseware to meet agencies' needs.

#### *The National Workshops*

The national workshops are designed by correctional experts and are focused on addressing specific training needs. Some of the modules are presented on a routine basis while others are developed based on a specific request from correctional administrators. The courses are offered here at ACA Headquarters or are sponsored or co-sponsored by various correctional agencies.

#### *The Correspondence Courses*

Correspondence courses are produced for use by individuals and groups. The courses are authored by experienced correctional practitioners and the PD curriculum developer who also designs the course. The correspondence courses remain extremely popular with correctional personnel throughout the country and are often used to enhance job knowledge or complete annual training requirements.

### Source of Official Student Records

All training information (except for the Certification Program) is recorded and maintained in the iMIS system. Certification records are maintained in Data Ease. A student who has completed training through the American Correctional Association may obtain verification of training completion/Certification status by contacting:

American Correctional Association  
Professional Development Department  
206 North Washington Street  
Suite 200  
Alexandria, VA 22314

### Description of Training Programs

**Location:** Various – Online, correspondence, and examination formats.

**Length:** Various – from 10 hours to two weeks in length.

**Program Objective:** To provide participants with the knowledge and skills necessary to more effectively serve at all levels of the corrections profession.

**Learning Objective:** Upon successful completion of each program, workshop and certification program, the graduate will have enhanced their abilities to perform the more advanced duties of corrections professional.

**Instructional Methods:** A combination of lecture, discussion, online and self-study methods.

**Learning Assessments:** Written examinations are used.

### Description of Team

Three assessment consultants and one Criminal Justice Training Assessment coordinator were on the team. Below is a list of all participants; CJTA and Excelsior College have full curriculum vitae on file for each.

Daniel P. LeClair, PhD  
 Professor and Chair  
 Graduate Programs in Criminal Justice, Urban Affairs and City Planning  
 Boston University, Metropolitan College  
 Wayland, Massachusetts

Bruce L. Bikle, PhD  
 Assistant Professor  
 Division of Criminal Justice  
 California State University at Sacramento  
 Sacramento, California

David L. Miller, MA  
 Supervising Superintendent  
 Eastern New York Correctional Facility  
 New Paltz, New York

Eric C. Schultz, MA  
 Senior Assessment Coordinator  
 Criminal Justice Training Assessment  
 Albany, New York

**Description of Visit**

From February 2-4, 2005, four representatives of Criminal Justice Training Assessment conducted a site visit to the American Correctional Association to assess the various programs offered by the Professional Development Division. On the first morning (Wednesday, February 2, 2005), the team assembled at the offices of the American Correctional Association. Following a brief organizational meeting and introductions to the academy staff, the assessment team was given access to all the necessary materials and began the assessment process.

The team determined that the remainder of the day would be spent breaking down and organizing the various subject modules into familiar college course content areas. Before finishing for the day, the course areas were discussed and then assigned to a specific faculty member to begin reviewing. Consultant LeClair reviewed the Online Corrections Academy (OCA), consultant Miller reviewed the Corrections Certification Program (CCP) and Correspondence Courses, and consultant Bikle reviewed the National Workshops.

The team began the second day by continuing to review the assigned materials. Due to the quality and nature of delivery of the materials, the assessment team was able to complete the assessment by day's end. At mid-morning of the third day, the team conducted an exit-interview/debrief with the staff and administration of ACA's Professional Development Division.

Credit Recommendations

**Summary of Credit Recommendations**

*Program:* ACA Corrections Certification Programs

Certified Corrections Executive (CCE)	3 credits+
Juvenile Certified Corrections Executive (JUV/CCE)	3 credits+
Certified Corrections Manager (CCM)	3 credits*
Juvenile Certified Corrections Manager (JUV/CCM)	3 credits*
Certified Corrections Manager/Security Threat Groups (STG)	3 credits*
Certified Corrections Supervisor (CCS)	3 credits
Juvenile Certified Corrections Supervisor (JUV/CCS)	3 credits
Certified Corrections Supervisor/Security Threat Groups (STG)	3 credits
Certified Corrections Officer (CCO)	3 credits
Juvenile Certified Corrections Officer (JUV/CCO)	3 credits
Certified Corrections Nurse (CCN)	3 credits
Certified Corrections Nurse/Manager (CCN/M)	3 credits*

*Program:* ACA National Workshops

Leadership Development for the Corrections Professional	3 credits+
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*Program:* ACA Online Corrections Academy

Ethical Issues in Correctional Settings	3 credits
The Female Offender within Correctional Settings	3 credits
Management Issues within Correctional Settings	3 credits*
Mental and Medical Health Issues for Female Offenders in Correctional Settings	2 credits*
Supervising Offenders with Mental Illness	2 credits

*Program:* ACA Self-instructional Training

Correctional Food Service	3 credits
Correctional Mid-Management	2 credits
Juvenile Caseworker	3 credits
Legal Issues for Correctional Staff	3 credits
Managing Stress	2 credits
Motivating Correctional Staff	2 credits
Preventing and Managing Riots and Disturbances	2 credits
Religion in Corrections	1 credit
Report Writing	2 credits
Suicide Prevention in Custody	1 credit
Supervising Substance Abuse Offenders	3 credits
Supervising Young Offenders	2 credits
Working with Special Needs Offenders	2 credits

\* indicates upper level credit, + indicates graduate level credit

Course Descriptions**Certified Corrections Executive (CCE)** (3 credits, graduate level)*Program:* Corrections Certificate Program (CCP)*Location:* Various – participant dependent*Length:* 100 hours*Dates:* August 2000 through June 2009

*Objectives:* Assess the impact of organizational change. Determine organizational readiness for change. Encourage the systematic evaluation of programmatic initiatives and organizational practices. Ensure that policies and procedures reflect organizational priorities, current needs, and legal requirements. Implement change in a manner that encourages acceptance, involvement, and “ownership”. Utilize the results of evaluation research to provide a basis for implementing change. Address employee misconduct in a fair and timely manner. Ensure that the workforce reflects appropriate diversity consistent with EEO and other regulatory guidelines. Equitably administer the employee grievance process while minimizing conflict between labor and management. Foster staff teamwork, communication, efficiency, and effectiveness. Identify and develop future organization leaders and monitor the process through which employees can advance professionally and personally. In accordance with regulatory mandates, equitably administer personnel policies, including recruitment, training, performance evaluation, career development, and progressive discipline. Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance. Ensure that appropriate crisis prevention and intervention plans are developed, implemented, and periodically reviewed. Ensure that operational activities are in compliance with American Correctional Association standards and other relevant local, state, and national regulations and include provisions of the US Constitution, the outcomes of landmark court cases, and court decisions affecting local procedures. Establish effective on-going processes for monitoring operational activities. Establish/maintain and organizational culture, quality of life, and operational environment that reflect positive, cooperative interaction in a climate characterized by respect, integrity, and professionalism. Maintain a proactive approach to identifying and solving potential problems. Monitor operational activities so that they: support the mission, goals, and objectives of the organization; promote public safety, treat clients/inmates/offenders humanely and appropriately meet their needs, particularly those with special needs; and provide conditions of confinement that meet established standards and are conducted in an efficient, cost-effective manner. Oversee the allocation of financial, personnel, and programmatic resources. Address organizational issues in a timely, proactive manner and assess progress toward achieving goals and objectives. Create an ethical environment by maintaining high personal standards and adhering to the American Correctional Association’s Code of Ethics. Develop staff-inclusive, consensus-building management approaches for setting goals and objectives by developing consensus-building management approaches. Development and maintain positive external relationships and partnerships. Employ strategic planning to identify organization priorities and establish and promote a vision for the organization. Employ effective interactive communication skills. Present a positive role model and lead by example which will inspire staff to perform at their highest level of capability. Utilize informal and formal input in problem-solving and decision-making

*Instruction:* Students must complete no fewer than 100 hours of self-study preparation for the CCE examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

*Credit Recommendation:* In the graduate level degree category, three semester credits.

**Certified Corrections Manager (CCM)** (3 credits, upper division)*Program:* Corrections Certificate Program (CCP)*Location:* Various – participant dependent*Length:* 80 hours*Dates:* August 2000 through June 2009

*Objectives:* Deal with offender families. Ensure control over equipment/supplies. Ensure that formal inspections are conducted in compliance with agency policy. Ensure staff awareness of problem offenders; e.g., excessively violent, gangs, etc. Gather intelligence and initiate investigations. Maintain good relationships with other government agencies and represent the agency before community groups. Manage by “walking around”. Manage emergencies in accord with agency policy. Promote ethical behavior among staff by serving as a positive role model. Serve in local community organizations. Account for agency property/equipment. Assess past budget performance and develop initial and subsequent adjustment requests. Develop goals/objectives for department. Develop performance-based management reports. Develop spending plan based on approved funding and monitor/control expenditures. Draft and disseminate department’s operational procedures (and procedural changes) to staff. Interpret policy and establish procedures for staff. Make policy recommendations and participate in/facilitate special projects. Monitor staff time, attendance, and work performance. Obtain staff input into problem-solving and decision-making. Prioritize, schedule, and delegate daily tasks. Receive and respond to communications, in a timely manner. Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance. Review, approve, and coordinate services and activities. Review/modify/update local procedures utilizing staff input. Schedule, conduct, and attend meetings. Assure delivery of quality programs/services to offenders. Assure that appropriate services/programs are provided for special-need offenders. Enforce policy and follow procedures. Ensure staff enforcement of offender accountability. Foster communication with offenders. Investigate/respond to offender grievances. Oversee offender classification re: program assignments/ recommendations. Provide clear rules and procedures. Administer labor union contracts and personnel practices. Assist in staff career development. Foster communication up/down chain-of-command. Identify and make appropriate staff assignments. Identify staff training needs and sources for training. Participate in staff functions. Prepare performance appraisals and provide staff with feedback on their performance. Promote affirmative action plans and EEO policies. Promote wellness programs. Recommend incentive awards and promotions. Recommend/take appropriate disciplinary actions. Recruit/interview potential staff and make hiring recommendations. Refer staff to appropriate employee assistance programs. Resolve conflicts and respond to staff grievances. Schedule/prepare and/or provide job-/discipline-specific training. Write position descriptions. Be familiar with current court rulings, make proactive efforts to prevent litigation, and provide testimony re litigation. Be knowledgeable about. Coordinate the handling of any court cases that are filed. Identify own/staff’s professional needs/ deficiencies. Keep current with professional literature; e.g., reading, participating in conferences/workshops, and professional organizations. Participate in training and serve as a resource person. Review alternative ways to accomplish professional duties. Serve in “acting” capacities, when requested.

*Instruction:* Students must complete no fewer than 80 hours of self-study preparation for the CCM examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

*Credit Recommendation:* In the upper division baccalaureate degree category, three semester credits.

**Certified Corrections Manager/Security Threat Groups (STG)** (3 credits, upper division)*Program:* Security Threat Groups Training Program (STG)*Location:* Various – participant dependent*Length:* 100 hours*Dates:* February 2004 through June 2009

*Objectives:* Demonstrate knowledge in regard to: Security Threat Groups, Enhancing the Internal/External Environment of the agency, Managing their STG Department, Managing STG Offenders, Managing/Supervising Human Resources, and Developing/Maintaining Expertise in the STG corrections area. Display and utilize expertise about the historical, legal, and social issues involved in dealing with Security Threat Groups. Demonstrate ability to deal with offender families, ensure control over equipment/supplies, ensure that formal inspections are conducted in compliance with agency policy, ensure staff awareness of problem offenders; e.g., excessively violent, gangs, etc., gather intelligence and initiate investigations, maintain good relationships with other government agencies and represent the agency

before community groups, manage by “walking around”, manage emergencies in accord with agency policy, and promote ethical behavior among staff by serving as a positive role model. Demonstrate knowledge and ability to assess past budget performance and develop initial and subsequent adjustment requests, develop goals/objectives for department, develop performance-based management reports, develop spending plan based on approved funding and monitor/control expenditures, draft and disseminate department’s operational procedures (and procedural changes) to staff, interpret policy and establish procedures for staff, make policy recommendations and participate in/facilitate special projects, prioritize, schedule, and delegate daily tasks, and review/modify/update local procedures utilizing staff input. Assure delivery of quality programs/services to offenders. Demonstrate knowledge and ability to assure that appropriate services/programs are provided for special-need offenders, investigate/respond to offender grievances, oversee offender classification re: program assignments/ recommendations, and provide clear rules and procedures. Demonstrate knowledge and ability to administer labor union contracts and personnel practices, assist in staff career development identify staff training needs and sources for training promote affirmative action plans and EEO policies. Recommend/take appropriate disciplinary actions, recruit/interview potential staff and make hiring recommendations, schedule/prepare and/or provide job-/discipline-specific training, and write position descriptions. Demonstrate knowledge of current court rulings, make proactive efforts to prevent litigation, and provide testimony re litigation. Demonstrate knowledge and ability to coordinate the handling of any court cases that are filed, identify own/staff’s professional needs/deficiencies, and review alternative ways to accomplish professional duties

**Instruction:** Students must complete no fewer than 100 hours of self-study preparation for the Certified Corrections Manager/Security Threat Groups (STG) examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

**Certified Corrections Nurse (CCN) (3 credits, lower division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Varies

**Length:** 40 hours

**Dates:** January 2007 through June 2009

**Objectives:** Understand the evolution of mental health care. Identify organizational issues: training concerns and organizational models in corrections and health care. Understand the role of the private sector and the risk of privatization of health services. Define appropriate and necessary health care activities. Understand access to care: unimpeded access, intake screening, segregation, and lock-down. Understand quality management. Understand the prevention of contagion: basic principles of tuberculosis, HIV and Hepatitis B, C, and D, other sexually transmitted diseases, infectious diseases, discharge planning, and legal considerations. Understand inmate rights and responsibilities from case law. Display and utilize expertise about the historical, legal and social issues involved in corrections. Discuss the history of correctional law. Discuss the evolution of inmate rights. Discuss the differences between inmate rights and inmate privileges. Identify First Amendment rights of inmates as they relate to religious issues, freedom of expression, access to the courts and legal services, personal communications, right to assembly and association, and the redress of grievances. Identify general principles of Fourth Amendment rights if inmates in regard to search of personae and cells, communications, and privacy. Identify general principles of Fifth Amendment rights of inmates in regards to discipline. Identify Eighth and Fourteenth Amendment rights of inmates as they relate to health care, diet, and exercise, discipline, protection of inmates from violence, facility and physical conditions, classification, and rehabilitation. Understand mental health assessment. Understand and identify Crisis Intervention Procedures. Understand cost control and the repercussions of cutbacks in mental health programs. Understand professional standards of care and medical records confidentiality. Understand discipline issues in regards to the mentally ill offender. Understand the scope and practice of corrections nursing. Understand the standards of corrections nurse practice: assessment, diagnosis, outcome identification, planning, implementation and evaluation. Understand standards of professional performance: quality of practice, education, professional practice evaluation, collegiality, collaboration, ethics, research, resource utilization, and leadership. Understand how to ensure control over equipment/supplies. Understand how to deal with offender families. Understand how to ensure that formal inspections are conducted in compliance with agency policy. Understand how to ensure staff awareness of problem offenders; e.g., excessively violent, gangs, etc. Understand how to gather intelligence and initiate investigations. Understand how to maintain good relationships with other government agencies and represent the agency before community groups. Understand the principle of “managing by walking around.” Understand how to manage emergencies in accord with agency policy. Understand how to promote ethical behavior among staff by serving as a positive role model. Understand how to serve local community organizations. Understand how to assure that appropriate services/programs are provided for special needs offenders. Understand how to enforce policy and follow procedures. Understand how to ensure staff enforcement of offender accountability. Understand how to foster communication with offenders. Understand how to investigate/respond to offender grievances in accord with agency policy/procedures. Understand how to oversee offender classification regarding program assignments/recommendations. Demonstrate how to provide clear rules and procedures.

**Instruction:** Students must complete no fewer than: forty hours of Certified Corrections Nurse (CCN). Instructional methods for this course include self-study and outside readings/texts/instruction - Correctional Law for the Correctional Officer, 4th edition, by William Collins; Health Care Management Issues in Corrections by Kenneth Faiver; ACA Online Corrections Academy course ? Managing Offenders; ACA Online Corrections Academy course Security Issues. Evaluation methods include a written 200-item multiple-choice examination covering healthcare in corrections, legal issues, mental healthcare, nursing practice and standards, security and environment, and general & offender management.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Certified Corrections Nurse/Manager (CCN/M) (3 credits, upper division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Varies

**Length:** 80 hours

**Dates:** January 2007 through June 2009

**Objectives:** Understand the evolution of mental health care. Identify organizational issues: training concerns and organizational models in corrections and health care. Understand the role of the private sector and the risk of privatization of health services. Define appropriate and necessary health care activities. Understand access to care: unimpeded access, intake screening, segregation, and lock-down. Understand quality management. Understand the prevention of contagion: basic principles of tuberculosis, HIV and Hepatitis B, C, and D, other sexually transmitted diseases, infectious diseases, discharge planning, and legal considerations. Understand inmate rights and responsibilities from case law. Display and utilize expertise about the historical, legal and social issues involved in corrections. Discuss the history of correctional law. Discuss the evolution of inmate rights. Discuss the differences between inmate rights and inmate privileges. Identify First Amendment rights of inmates as they relate to religious issues, freedom of expression, access to the courts and legal services, personal communications, right to assembly and association, and the redress of grievances. Identify general principles of Fourth Amendment rights if inmates in regard to search of personae and cells, communications, and privacy. Identify general principles of Fifth Amendment rights of inmates in regards to discipline. Identify Eighth and Fourteenth Amendment rights of inmates as they relate to health care, diet, and exercise, discipline, protection of inmates from violence, facility and physical conditions, classification, and rehabilitation. Understand mental health assessment. Understand and identify Crisis Intervention Procedures. Understand cost control and the repercussions of cutbacks in mental health programs. Understand professional standards of care and medical records confidentiality. Understand discipline issues in regards to the mentally ill offender. Understand the scope and practice of corrections nursing. Understand the standards of corrections nurse practice: assessment, diagnosis, outcome identification, planning, implementation and evaluation. Understand standards of professional performance: quality of practice, education, professional practice evaluation, collegiality, collaboration, ethics, research, resource utilization, and leadership. Understand how to ensure control over equipment/supplies. Understand how to deal with offender families. Understand how to ensure that formal inspections are conducted in compliance with agency policy. Understand how to ensure staff awareness of problem offenders; e.g., excessively violent, gangs, etc. Understand how to gather intelligence and initiate investigations. Understand how to maintain good

relationships with other government agencies and represent the agency before community groups. Understand the principle of "managing by walking around." Understand how to manage emergencies in accord with agency policy. Understand how to promote ethical behavior among staff by serving as a positive role model. Understand how to serve local community organizations. Understand how to assure that appropriate services/programs are provided for special needs offenders. Understand how to enforce policy and follow procedures. Understand how to ensure staff enforcement of offender accountability. Understand how to foster communication with offenders. Understand how to investigate/respond to offender grievances in accord with agency policy/procedures. Understand how to oversee offender classification regarding program assignments/recommendations. Demonstrate how to provide clear rules and procedures.

**Instruction:** Students must complete no fewer than: eighty hours of "Certified Corrections Nurse/Manager (CCN/M)." Instructional methods for this course include self-study and outside readings/texts/instruction - Correctional Law for the Correctional Officer, 4th edition, by William Collins; Health Care Management Issues in Corrections by Kenneth Faiver; Effective Corrections Manager, 2nd edition; Conflict Management and Conflict Resolution in Corrections, by Thomas Christian. Evaluation methods include a written 200-item multiple-choice examination covering healthcare in corrections, legal issues, mental healthcare, nursing practice and standards, managing security and environment, general & offender management, conflict management, and human resources management.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

**Certified Corrections Officer (CCO) (3 credits, lower division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** January 2001 through June 2009

**Objectives:** Enforce custody privileges/disciplinary restrictions. Implement emergency operational plans. Implement schedules for controlled offender movement. Issue/receive offender passes/appointment slips. Observe, monitor, and supervise movement of offenders & their property. Properly identify and escort offenders, individually & in groups. Receive offender requests for bed, cell or unit moves & make recommendations. Restrict movement during scheduled physical counts of offenders. In the realm of Ethics and Law, demonstrate knowledge in/of: AIDS, history of courts & corrections, discovery, employee rights, evidence/polygraph, "hands-off"/"hands-on", how law suits work, indemnification, interviewing/confidentiality, investigating unethical behavior, Prison Litigation Reform Act, "reasonable suspicion", searches and seizures, surveillance/monitoring, the investigative report, theories of liability, trials and appeals, what is ethical/unethical behavior? In the realm of General Skills/Equipment Control, demonstrate knowledge of: CPR/first aid, inspect keys, tools, equipment & shadow-boards, inter-personnel and non-verbal communication, inventory keys, tools, & equipment at beginning and end of shift, log out/in keys, tools, and equipment, maintain physical control of them, and report broken/missing keys, tools, & equipment, public relations, search procedures, and written communication. Demonstrate knowledge of: agency's mission/purpose, agency policies & procedures, available training, ethnic differences, standards of professionalism, state/federal laws; e.g., EEO, Sexual Harassment, stress management, use of force, use of weapons, using equipment/tools. In the realm of Maintain Health, Safety, & Sanitation/Communicate, demonstrates knowledge of: developing cleaning schedule, document the distribution of authorized items, ensure proper labeling/handling of hazardous materials, implement health/safety memos & notifications, implement proper health procedures for offenders with infectious diseases, inventory & distribute authorized items, order/request authorized supplies/items, report changes in offender behavior, report security violations, search offenders and their property, submit health, safety, & sanitation recommendations to appropriate departments, supervise cleaning of industrial areas, supervise offenders' hygiene habits. In the realm of Manage Offenders, demonstrate knowledge of: conduct cell inspections/searches, enforce rules and regulations, establish rapport, follow use-of-force continuum, as appropriate, intervene in crises, manage conflicts, orient new arrivals on rule, procedures, etc., provide verbal and written counseling, write disciplinary and incident reports.

**Instruction:** Students must complete no fewer than 40 hours of self-study preparation for the CCO examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Certified Corrections Supervisor (CCS) (3 credits, lower division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 60 hours

**Dates:** August 2000 through June 2009

**Objectives:** Be familiar with current court rulings; provide testimony re litigation, and make proactive efforts to prevent litigation. Keep current with professional literature. Participate in conferences/ workshops and professional organizations. Participate in training. Serve as a resource person. Serve in "acting" capacities, when requested. Account for property and equipment. Conduct formal inspections. Deal with offender families. Ensure control over equipment and supplies. Ensure staff awareness of problem offenders; e.g., gangs, excessively violent, etc. Gather intelligence and initiate investigations. Initiate communications. Manage by "walking around". Manage emergencies in accord with policy. Monitor daily logs/reports. Participate in/facilitate special projects. Promote ethical behavior among staff by serving as a positive role model. Provide assistance during internal/external audits. Receive and respond to communications, in a timely manner. Schedule and delegate daily tasks. Schedule, conduct, and attend meetings. Assure that appropriate services/programs are accessible to offenders. Contribute to offender classification re: program assignments/ recommendations. Enforce policy and follow procedures. Ensure staff enforcement of offender accountability. Foster communication with offenders. Investigate/respond to offender grievances. Provide offenders with clear rules and procedures. Assist in staff career development. Foster communication up/down chain-of-command. Help establish procedures for staff. Identify staffing needs. Make appropriate staff assignments. Monitor staff time, attendance, and work performance. Participate in staff functions. Prepare performance appraisals and provide staff with feedback on their performance. Recommend appropriate disciplinary actions. Recommend incentive awards and promotions. Refer staff to appropriate employee assistance programs. Resolve staff conflicts. Review staff record keeping for compliance with standards. Schedule/provide job-/discipline-specific training.

**Instruction:** Students must complete no fewer than 60 hours of self-study preparation for the CCS examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Certified Corrections Supervisor/Security Threat Groups (STG) (3 credits, lower division)**

**Program:** Security Threat Groups Training Program (STG)

**Location:** Various – participant dependent

**Length:** 80 hours

**Dates:** February 2004 through June 2009

**Objectives:** Demonstrate knowledge and ability to display and utilize expertise about the historical, legal, and social issues involved in STG corrections. Demonstrate knowledge and ability to remain familiar with current court rulings, provide testimony re litigation, and make proactive efforts to prevent litigation. Demonstrate knowledge and ability to conduct formal inspections, deal with offender families, ensure staff awareness of problem offenders; e.g., gangs, excessively violent, etc., gather intelligence and initiate investigations, manage emergencies in accord with policy, promote ethical behavior among staff by serving as a positive role model, and provide assistance during internal/external audits. Demonstrate knowledge and ability to assure that appropriate services/programs are accessible to offenders, contribute to offender classification re: program assignments/ recommendations, ensure staff enforcement of offender accountability, investigate/respond to offender

grievances, and provide offenders with clear rules and procedures. Demonstrate knowledge and ability to help establish procedures for staff, identify staffing needs, make appropriate staff assignments, prepare performance appraisals and provide staff with feedback on their performance, recommend appropriate disciplinary actions, review staff record keeping for compliance with standards, and schedule/provide job-/discipline-specific training.

**Instruction:** Students must complete no fewer than 80 hours of self-study preparation for the Certified Corrections Supervisor/Security Threat Groups (STG) examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Correctional Food Service** (3 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Discuss the importance of food service in the correctional setting. Discuss the legal issues in correctional food service. Identify the practices and principles of food service safety. Discuss the causes and hazards of food contamination. Discuss menu planning and principles of nutrition. Discuss the principles of supervision and interpersonal communication.

**Instruction:** Students must complete no fewer than forty hours of “Correctional Food Service.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Correctional Mid-Management** (2 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Identify the various styles of management and the perceived strengths and weaknesses of each of those styles. Identify and use tests for improving group performance. Identify the issues of power within work settings. Identify how to develop and evaluate action plans. Identify how to develop action plans to solve specified problems. Identify the critical decision making skills.

**Instruction:** Students must complete no fewer than forty hours of “Correctional Mid-Management.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**Ethical Issues in Correctional Settings** (3 credits, lower division)

**Program:** ACA Online Corrections Academy

**Location:** Various – participant dependent, delivered online

**Length:** 30 hours

**Dates:** February 2000 through June 2009

**Objectives:** Understand the study of ethics and ethical behavior. Identify how that knowledge applies to the correctional setting. Illustrate the importance of education and training to the development of professionalism. Illustrate the importance of character development as a method of stress reduction, in order to block the link to unethical behavior. Understand professional boundary lines and avoidance of crossing over them.

**Instruction:** Students must complete no fewer than: ten hours of ETH201: Understanding Ethics and Ethical Behavior, ten hours of ETH202: Maintaining Ethics Through Mental and Physical Fitness, and ten hours of ETH203: Crossing the Boundaries of Professionalism. Instructional methods include online lecture text. Evaluation methods include online course quizzes and examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Juvenile Caseworker** (3 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Explain the U.S. juvenile justice system. Identify the rights of juveniles in custody. Describe the developmental process of adolescents. Identify and demonstrate use of basic security techniques. Demonstrate ability to supervise juvenile in custody effectively.

**Instruction:** Students must complete no fewer than forty hours of “Juvenile Caseworker.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Juvenile Certified Corrections Executive (JUV/CCE)** (3 credits, graduate level)

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 100 hours

**Dates:** August 2000 through June 2009

**Objectives:** Display and utilize expertise about the historical, legal, and social issues involved in juvenile justice/corrections. Assess the impact of organizational change. Determine organizational readiness for change. Effectively guide the change process. Encourage the systematic evaluation of programmatic initiatives and organizational practices. Ensure that policies and procedures reflect organizational priorities, current needs, and legal requirements. Implement change in a manner that encourages acceptance, involvement, and “ownership”. Utilize the results of evaluation research to provide a basis for implementing change. Address employee misconduct in a fair and timely manner. Ensure that the workforce reflects appropriate diversity consistent with EEO and other regulatory guidelines. Equitably administer the employee grievance process while minimizing conflict between labor and management. Foster staff teamwork, communication, efficiency, and effectiveness. Identify and develop future organization leaders and monitor the process through which employees can advance professionally and personally. In accordance with regulatory mandates, equitably administer personnel policies, including recruitment, training, performance evaluation, career development, and progressive discipline. Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance. Ensure that appropriate crisis prevention and intervention plans are developed, implemented, and periodically reviewed. Ensure that operational activities are in compliance with American Correctional Association standards and other relevant local, state, and national regulations and include provisions of the US Constitution, the outcomes of landmark court cases, and court decisions affecting local procedures. Establish effective on-going processes for monitoring operational activities. Establish/maintain and organizational culture, quality of life, and operational environment that reflect positive, cooperative interaction in a climate characterized by respect, integrity, and professionalism. Maintain a

proactive approach to identifying and solving potential problems. Monitor operational activities so that they: support the mission, goals, and objectives of the organization; promote public safety, treat clients/inmates/offenders humanely and appropriately meet their needs, particularly those with special needs; and provide conditions of confinement that meet established standards and are conducted in an efficient, cost-effective manner. Oversee the allocation of financial, personnel, and programmatic resources. Address organizational issues in a timely, proactive manner and assess progress toward achieving goals and objectives. Create an ethical environment by maintaining high personal standards and adhering to the American Correctional Association's Code of Ethics. Develop staff-inclusive, consensus-building management approaches for setting goals and objectives by developing consensus-building management approaches. Development and maintain positive external relationships and partnerships. Employ strategic planning to identify organization priorities and establish and promote a vision for the organization. Employ effective interactive communication skills. Present a positive role model and lead by example which will inspire staff to perform at their highest level of capability. Utilize informal and formal input in problem-solving and decision-making.

**Instruction:** Students must complete no fewer than 100 hours of self-study preparation for the JUV/CCE examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the graduate level degree category, three semester credits.

#### **Juvenile Certified Corrections Manager (JUV/CCM) (3 credits, upper division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 80 hours

**Dates:** August 2000 through June 2009

**Objectives:** Display and utilize expertise about the historical, legal, and social issues involved in juvenile justice/corrections. Deal with offender families. Ensure control over equipment/supplies. Ensure that formal inspections are conducted in compliance with agency policy. Ensure staff awareness of problem offenders; e.g., excessively violent, gangs, etc. Gather intelligence and initiate investigations. Maintain good relationships with other government agencies and represent the agency before community groups. Manage by “walking around”. Manage emergencies in accord with agency policy. Promote ethical behavior among staff by serving as a positive role model. Serve in local community organizations. Account for agency property/equipment. Assess past budget performance and develop initial and subsequent adjustment requests. Develop goals/objectives for department. Develop performance-based management reports. Develop spending plan based on approved funding and monitor/control expenditures. Draft and disseminate department's operational procedures (and procedural changes) to staff. Interpret policy and establish procedures for staff. Make policy recommendations and participate in/facilitate special projects. Monitor staff time, attendance, and work performance. Obtain staff input into problem-solving and decision-making. Prioritize, schedule, and delegate daily tasks. Receive and respond to communications, in a timely manner. Recognize and provide intrinsic/extrinsic rewards for best practices and outstanding performance. Review, approve, and coordinate services and activities. Review/modify/update local procedures utilizing staff input. Schedule, conduct, and attend meetings. Assure delivery of quality programs/services to offenders. Assure that appropriate services/programs are provided for special-need offenders. Enforce policy and follow procedures. Ensure staff enforcement of offender accountability. Foster communication with offenders. Investigate/respond to offender grievances. Oversee offender classification re: program assignments/recommendations. Provide clear rules and procedures. Administer labor union contracts and personnel practices. Assist in staff career development. Foster communication up/down chain-of-command. Identify and make appropriate staff assignments. Identify staff training needs and sources for training. Participate in staff functions. Prepare performance appraisals and provide staff with feedback on their performance. Promote affirmative action plans and EEO policies. Promote wellness programs. Recommend incentive awards and promotions. Recommend/take appropriate disciplinary actions. Recruit/interview potential staff and make hiring recommendations. Refer staff to appropriate employee assistance programs. Resolve conflicts and respond to staff grievances. Schedule/prepare and/or provide job-/discipline-specific training. Write position descriptions. Be familiar with current court rulings, make proactive efforts to prevent litigation, and provide testimony re litigation. Coordinate the handling of any court cases that are filed. Identify own/staff's professional needs/ deficiencies. Keep current with professional literature; e.g., reading, participating in conferences/workshops, and professional organizations. Participate in training and serve as a resource person. Review alternative ways to accomplish professional duties. Serve in “acting” capacities, when requested.

**Instruction:** Students must complete no fewer than 80 hours of self-study preparation for the JUV/CCM examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the upper division baccalaureate degree category, three semester credits.

#### **Juvenile Certified Corrections Officer (JUV/CCO) (3 credits, lower division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** January 2001 through June 2009

**Objectives:** Demonstrate knowledgeable of Juvenile Corrections. Display and utilize expertise about the historical, legal, and social issues involved in juvenile justice/corrections. Enforce custody privileges/disciplinary restrictions. Implement emergency operational plans. Implement schedules for controlled offender movement. Issue/receive offender passes/appointment slips. Observe, monitor, and supervise movement of offenders & their property. Properly identify and escort offenders, individually & in groups. Receive offender requests for bed, cell or unit moves & make recommendations. Restrict movement during scheduled physical counts of offenders. In the realm of Ethics and Law, demonstrate knowledge in/of: AIDS, history of courts & corrections, discovery, employee rights, evidence/polygraph, “hands-off”/“hands-on”, how law suits work, indemnification, interviewing/confidentiality, investigating unethical behavior, Prison Litigation Reform Act, “reasonable suspicion”, searches and seizures, surveillance/monitoring, the investigative report, theories of liability, trials and appeals, what is ethical/unethical behavior? In the realm of General Skills/Equipment Control, demonstrate knowledge of: CPR/first aid, inspect keys, tools, equipment & shadow-boards, inter-personnel and non-verbal communication, inventory keys, tools, & equipment at beginning and end of shift, log out/in keys, tools, and equipment, maintain physical control of them, and report broken/missing keys, tools, & equipment, public relations, search procedures, and written communication. Demonstrate knowledge of: agency's mission/purpose, agency policies & procedures, available training, ethnic differences, standards of professionalism, state/federal laws; e.g., EEO, Sexual Harassment, stress management, use of force, use of weapons, using equipment/tools. In the realm of Maintain Health, Safety, Sanitation, Communicate, demonstrates knowledge of: developing cleaning schedule, document the distribution of authorized items, ensure proper labeling/handling of hazardous materials, implement health/safety memos & notifications, implement proper health procedures for offenders with infectious diseases, inventory & distribute authorized items, order/request authorized supplies/items, report changes in offender behavior, report security violations, search offenders and their property, submit health, safety, & sanitation recommendations to appropriate departments, supervise cleaning of industrial areas, supervise offenders' hygiene habits. In the realm of Manage Offenders, demonstrate knowledge of: conduct cell inspections/searches, enforce rules and regulations, establish rapport, follow use-of-force continuum, as appropriate, intervene in crises, manage conflicts, orient new arrivals on rule, procedures, etc., provide verbal and written counseling, write disciplinary and incident reports. In the realm of Managing Juvenile Offenders, demonstrate special knowledge of: conducting cell inspections/searches, enforce rules and regulations, establish rapport, follow use-of-force continuum, as appropriate, intervene in crises, manage conflicts, orient new arrivals on rule, procedures, etc., provide verbal and written counseling, write disciplinary and incident reports.

**Instruction:** Students must complete no fewer than 40 hours of self-study preparation for the JUV/CCO examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Juvenile Certified Corrections Supervisor (JUV/CCS) (3 credits, lower division)**

**Program:** Corrections Certificate Program (CCP)

**Location:** Various – participant dependent

**Length:** 60 hours

**Dates:** August 2000 through June 2009

**Objectives:** Display and utilize expertise about the historical, legal, and social issues involved in juvenile justice/corrections. Be familiar with current court rulings; provide testimony re litigation, and make proactive efforts to prevent litigation. Keep current with professional literature. Participate in conferences/ workshops and professional organizations. Participate in training. Serve as a resource person. Serve in “acting” capacities, when requested. Account for property and equipment. Conduct formal inspections. Deal with offender families. Ensure control over equipment and supplies. Ensure staff awareness of problem offenders; e.g., gangs, excessively violent, etc. Gather intelligence and initiate investigations. Initiate communications. Manage by “walking around”. Manage emergencies in accord with policy. Monitor daily logs/reports. Participate in/facilitate special projects. Promote ethical behavior among staff by serving as a positive role model. Provide assistance during internal/external audits. Receive and respond to communications, in a timely manner. Schedule and delegate daily tasks. Schedule, conduct, and attend meetings. Assure that appropriate services/programs are accessible to offenders. Contribute to offender classification re: program assignments/recommendations. Enforce policy and follow procedures. Ensure staff enforcement of offender accountability. Foster communication with offenders. Investigate/respond to offender grievances. Provide offenders with clear rules and procedures. Assist in staff career development. Foster communication up/down chain-of-command. Help establish procedures for staff. Identify staffing needs. Make appropriate staff assignments. Monitor staff time, attendance, and work performance. Participate in staff functions. Prepare performance appraisals and provide staff with feedback on their performance. Recommend appropriate disciplinary actions. Recommend incentive awards and promotions. Refer staff to appropriate employee assistance programs. Resolve staff conflicts. Review staff record keeping for compliance with standards. Schedule/provide job-/discipline-specific training.

**Instruction:** Students must complete no fewer than 60 hours of self-study preparation for the JUV/CCS examination. Instructional methods are self-instructional material from the assigned (extensive) reading list. Evaluation methods are a final examination with a passing grade of 75 administered at selected locations by the American Correctional Association.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Leadership Development for the Corrections Professional (3 credits, graduate level)**

**Program:** American Correctional Association National Workshop

**Location:** Various – participant dependent, administered by ACA

**Length:** 200 hours

**Dates:** January 2005 through June 2009

**Objectives:** Understand the nature of fundamental change. Examine individual leadership styles to see how it affects productivity. Familiarize the participants with the basic concepts and purpose of the 360 degree “circumplex” model of feedback evaluation. Understand the development of management theory within the context of industrialization. Identify the four basic leadership styles in the Situational Leadership Model. Identify and articulate the needs of employees at each of the readiness levels. Identify the readiness level of staff members under their supervision. Understand that the four leadership styles are driven by task relationship follower behaviors and management expectations. Illustrate through role plays how to adjust management style to meet the readiness need of staff. Discuss the important role of power in effective management. Identify the seven bases of social power. Illustrate the relationship of the use various power bases within the context of the Situational Leadership Model. Introduce the participants to the basic concepts of the JoHari Window communications model. Identify and define the four basic styles of interpersonal communication. Identify the basic stages of team development. Identify the characteristics of highly performing work groups. Discuss the importance of effectively dealing with conflict in the workplace. Identify and define the four basic modes of handling conflict. Identify and discuss the characteristics of aggressive, assertive and non-assertive behaviors. Characterize the effect of each behavior on management relationships. Describe the cultural orientation of their organization in terms of power, role, achievement, and support. Understand the nature of the various cultural orientations in organizations and the advantages and disadvantages of each. Discuss the significance of risk taking to personal and professional development. Identify and define the three types of risk taking behavior. Identify and discuss the five actions which can be taken by followers to support their leaders or, if necessary, leave the organization. Explain and illustrate the importance of professional and personal goal setting within the context of an action planning format. Identify and define the five Human Resources key issues in the modern correctional organization. Identify, define and discuss the four distinct generational cohorts working in the correctional environment. Define the concepts of professionalism and ethics in the correctional context. Articulate the importance of loyalty to both line staff and leaders. List and define the four types of “right vs. right” dilemmas faced by staff. List and discuss the three decision rules for processing and resolving ethical dilemmas. Describe the relationship between laws, policy and procedure, and ethics. List and define the conditions impacting change in the corrections environment. Identify specific skills needed by the correctional manager to effectively lead organizational change. Define the concept of a “paradigm”. List and define the trends which will impact the corrections workplace environment in the future. Discuss the importance of a positive vision of the future for correctional leaders/managers.

**Instruction:** Students must complete no fewer than eighty (80) hours of classroom training instruction using an adult learning model, eighty (80) hours for the Certification Program, and forty (40) hours for Project Development (It is anticipated that the two weeks of instruction and project assignment will be completed in a 3-4 month time frame). Instructional methods incorporate work group simulations and to facilitate learning and interaction, participants are assigned to heterogeneous groups for the duration of the course, and self-instructional material from the assigned (extensive) reading list. Evaluation methods include an assessment of their project and score at least 60% (passing) on an objective final content examination.

**Credit Recommendation:** In the graduate level degree category, three semester credits.

**Legal Issues for Correctional Staff (3 credits, lower division)**

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Explain the criminal justice process. Explain the civil justice process. Identify techniques to prevent and minimize liability. Identify the basic legal rights of correctional staff in the workplace. Describe the basic rights of the offenders.

**Instruction:** Students must complete no fewer than forty hours of “Legal Issues for Correctional Staff.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Management Issues within Correctional Settings** (3 credits, upper division)

*Program:* ACA Online Corrections Academy

*Location:* Various – participant dependent, delivered online

*Length:* 35-50 hours (see below)

*Dates:* February 2000 through June 2009

*Objectives:* Become familiar with the issues of correctional supervision, and the roles and functions of correctional supervision. Identify the current standards of ethical conduct within correctional settings and how to follow these standards in promoting professional behaviors and preventing employee misconduct. Understand stress management techniques available for facilitating correctional supervision. Demonstrate the importance of good communication in effective supervision. Become familiar with effective listening skills and demonstrate why good listening skills enhance correctional supervision. Learn the procedures for effectively navigating the legal issues that commonly develop for staff working in correctional settings (discrimination in the workplace, the disciplinary process, sexual harassment). Understand the legal issues that may possibly develop between staff and inmates within the correctional environment (types of lawsuits that offenders file, issues of personal liability, corrective discipline and disciplinary procedures, staff harassment and sexual assault of inmates). Identify the procedures and best practices for meeting performance goals and agency standards.

*Instruction:* Students must complete no fewer than 35 hours of the following: fifteen hours of CSU202: The Transition of Correctional Supervisor, ten hours of CSU203: Communicating Effectively with Staff, fifteen hours of CSU204: Navigating the Legal Issues of Supervision, or ten hours of CSU205: Meeting Performance Goals and Standards. Instructional methods include online lecture text. Evaluation methods include online course quizzes and examination.

*Credit Recommendation:* In the upper division baccalaureate degree category, three semester credits.

**Managing Stress** (2 credits, lower division)

*Program:* ACA Self-instructional Training

*Location:* Various – participant dependent

*Length:* 40 hours

*Dates:* February 2000 through June 2009

*Objectives:* Identify the causes of stress. Describe the long-term outcomes of stress. Identify the use of physical, mental and emotional strategies for coping with stress. Explain how to prevent stress.

*Instruction:* Students must complete no fewer than forty hours of “Managing Stress.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Mental and Medical Health Issues for Female Offenders in Correctional Settings** (2 credits, upper division)

*Program:* ACA Online Corrections Academy

*Location:* Various – participant dependent, delivered online

*Length:* 10 hours

*Dates:* February 2000 through June 2009

*Objectives:* Identify both the myths and facts about mental illness particularly in reference to the female offender populations. Identify the major components of a comprehensive mental health program in a correctional setting. Provide students with a national profile of women offenders. Identify how the correctional environment can exacerbate the mental health disorders of these offenders. Define, describe, and illustrate the symptoms of the common medical illnesses women offenders may typically have. Identify the major components of comprehensive medical health care program in a correctional setting. Identify and describe the symptoms of the common illnesses women offenders may typically have. Define and describe the common sexually transmitted diseases the female offenders may have.

*Instruction:* Students must complete no fewer than ten hours of WOM 209: Mental and Medical Health Issues for Female Offenders in Correctional Settings. Instructional methods include online lecture text. Evaluation methods include online course quizzes and examination.

*Credit Recommendation:* In the upper division baccalaureate degree category, two semester credits.

**Motivating Correctional Staff** (2 credits, lower division)

*Program:* ACA Self-instructional Training

*Location:* Various – participant dependent

*Length:* 40 hours

*Dates:* February 2000 through June 2009

*Objectives:* Demonstrate how to develop measurable performance goals. Illustrate how to analyze performance problems. Demonstrate how to conduct coaching interviews. Illustrate how to motivate and discipline staff effectively.

*Instruction:* Students must complete no fewer than forty hours of “Motivating Correctional Staff.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Preventing and Managing Riots and Disturbances** (2 credits, lower division)

*Program:* ACA Self-instructional Training

*Location:* Various – participant dependent

*Length:* 40 hours

*Dates:* February 2000 through June 2009

*Objectives:* Identify the causes of riots. Describe the inmate culture that can contribute to riots. Describe the stages of a riot. Discuss the role of the correctional worker with regard to riots. Discuss the elements of an emergency response plan. Discuss the principles of hostage survival.

*Instruction:* Students must complete no fewer than forty hours of “Preventing and Managing Riots and Disturbances.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.

**Religion in Corrections** (1 credit, lower division)

*Program:* ACA Self-instructional Training

*Location:* Various – participant dependent

*Length:* 24 hours

*Dates:* February 2000 through June 2009

*Objectives:* List the benefits of religious programs in corrections. Explain the religious rights of offenders. Describe the basic practices of conventional and non-conventional religious practices. Describe the role of chaplains and volunteers in religious programs. Explain the security issues involved in providing religious programs.

**Instruction:** Students must complete no fewer than twenty-four hours of “Religion in Corrections.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

**Report Writing** (2 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Identify and correct common errors found in correctional reports. Explain the seven essentials of report writing. Explain the report writing process. Demonstrate ability to write clear concise reports.

**Instruction:** Students must complete no fewer than forty hours of “Report Writing.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**Suicide Prevention in Custody** (1 credit, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 20 hours

**Dates:** February 2000 through June 2009

**Objectives:** Explain the role of the caseworker in suicide prevention. Identify the signs of suicidal behavior. Explain how to manage potentially suicidal behavior. Explain how to respond to a suicide victim.

**Instruction:** Students must complete no fewer than twenty hours of “Suicide Prevention in Custody.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, one semester credit.

**Supervising Offenders with Mental Illness** (2 credits, lower division)

**Program:** ACA Online Corrections Academy

**Location:** Various

**Length:** 20 hours

**Dates:** January 2007 through June 2009

**Objectives:** This course provides an understanding of mental illness and describes how the correctional environment influences offenders with mental disorders. In addition, the course discusses how to identify/respond to the signs of mental illness, supervise offenders with mental disorders effectively, prevent/respond to suicides and crises, and participate in the treatment process. Students will identify mental health illness and its relationship with mental health. Identify normal and abnormal behavior. Identify the common traits of individuals with mental disorders. Explain the myths and facts about suicide. Explain the issues surrounding the treatment of mentally ill offenders in correctional settings.

**Instruction:** Students must complete no fewer than: twenty hours of “PSY201: Supervising Offenders with Mental Illness.” Instructional methods include online lecture text. Evaluation methods include online course quizzes and examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**Supervising Substance Abuse Offenders** (3 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Describe the stages of drug abuse. Describe the common substance abuse programs. Identify the medical and psychological consequences of substance abuse. Describe the methods of controlling drug abuse in the correctional environment. Identify the symptoms of drug abuse. Identify the principles of effective substance abuse treatment.

**Instruction:** Students must complete no fewer than forty hours of “Supervising Substance Abuse Offenders.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, three semester credits.

**Supervising Young Offenders** (2 credits, lower division)

**Program:** ACA Self-instructional Training

**Location:** Various – participant dependent

**Length:** 40 hours

**Dates:** February 2000 through June 2009

**Objectives:** Describe the young offender population. Describe the type of behavior typically exhibited by incarcerated youths. Demonstrate ability to effectively supervise young offenders. Explain the role of line staff in developing programs for young offenders.

**Instruction:** Students must complete no fewer than forty hours of “Supervising Young Offenders.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

**Credit Recommendation:** In the lower division associate/baccalaureate degree category, two semester credits.

**The Female Offender within Correctional Settings** (3 credits, lower division)

**Program:** ACA Online Corrections Academy

**Location:** Various – participant dependent, delivered online

**Length:** 30 hours

**Dates:** February 2000 through June 2009

**Objectives:** Demonstrate knowledge of the female offenders’ population and how these offenders create different challenges than male offenders. Illustrate the history of female offenders throughout the growth of the American correctional system. Demonstrate knowledge of how to conduct correctional operations (intake, classification, security, work assignments, education, programming, health services, discipline, pre-release and release) from the perspective of the needs and special challenges of a female offender population. Become familiar with the perspective that proper correctional operations and treatment programming for female offender populations should be informed by the gender specific issues of motherhood, child abuse survival, domestic abuse survival, and the nature of cycles of violence within domestic relationships.

*Instruction:* Students must complete no fewer than: ten hours of WOM206: Understanding Women Offenders, ten hours of WOM207: Women Offenders and the Correctional Environment, and ten hours of WOM208: Gender-Specific Needs of Women Offenders. Instructional methods include online lecture text. Evaluation methods include online course quizzes and examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, three semester credits.

**Working with Special Needs Offenders** (2 credits, lower division)

*Program:* ACA Self-instructional Training

*Location:* Various – participant dependent

*Length:* 40 hours

*Dates:* February 2000 through June 2009

*Objectives:* Explain the basic principles of working with special needs offenders. Identify the legal rights of special needs offenders. Identify the needs of offenders with medical and physical disabilities and supervise them effectively. Identify the needs of offenders with mental disorders and supervise them.

*Instruction:* Students must complete no fewer than forty hours of “Working with Special Needs Offenders.” Instructional methods include self-instructional materials with question and answer sessions. Evaluation methods include written examination.

*Credit Recommendation:* In the lower division associate/baccalaureate degree category, two semester credits.