

# New York City Department of Correction

## Site Visit Report

### Source of Official Student Records

In order to award credit, colleges and universities require proof of completion of coursework issued by the training organization. A student who has completed training provided by the New York City Department of Correction Academy may obtain such records of this training by contacting:

New York City Department of Correction Academy  
66-26 Metropolitan Avenue  
Middle Village, NY 11379

### Description of Training Programs

#### Recruit Correction Officer

New York City Recruit Correction Officer training prepares individuals to fully perform as entry level Correction Officers in one of the Departments Correctional facilities. The curriculum is a sixteen-week (640 hours) given at the New York City Department of Correction Academy. The topics include all state, local and federal mandate for correctional personnel as well as qualify New York City Correction Officers as New York State Peace Officers. The curriculum also covers issues that the Department has identified as necessary to fully prepare the individual for the demands of a career in correction.

*Location:* New York City Department of Correction Academy: Middle Village, NY

*Length:* Sixteen weeks (640 hours)

*Program Objective:* To provide the skills, knowledge and attitude required of a successful entry-level correction professional

*Learning Objective:* Upon successful completion of Recruit Correction Officer training the individual will be able to properly function as an entry level New York City Correction Officer within any of the correctional facilities.

*Instructional Methods:* Traditional classroom instruction methods are used such as lecture, small group work, brainstorming, guided discussion, role-plays, reading and demonstrations. Classroom instruction focuses on the use of Adult Learning Theory. Various audio-visual materials, practice and feedback sessions, laboratory exercises, On-the-Job training and Field Training Days enhance classroom instruction.

*Learning Assessments:* Evaluation of the recruit's mastery of the curriculum is conducted via written and practical examinations.

#### Instructor Development Course

The Instructor Development Course provides State Commission of Correction/Department of Criminal Justice Services cross-certification as a Police Instructor. The training program is geared to prepare criminal justice trainers to design and deliver general topics training materials to departmental staff. The curriculum focuses on the tasks that a new instructor would perform.

*Location:* New York City Department of Correction Academy: Middle Village, NY

*Length:* Two weeks (80 hours)

*Program Objective:* Prepare the new instructor to develop a needs assessment, write performance objectives, select instructional strategies, demonstrate delivery strategies, use training aids effectively, and design test items that measure the achievement of performance objectives.

*Learning Objective:* Upon completion of the curriculum, the new instructor will develop and deliver a fifty-minute criminal justice training presentation.

*Instructional Methods:* Traditional classroom instruction methods are used such as lecture, small group work, brainstorming, guided discussion, and demonstrations. Classroom instruction focuses on the use of Adult Learning Theory. Various audio-visual materials practice and feedback sessions enhance classroom instruction.

*Learning Assessments:* Performance evaluation

#### Pre-Promotional Captain

The New York City Pre-Promotional Captain training program is geared to prepare the Correction Officer for the duties and responsibilities associated with the promotion to Captain. The curriculum focuses on the tasks that the Captain/Supervisor in a New York City correctional facility performs. The curriculum is mostly taught by adjunct faculties who are presently performing the Captain's tasks or have vast experience in the areas of the curriculum they are covering.

*Location:* New York City Department of Correction Academy: Middle Village, NY

*Length:* Seven weeks (245 hours)

*Program Objective:* Prepare the Correction Officer to successfully transition to Captain and fulfill the duties and responsibilities of the Captain post in any New York City correctional facility.

*Learning Objective:* Upon completion of the curriculum, the Captain will fulfill the role of the Supervisor.

*Instructional Methods:* Traditional classroom instruction methods are used such as lecture, small group work, brainstorming, guided discussion, and demonstrations. Classroom instruction focuses on the use of Adult Learning Theory. Various audio-visual materials, practice and feedback sessions, and On-the-Job training enhance classroom instruction.

*Learning Assessments:* Instructor observations

#### Pre-Promotional Assistant Deputy Warden

The New York City Pre-Promotional Assistant Deputy Warden training program is geared to prepare the Correction Captain for the duties and responsibilities associated with the promotion to Assistant Deputy Warden. The curriculum focuses on the tasks that the Tour Commander in a New York City correctional facility performs. The curriculum is mostly taught by adjunct faculties who are presently performing the Tour Commander task or have vast experience in the areas of the curriculum they are covering.

*Location:* New York City Department of Correction Academy: Middle Village, NY

*Length:* Five weeks (210 hours)

*Program Objective:* Prepare the Correction Captain to successfully transition to Assistant Deputy Warden and fulfill the duties and responsibilities of the Tour Commander post in any New York City correctional facility.

*Learning Objective:* Upon completion of the curriculum, the Assistant Deputy Warden will fulfill the role of the Tour Commander

*Instructional Methods:* Traditional classroom instruction methods are used such as lecture, small group work, brainstorming, guided discussion, and demonstrations. Classroom instruction focuses on the use of Adult Learning Theory. Various audio-visual materials, practice and feedback sessions, and On-the-Job training enhance classroom instruction.

*Learning Assessments:* Instructor observations.

**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.

Gordon A. Crews, Ph.D.  
Associate Dean, Director of Graduate Studies  
Roger Williams University  
Bristol, Rhode Island

Ann M. Jones, Ed.D.  
Regional Coordinator for Training  
South Carolina Department of Corrections  
Columbia, SC

William H. McDonald, Ph.D.  
Program Coordinator – Criminal Justice Studies  
Tunxis Community College  
Farmington, CT

Eric C. Schultz, MA  
Assessment Coordinator  
Criminal Justice Training Assessment  
Albany, NY

**Description of Visit**

On day one, the team met at 8am and traveled to the agency. Arriving at 8:45am, they met with Rosa Irizarry and Dennis McCormick for initial Q&A with academy staff. This was followed by a tour of the facilities until 10am. At 10:30, the team reviewed the agency’s master list and immediately began review of materials. Due to the prior experience of this team on the NY State Department of Correctional Services’ assessment and the excellent organization on the part of the academy staff, materials review took place from 10am through to 3pm.

On day two the team traveled to the agency and began the day’s assessment at 8:45 am. Due to the organization and preparedness of the agency, the team completed the assessment just after noon of the second day. The team decided to gather that afternoon and on the morning of the third day to review, debate, and discuss the initial findings.

On the third and last day, the team arrived at the agency at 8am to conduct the exit interview/conference with academy staff. Staff present included Warden Nadine Felton, Academic Advisor Dennis J. McCormick and the assessment contact Rosa Irizarry. Findings were discussed, the rest of the process was discussed, and the team left the academy at mid-morning in order to make appropriate travel arrangements.

Credit Recommendations

**Summary of Credit Recommendations**

*Program:* Recruit Correction Officer

Basic Correctional Practice	3 credits
Basic Correctional Procedure	3 credits
Criminal Law & Procedure	3 credits
Health & Wellness	3 credits
Human Relations and Special Populations	3 credits
Physical Education	3 credits
Practicum in Corrections I	3 credits
<b>TOTAL</b>	<b>21 credits</b>

*Program:* Instructor Development Course

Instructional Strategies	3 credits*
<u>Introduction to Staff Development &amp; Training</u>	<u>3 credits</u>
<b>TOTAL</b>	<b>6 credits**</b>

*Program:* Pre-Promotional Captain

Correctional Supervision I	3 credits
Correctional Supervision II	3 credits
Management of High Risk Inmate Populations I	3 credits
Practicum in Corrections II	3 credits
<b>TOTAL</b>	<b>12 credits**</b>

*Program:* Pre-Promotional Assistant Deputy Warden

Correctional Administration I	3 credits
Correctional Administration II	3 credits*
Management of High Risk Inmate Populations II	3 credits
Practicum in Corrections III	3 credits*
<b>TOTAL</b>	<b>12 Credits**</b>

\* indicates upper level credit, \*\* Instructor Development Course, Pre-Promotional Captain, Pre-Promotional Assistant Deputy Warden credit recommendations pertain to individual course of instruction and are NOT cumulatively clustered like Basic Academy training course headings.

Course Descriptions

**Basic Correctional Practice** (3 credits, lower division)

*Program:* Recruit Correction Officer curriculum  
*Location:* New York City Department of Correction Academy, Middle Village (Queens), NY  
*Length:* 100.5 hours  
*Dates:* July 1998 through June 2009

*Objectives:* Demonstrate the proper techniques and policies relating to the department baton. Apply, in practical exercises, the basic search and seizure techniques for contraband. Identify the most commonly abused drugs, their forms, and effects, and list the most common methods of introducing for drugs and other contraband into the correctional facilities. Explain the organization and operation of the CERT and CIU specialized units. Explain the history, effects, toxicity, and decontamination procedures for chemical agents, and demonstrate the proper use of chemical agents. Demonstrate the proper use of the baton and unarmed self-defense tactics for self-

protection and techniques for controlling inmates. Demonstrate the proper use of chemical agents. Understand the functions and practices of a punitive segregation unit. Demonstrate proper function of a firing range. Demonstrate proficiency in semi-automatic pistols and double action revolvers.

**Instruction:** Students must complete no fewer than: eight hours of "Electronic Immobilization Shield", forty-five hours of "Firearms and Tactics", four hours of "Chemical Agents", forty hours of "Central Punitive Segregation Unit", and three and one-half hours of "Protective Equipment". Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Basic Correctional Procedure** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 55 hours

**Dates:** July 1998 through June 2009

**Objectives:** Identify and explain the inmate disciplinary system and the statutory authority of correctional officers pertaining to inmate behavior, due process requirements, and misbehavior reports. Explain and apply the procedures for completing an accurate count in a variety of situations, including the rational, the types of counts, and common count difficulties. List and apply the proper procedures for reporting a fire, evacuation procedures, and daily fire inspection routines, as they apply to the institutional setting. Identify the causes of fire and accidents in correctional facilities. Define and recognize the symptoms of and preventive precautions for Tuberculosis and Hepatitis B. Explain the inmate grievance procedure and its efforts to resolve inmate to staff problems. Identify security areas in a facility and explain the important of vital functions within the facility. List and describe the tasks of officers in correctional facilities relating specifically to security areas. Understand facility communications systems including the use of various types of radios, personal alarms, security locks, telephone equipment, proper radio language, tone of voice, and related security measures. Understand and apply the rules and regulations necessary to process incoming and outgoing inmate mail. Apply the proper procedures for preparing inmates and their personal property for transfer in order to reduce inmate complaints and property claims. Understand and apply the procedures for receiving, classifying, processing and orientating inmates new to the correction setting. Develop an understanding of the procedures for transporting inmates and the proper use of restraint equipment. Recognize, evaluate and control aggressive behavior. List and explain the rules and regulations that govern inmate behavior and the categories of disposition used to handle inmate misbehavior. Describe the overall operation of general housing, plus identify and explain the tasks of correctional officers assign to specific housing areas. Maintain the basic security procedures in handling keys, tools, equipment and supplies. Identify and explain the various procedures in classifying inmates. Identify and apply the rules, regulations and appropriate security measures necessary for the operation of visiting and package rooms. Understand the various aspects of hostage prevention and survival skills.

**Instruction:** Students must complete no fewer than: one hour and forty minutes of "Injury to Inmate Report", three hours and twenty minutes of "Report of Infraction", one hour and forty minutes of "Incident Report", one hour and forty minutes of "Intradepartmental Memorandum", one hour and forty minutes of "Control Room", three hours and twenty minutes of "Count and Movement I and II", three hours and twenty minutes of "Count and Movement Lab", three hours and twenty minutes of "General Office Procedures", one hour and forty minutes "Institutional Security", three hours of "Search Lab", one hour and forty minutes of "Disciplinary Procedures-Inmates", one hour and forty minutes of "Disciplinary Procedures-Staff", one hour and forty minutes of "Housing Area officers Duties", one hour and forty minutes of "Housing Area Forms", one hour and forty minutes of "Housing Area Log Book Entries", three hours and twenty minutes of "Intake Area Procedures", one hour and forty minutes of "Introduction to Department of Correction", one hour and forty minutes "Policy Documents", one hour and forty minutes of "Role of the Correction Officer", three hours and twenty minutes and "Control of and Search for Contraband", one hour and forty minutes of "Debriefing", five hours of "Inmate Escorts", one hour and forty minutes, and two hours and twenty minutes of "Hostage Prevention and Survival Skills. Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Correctional Administration I** (3 credits, lower division)

**Program:** Pre-Promotional Assistant Deputy Warden's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 62 hours

**Dates:** July 1998 through June 2009

**Objectives:** Understand and apply the general duties of a Tour Commander. Discuss and apply E.E.O. laws and regulations as they apply to the duties of a Tour Commander. Identify and apply the basic principles of crime scene management and preliminary investigation. List and discuss the duties and responsibilities of the tour commander in the inmate classification process. Identify and apply the basic leadership and management concepts in order to operate successfully in an office and administrative environment. List and discuss the safety issues relevant to the daily operation of a corrections facility.

**Instruction:** Students must complete no fewer than: two hours for overview of correctional administration; two hours on the role of tour commander; eight hours on Equal Employment Opportunities; eight hours of general office refresher; eight hours on classification; eight hours on management; eight hours in investigations; four hours in crime scene management; two hours in Hazcom/right to know law; eight hours in supervisory skills; and four hours in fire safety overview. Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Correctional Administration II** (3 credits, upper division)

**Program:** Pre-Promotional Assistant Deputy Warden's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 54 hours

**Dates:** July 1998 through June 2009

**Objectives:** Identify the common emergency situations that arise in NYC correctional facilities. List and apply the appropriate departmental responses and the specific role of the tour commander in each. Identify and explain the various personnel issues, appropriate Departmental personnel policies and practices, and corresponding responses of a NYC DOC tour commander. List the operational features of T.E.A.M.S., specifically citing the advantages of the system and the responsibilities of the tour commander to the System.

**Instruction:** Students must complete no fewer than: eight hours in EAP/CARE Personnel Processing; four hours for unusual incidents/COD; four hours for T.S.O./emergency response manual; four hours in infractions; eight hours on union briefing; four hours in compliance briefing; four hours for administrative issues; four hours for S.O.D. briefing; two hours on T.E.A.M.S.; two hours for Commissioner's briefing; two hours for Chief of Department's briefing; two hours in 'uniform inspection; four hours in conflict of interest law; and two hours in Trauma Awareness (C.O.P.E.) Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Correctional Supervision I** (3 credits, lower division)

**Program:** Pre-Promotional Captain's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 56 hours

**Dates:** July 1998 through June 2009

**Objectives:** Understand and apply the general duties of a Correctional Captain. Discuss and apply E.E.O. laws and regulations as they apply to the duties of a Captain. Identify and apply the basic supervisory concepts and practices of a Correctional Captain. Demonstrate in a role-play exercise the procedures for processing, discharging, and transferring inmates according to Departmental Regulations. Identify and explain the various personnel issues, appropriate Departmental personnel policies and practices, and corresponding responses of a Correctional Captain.

**Instruction:** Students must complete no fewer than: two hours in the transition of the officer to captain (role of captain); eight hours of union briefing; eight hours of E.E.O. sixteen hours of general office skills; eight hours of E.A.P. personnel processing; two hours for uniform inspection; eight hours in supervisory skills; two hours in Trauma Awareness (C.O.P.); and two hours of HAZCOM/right top know law. Instructional methods for this course include lecture. Evaluation methods include written examination.

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

### **Correctional Supervision II** (3 credits, lower division)

**Program:** Pre-Promotional Captain's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 90 hours

**Dates:** July 1998 through June 2009

**Objectives:** Identify and apply the basic principles of crime scene management, preliminary investigation in criminal matters, and in administrative investigations. List and explain the duties and responsibilities of the Correctional Captain in the inmate classification process. List and discuss the safety issues relevant to the daily operation of a correctional facility. Demonstrate the appropriate use of chemical agents and related equipment, and decontamination standards and practices, citing Departmental policies and practices regarding the use of chemical agents. Explain Departmental and statutory authority for the use of force, and the steps and procedures to be used in a use of force investigation.

**Instruction:** Students must complete no fewer than: sixteen hours in chemical agents; sixteen hours in investigations; four hours of infractions (due process); four hours fire safety overview; twelve hours in use of force (investigations); four hours progressive discipline; four hours in toxicology; eight hours in classification; four hours in law and criminal investigations; four hours in probe/response team training; two hours in T.E.A.M.S.; four hours in control room; four hours compliance; and four hours in conflict of interest law. Instructional methods for this course include lecture. Evaluation methods include written examination.

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

### **Criminal Law & Procedure** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 65 hours

**Dates:** July 1998 through June 2009

**Objectives:** Understand the general purposes of state penal law, including the issues of strict liability and criminal liability. Understand the legal definition, elements, and degrees, of arson, assault, burglary, escape, homicide, kidnapping, robbery, and sex offenses. Understand the requirements of Constitutional law and its protections. Understand the laws of arrest and the various manners of obtaining and protecting evidence. Understand the legal requirements for search and seizure. Define the terms, "Civil Law", "Tort", "Evidence", and "Probable Cause". Understand state court systems including the functions of a grand jury. Define the terms "Bribery", "Graft", and "Extortion". Understand the power peace officers have in taking possession of weapons. Understand the legal responsibilities of correction officers with particular emphasis on issues most commonly litigated by inmates. Understand the responsibility of correctional officers in the use of physical and/or deadly force. Understand the minimum standards of conditions of confinement for inmates in the United States. Understand the mandated services that must be provided to confined individuals. Understand the general structure of the United States Criminal Justice System.

**Instruction:** Students must complete no fewer than: one hour of "Ethics," one hour of "Constitutional Law," seven hours of "Penal Law," eight hours of "Criminal Procedure Law," two hours of "Report Writing for Peace Officers," one hour and forty minutes of "Categories of Inmates," one hour and forty minutes of "Classification," five hours of "Delivery of Services," three hours and twenty minutes of "DOC Minimum Standards," one hour and forty minutes of Introduction to Law," twelve hours of "Use of Force," two hours of "Correction Law," four hours of "Agency Arrest/Custody Procedures," five hours of "Investigations by Peace Officers," one hour of "Civil Law," two hours of "The Court Environment," eight hours of "Deadly Physical Force," and eight hours of "Defensive Driving." Instructional methods for this course include lecture. Evaluation methods include written examination.

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

### **Health & Wellness** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 67 hours

**Dates:** July 1998 through June 2009

**Objectives:** Understand communicable disease control and prevention. Establish proper procedure for responding to an emergency within a prison. Develop the knowledge and skills to provide basic care for injuries and sudden illnesses. Understand the importance in dealing with inmate special diets and access to medical care. Understand the correctional officers' personal consequences of being taken hostage in a prison setting. Develop an understanding of physical fitness and its importance in everyday life. Be able to administer CPR and to render basic aid. Recognize stress indicators, properly evaluate situations, and take appropriate action towards services available. Develop a responsible decision making process towards wellness. Understand the impact of mental health and illness in its relation to suicide and suicide prevention. Be able to identify various forms of prescription and illegal drugs. Understand the Hazard Communication Standards and Right to Know Laws.

**Instruction:** Students must complete no fewer than: one hour and forty minutes of "Behavioral Emergencies", eight hours of "Cardio-Pulmonary Resuscitation", three hours and thirty minutes of "Drug Identification", sixteen hours of "Fire Safety Response", five hours and twenty minutes of "Food Protection", eight hours of "Infectious Disease Orientation, twelve hours of "Mental Illness", one hour and forty minutes of "Mental Health Minimum Standards", eight hours of "Suicide Prevention", one hour and forty minutes of "How to Recognize Medical Emergencies", and one hour and forty minutes of "Hazard Communication Standards/Right-to-Know Law". Instructional methods for this course include lecture. Evaluation methods include written examination.

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

### **Human Relations and Special Populations** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 42 hours

**Dates:** July 1998 through June 2009

**Objectives:** Identify the characteristics and challenges of the younger offender. Understand the rules and regulations which govern inmate conduct. Explains the use of the standards of inmate behavior and lists the categories of disposition utilized to handle inmate misbehavior. Identify protective custody and disciplinary standards and authorization and designation of these units. Identify and practice the basics of interpersonal communication including role play and practice situations. List and

identify the problems of cross-gender supervision in correctional settings and strategies to prevent inappropriate staff-inmate misconduct. Discuss the various cultural and religious groups confined within an agency. List the factors and causes of riots and disturbances. List the factors, steps, and influences of effective decision-making. Define "ethics" and identify the articles of the code of police ethics. Identify the special needs of female offenders. Describe inappropriate behavior between inmates and staff and select strategies to prevent violations of policy. Review various sections of the Public Officer Law with attention to civil law, criminal law, and negligence. Define cultural diversity and its importance to a culturally aware workforce. Identify supervisory attitudes applied to inmates. Identify inmates with emotional and mental health problems and role-play appropriate supervisory strategies for management and referral. Demonstrate proficiency in identifying, screening and intake of suicide-prone inmates, alcohol abusers, and special programs available for referral. Define and develop strategies to prevent sexual harassment. Discuss the general classes of hostage takers and provide strategies to survive a capture experience. Identify the role of correctional and mental health personnel in suicide prevention.

**Instruction:** Students must complete no fewer than: two hours and twenty minutes of "Causes of Riots and Disturbances and Hostage Survival", one hour and forty minutes of "Team Building", three hours and twenty minutes of "Workforce Diversity", three hours and twenty minutes of "Equal Employment Opportunity", three hours and twenty minutes of "Sexual Harassment Prevention", three hours and twenty minutes of "Assertiveness Skills", one hour and forty-five minutes of "Adolescent Inmates", one hour and forty-five hours of "Female Inmates", three hours and twenty minutes of "Leadership Skills", one hour and forty-five minutes of "Leadership Skills", one hour and forty-five minutes of "Games Inmates Play", one hour and forty-five "Stress Management", one hour and thirty minutes of "Domestic Violence", six hours of "Maintaining Appropriate Staff/Inmate Relationships", three hours and twenty minutes of "Interpersonal Communications", three hours and thirty minutes of "Interpersonal Communication Skills", and one hour and forty-five minutes of "Conflict Resolution". Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Instructional Strategies (3 credits, upper division)**

**Program:** Instructor Development Course curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 47 hours

**Dates:** July 1998 through June 2009

**Objectives:** List and describe the four elements of the instructional process. List and describe four of nine instructional techniques, including the positive and negative features of each technique. Conduct a two-minute presentation to the class on a topic of the student's choice. List five purposes of a lesson plan. List and describe the three distinct steps in evaluation. List and describe norm referenced and criterion referenced evaluation. List five audio visual aids, and the advantages/disadvantages of each. List two types of training records. Conduct a 50-minute presentation to the class on a topic of the student's choice, using three audio visual aids and a six-question evaluation instrument.

**Instruction:** Students must complete no fewer than: two hours of instructional strategies I; two hours of instructional strategies II; one hour providing instructional feed back; two hours in instructional/trainee interaction and record keeping; one hour in training aids; four and half-hours in training aids workshops; five and a half hours in lesson plan development workshops; one-hour on lesson plan review; one hour on feedback; and fifteen hours in the preparation and presentation of a 50-minute lesson plan presentation. Each participant is expected to complete an additional minimum twelve hours of research, writing, evaluation of materials, development of rudimentary training aids and audio-visual materials. Instructional methods for this course include lecture. Evaluation methods include written examination and assessments of presentations and instructional aides.

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

**Introduction to Staff Development & Training (3 credits, lower division)**

**Program:** Instructor Development Course curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 46 hours

**Dates:** July 1998 through June 2009

**Objectives:** Define 'training' and 'staff development' and list two applications to correctional training. Identify five of the ten roles of a correctional trainer. List the steps in the dynamic training system. Define 'training need.' List five levels of Maslow's Hierarchy of Needs. Write the training objects for a course segment in terms of specific and measurable behavior by including a performance, condition, and criterion. Present an extemporaneous presentation of one-minute duration. List five of ten factors that influence classroom presence.

**Instruction:** Students must complete no fewer than: one hour of group/team building exercises: one and a half hours on the role of the staff trainer; two hours on defining training needs; three and a half hours on developing performance objectives and performance objectives workshop; two hours on the evaluation of training; three hours on psychology of learning /adult learning theory; two and a half hours on developing an outline and developing an outline workshop; three and a half hour on lesson plan development and lesson plan development workshop; one hour on final outline workshop; one hour in training aids; two hours on program delivery; three hours on oral communication; two hours of classroom management; two hours for the ten-minute presentation of a canned lesson plan; four hours for fifteen minute presentation of canned lesson plans. Each participant is expected to complete an additional minimum twelve hours of research, writing, evaluation of materials, development of rudimentary training aids and audio-visual materials. Instructional methods for this course include lecture. Evaluation methods include written examination and assessments of presentations and instructional aides.

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

**Management of High Risk Inmate Populations I (3 credits, lower division)**

**Program:** Pre-Promotional Captain's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 52 hours

**Dates:** July 1998 through June 2009

**Objectives:** Differentiate between the management of general population housing units and Central Punitive Segregation Housing Units. List the basic identification procedures and management principles for security threat groups. List and appropriately apply security measures for inmate control in general and in high-risk populations.

**Instruction:** Students must complete no fewer than: four hours in Security Risk Groups/gang intelligence; eight hours in electronic immobilization shield (EIS); and forty hours in the management of high security lock up units (C.P.S.U.). Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Management of High Risk Inmate Populations II (3 credits, lower division)**

**Program:** Pre-Promotional Assistant Deputy Warden's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 46 hours

**Dates:** July 1998 through June 2009

**Objectives:** Differentiate between the management of general population housing units and Central Punitive Segregation Housing Units. List the basic identification procedures and management principles for security threat groups. List and appropriately apply security measures for inmate control in general and in high-risk populations.

**Instruction:** Students must complete no fewer than: four hours in Security Risk Groups/gang intelligence; two hours in electronic in mobilization shield (EIS) overview; and forty hours in the management of high security lock up units (C.P.S.U.). Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Physical Education** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 69 hours

**Dates:** July 1998 through June 2009

**Objectives:** Demonstrate proper techniques of physical conditioning exercise useful in improving overall physical wellness. Demonstrate the proper application of basic principles of defensive tactics. Identify and demonstrate the basic inmate restraint techniques. Identify and demonstrate the proper uses of the baton. Demonstrate the proper procedures for the application and removal of mechanical restraints.

**Instruction:** Students must complete no fewer than: thirteen hours and thirty minutes of "Defensive Tactics", twelve hours of "Baton", eight hours of "Use of Restraints", three hours and thirty minutes of "Use of Protective Equipment", one hour and forty-five minutes of "Military Drill", twenty-nine hours of "conditioning", and one hour and forty-minutes of "Calisthenics". Instructional methods for this course include lecture. Evaluation methods include written examination.

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

**Practicum in Corrections I** (3 credits, lower division)

**Program:** Recruit Correction Officer curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 84 hours

**Dates:** July 1998 through June 2009

**Objectives:** Apply what has been learned in the classroom in a general correctional setting under the supervision of experienced correctional personnel. Apply what has been learned in the classroom in 4 specialized correctional environments under the direct supervision of correctional personnel. Analyze and discuss with the class his/her experiences while on OJT and in field training days.

**Instruction:** Students must complete no fewer than: forty hours of on the job training, applying classroom instruction in a practical setting under the supervision of an experienced Correctional Captain. In addition, each student will participate in four separate field training days wherein the officer must function in a specialized correctional setting. When students return to the classroom they must analyze and discuss with their colleagues their OJT experiences and field training day experiences. Instructional methods for this course include practical hands on demonstration and lecture. Evaluation methods include examination and the practicum supervisor's evaluations.

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

**Practicum in Corrections II** (3 credits, lower division)

**Program:** Pre-Promotional Captain's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 42 hours

**Dates:** July 1998 through June 2009

**Objectives:** Apply what has been learned in the classroom in a practical setting under the supervision of an experienced Correctional Captain. Analyze and discuss with the class his/her experiences while on OJT.

**Instruction:** Students must complete no fewer than: forty hours of on the job training, applying classroom instruction in a practical setting under the supervision of an experienced Correctional Captain. When students return to the classroom they must analyze and discuss with their colleagues their OJT experiences. Instructional methods for this course include practical hands on demonstration and lecture. Evaluation methods include examination and the practicum supervisor's evaluations.

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

**Practicum in Corrections III** (3 credits, upper division)

**Program:** Pre-Promotional Assistant Deputy Warden's curriculum

**Location:** New York City Department of Correction Academy, Middle Village (Queens), NY

**Length:** 42 hours

**Dates:** July 1998 through June 2009

**Objectives:** Apply what has been learned in the classroom under the supervision of an experienced tour commander. Analyze and discuss his/her experiences while on OJT. Discuss in detail the 'good practices' learned during the Assistant Deputy Wardens course.

**Instruction:** Each student will complete at least 40 hours of on the job training, applying classroom instruction in a practical setting under the supervision of an experienced deputy warden. When students return to the classroom they must analyze and discuss with their colleagues their OJT experiences, and list and identify the 'good practices' learned during the Assistant Deputy Warden Training Course. Instructional methods for this course include lecture and practical exercises/demonstrations. Evaluation methods include written examination and practicum supervisor's evaluations.

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