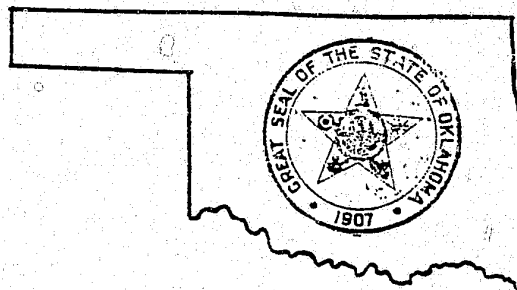


# PLANNING AND RESEARCH



## AN ASSESSMENT OF THE OKLAHOMA DEPARTMENT OF CORRECTIONS BASIC CORRECTIONAL OFFICER TRAINING

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## EXECUTIVE SUMMARY

The purposes of this assessment project were as follows: a) determine what the correctional officer and supervisory staff perceive to be the most important aspects of the correctional officer position, b) determine the congruence between these perceptions and the training offered by the Training Academy, c) make recommendations for correcting identified weaknesses in the training program, and d) develop a monitoring system to be used by the Training Academy to monitor trainees' performance and provide data for future evaluations. The Planning and Research Unit of the Oklahoma Department of Corrections was assisted in this project by a consultant hired with funds awarded by the National Institute of Corrections (grant no. BF-5).

The methodology employed in this project involved four phases: a) field interviews with Oklahoma state corrections personnel, b) development and administration of a survey instrument designed to assess staff training needs, c) review of training programs of two other training academies, and d) observations of training classes conducted by the Oklahoma Department of Corrections Training Academy. Field interviews were conducted to give the project personnel an opportunity to discuss training in an informal manner with correctional officers and other personnel and to observe some of the correctional officers' duties. This information provided the groundwork for the development of the needs assessment survey instrument. The needs survey instrument was mailed to 931 employees at department facilities and to 50 out-of-state corrections departments. Return rates were 61.4 percent (572) for in-state respondents and 56.0 percent (28) for out-of-state respondents.

Major findings from the survey instrument were as follows: a) personnel at community treatment centers felt the correctional officer was more actively involved in treatment and less involved in strictly custodial activities than personnel at institutions; b) personnel at community treatment centers expressed a strong need for correctional officers to have separate training in the final stages of training which emphasized the unique aspects of community treatment centers; c) personnel at institutions and community treatment centers perceived several job aspects as important which were not emphasized in the training curriculum; and d) personnel perceived a need for more active student participation in training classes and for more on-the-job training to be provided.

Data gathered from the participant observer revealed three consistent weaknesses which occurred during training classes. First, over utilization of video-tapes, which were of poor video quality, reduced the utility of several classes. Second, there was a lack of student participation during training classes. The third problem identified was time allocations which may have been disproportionate to the importance of training areas.

On-site visit of the New York Correctional Service Academy allowed project personnel to observe the facilities and curriculum of an American Correctional Association accredited training program. This visit provided experiences which were beneficial for the recommendations made in relation to the organization and structure of the Oklahoma training academy.

Recommendations based on the information provided by this project were divided into organizational and curriculum related sections. Organizational recommendations, by area, were as follows:

I. Correctional officer selection, training and assignment.

A. It is recommended that the hiring of correctional officers be centralized and that all newly hired personnel be assigned to the training unit for basic training prior to receiving permanent assignments. Enough correctional officer positions must be allocated to the training academy to meet the manpower needs of the Department. With centralized hiring, every effort should be made to honor the facility or geographic location preferences of newly hired correctional officers.

B. It is recommended that the Public Information Office undertake a campaign to upgrade the public image of correctional officers.

II. Training academy capabilities and staff.

A. It is recommended that the training academy develop and upgrade capabilities in the following areas: graphics, video production, and library services. Additional staff should be hired as necessary and the required equipment purchased.

B. It is recommended that the training academy implement a monitoring system so that training can be continuously evaluated. The training academy staff should be augmented to include a staff member with the expertise to implement such a system.

C. It is recommended that an advanced correctional officer school be developed and that a field training officer program be implemented. Full time trainers under the supervision of the



Director of Training should be assigned to the field units.

III. Separate training for institutional and community treatment center correctional officers.

- A. It is recommended that the training academy develop a core basic correctional officer curriculum for both institutional and community treatment center correctional officers and also separate special curricula for each.
- B. It is recommended that a task analysis of correctional officer duties and responsibilities in institutions and community treatment centers be conducted so that an adequate curriculum can be developed.

IV. Planning and budgeting.

- A. It is recommended that the training academy director be required to formulate both short range and long range plans so that the future training needs of the department will be met. Such planning should be carried out in conjunction with input from a Training Advisory Board composed of key Department of Corrections personnel.
- B. It is recommended that the training academy be allocated a separate operating and personnel budget to be managed by the Director of Training.

Curriculum recommendations were based on the experiences of the participant observer who attended Basic Correctional Officers Training program and on discussions with other class participants. These recommendations, based on blocks within the training curriculum, are as follows:

I. Federal and state agencies.

It is recommended that video tapes of speakers be used only when speakers are unavailable. If tapes are used, trainers must be present to answer questions that arise. Training aids should be used to supplement the presentations, and class involvement should be increased through such activities as a mock-up of a crime scene.

II. Self defense.

It is recommended that protective equipment be provided trainees for self defense classes so that techniques can be practiced without fear of injury. The time allotted to self defense should be increased from 20 to 40 hours to ensure that participants are adequately trained. Proficiency tests should be administered.

III. Physical training.

It is recommended that physical conditioning should be allotted a specific time period each day sufficient to provide some physical conditioning for participants. At least thirty hours should be provided. An obstacle course should be built for participants use to make physical conditioning classes more interesting and effective. Minimum requirements should be established which all trainees must meet.

IV. Weapons

It is recommended that weapons training be increased to 40 hours for institutional correctional officers and include training in night firing and in the use and effects of chemical agents.

V. Criminal law

It is recommended that the courses in the criminal law block be presented in a more logical and meaningful order and that live trainers present the material.

VI. Field procedures

It is recommended that field procedures be expanded from 19 hours to 32 hours. Efforts should be made to encourage class participation.

VII. General law enforcement

It is recommended that efforts be made to replace these courses with more relevant ones.

VIII. Emergency medical treatment

It is recommended that emergency medical training be presented at the training academy. The 8 hours transportation time saved should be used for instruction.

IX. General information

It is recommended that more time be allotted the substance abuse course for class discussion; that the human relations course be extended and better structured; and that the sex offender course be presented live.

X. Additional substantive areas which should be covered.

It is recommended that courses addressing the following substantive areas be added to the curriculum: escape situations, hostage situations, high tension situations, and emotionally disturbed inmates.

## CHAPTER I

### INTRODUCTION

In the Spring of 1979, officials of the Oklahoma Department of Corrections made the decision to conduct an assessment of Basic Corrections Officer training provided by the Training Academy. This decision was in accordance with Department of Corrections Policy Statement number P-110300, "Uniform Standards for Training Employee", which requires that training be "...routinely evaluated in terms of meeting employee training needs."

The Training Academy has frequently been the object of evaluations since its founding in February 1976<sup>1</sup>, e.g., Johnson (1977); Wise and Wysenger (1977); and Callison and Parsons (1978). Johnson (1977) and Wise and Wysenger (1977) peripherally addressed the issue of employee training needs; however, since these studies were carried out, training requirements have greatly changed and the Training Academy has increased in staff from four employees to eight employees. The most recent study did not address training needs but rather focused on the operational effectiveness of the Training Academy. The present project was undertaken to meet the specific requirement of Policy Statement number P-110300 stated above, with respect to Basic Corrections Officer training.

At the time the present project was conceptualized and planned, the Basic Corrections Officer training course comprised only 80 hours of

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<sup>1</sup>Between 1973 and 1976, training for Department of Corrections employees was conducted by the Professional Agency for Correctional Training which was funded by the Law Enforcement Assistance Administration. Prior to 1973, there was no centrally organized training program.

training and was a component of a larger training program designed to meet the training standards for adult correctional institutions established by the Commission on Accreditation for Corrections of the American Correctional Association. Topics related to basic correctional matters were covered. On June 1, 1979, however, Senate Bill 138 was unexpectedly<sup>2</sup> signed into law. The new law required, among other things, that corrections officers be 23 years of age and either have 30 college credit hours or receive peace officer certification training. This latter requirement necessitated rapid and drastic changes in the basic officer curriculum to incorporate courses meeting the standards for peace officer training established by the Council on Law Enforcement Education and Training.<sup>3</sup> Basic training increased from 80 hours to 200 hours and included such courses as laws of arrest, search and seizure, accident investigation, and so on. Fortunately, data collection for the assessment project had not yet begun when the change occurred.

The purposes of the assessment project were as follows: a) determine what the correctional officer and supervisory staff perceive to be the most important aspects of the correctional officer position, b) determine the congruence between these perceptions and the training offered by the Training Academy<sup>4</sup>, c) make recommendations for correcting identified weaknesses in the training program, and d) develop a monitoring system to be used by the Training Academy to monitor trainees' performance and

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<sup>2</sup> Corrections officials expected the Governor to veto this bill since it greatly raised the basic salary of corrections officers.

<sup>3</sup> The law went into effect June 1, 1979. The first subsequent basic training course commenced July 1, 1979.

<sup>4</sup> Only Basic Correctional Officer Training was assessed. Not covered were pre-service and in-service training.

provide data for future evaluations. The Planning and Research Unit of the Oklahoma Department of Corrections was assisted in this project by a consultant hired with funds awarded by the National Institute of Corrections (grant no. BF-5).

## CHAPTER II

### METHODOLOGY

The methodology employed in this project involved four phases: a) field interviews with Oklahoma state corrections personnel, b) development and administration of a survey instrument designed to assess staff training needs, c) review of training programs of two other training academies, and d) observations of training classes conducted by the Oklahoma Department of Corrections Training Academy. Field interviews were conducted to give the project personnel an opportunity to discuss training in an informal manner with correctional officers and other personnel and to observe some of the correctional officers duties. This information provided the groundwork for the development of the needs assessment survey instrument. Survey results were utilized along with training class observation data and information from training academy visits to formulate curriculum recommendations.

#### Field Interviews of Correctional Personnel

During the period of August 6 to September 6, 1979, nine institutions and five community treatment centers were visited by project staff. Table 1 presents the facilities visited and indicates the security level of each (see Appendix A for definition of security levels). Note that all levels of security except "close" are represented by the sites visited.

The purpose of the visits were twofold: a) to observe correctional officers at work, and b) to obtain information on staff perceptions of correctional officers' training. By spending time with correctional officers as they performed their functions, project staff were able to

TABLE 1  
SITES VISITED BY PROJECT STAFF

Facility or Unit	Security Level
<u>Institutions</u>	
Oklahoma State Penitentiary (OSP)	Maximum
Oklahoma State Reformatory (OSR)	Maximum
Oklahoma State Penitentiary (OSP) (Women's Ward)	Maximum
Lexington Assessment and Reception Center (LARC)	Maximum
Joseph Harp Correctional Center (JHCC)	Medium
Lexington Correction Center (LCC)	Medium
Mabel Bassett Correctional Center (MBCC) (for women)	Medium
Ouachita Correctional Center (OCC)	Minimum
McLeod Correctional Center (MCC)	Minimum
<u>Community Treatment Centers</u>	
Kate Barnard CTC (KBCTC)	Community
Clara Waters CTC (for women) (CWCTC)	Community
Oklahoma City CTC (OCTC)	Community
Enid CTC (ECTC)	Community
McAlester CTC (MCCTC)	Community



familiarize themselves with the work world of the correctional officer. Project staff were at the same time able to ask correctional officers and other staff (i.e., wardens, deputy wardens, CTC superintendents, case managers, and training coordinators) questions concerning training. Over 100 individuals were interviewed. The following questions, at a minimum, were asked:

- Do you feel correctional officers are adequately prepared to handle their jobs?
- What are the most important or helpful areas covered by correctional officer training?
- What are the least important or helpful areas covered by correctional officer training?
- How can the Oklahoma Department of Corrections improve correctional officer training?

Notes were taken of responses to the above questions and salient points of ensuing discussions were recorded. Information from these interviews was used in the development of the needs assessment survey instrument.

#### Survey Instrument Development

The initial draft of the needs assessment instrument was submitted to the Training Grant Advisory Board for review. This group included experienced correctional supervisory personnel assigned to institutions, community treatment centers and the administration unit. This instrument was also submitted to the deputy directors and assistant deputy directors of the Department. The instrument was approved and was then pre-tested by administering it to a group of 27 correctional officers who were enrolled in the Basic Correctional Employee Training. The officers were also asked for comments concerning the instrument itself. As a result of the pre-

test, the instrument was modified. The introduction was reworded, two questions were changed, and four open-ended questions were added.

The questionnaire (see Appendix B) was divided into six sections with respondents to the questionnaire remaining anonymous. Section I asked the respondent for background data such as age, length of service, rank, etc. Section II consisted of 49 likert items (on a scale of 1 to 7) on which the respondent was required to rate each item in terms of importance. The items corresponded to specific job performance and training areas such as communications with inmates, pistol training, first-aid, and so on. Section III presented sixteen areas of correctional officer training on which the respondent was asked to rank each area in order of importance. Section IV was composed of six likert items (on a scale of 1 to 7) on which the respondent was required to rate in terms of degree of "helpfulness." These items represented the most frequent suggestions during site visits for changing the training program (see C.O. Training Evaluation Progress Report 2). In Section V, four open-ended questions were presented which asked the respondent to relate training received to certain on-the-job experiences. In the final section the respondent was asked to comment on correctional officer training.

#### Data Collection Procedures

In November of 1979, each institution and community treatment center was sent copies of the survey instrument, accompanying standardized directions and a cover letter signed by the Director of the Department of Corrections (see Appendix B). Wardens and community treatment center superintendents were asked to have all correctional officers on their staff

complete the survey. They were also requested to complete one themselves and to have their assistants complete the questionnaire. Follow-up telephone calls were made by project staff to insure that questionnaires had been received and to answer questions about the survey. Completed questionnaires were requested by the end of the first week of December 1979.

A questionnaire was also mailed to the department of corrections of each of the other 49 states, plus Washington, D. C. (see Appendix B for a copy of the cover letter). Responses were received from 28 (56 percent) of the states, including seven of the eight other states from LEAA Region "D", the same region as Oklahoma. These states were New Mexico, Nebraska, Kansas, Arkansas, Texas, Louisiana, and Missouri. The director of each corrections department was asked to complete the questionnaire, but under different directions. Instead of being asked to respond in terms of their perceptions of what should be emphasized or what would be helpful in training, they were asked to respond in terms of what is emphasized in training offered by their department.

#### Respondents

The number and percentage of respondents from each Oklahoma facility is presented in Table 2, as well as the number and percentage of out-of-state respondents. The number in each target population for the in-state respondents represents the number of C.O.'s, superintendents, wardens and assistants allocated to each facility during the survey period. Not all personnel were available to respond, however, as some were on annual or sick leave or absent for other reasons during the survey period (November 5 to December 3, 1979). The representativeness of the various samples

TABLE 2-  
RESPONSE RATES BY FACILITY AND FOR OUT OF STATE RESPONDENTS

Facility	Estimated Number in Target Population	Number Responding	Estimated Response Rate
OSP	319	205	64.3
OSR	131	45	34.4
LCC	92	49	53.3
JHCC	86	59	68.6
SCC	72	38	52.8
OCC	51	31	60.8
MCC	49	41	83.7
Institutions	800	468	58.5
OCTC	16	8	50.0
KBCTC	15	4	26.7
HMM	14	11	78.6
TCTC	12	10	83.3
MCTC*	11	13	118.2
MCCTC	16	15	93.8
LCTC	11	10	90.9
ECTC	12	11	91.7
HMF	11	11	100.0
CWCTC	13	11	84.7
CTC	131	104	79.4
DOC Total	931	572	61.4
Out of State	50	28	56.0

\*The extra responses at this center may be the result of casemanagers completing the survey.

obtained is questionable. For women, Mabel Bassett did not provide responses, while Clara Waters CTC women and Horace Mann CTC women were over represented among CTC respondents. For men, Connors Correctional Center did not provide any responses, and the two largest CTC's (Oklahoma City and Kate Barnard) responded at low rates.

#### Review of Training Programs of Other Training Academies

Project staff visited two training academies: The Oklahoma Highway Patrol Training Academy in Oklahoma City (a one day visit) and the New York Correctional Services Training Academy in Albany (for three days). The New York academy is accredited by the American Correctional Association and serves as a model program. The purpose of these visits was for the project staff to observe other training programs in order to establish a basis for comparison with the Oklahoma Department of Corrections Training Academy. Of particular interest were training curriculum, records keeping and monitoring systems, and teaching aids used. During the New York academy visit the following personnel were interviewed: a) director and assistant director of training, b) records specialist, c) librarian, d) video technician, e) physical training instructors, f) permanent training staff, g) curriculum development specialists, and h) field personnel temporarily assigned to training duty.

#### Observation of Training Class

The project coordinator received 16 hours of instruction in the methodology of participant observation<sup>1</sup> prior to participation and

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<sup>1</sup>Larry Weider, Ph.D., of Oklahoma University, conducted the classes. It should also be noted that the participant observer, as an employee of the Department, had previously participated in several training courses, including Probation and Parole Officer, for a total exceeding 400 hours at the Training Academy.

observation of the five-week Basic Corrections Employee Training program presented by the Oklahoma Department of Corrections Training Academy. Observations were made between September 24, 1979 and November 5, 1979, with the coordinator observing approximately 80% of the classes. During the periods of observation, the coordinator took notes on the course content presented, teaching methods utilized, the demeanor of trainers and students, and significant events that occurred. The project coordinator also discussed training extensively with students to elicit information concerning their perceptions of the training offered.

### CHAPTER III

#### RESULTS AND DISCUSSION

This chapter presents in three sections the results of this project. The first section discusses the quantitative data provided by the questionnaire designed for the present study (Appendix B). Questionnaire findings for the in-state sample and for the out-of-state respondents are presented. The second section summarizes the experiences and observations of the participant observer who attended the corrections officer training sessions. The final section discusses the on-site visit to the New York Training Academy.

#### Survey Results

For in-state respondents this section discusses responses to the background items (Section I), items concerning the importance of training areas (Section II), and the perceived "helpfulness" of six suggested changes in the CO training program (Section IV). Section III of the questionnaire, which asked respondents to rank-order sixteen (16) areas of Correctional Officer training (see Appendix B), was dropped from analysis due to lack of differentiation between areas on the rankings and the lack of agreement among respondents from the same facility. Section V and VI provided a considerable amount of qualitative information which will require summarization in a supplemental report.

For the out-of-state respondents the data from sections II and IV are presented for LEAA Region "D" states (the same region as Oklahoma) and for all out-of-state respondents. The out-of-state responses provide an indication of the priority of training areas in other states and, in this manner, a means of comparing the task of the training unit in Oklahoma with a broader base of training units.

For Section II the average importance score was calculated for each of the 49 training areas included, and these values were utilized to derive the rank order of the areas against one another. The item with the highest perceived importance was ranked first, followed by the other areas in descending order on average perceived importance. Section IV responses were averaged across respondents to determine the perceived "helpfulness" of each suggestion.

#### In-State Responses

Background Items. Responses to background items are summarized for each facility sample in Appendix C. This background data provides an overview of demographic characteristics of participants. To determine if a relationship existed between background items and item responses, a product moment correlation coefficient (Hayes, 1963) was calculated. This coefficient may range between -1.0 to 1.0 and expresses the extent to which responses for one variable increase or decrease with responses to a second variable.

Of particular interest in the present study were the relationship of responses to items in Section II and the age, length at facility, and length of employment with DOC of respondents. If strong coefficients existed then the results on the items would be difficult to interpret due to confounding by background factors. However, correlations between the specified variables and item responses ranged from  $r = -.198$  and  $r = .238$ . Therefore, it may be concluded that age, length at facility and length with DOC did not confound item responses.



Section II Responses. For each facility the average importance score and overall rank for the 49 items are provided in Appendix D. The averages and rankings across institutions and community treatment centers are summarized in Appendix E. In addition, Appendix E provides an indication of the amount of emphasis placed on each of the 49 areas through the number of hours devoted by training to the areas. Specification of hours was determined by a review of the training curriculum and from the notes provided by the project coordinator.

On the 49 items the midpoint on the scale was an importance rating of 4.00. The average responses to the items ranged between 3.40 to 6.58 for the treatment center staff, and between 4.05 and 6.59 for institutional staff, with only two items (history of corrections and baton training) below the scale midpoint of 4.00. To assess the amount of agreement which existed between facilities in the derived rankings, Kendall's coefficient of concordance (Hayes, 1963) was calculated for institutional facilities, centers and all facilities combined. Kendall's coefficient reflects the amount of agreement which exists between all possible pairs of rankings.<sup>1</sup> The value of the coefficient ranges from 0.0 to 1.0, with 0.0 representing no agreement and 1.0 indicating perfect agreement.

Agreement on the items was quite high, as indicated by the coefficient of .917 for institutions; .874 for community treatment centers; and .763 for all in-state respondents. It would appear then that although the majority of the average importance values are within a restricted range, with only slight separation of items, the rankings derived are consistent.

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<sup>1</sup>For interpretation purposes Kendall's Coefficient of Concordance was converted to the average  $r_s$  value (Hayes, 1963).

Of interest is the decreased coefficient found when institutional and center staffs are combined. This decreased value of the coefficient suggests there is less agreement between the institutional and center staffs than within each group. Such a result implies that the perceived importance of training areas is contingent upon the type of facility in question. The difference in perceived importance is illustrated in Table 3, which provides the twenty items for each group with the highest rank. Also provided is the training emphasis indicator for each item.

Several areas of overlap between the groups exist in the rankings, which suggests that there are common areas for correctional officers regardless of type of facility. However, correctional officers at community treatment centers are more involved in treatment activities and have somewhat different custodial responsibilities as an outgrowth of the different security requirements and social environments at centers. The difference in social environments has been previously demonstrated through a system-wide testing with the Correctional Institutions Environment Scale (Myers & Clark, 1979), which found centers to be more treatment oriented and institutions to have a more custodial orientation. In the present study the center officers assigned greater importance to communication skills and assistance to inmates, while institutional staff placed greater importance on custodial matters. These findings suggest it may be useful for training to provide a general curriculum for all officers, during the first part of training, with the final stages offering specialized training depending on type of facility to which the individual will be assigned.

TABLE 3

Twenty Items with the Highest Average Importance  
Scores among Correctional Officers at Institutions  
and Community Treatment Centers and the Emphasis for  
Each Item in the C.O. Training Curriculum

Institutions		Community Treatment Centers	
Rank	Item	Rank	Item
1.5	Escape Situations (0)*	1.5	Legal Liability of C.O.s (4)
1.5	Drug Identification (2)	1.5	Self-Confidence (0)
3.5	Hostage Situation (0)	3.0	Communication with Fellow C.O.s (1)
3.5	Self-Protection (1)	4.0	Recognizing Drug Abuse (2)
5.0	Self-Confidence (0)	5.0	Professionalism (1)
6.0	Transportation of Prisoners (2)	6.0	Communication with Inmates (1)
7.0	Dealing with high tension situations (1)	7.0	Decision Making (0)
8.0	Weapon Safety (1)	8.0	Dealing with high tension situations (1)
9.0	Communication with Fellow C.O.s (1)	9.0	Self-Protection (1)
10.0	Shakedown and Area Searches (2)	10.0	Disciplinary Procedures (2)
11.0	Legal Liability of C.O.s (4)	11.0	Legal Obligations of C.O.s (1)
12.0	Legal Obligations of C.O.s (1)	12.0	Transportation of Prisoners (2)
13.0	Decision Making (0)	13.5	Escape Situations (0)
14.0	Riot Intervention (2)	13.5	Shakedowns and Area Searches (2)
15.0	Professionalism (1)	15.0	Hostage Situations (0)
16.0	Search and Seizure (2)	16.0	First Aid (16)
17.0	Disciplinary Procedures (2)	17.0	Chain of Evidence (1)
18.0	Chain of Evidence (1)	18.5	Problem Solving (0)
19.0	Crisis Intervention (2)	18.5	Cardiopulmonary Resuscitation (1)
20.0	Recognizing Drug Abuse (2)	20.0	Search and Seizure (2)

\*Note: Number in parenthesis reflects the number of hours devoted to area within the training curriculum. "I" indicates the area is incorporated under a general course.

Table 3 also indicates that it would be useful to re-assess the training curriculum in terms of the affected individual's perceived importance of areas. Several of the curriculum areas are required to meet standards for peace officer certification and are not optional. Other areas included in the training curriculum are optional, and the planned increase in training hours required by the Council on Law Enforcement, Education and Training may be utilized to provide training in areas perceived as important but currently not addressed (e.g., escape situations, hostage situations, self-confidence, etc.). Such a re-assessment of the training should consider the differences which exist between institutional and center officers. A task analysis of the correctional officer job would more clearly differentiate the responsibilities of officers assigned at institutions and at centers.

Section IV Responses. Table 4 provides the average score on the "helpfulness" scale for the six suggested changes in training by institutional and community treatment center staffs. Among institutional respondents the suggestion "More on-the-job training at correctional facility" received the highest "helpful" score (6.02), with training prior to assignment (5.38) and use of more active student participation (5.17) falling above an average score of 5.00. For center personnel, the suggestion that training should address the differences between center and institutional officers was perceived as most "helpful", followed by more on the job training. It would certainly benefit training to consider these suggestions.

TABLE 4

Average Score on Helpfulness\* of the Six Suggestions  
in Section IV by Institutions, Community Treatment Centers  
and Across All Facilities

Suggestion	Institution	CTC
Rotation of trainees through a variety of security installations within D.O.C.	4.08	4.66
Use of inmate panel discussion within training	3.31	4.22
Training and selection <u>prior</u> to job assignment	5.38	4.64
Use of more active Student Participation during training classes	5.17	4.88
More On-The-Job training at correctional facility	6.02	5.73
Develop final stages of training to address the differences between CTC and institutional officers	4.83	5.88

\*Note: The range of possible value is from 1 (low) to 7 (high).

### Out-of-State Respondents

Section II Responses. For comparison purposes, the responses to Section II items are presented in Appendix E for LEAA Region "D" states and for all states which responded. Appendix E also allows a comparison to the training emphasis provided each area in the current training curriculum.

Comparison of states from LEAA Region "D" with all other responding states revealed regional states assigned higher priorities to weapon training and safety (items, 21, 36, and 41) but in other areas were similar to the overall rankings of all responding states. Regional states responses on weapons training items also revealed a higher priority than the perceived importance assigned by in-state respondents.

Section IV Responses. Table 5 presents the average "helpfulness" score for each of the six suggestions. Only one item fell at or below the scale midpoint and five of the items received reasonably high scores. Compared to the in-state responses, the suggestions have higher averages from out-of-state respondents, with the exceptions of the suggestions concerning inmate panel discussions and separation of CTC and institutional officers training.

### Participant Observations of C.O. Training

This section provides a brief summarization of the problems within training classes as identified by the project's participant observer during the C.O. training session. A more detailed listing and recommendations to resolve difficulties is provided in Appendix F. In addition, a more fully developed discussion is available in C.O. Training Evaluation: Progress Report Number 2. The present section simply presents common problem areas to illustrate the need for changes suggested in the recom-

TABLE 5

Average Score on "Helpfulness"\* of the Six Suggestions  
in Section IV by LEAA Region "D" States and All Responding States

Suggestion	LEAA Region "D" States	All Responding States
Rotation of trainees throughout a variety of security installations within D.O.C.	5.43	5.61
Use of inmate panel discussion within training	3.14	4.00
Training and selection <u>prior</u> to job assignment	6.86	6.46
Use of more active Student Participation during training classes	6.57	6.21
More On-The-Job training at correctional facility	7.00	6.43
Develop final stages of training to address the differences between CTC and institutional officers	5.80**	4.50***

\*Note: The range of possible values is from 1 (low) to 7 (high)

\*\*Note: Five of the seven states responded to this item.

\*\*\*Note: 22 of 28 states responded to this item.

mendations chapter. The stress on problem areas is not to imply that the classes are devoid of favorable aspects; rather problems are emphasized so that corrective action may be taken to improve training.

In general, a set of three common problems were identified. The first problem concerns video tape presentations. The video tapes were overused, were of poor quality, and at times, very difficult to understand. Presentations requiring more than one tape were sometimes shown out of sequence to accommodate changes in the syllabus. Video presentations were seldom accompanied by handouts referenced during the lecture. In addition, several of the taped presentations were not attended by a monitor or instructor who could answer students' questions.

A second problem area was the lack of student participation in classes. The lack of active student participation reduced the learning opportunities and left the student without practical experience. Student participation would have allowed participants to experience difficulties which might occur on the job and acquire means of responding to such difficulties. The need for more active student participation was also identified by responses to Section IV suggestions in the questionnaire discussed earlier.

Time allotments for several classes were too short and constitute the third set of problems. A particularly relevant example was the self defense class, which was combined with physical conditioning and provided only a limited introduction to self defense. Classes were large and participation was limited due to a lack of protective equipment. Although instruction for the self-defense class was excellent, structural and time limitations reduced the utility of the class.



### On-Site Visit of the New York Correctional Service Academy

Two members of the evaluation project (the project consultant and the project coordinator) visited the New York Correctional Service Academy from November 7 through November 9, 1979. This academy was selected as an exemplary training academy with American Correctional Association accreditation for correctional officer training program. The purpose of the visit was to examine the program offered and the manner in which training is utilized in the structure of the New York Department of Corrections. The on-site visit has been discussed earlier in the C.O. Training Evaluation: Progress Report Number 2. The present section provides a summary of the findings from the on-site visit.

The New York Department of Corrections employs 7,200 correctional officers for 33 correctional facilities. During any given year training is required by 300 to 1500 new officers. To accommodate the training needs of the department, the training academy is housed in a four story building located on sixty acres, with a maximum capacity of 240 trainees. Staff of the academy consists of 25 permanent members, all but four of which are involved in training, and an additional 200 trained correctional officers borrowed from correctional facilities. New officers participate in 320 hours of training which requires eight weeks to complete and then followed by four weeks of on-the-job training.

Hiring in New York is centralized. Prospective officers must pass a civil service test and from those who meet the required minimum score, the Department of Corrections select new employees to fill existing vacancies. After selection, the individual is placed on 52 weeks of probation and assigned to training. A new officer may not be assigned to a facility

until training has been completed. While assigned to training, the new officers are paid their wages from the training academy's budget (which was \$1,000,000.00 for 1979), with the size of the training classes dependent on the department's need for new officers. Approximately 40% of the officers leave during the first two years of employment, so that the need for new officers is fairly consistent.

Approximately 87% of the trainees complete the curriculum. If a trainee fails to meet all requirements, the training academy terminates the employee. Those completing the eight weeks are assigned by the department to a facility, at which the new officer completes the four weeks of on-the-job training. Assignment is totally at the discretion of the department and is not an option for the employee.

To assist the academy a video-production center has been developed which provides the video tapes utilized by training and other external agencies. This center, built at a cost of approximately \$250,000.00, also provides production of training films for other units within the department. For example, video-tapes for the vocational education program are produced by the center.

Permanent staff members have received extensive training in preparation for their specialized area of expertise, such as weaponry, interpersonal communication, or physical training. In addition, the correctional officers from the various facilities that are utilized by the training program have also received specialized training beyond that of other officers, including course work in preparation for the trainer's role. These officers perform a variety of duties for the academy, which includes teaching classes. In this manner, all courses have instructors with not only specialized knowledge but also actual field experiences.

## CHAPTER IV

### RECOMMENDATIONS

This chapter presents recommendations for changes in the administration and organization of the training academy as well as recommendations for changing the curriculum offered. The organizational and administration recommendations are based on all facets of the study - field interviews, survey data, visits to other training academies, and training class observations. In addition, information derived from conversations between project staff and top Department of Corrections administrators, including the Director of Corrections, the Deputy Director of Technical Services, and the Director of Training, has contributed to the formulation of the recommendations. The recommendations for changing the curriculum are based primarily on the results of the participant observation of the training class and the survey results.

#### Organizational Recommendations

##### Correctional Officer Selection, Training and Assignment

The Department of Corrections does not require that newly hired correctional officers receive basic training before being assigned to regular correctional officer duties. Even with the passage of the recent legislation requiring peace officer certification of 30 hours of college for correctional officers, individuals who do not have the required college hours may be hired and assigned to regular duties before actually receiving the mandated training. It is of course not desirable to have untrained or insufficiently trained personnel working as correctional officers, but under the present hiring and training practices, there are seldom any

trained individuals available when vacancies arise. To solve the problem, hiring and training procedures must be revised to allow for the development of a reserve of trained correctional officers from which wardens and superintendents could draw to meet their manpower requirements.

IT IS RECOMMENDED THAT THE HIRING OF CORRECTIONAL OFFICERS BE CENTRALIZED AND THAT ALL NEWLY HIRED PERSONNEL BE ASSIGNED TO THE TRAINING UNIT FOR BASIC TRAINING PRIOR TO RECEIVING PERMANENT ASSIGNMENTS. ENOUGH CORRECTIONAL OFFICER POSITIONS MUST BE ALLOCATED TO THE TRAINING ACADEMY TO MEET THE MANPOWER NEEDS OF THE DEPARTMENT. WITH CENTRALIZED HIRING, EVERY EFFORT SHOULD BE MADE TO HONOR THE FACILITY OR GEOGRAPHIC LOCATION PREFERENCES OF NEWLY HIRED CORRECTIONAL OFFICERS.

With centralized hiring of correctional officers, recruiting responsibilities will also have to be centralized. Recruiting efforts can be greatly assisted by a public information or public relations campaign to improve the public image of correctional officers. Such a campaign will have to be statewide in scope since correctional officer trainees will have to be recruited from all areas of the state. If the manpower needs of the Department of Corrections are to be met, recruiting drives will have to be well planned and well coordinated.

IT IS RECOMMENDED THAT THE PUBLIC INFORMATION OFFICE UNDERTAKE A CAMPAIGN TO UPGRADE THE PUBLIC IMAGE OF CORRECTIONAL OFFICERS.

#### Training Academy Capabilities and Staff

In order to adequately train correctional officers to perform competently and professionally, the training academy must incorporate a wide scope of resources. The following capabilities at a minimum should exist:

a) graphics, for the production of visual displays, overhead transparencies, and slides; b) video production for the taping and editing of presentations, student role playing exercises, etc., and c) library services, including interlibrary loan capability and literature search and review capabilities. The staff level of the training academy should be increased to include personnel with the expertise to provide the above services. Thus, to the staff should be added a graphics specialist, a media specialist, and a librarian.

IT IS RECOMMENDED THAT THE TRAINING ACADEMY DEVELOP AND UPGRADE CAPABILITIES IN THE FOLLOWING AREAS: GRAPHICS, VIDEO PRODUCTION, AND LIBRARY SERVICES. ADDITIONAL STAFF SHOULD BE HIRED AS NECESSARY AND THE REQUIRED EQUIPMENT PURCHASED.

Another critical capability which the Training Academy should have is the ability to monitor and evaluate its training activities so that training will be responsive to the needs of correctional officers. To accomplish this, a monitoring system should be implemented which tracks all training received by C.O.'s, including training received at facilities. A staff member should be hired to implement the system. Appendix G presents a proposed monitoring system developed in conjunction with this project.

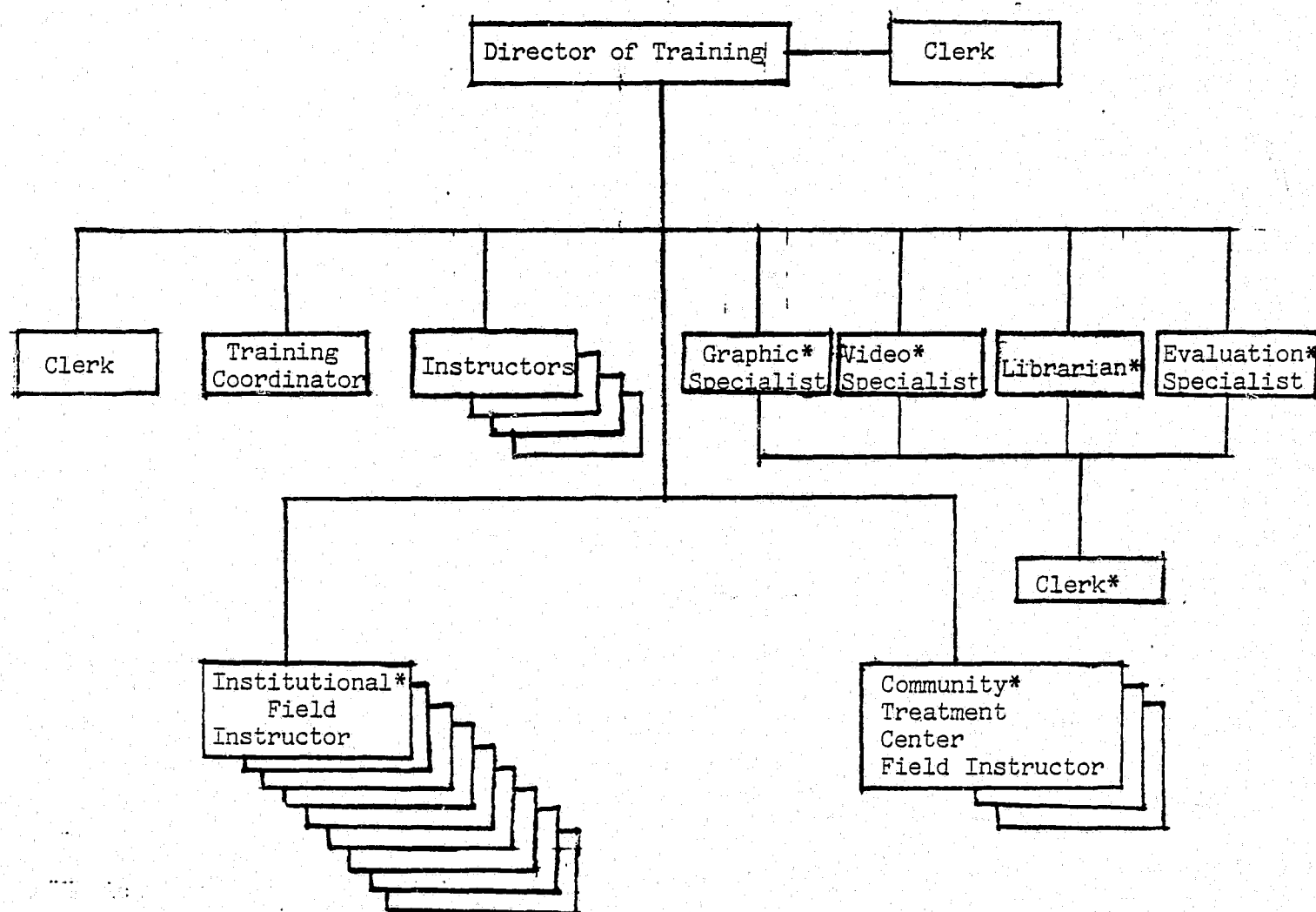
IT IS RECOMMENDED THAT THE TRAINING ACADEMY IMPLEMENT A MONITORING SYSTEM SO THAT TRAINING CAN BE CONTINUOUSLY EVALUATED. THE TRAINING ACADEMY STAFF SHOULD BE AUGMENTED TO INCLUDE A STAFF MEMBER WITH THE EXPERTISE TO IMPLEMENT SUCH A SYSTEM.

Training should be an ongoing activity. Basic training can only be considered an introduction to the correctional officer profession. To respond to changing demands made on them, correctional officers must continue to develop professionally. There is therefore a need for schools in addition to the basic schools and a need for full time training officers to work at the various facilities. Furthermore, if the approach to basic training changes in the future such that part of basic training is specialized for institutional correctional officers and community treatment center correctional officers (see the following section), one means of implementing this requirement would be to have the field training officers implement the specialized training component. A field training officer program thus offers the capability of ensuring ongoing training and specialized training.

IT IS RECOMMENDED THAT AN ADVANCED CORRECTIONAL OFFICER SCHOOL BE DEVELOPED AND THAT A FIELD TRAINING OFFICER PROGRAM BE IMPLEMENTED. FULL TIME TRAINERS UNDER THE SUPERVISION OF THE DIRECTOR OF TRAINING SHOULD BE ASSIGNED TO THE FIELD UNITS.

Because of the small size of the staff of the community treatment centers, perhaps two or three field training officers could adequately handle the ongoing training needs of the centers. Figure 1 presents an organizational chart for the Training Academy which incorporates this recommendation for increased staffing.

Figure 1. Organizational Chart for the Training Academy which includes recommended additional positions.



\*Indicates recommended positions

Separate Training for Institutional and Community Treatment Center  
Correctional Officers

The results of the needs assessment survey analysis suggest that the duties of correctional officers assigned to community treatment centers differ from those assigned to institutions. However, there are also many similarities in job functions. A feasible approach to training both groups is to combine the groups for that portion of the training that is applicable and relevant to both groups and then to split the groups up for the remainder of the course. The latter course work could be provided at the Training Academy, or it could be presented in an on-the-job training format under the supervision of institutional and community treatment center field training personnel.

IT IS RECOMMENDED THAT THE TRAINING ACADEMY DEVELOP A CORE BASIC CORRECTIONAL OFFICER CURRICULUM FOR BOTH INSTITUTIONAL AND COMMUNITY TREATMENT CENTER CORRECTIONAL OFFICERS AND ALSO SEPARATE SPECIAL CURRICULA FOR EACH.

In order to develop appropriate curricula for institutional and community treatment center correctional officers, the Training Academy should have detailed information concerning the duties and responsibilities of correctional officers in each setting. To determine these differences, a detailed task analysis needs to be undertaken.

IT IS RECOMMENDED THAT A TASK ANALYSIS OF CORRECTIONAL OFFICER DUTIES AND RESPONSIBILITIES IN INSTITUTIONS AND COMMUNITY TREATMENT CENTERS BE CONDUCTED SO THAT AN ADEQUATE CURRICULUM CAN BE DEVELOPED.



### Planning and Budgeting

The Training Academy must as a matter of course develop both short range and long range plans to ensure that the academy is proactive and responsive to the training and manpower needs of the Department. Top academy personnel should request input from wardens and superintendents and other managers when developing plans. The establishment of a training advisory board similar to the training grant advisory board could be the means whereby the Training Academy receives input for planning.

IT IS RECOMMENDED THAT THE TRAINING ACADEMY DIRECTOR BE REQUIRED TO FORMULATE BOTH SHORT RANGE AND LONG RANGE PLANS SO THAT THE FUTURE TRAINING NEEDS OF THE DEPARTMENT WILL BE MET. SUCH PLANNING SHOULD BE CARRIED OUT IN CONJUNCTION WITH INPUT FROM A TRAINING ADVISORY BOARD COMPOSED OF KEY DEPARTMENT OF CORRECTIONS PERSONNEL.

The training academy should function with more autonomy than now exists, and it must have a separate operating and personnel budget if meaningful planning is to take place. This would improve the management of the Training Academy, simplify future cost-benefit assessments, and increase accountability for the training unit.

IT IS RECOMMENDED THAT THE TRAINING ACADEMY BE ALLOCATED A SEPARATE OPERATING AND PERSONNEL BUDGET TO BE MANAGED BY THE DIRECTOR OF TRAINING.

### Curriculum Recommendations

Recommendations for curriculum changes within each course area are presented below. More detailed class-by-class recommendations can be

found in Appendix F. The subheadings below refer to course areas or blocks of training.

#### Federal and State Agencies

Presentations in this course area were on video tape of poor visual and auditory quality. Trainers were not always present during the showing of the tapes to answer questions and no exhibits were available to illustrate important topics of the presentations.

IT IS RECOMMENDED THAT VIDEO TAPES OF SPEAKERS BE USED ONLY WHEN SPEAKERS ARE UNAVAILABLE. IF TAPES ARE USED, TRAINERS MUST BE PRESENT TO ANSWER QUESTIONS THAT ARISE. TRAINING AIDS SHOULD BE USED TO SUPPLEMENT THE PRESENTATIONS, AND CLASS INVOLVEMENT SHOULD BE INCREASED THROUGH SUCH ACTIVITIES AS A MOCK-UP OF A CRIME SCENE.

#### Self Defense

Self defense is currently taught in a classroom or on a hard surface (pavement) and no mats or other protective equipment are provided. Also, the time allocated to self-defense is not sufficient to adequately train participants. No proficiency tests were administered.

IT IS RECOMMENDED THAT PROTECTIVE EQUIPMENT BE PROVIDED TRAINEES FOR SELF DEFENSE CLASSES SO THAT TECHNIQUES CAN BE PRACTICED WITHOUT FEAR OF INJURY. THE TIME ALLOTTED TO SELF DEFENSE SHOULD BE INCREASED FROM 20 TO 40 HOURS TO ENSURE THAT PARTICIPANTS ARE ADEQUATELY TRAINED. PROFICIENCY TESTS SHOULD BE ADMINISTERED.

#### Physical Training

Physical training is limited to warm-up exercises prior to the self defense classes. This is not a sufficient amount of time for adequate physical conditioning.

IT IS RECOMMENDED THAT PHYSICAL CONDITIONING SHOULD BE ALLOTTED A SPECIFIC TIME PERIOD EACH DAY SUFFICIENT TO PROVIDE SOME PHYSICAL CONDITIONING FOR PARTICIPANTS. AT LEAST THIRTY HOURS SHOULD BE PROVIDED. AN OBSTACLE COURSE SHOULD BE BUILT FOR PARTICIPANTS USE TO MAKE PHYSICAL CONDITIONING CLASSES MORE INTERESTING AND EFFECTIVE. MINIMUM REQUIREMENTS SHOULD BE ESTABLISHED WHICH ALL TRAINEES MUST MEET.

#### Weapons

Weapons training offered by the Training Academy is very professional and effective. Weapons are in good condition and safety is given the proper emphasis. Since there are differences between requirements for institutional and community treatment center correctional officers, however, more weapons training should be presented to institutional correctional officers.

IT IS RECOMMENDED THAT WEAPONS TRAINING BE INCREASED TO 40 HOURS FOR INSTITUTIONAL CORRECTIONAL OFFICERS AND INCLUDE TRAINING IN NIGHT FIRING AND IN THE USE AND EFFECTS OF CHEMICAL AGENTS.

#### Criminal Law

This block covers many substantive areas, including the criminal justice system, elements of major crimes, use of force, juvenile delinquency, and so on. Most of these courses are required for peace officer certification. Substantive areas which could be meaningfully presented together, such as use of force and laws and procedures of arrest, are not presented in any logical order. Most of the presentations were via video tapes of poor quality.

IT IS RECOMMENDED THAT THE COURSES IN THE CRIMINAL LAW BLOCK BE PRESENTED IN A MORE LOGICAL AND MEANINGFUL ORDER AND THAT LIVE TRAINERS PRESENT THE MATERIAL.

#### Field Procedures

Presentations in this area were very well received since the material is relevant for correctional officers. Examples of substantive areas covered include disciplinary hearings, riot control, report writing and security. More class participation should be encouraged, however, and more time should be devoted to this area.

IT IS RECOMMENDED THAT FIELD PROCEDURES BE EXPANDED FROM 19 HOURS TO 32 HOURS. EFFORTS SHOULD BE MADE TO ENCOURAGE CLASS PARTICIPATION.

#### General Law Enforcement

These courses are not relevant to the duties of correctional officers but are required for peace officer certification. Such courses as the following are included: auto theft, accident investigation, and drivers license information.

IT IS RECOMMENDED THAT EFFORTS BE MADE TO REPLACE THESE COURSES WITH MORE RELEVANT ONES.

#### Emergency Medical Treatment

Although this class was generally well received, it was criticized for being too short. Approximately 8 hours of the 20 hours allotted to the course was spent driving to class to and from South Oklahoma City Junior College.

IT IS RECOMMENDED THAT EMERGENCY MEDICAL TRAINING BE PRESENTED AT THE TRAINING ACADEMY. THE 8 HOURS TRANSPORTATION TIME SAVED SHOULD BE USED FOR INSTRUCTION.

#### General Information

Courses covered in this area include substance abuse, human relations, and sex offenders. The substance abuse course was presented live and was well received and effective but needed more time for class discussion; the human relations course although presented live was very unstructured; and the sex offender course was presented via poor quality video tape.

IT IS RECOMMENDED THAT MORE TIME BE ALLOTTED THE SUBSTANCE ABUSE COURSE FOR CLASS DISCUSSION; THAT THE HUMAN RELATIONS COURSE BE EXTENDED AND BETTER STRUCTURED; AND THAT THE SEX OFFENDER COURSE BE PRESENTED LIVE.

#### Additional Substantive Areas Which Should Be Covered

Correctional officers perceive areas of great importance which are not currently addressed by the Training Academy. Courses covering these areas should be added to the curriculum.

IT IS RECOMMENDED THAT COURSES ADDRESSING THE FOLLOWING SUBSTANTIVE AREAS BE ADDED TO THE CURRICULUM: ESCAPE SITUATIONS, HOSTAGE SITUATIONS, HIGH TENSION SITUATIONS, AND EMOTIONALLY DISTURBED INMATES.

## CHAPTER V

## EPILOGUE

A number of changes in the Training Academy have occurred during the course of this project. First, plans have been made to move the academy sometime within the next four months, from Oklahoma City to Taft, a small town in northeastern Oklahoma. A facility acquired from the Department of Institutions, Social and Rehabilitative Services will be converted to a prison, and the Training Academy will occupy a highschool on the grounds. Most of the Training Academy staff, including the Director of Training, have elected not to make the move across the state.

The second change, and perhaps the most profound, will be the implementation of the central hiring procedures which includes the establishment of a new job classification, the correctional officer trainee. Trainees will be recruited from all areas of the state and will be sent to correctional officer training prior to receiving a permanent assignment (and promotion to correctional officer). This should eliminate the problem of correctional officers receiving duty assignments before they are properly trained. The Training Academy will have 35 positions allocated for trainees.

A third change planned for the academy will be an increase by at least six positions in staff size. An additional clerk will be hired plus five additional trainers. One trainer will be assigned to the central administrative offices. Two of the trainers will have specialized duties. One will specialize in program monitoring and evaluation; another will be a

specialist in curriculum development. The training officers currently assigned to the institutions will be paid out of the monies which will be allocated to the Training Academy budget. Additional positions may be added if necessary.

In addition to the above changes, a further assessment of the training needs of correctional officers is planned. A task analysis of correctional officers' duties, both in institutions and community treatment centers, will be performed by the department's Planning and Research unit. Results of this task analysis and the curriculum recommendations in the previous chapter will be utilized to improve the correctional officer training program offered at the new academy.

The training program of the Oklahoma Department of Corrections has changed rapidly over the past few years, and it is continuing its pattern of rapid change. The planned changes for the near future will be the most profound yet. There will surely be intense growing pains associated with moving the academy and replacing most of its staff. In addition, the implementation of the centralized hiring and pre-service training procedures for correctional officers will create problems. However, the end result will surely be a training program that will more adequately serve the needs of the Department of Corrections.

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APPENDIX A

OKLAHOMA DEPARTMENT OF CORRECTIONS  
DEFINITION OF SECURITY LEVELS

NUMBER: OP-040101  
DATE ISSUED: 3-1-77  
EFFECTIVE DATE: 3-1-77

SUBJECT: Standards for Maintaining  
Perimeter Security

SUMMARY OF POLICY AND PURPOSE: It is the policy of the Oklahoma Board of Corrections that the institutions and community treatment centers of the Oklahoma Department of Corrections be provided security for the protection of state property and the safety of inmates, staff, and society. The establishment of security standards for institutions and community treatment centers will prevent escapes and other unauthorized absences, insure internal and external security, facilitate inmate movement, transportation, et cetera, eliminate the movement of contraband, afford maximum response in minimum time to any unauthorized activity, and protect the physical welfare of inmates and staff.

REFERENCE: Policy Statement No. P-040100, "Establishment of Institutional and CTC Security Standards"  
Policy Statement No. P-030100, entitled "Unit Management Concept"  
Operations Memorandum No. OP-030101, Entitled "Designation of Units"

PROCEDURES:

1. The type of perimeter security will depend upon the security level designated for each institution and community treatment center. There are five basic security levels for institutions and community treatment centers: close, maximum, medium, minimum and community treatment centers.
2. The security level for each institution and community treatment center has been designated in the following manner:
  - A. Close
    - (1) Segregation unit I, segregation unit II and transit unit at Oklahoma State Reformatory
    - (2) Administrative segregation unit, protection unit and death row at Oklahoma State Penitentiary
    - (3) Disciplinary segregation unit at Oklahoma State Penitentiary
  - B. Maximum
    - (1) West cell house at Oklahoma State Penitentiary excluding the protection unit and death row
    - (2) East cell house at Oklahoma State Penitentiary, excluding administrative segregation

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C. Medium

- (1) North dormitory at Vocational Training School
- (2) West cell block, floors one through three, at Oklahoma State Reformatory
- (3) East cell block, floors one through three, at Oklahoma State Reformatory
- (4) Two western medium security dormitories at Lexington Regional Treatment Center
- (5) Two eastern medium security dormitories at Lexington Regional Treatment Center
- (6) Women's Ward at Oklahoma State Penitentiary
- (7) West dormitory at McLeod Honor Farm
- (8) South dormitory at Vocational Training School

D. Minimum

- (1) Two north dormitories at Ouachita Vocational Training Center
- (2) Two south dormitories at Ouachita Vocational Training Center
- (3) Trusty facility and medical research facility, Oklahoma State Penitentiary
- (4) Two minimum security dormitories at Lexington Regional Treatment Center
- (5) East wing, fourth floor dormitory and the west wing, fourth floor run at Oklahoma State Reformatory
- (6) South dormitory at Oklahoma State Reformatory
- (7) East dormitory at McLeod Honor Farm
- (8) Women's Treatment Facility

E. Community Treatment Centers

- (1) Oklahoma City Community Treatment Center - Thunderbird
- (2) Oklahoma City CTC - Suntide
- (3) Tulsa Community Treatment Center - John 3:16
- (4) Tulsa CTC - Horace Mann
- (5) Lawton Community Treatment Center
- (6) Muskogee Community Treatment Center
- (7) Enid Community Treatment Center

3. The five security levels for the maintenance of the perimeter of institutions and community treatment centers are defined in the following manner:

A. Minimum Security Level and Community Treatment Centers

- (1) The minimum security institutions and community treatment centers require the lowest degree of perimeter security. Armed guards, control towers, foot or motorized patrols, and high fences or walls are not mandatory.
- (2) However, the perimeter will be checked periodically in order to prevent, halt, or remove any unauthorized activity or obstruction within the perimeter of any minimum security installation.

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B. Medium Security Level

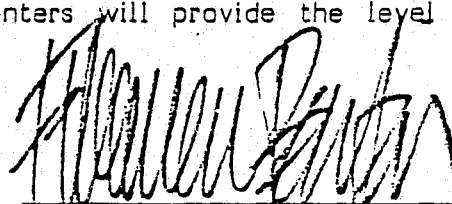
- (1) The requirements for the medium security installations are high fences or walls and an armed guard at the main entrance (s) or exit (s).
- (2) The perimeter will be under constant observation at all times.
- (3) Individuals are required to obtain written permission from the warden/superintendent before passing through the perimeter.

C. Maximum and Close Security Levels

- (1) Strict perimeter security for maximum security installations will be provided.
- (2) Armed guards will patrol the perimeter on foot or by using a motorized vehicle.
- (3) No one will be allowed to pass through the perimeter of the installations unless written permission has been given by the warden/superintendent.
- (4) Guard towers, perimeter fences or walls, drains, horms, gullies, and all other possible entrances and exits are to be checked each hour, day and night.
- (5) Potential hazards within the perimeter will be reported by the institutional guard (s) and corrected immediately.
- (6) Any unauthorized inmate found in the perimeter will be prevented from escaping.
- (7) When an escape has been witnessed within the perimeter, the warden/superintendent will be notified immediately by the chief security officer.

ACTION: The standards for maintaining perimeter security are to be implemented by all institutions and community treatment centers.

All institutions and community treatment centers will provide the level of security determined in this issuance.



R. Warren Benton, Director  
Oklahoma Department of Corrections

DISTRIBUTION: Personnel designated per OP-000101

APPENDIX B

INSTRUCTIONS AND QUESTIONNAIRE UTILIZED IN SURVEY



## DEPARTMENT OF CORRECTIONS

3400 N. EASTERN - P. O. BOX 11443  
OKLAHOMA CITY, OKLAHOMA 73111

November 1, 1979

Dear Correctional Officer,

During my administration as Director of the Department of Corrections, a major goal will be increasing the Professionalism within the Department. Upgrading training is one vehicle to accomplish that goal.

The Department is presently in the second phase of the Correctional Officer Training Evaluation. The objective of this phase is to determine the training needs of the correctional officer. It is felt the best way to accomplish that is to ask you, the correctional officer, for the answer to that question.

Attached is the Correctional Officer Training Evaluation Questionnaire. Please read the instructions carefully and fill out each section with your opinions. This survey is being given statewide. With this information, we feel we can develop a training program that will adequately meet your needs.

I fully support this project and view this information as vital to the accomplishment of the goal of improved correctional officer training.

Thank you for your cooperation.

Sincerely,

A handwritten signature in dark ink, appearing to read "Larry Meachum".

Larry Meachum, Director  
Oklahoma Department of Corrections

LM/DB:rs

Attachment



## DEPARTMENT OF CORRECTIONS

3400 N. EASTERN - P. O. BOX 11443  
OKLAHOMA CITY, OKLAHOMA 73111

November 6, 1979

Dear Warden,

Enclosed is a packet of the Correctional Officer Training Evaluation questionnaires. Please have your delegate distribute one to each correctional officer under your supervision. Upon completion, please return them to Planning and Research in a single packet. There is enclosed an instruction sheet for your delegate to follow to enhance correct completion of this questionnaire. We request these be completed and returned to Planning and Research by December 3, 1979.

We feel with the help of this questionnaire, a valid training program for correctional officers can be developed to meet your and their needs.

Thank you for your time and cooperation.

Sincerely,

A handwritten signature in dark ink, appearing to read "John Grider", is written over the typed name.

John Grider  
Deputy Director of Institutions

JJ/DB:rs

Enclosure





## DEPARTMENT OF CORRECTIONS

3400 N. EASTERN - P. O. BOX 11443  
OKLAHOMA CITY, OKLAHOMA 73111

November 6, 1979

Dear Superintendent,

Enclosed is a packet of the Correctional Officer Training Evaluation questionnaires. Please have your delegate distribute one to each correctional officer under your supervision. Upon completion, please return them to Planning and Research in a single packet. There is enclosed an instruction sheet for your delegate to follow to enhance correct completion of this questionnaire. We request these be completed and returned to Planning and Research by December 3, 1979.

We feel with the help of this questionnaire, a valid training program for correctional officers can be developed to meet your and their needs.

Thank you for your time and cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Jeannie Johnson".

Jeannie Johnson  
Deputy Director of Community Services

JG/DB:rs

Enclosure

## Instructions for Survey

### A. General Instructions

1. Surveys are to be completed by All correctional officers. (C.O.I. - C.O.IV)
2. This survey is to be completely anonymous; thus no names or badge numbers are to be used.
3. It is important to stress that all items in each section are to be completed.
4. In order to obtain a realistic estimation of needs, it is strongly recommended that Wardens/Superintendents, Deputy Wardens/Assistant Superintendents, Chiefs of Security, etc. also complete a survey.
5. All surveys are to be completed and returned on or before December 3, 1979.
6. Completed surveys are to be returned to the Department of Corrections in ONE package please. Please return these completed packets to:

Mr. Dick Baldwin  
Training Evaluation Project  
Planning and Research  
3400 N. Eastern  
Oklahoma City, Oklahoma 73111

7. Please stress that this is a valid opportunity for correctional officers to state what they as individuals, feel are the most immediate needs within their work environment.
8. If there are any questions, please contact Dick Baldwin or Steve Carella at the above mentioned address, phone number 405-427-6511, ext. 306.

### B. Specific Instructions Section I.

1. Please have correctional officers list time periods as accurately as possible in years and months. It is necessary to use weeks and days only in the category labeled "Amount of O.D.O.C. Training Previously Attended."

Examples:

How long at current facility 2 yr 4 mo

Amount of O.D.O.C. Training Previously Attended 5 wks 1 day

2. Level of Education completed.

A. If high School was not completed please state the highest grade completed.  
Example 11th grade

B. If a High School degree was obtained please enter - H.S. Degree.

C. If a G.E.D. was obtained, enter - G.E.D.

D. If college credits or college degree have been obtained, enter amount of hours passed or degree obtained.

Example - 34 hrs

Degree - BA

## 3. Date of last Academy Training

A. Please enter the approximate date of completion of the last Academy Training attended.

Example - Oct. 15, 1978

## Section II

1. Each training item is to be rated from one(1) = no importance, to seven(7) = extremely important.

## Section III

1. Please have correctional officers number the 16 categories from most important (1) to least important 16). Each number (1-16) is to be assigned to only one category.

## Section IV

1. Rate Section IV the same as Section II.

## Section V

1. Urge the correctional officers to complete these sentences with as much detail as possible. If necessary, the back of the pages should be used. Please stress the value of Section V. The correctional officers' experiences in this section can seriously improve training.

## Section VI

1. This section is for ANY comment the correctional officer wishes to make about his/her job, training, or any other aspect of the Department of Corrections.

## CORRECTIONAL OFFICER TRAINING EVALUATION

49

The Department of Corrections is currently assessing the needs of correctional officer training. This survey is being given to ALL correctional officers in the Oklahoma Department of Corrections. This represents an opportunity for C.O.'s to have a direct impact into the future training within their profession. Please take the time to sincerely answer all items.

## Section I

Age                      Sex                      How long at current facility  
 How long employed by O.D.O.C.                      Current rank  
 Amount of O.D.O.C. training previously attended  
 Level of education completed                      Date of last Academy Training

## Section II

Please circle the number next to each item that best describes how important you feel this item is in correctional officer training. (One (1) - no importance at all and seven (7) - extremely important.)

	No importance at all				Extremely important			
	1	2	3	4	5	6	7	
Escape Situations	1	2	3	4	5	6	7	
Recognizing Drug Abuse	1	2	3	4	5	6	7	
Dress Appearance	1	2	3	4	5	6	7	
Inmate Rights	1	2	3	4	5	6	7	
Chain of Evidence	1	2	3	4	5	6	7	
First Aid	1	2	3	4	5	6	7	
Department Structure	1	2	3	4	5	6	7	
Physical Conditioning	1	2	3	4	5	6	7	
Pistol Training	1	2	3	4	5	6	7	
Communication with Inmates	1	2	3	4	5	6	7	
Merit System	1	2	3	4	5	6	7	
Search and Seizure	1	2	3	4	5	6	7	
History of Corrections	1	2	3	4	5	6	7	
Use of Physical Force	1	2	3	4	5	6	7	
Mouth-to-Mouth Resuscitation	1	2	3	4	5	6	7	
Court Room Demeanor	1	2	3	4	5	6	7	
Hostage Situation	1	2	3	4	5	6	7	
Drug Identification	1	2	3	4	5	6	7	
Communication with Fellow C.O.s	1	2	3	4	5	6	7	
Transportation of Prisoners	1	2	3	4	5	6	7	
Rifle Training	1	2	3	4	5	6	7	
Counseling Techniques	1	2	3	4	5	6	7	
Shakedowns and Area Searches	1	2	3	4	5	6	7	
Radio Communication	1	2	3	4	5	6	7	
Civil Rights	1	2	3	4	5	6	7	
Ethnic and Religious Overviews	1	2	3	4	5	6	7	
Dealing with High Tension Situations	1	2	3	4	5	6	7	
Hand-to-Hand Fighting	1	2	3	4	5	6	7	
Communication with Case Managers	1	2	3	4	5	6	7	
Decision Making	1	2	3	4	5	6	7	
Legal Obligations of C.O.	1	2	3	4	5	6	7	
Coping with Burn-out	1	2	3	4	5	6	7	
Disciplinary Procedures	1	2	3	4	5	6	7	
Baton Training	1	2	3	4	5	6	7	
Emotionally Disturbed Inmates	1	2	3	4	5	6	7	

	No	importance at all					Extremely important	
Shotgun Training	1	2	3	4	5	6	7	
Prison Slang	1	2	3	4	5	6	7	
View Inmate Orientation Film	1	2	3	4	5	6	7	
Riot Intervention	1	2	3	4	5	6	7	
Legal Liability of C.O.	1	2	3	4	5	6	7	
Weapons Safety	1	2	3	4	5	6	7	
Crisis Intervention	1	2	3	4	5	6	7	
Problem Solving	1	2	3	4	5	6	7	
Strip Search	1	2	3	4	5	6	7	
C.P.R. (Cardio-Pulmonary Resuscitation)	1	2	3	4	5	6	7	
Pre-Release Adjustment	1	2	3	4	5	6	7	
Professionalism	1	2	3	4	5	6	7	
Self-Protection	1	2	3	4	5	6	7	
Self-Confidence	1	2	3	4	5	6	7	

## Section III

Below are sixteen areas of correctional officer training. Please rank them with the most important area equaling one (1) and the least important area equaling sixteen (16). Please use each number (1-16) only once.

- |   |   |
|---|---|
| _____ History and structure of Department | _____ DOC Policies and Procedures                 |
| _____ First Aid                           | _____ Physical Training                           |
| _____ Security                            | _____ Report Writing                              |
| _____ Self Defense                        | _____ Human Relations                             |
| _____ Firearms                            | _____ Emergency Squad Training                    |
| _____ Communication Skills                | _____ Legal Rights and Responsibilities           |
| _____ Transportation                      | _____ Supervisory Skills                          |
| _____ Drug Education                      | _____ Functions of other Law Enforcement Agencies |

## Section IV

How helpful do you think the following suggestions would be for training? One (1) being not helpful at all and seven (7) being extremely helpful.

	Not helpful at all					Extremely helpful	
Rotation of trainees throughout a variety of security installations within the D.O.C.	1	2	3	4	5	6	7
Use of inmate panel discussion within training	1	2	3	4	5	6	7
Training and selection PRIOR to job assignment	1	2	3	4	5	6	7
Use of more active Student Participation during training classes	1	2	3	4	5	6	7
More On-the-job training at correctional facility	1	2	3	4	5	6	7
Develop final stages of training to address the differences between CTC and institutional officers	1	2	3	4	5	6	7

## Section V

The thing that scared me the most when I was a new C.O. was \_\_\_\_\_

The worst experience I've had as a C.O. was \_\_\_\_\_

The most common situation that training did not prepare me for is \_\_\_\_\_

I feel that training prepared me well for \_\_\_\_\_

## Section VI

Please feel free to comment on correctional officer training. Your input will be valuable and appreciated.



## DEPARTMENT OF CORRECTIONS

3400 N. EASTERN - P. O. BOX 11443  
OKLAHOMA CITY, OKLAHOMA 73111

November 30, 1979

Dear Sir,

Our Department has received a federal grant to evaluate and upgrade our Correctional Officer Training Program. Through the use of a private consultant, field interviews with correctional officers, wardens, chief's of security, ect., actual attendance of our Correctional Officer Training Academy, and observation of the New York State Correctional Services Academy, we have developed a questionnaire to be filled out by all correctional officers employed by our department to assess what they feel to be the most important aspects of training.

We are also interested in what the Directors in the other states feel to be the most important aspects of their correctional officer training. Enclosed is the questionnaire and set of the same instructions as circulated to the correctional officers in our department. We are requesting that you complete this as to the training priorities of your department. Please return them to the address on the instruction sheet by January 20, 1980.

Thank you for your cooperation.

Sincerely,

Dick Baldwin  
Project Coordinator

Stephen D. Carella Ph.D.  
Consulting Psychologist

DB:SC/cg

Enclosure

## APPENDIX C

PERCENTAGE DISTRIBUTION OF BACKGROUND VARIABLES  
FOR INSTITUTIONS AND COMMUNITY TREATMENT CENTERS

PERCENTAGE DISTRIBUTIONS OF BACKGROUND VARIABLES  
FOR INSTITUTIONAL RESPONDENTS

	OSP	OSR	LCC	JHCC	SCC	MCC	OCC
	AGE						
	(205)	(45)	(49)	(59)	(38)	(41)	(31)
25 or below	12.2	15.6	14.3	18.6	7.9	12.2	3.2
26-30	14.1	6.7	26.5	40.7	31.6	24.4	22.6
31-35	16.1	15.6	18.4	15.3	18.4	7.3	3.2
36-40	12.7	8.9	16.3	3.4	10.5	9.8	22.6
41-45	16.1	15.6	14.3	10.2	5.3	14.6	6.5
46-50	8.3	15.6	6.1	5.1	7.9	14.6	9.7
51-55	6.3	8.9	0.0	1.7	7.9	7.3	9.7
56-60	11.7	4.4	2.0	1.7	7.9	4.9	19.4
61 and over	2.4	8.9	2.0	3.4	2.6	4.9	3.2

MONTHS AT PRESENT FACILITY

	(205)	(45)	(49)	(59)	(38)	(41)	(31)
6 or less	16.1	20.0	24.5	35.6	13.2	19.5	0.0
7-12	10.2	15.6	10.2	18.6	18.4	17.1	6.5
13-24	9.3	15.6	26.5	44.1	13.2	19.5	16.1
25-36	10.2	4.4	26.5	1.7	7.9	2.4	19.4
37-48	13.2	8.9	4.1	0.0	5.3	2.4	16.1
49-60	8.8	4.4	0.0	0.0	7.9	12.2	6.5
61-90	8.8	11.1	8.2	0.0	21.1	12.2	19.4
91-120	6.3	8.9	0.0	0.0	7.9	7.3	16.1
121-180	10.7	8.9	0.0	0.0	2.6	7.3	0.0
180 or more	6.3	2.2	0.0	0.0	2.6	0.0	0.0

MONTHS WITH DEPARTMENT OF CORRECTIONS

	(205)	(45)	(49)	(59)	(38)	(41)	(31)
6 or less	14.1	17.8	14.3	32.2	10.5	12.2	0.0
7-12	8.3	13.3	10.2	18.6	15.8	17.1	6.5
13-24	9.3	13.3	22.4	22.0	13.2	24.4	16.1
25-36	10.2	4.4	26.5	11.9	10.5	2.4	19.4
37-48	13.7	8.9	10.2	6.8	5.3	2.4	12.9
49-60	7.3	6.7	0.0	5.1	7.9	9.8	6.5
61-90	10.2	13.3	14.3	0.0	18.4	12.2	19.4
91-120	8.8	6.7	0.0	3.4	7.9	4.9	12.9
121-180	11.7	8.9	2.0	0.0	7.9	12.2	0.0
180 or more	6.3	6.7	0.0	0.0	2.6	2.4	6.5

FORMAL EDUCATION RECEIVED

	(205)	(45)	(49)	(59)	(38)	(41)	(31)
H.S. or less	62.0	66.7	65.3	42.4	68.4	75.6	61.3
Some College	31.2	28.9	30.6	33.9	28.9	14.6	35.5
B.A. or B.S.	5.4	2.2	4.1	20.3	0.0	4.9	0.0
More than B.A.	1.5	2.2	0.0	3.4	2.6	4.9	3.2



[illegible][illegible][illegible][illegible][illegible][illegible]

	OCTC	MCTC	McCTC	LCTC	KBCTC	HMF	HMM	ECTC	CWCTC	TCTC
	FORMAL EDUCATION RECEIVED									
	(8)	(13)	(15)	(10)	(4)	(11)	(11)	(11)	(11)	(10)
H.S. or less	12.5	23.1	33.3	40.0	0.0	9.1	0.0	9.1	36.4	20.0
Some College	50.0	46.2	46.7	60.0	75.0	36.4	81.8	45.5	54.5	50.0
BA or BS	25.0	23.1	13.3	0.0	25.0	45.5	9.1	27.3	9.1	30.0
More than BA	12.5	7.7	6.7	0.0	0.0	9.1	9.1	18.2	0.0	0.0

APPENDIX D

AVERAGE IMPORTANCE SCORE AND OVERALL RANK OF  
RESPONSES FOR SECTION II BY FACILITY

FACILITY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
MCC	6.78 (1)	6.17 (10)	5.63 (28)	5.49 (33)	6.02 (19)	5.85 (23)	5.12 (43)	5.46 (34)	5.80 (25)	6.07 (16)	5.29 (41)	5.37 (38)	4.05 (49)	5.51 (31)	5.20 (46)	5.44 (36)	6.7 (2)
LCC	6.73 (1)	5.55 (29)	5.59 (28)	5.10 (37)	6.00 (20)	5.27 (34)	4.76 (41)	5.51 (30)	6.31 (11)	5.65 (26)	4.59 (44)	6.08 (16)	3.98 (49)	6.06 (17)	4.49 (45)	5.10 (37)	6.5 (3)
OSP	6.63 (3)	6.13 (18)	5.77 (30)	5.17 (40)	6.03 (22)	5.86 (29)	5.28 (36)	5.72 (31)	5.90 (24)	5.63 (33)	5.35 (35)	6.25 (14)	4.40 (49)	5.93 (25)	4.86 (43)	5.29 (38)	6.7 (1)
OSR	6.42 (6)	6.16 (12)	5.56 (30)	4.58 (42)	6.13 (13)	5.64 (26)	5.16 (38)	5.49 (31)	5.58 (29)	5.58 (29)	5.31 (36)	6.20 (9)	3.47 (49)	5.60 (27)	4.78 (41)	4.40 (44)	6.4 (3)
SCC	6.66 (2)	5.97 (20)	5.66 (31)	4.95 (38)	5.95 (21)	5.92 (22)	4.95 (38)	5.89 (24)	6.03 (16)	5.74 (27)	4.71 (41)	6.88 (14)	3995 (49)	5.71 (29)	4.58 (43)	4.82 (39)	6.7 (1)
OCC	6.52 (1)	6.03 (9)	5.10 (32)	5.39 (26)	5.94 (12)	5.42 (24)	5.00 (35)	5.13 (31)	5.42 (24)	5.87 (13)	4.74 (39)	5.61 (19)	3.13 (49)	5.23 (29)	4.32 (43)	5.32 (27)	6.4 (2)
JHCC	6.31 (7)	5.51 (30)	5.68 (25)	5.29 (34)	6.02 (16)	5.68 (25)	4.61 (43)	5.44 (32)	6.12 (13)	5.93 (20)	4.25 (47)	6.00 (17)	3.85 (49)	5.98 (19)	4.64 (42)	4.85 (41)	6.1 (12)
OCTC	6.25 (14)	5.75 (38)	6.38 (6)	6.00 (26)	4.88 (48)	6.13 (19)	5.13 (46)	5.50 (43)	6.38 (6)	6.00 (26)	4.50 (49)	5.75 (38)	4.88 (48)	5.75 (38)	6.25 (14)	5.63 (40)	6.2 (14)
MCTC	5.08 (32)	6.38 (5)	5.54 (26)	6.15 (7)	5.92 (14)	5.38 (28)	5.00 (33)	4.92 (35)	4.69 (39)	4.69 (11)	4.85 (37)	5.92 (14)	3.85 (46)	5.62 (22)	4.92 (35)	4.77 (38)	5.6 (22)
MCCTC	6.80 (2)	6.73 (4)	4.27 (41)	6.13 (18)	6.33 (15)	6.13 (18)	4.27 (41)	4.67 (37)	3.80 (46)	6.73 (4)	4.20 (42)	6.27 (16)	3.07 (48)	5.73 (28)	5.40 (31)	4.87 (36)	6.07 (20)
LCTC	6.10 (22)	6.40 (12)	5.40 (35)	6.20 (20)	6.50 (9)	6.30 (17)	4.70 (44)	5.20 (39)	5.30 (36)	6.50 (9)	5.50 (32)	6.20 (20)	4.10 (48)	5.50 (32)	5.80 (24)	5.70 (27)	6.10 (22)
KBCTC	6.50 (6)	5.50 (26)	4.75 (39)	6.25 (11)	5.50 (26)	5.25 (30)	5.00 (34)	6.50 (6)	4.75 (39)	6.50 (6)	3.50 (49)	6.25 (11)	3.75 (46)	5.25 (30)	5.00 (34)	4.50 (40)	6.00 (18)
HMF	5.82 (20)	6.73 (1)	4.27 (39)	5.55 (23)	5.09 (30)	5.91 (18)	4.73 (36)	5.00 (31)	3.73 (45)	5.91 (18)	4.18 (41)	4.91 (33)	3.18 (47)	5.36 (25)	4.91 (33)	3.82 (43)	5.27 (26)
HMM	6.00 (16)	6.64 (1)	4.55 (42)	5.64 (23)	6.18 (12)	6.00 (16)	5.45 (28)	5.09 (35)	4.09 (46)	6.45 (5)	5.82 (20)	5.91 (19)	4.09 (46)	5.27 (32)	4.91 (37)	5.18 (34)	5.91 (19)
ECTC	6.27 (21)	6.73 (4)	4.18 (45)	5.82 (30)	6.36 (16)	6.64 (10)	4.91 (39)	5.73 (31)	4.82 (41)	6.64 (10)	3.55 (49)	6.09 (28)	3.64 (48)	5.91 (26)	6.18 (22)	5.45 (34)	5.82 (30)
CWCTC	6.45 (12)	6.91 (3)	4.18 (42)	5.91 (29)	6.18 (20)	6.18 (20)	4.91 (36)	5.09 (33)	4.00 (45)	6.73 (7)	4.55 (40)	6.45 (12)	3.55 (47)	4.91 (36)	5.45 (31)	4.73 (39)	6.00 (26)
TCTC	6.36 (13)	6.36 (13)	4.64 (39)	5.18 (33)	5.82 (25)	5.82 (25)	4.55 (40)	4.73 (36)	4.45 (43)	6.55 (8)	4.45 (43)	5.82 (25)	4.09 (48)	5.91 (22)	4.64 (39)	5.55 (36)	6.27 (14)
TOTAL	6.51 (1)	6.08 (15)	5.49 (31)	5.28 (36)	6.01 (18)	5.78 (24)	5.02 (40)	5.51 (30)	5.68 (27)	5.86 (21)	4.95 (41)	6.04 (16)	3.99 (49)	5.77 (25)	4.86 (43)	5.06 (39)	6.45 (4)

FACILITY	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
MCC	6.15 (12)	6.46 (5)	6.59 (4)	5.83 (24)	5.29 (41)	6.02 (19)	5.93 (21)	5.44 (36)	4.76 (45)	6.44 (6)	5.49 (33)	5.34 (39)	6.05 (17)	5.95 (20)	5.41 (37)	6.10 (15)
LCC	5.33 (33)	6.12 (15)	6.37 (10)	6.04 (18)	4.73 (42)	6.43 (8)	5.94 (21)	5.24 (35)	4.37 (46)	6.43 (8)	5.82 (25)	5.04 (38)	6.02 (19)	6.24 (12)	5.02 (39)	5.86 (24)
OSP	6.12 (19)	6.38 (9)	6.48 (7)	6.09 (20)	5.11 (41)	6.44 (8)	5.50 (34)	5.26 (37)	4.42 (48)	6.49 (6)	5.92 (26)	4.66 (44)	6.36 (10)	6.34 (12)	5.69 (22)	6.18 (17)
OSR	6.04 (16)	6.00 (17)	6.42 (6)	5.71 (25)	4.96 (39)	6.16 (12)	5.33 (35)	5.18 (37)	3.87 (47)	6.47 (3)	5.93 (19)	3.91 (46)	6.18 (19)	6.18 (10)	5.71 (25)	5.78 (23)
SCC	6.08 (14)	6.00 (17)	6.39 (6)	6.24 (10)	4.68 (42)	6.08 (14)	5.58 (33)	4.97 (36)	3.95 (49)	6.42 (5)	5.61 (32)	4.42 (44)	6.24 (10)	6.29 (8)	5.53 (34)	6.03 (16)
OCC	5.77 (14)	6.29 (4)	5.68 (17)	4.81 (38)	4.84 (37)	5.68 (17)	5.23 (29)	5.00 (35)	4.03 (46)	6.16 (6)	4.84 (37)	4.68 (41)	6.13 (7)	6.10 (8)	5.13 (31)	5.74 (15)
JHCC	5.63 (26)	6.41 (3)	6.56 (1)	6.03 (15)	5.32 (33)	6.27 (8)	5.83 (21)	4.93 (39)	4.29 (46)	6.14 (12)	5.47 (31)	4.90 (40)	6.03 (15)	6.14 (12)	5.41 (37)	5.98 (19)
OCTC	5.75 (28)	6.00 (26)	6.25 (14)	6.50 (3)	5.88 (32)	5.88 (32)	6.13 (19)	6.50 (3)	5.63 (40)	6.25 (14)	6.00 (26)	6.00 (26)	5.75 (38)	6.00 (26)	5.50 (43)	6.00 (26)
MCTC	5.62 (22)	6.46 (2)	6.46 (2)	4.54 (41)	5.54 (26)	6.08 (11)	4.08 (44)	5.69 (18)	4.54 (41)	5.92 (14)	4.31 (43)	5.54 (26)	6.31 (6)	6.08 (11)	5.08 (32)	5.69 (18)
MCCTC	6.07 (20)	6.53 (7)	6.47 (11)	4.40 (39)	6.00 (22)	6.33 (15)	5.00 (33)	4.93 (35)	3.40 (47)	6.33 (15)	4.40 (39)	6.00 (22)	6.33 (15)	6.67 (5)	5.93 (24)	6.80 (2)
LCTC	5.10 (42)	6.50 (9)	6.50 (9)	4.50 (46)	5.70 (27)	6.40 (12)	5.20 (39)	6.40 (12)	5.10 (42)	6.60 (4)	4.80 (43)	5.60 (29)	6.70 (2)	5.60 (29)	5.40 (35)	6.60 (4)
KBCTC	4.00 (42)	6.75 (1)	6.00 (18)	4.00 (42)	5.00 (34)	5.75 (20)	3.75 (46)	6.00 (18)	5.00 (34)	6.50 (6)	4.75 (39)	5.50 (26)	6.00 (18)	6.25 (11)	5.25 (30)	6.25 (11)
HMF	6.18 (10)	6.18 (10)	6.00 (15)	3.73 (45)	6.09 (13)	5.55 (23)	3.18 (47)	5.18 (28)	4.36 (38)	6.09 (13)	4.82 (34)	5.09 (30)	6.45 (6)	6.18 (10)	5.82 (20)	6.55 (5)
HMM	5.55 (25)	6.36 (6)	5.18 (34)	4.36 (43)	5.91 (19)	5.73 (22)	4.55 (42)	5.27 (32)	5.45 (28)	6.27 (9)	4.55 (42)	6.27 (9)	6.18 (9)	6.18 (12)	6.55 (2)	6.18 (12)
ECTC	6.09 (24)	6.91 (2)	5.82 (30)	4.82 (41)	6.45 (14)	6.45 (14)	4.73 (42)	5.82 (30)	5.00 (38)	6.64 (10)	5.64 (32)	6.27 (21)	6.64 (10)	6.73 (4)	5.00 (38)	6.27 (21)
CWCTC	6.18 (20)	6.91 (3)	6.64 (8)	4.09 (44)	6.09 (22)	6.73 (7)	4.09 (44)	6.00 (26)	4.82 (37)	6.73 (7)	4.91 (36)	6.09 (22)	6.55 (10)	6.36 (14)	4.73 (39)	6.18 (20)
TCTC	6.00 (21)	6.73 (4)	6.36 (13)	4.36 (46)	5.27 (32)	6.09 (19)	3.82 (49)	5.64 (29)	4.36 (46)	6.55 (8)	4.91 (35)	6.09 (19)	6.82 (3)	6.45 (10)	6.09 (19)	6.18 (16)
TOTAL	5.91 (20)	6.34 (7)	6.38 (6)	5.68 (28)	5.19 (38)	6.25 (8)	5.39 (34)	5.27 (37)	4.38 (47)	6.40 (5)	5.56 (29)	4.91 (42)	6.23 (11)	6.24 (10)	5.49 (32)	6.08 (14)

FACILITY	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
MCC	4.85 (44)	5.76 (27)	5.51 (31)	4.54 (48)	4.54 (48)	6.20 (9)	6.12 (13)	6.37 (8)	6.10 (15)	5.90 (22)	5.76 (27)	5.51 (31)	4.66 (46)	6.15 (12)	6.63 (3)	6.37 (8)
LCC	5.59 (28)	5.45 (32)	5.88 (23)	4.61 (43)	4.29 (47)	6.45 (6)	6.14 (14)	6.45 (6)	6.14 (14)	5.49 (31)	5.92 (22)	4.98 (40)	4.14 (48)	6.39 (9)	6.45 (6)	6.51 (3)
OSP	4.93 (42)	6.05 (21)	5.90 (28)	4.54 (46)	4.53 (47)	6.34 (11)	6.33 (13)	6.49 (5)	6.23 (15)	5.91 (27)	6.00 (23)	5.19 (39)	4.61 (45)	6.22 (16)	6.66 (2)	6.56 (4)
OSR	4.91 (40)	5.44 (32)	5.42 (33)	4.49 (43)	3.82 (48)	6.11 (14)	6.38 (7)	6.27 (8)	5.89 (22)	5.89 (22)	5.89 (22)	5.40 (34)	4.16 (45)	6.09 (15)	6.53 (1)	6.44 (4)
SCC	4.76 (40)	5.71 (29)	5.97 (20)	4.13 (47)	4.16 (46)	6.21 (11)	5.97 (20)	6.37 (7)	5.89 (24)	5.68 (30)	5.84 (26)	5.11 (35)	4.37 (45)	5.87 (25)	6.58 (3)	6.42 (5)
OCC	4.03 (46)	5.45 (22)	4.39 (42)	4.19 (44)	3.97 (47)	5.39 (26)	6.26 (5)	5.97 (11)	5.52 (20)	5.65 (18)	5.06 (33)	4.71 (40)	3.71 (48)	5.48 (21)	6.00 (10)	6.29 (4)
JHCC	5.17 (36)	5.25 (35)	5.81 (22)	4.12 (48)	4.36 (45)	5.71 (23)	6.20 (9)	6.36 (4)	5.53 (29)	5.53 (29)	5.61 (27)	5.00 (38)	4.41 (44)	6.32 (6)	6.32 (6)	6.44 (2)
OCTC	5.50 (43)	6.25 (14)	6.13 (19)	5.88 (32)	5.75 (38)	6.63 (1)	6.25 (14)	6.25 (14)	6.13 (19)	5.88 (32)	5.38 (45)	5.88 (32)	5.38 (45)	6.38 (6)	6.13 (19)	5.88 (32)
MCTC	3.23 (49)	5.08 (32)	3.62 (48)	3.62 (48)	3.85 (46)	4.31 (43)	5.77 (15)	4.85 (37)	5.38 (28)	5.62 (22)	5.31 (29)	5.69 (18)	5.54 (26)	6.38 (5)	6.08 (11)	6.38 (5)
MCCTC	3.00 (49)	5.73 (28)	3.80 (46)	4.00 (43)	3.93 (44)	5.47 (30)	6.47 (11)	4.93 (35)	5.73 (28)	5.89 (25)	5.47 (30)	5.33 (32)	5.93 (24)	6.47 (11)	6.47 (11)	6.53 (7)
LCTC	3.90 (49)	5.40 (35)	4.40 (47)	4.60 (45)	5.10 (42)	5.70 (27)	6.20 (20)	6.00 (23)	5.50 (32)	6.30 (17)	6.30 (17)	6.30 (17)	5.20 (39)	6.50 (9)	6.30 (17)	6.70 (2)
KBCTC	3.50 (49)	5.50 (26)	3.75 (46)	3.50 (49)	3.75 (46)	4.75 (39)	6.25 (11)	4.75 (39)	5.50 (26)	5.25 (30)	5.50 (26)	6.00 (18)	5.75 (20)	6.50 (6)	6.00 (18)	6.00 (18)
HMF	2.36 (49)	5.36 (25)	3.09 (48)	4.18 (41)	4.00 (42)	4.73 (36)	6.18 (10)	4.45 (37)	5.73 (21)	6.09 (13)	5.18 (28)	6.00 (15)	5.91 (18)	6.64 (3)	6.64 (3)	6.55 (5)
HMM	3.91 (48)	5.73 (22)	3.91 (48)	3.55 (49)	4.82 (38)	4.55 (42)	6.09 (13)	4.27 (44)	5.55 (25)	5.36 (29)	5.45 (28)	6.45 (5)	5.00 (36)	6.00 (16)	5.27 (32)	6.45 (5)
ECTC	4.45 (44)	6.36 (16)	4.09 (46)	4.45 (44)	4.00 (47)	5.36 (35)	6.64 (10)	5.27 (36)	6.55 (12)	6.55 (12)	5.91 (26)	6.64 (10)	5.45 (34)	6.27 (21)	6.27 (21)	6.91 (2)
CWCTC	1.91 (49)	6.18 (20)	3.45 (48)	3.91 (46)	4.27 (41)	5.82 (30)	5.91 (29)	5.36 (33)	6.00 (26)	5.91 (29)	6.27 (15)	6.00 (26)	6.36 (14)	6.55 (10)	6.73 (7)	6.91 (3)
TCTC	4.36 (46)	5.73 (27)	4.18 (47)	4.45 (43)	4.64 (39)	6.00 (21)	6.64 (6)	5.09 (34)	6.45 (10)	6.18 (16)	5.73 (27)	5.64 (29)	5.45 (31)	6.91 (2)	6.64 (6)	7.00 (1)
TOTAL	4.69 (44)	5.73 (26)	5.40 (33)	4.39 (46)	4.35 (48)	6.01 (18)	6.24 (9)	6.16 (13)	5.98 (19)	5.81 (22)	5.80 (23)	5.30 (35)	4.64 (45)	6.21 (12)	6.49 (3)	6.50 (2)

## APPENDIX E

AVERAGE AND RANKING OF SECTION II  
RESPONSES BY IN STATE, LEAA  
REGION "D" STATES, AND OUT-OF-STATE  
RESPONDENTS, AND TRAINING EMPHASIS

Item	Institution Personnel		CTC Personnel		LEAA Region "D" States		All Out-of-State		Training Emphasis (Hours)
	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R	
1. Escape Situations	6.59	1.5	6.14	13.5	6.57	5.2	6.45	2.0	0
2. Recognizing Drug Abuse	5.98	20.0	6.50	4.0	5.14	30.2	5.76	22.0	2
3. Dress Appearance	5.65	31.0	4.76	40.0	5.14	30.2	5.03	34.0	Incorp.
4. Inmate Rights	5.15	36.5	5.88	21.0	6.43	10.5	6.14	12.0	Incorp.
5. Chain of Evidence	6.02	18.0	5.96	17.0	5.71	25.0	5.90	17.0	Incorp.
6. First Aid	5.73	26.3	6.01	16.0	6.29	12.3	5.86	18.3	16
7. Department Structure	5.07	38.5	4.80	39.0	4.14	45.5	4.52	42.0	Incorp.
8. Physical Conditioning	5.59	33.0	5.14	35.0	4.00	47.5	4.79	38.5	0
9. Pistol Training	5.95	21.5	4.48	43.0	5.43	28.0	5.48	28.0	16
10. Communication with Inmates	5.73	26.3	6.45	6.0	6.57	5.2	6.48	1.0	Incorp.
11. Merit System	5.03	41.0	4.59	41.0	4.14	45.5	4.41	44.0	Incorp.
12. Search and Seizure	6.06	16.0	5.94	20.0	6.14	16.3	5.79	21.0	2
13. History of Corrections	4.05	49.0	3.74	48.0	3.29	49.0	3.76	49.0	Incorp.
14. Use of Physical Force	5.82	24.0	5.56	32.0	6.57	5.2	6.24	7.0	4
15. Mouth-to-Mouth Resuscitation	4.76	43.0	5.32	33.5	5.00	35.3	4.97	35.0	Incorp.
16. Court Room Demeanor	5.07	38.5	5.03	36.0	5.14	30.2	4.71	40.5	2
17. Hostage Situation	6.53	3.5	6.09	15.0	5.57	26.5	5.86	18.3	0
18. Drug Identification	6.59	1.5	5.78	25.5	4.71	39.0	4.79	38.5	2
19. Communication with Fellow CO's	6.29	9.0	6.53	3.0	6.29	12.3	6.11	13.0	Incorp.
20. Transportation of Prisoners	6.42	6.0	6.19	12.0	6.29	12.3	6.18	10.5	2
21. Rifle Training	5.90	21.5	4.50	42.0	6.71	3.5	5.36	29.0	Incorp.
22. Counseling Techniques	5.05	40.0	5.84	23.0	4.29	44.0	5.21	31.5	0



Item	Institution Personnel		CTC Personnel		LEAA Region "D" States		All Out- of-State		Training Emphasis (Hours)	62
	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R		
23. Shakedown and Area Searches	6.27	10.0	6.14	13.5	6.86	1.5	6.43	3.5	2	
24. Radio Communication	5.60	32.0	4.46	44.0	5.00	35.3	4.71	40.5	0	
25. Civil Rights	5.18	35.0	5.66	28.0	5.86	22.3	5.54	27.0	Incorp.	
26. Ethnic and Religious Overview	4.31	48.0	4.69	41.0	4.43	42.5	4.50	43.0	0	
27. Dealing with High Tension Situations	6.41	7.0	6.37	8.0	6.57	5.2	6.21	8.5	Incorp.	
28. Hand-to-Hand Fighting	5.72	29.0	4.85	37.0	4.57	40.5	4.29	45.0	20	
29. Communication with Case Managers	4.70	44.0	5.85	22.0	5.14	30.2	5.29	30.0	0	
30. Decision Making	6.19	13.0	6.41	7.0	5.14	30.2	5.57	26.0	0	
31. Legal Obligations of CO's	6.23	12.0	6.26	11.0	6.57	5.2	6.29	5.5	Incorp.	
32. Coping with Burn-Out	5.47	34.0	5.58	30.0	5.00	35.3	5.18	33.0	0	
33. Disciplinary Procedures	6.03	17.0	6.28	10.0	6.00	20.5	6.29	5.5	2	
34. Baton Training	4.95	42.0	3.40	49.0	5.29	29.0	4.93	37.0	0	
25. Emotionally Disturbed Inmates	5.73	26.3	5.71	27.0	5.57	26.5	5.86	18.3	Incorp.	
36. Shotgun Training	5.71	30.0	4.01	47.0	6.14	16.3	5.84	25.0	8	
37. Prison Slang	4.43	45.0	4.20	46.0	4.57	40.5	4.04	47.0	Incorp.	
38. View Inmate Orientation Film	4.35	47.0	4.35	45.0	4.00	46.5	3.82	48.0	8	
39. Riot Intervention	6.16	14.0	5.32	33.5	6.14	16.3	5.71	24.0	2	
40. Legal Liability of CO's	6.25	11.0	6.58	1.5	6.71	3.5	6.43	3.5	4	
41. Weapon Safety	6.39	8.0	5.78	25.5	6.86	1.5	6.21	8.5	Incorp.	
42. Crisis Intervention	6.01	19.0	5.83	24.0	6.29	12.3	5.96	15.0	2	
43. Problem Solving	5.78	25.0	5.95	18.5	4.86	38.0	5.21	31.5	0	
44. Strip Search	5.84	23.0	5.64	28.0	5.86	22.3	5.75	23.0	Incorp.	
45. Cardiopulmonary Resucitation	5.15	36.5	5.95	18.5	4.43	42.5	4.96	36.0	Incorp.	
46. Pre-Release Adjustment	4.42	46.0	5.63	29.0	3.86	48.0	4.21	46.0	0	
47. Professionalism	6.15	15.0	6.46	5.0	5.86	22.3	5.93	16.0	Incorp.	

Item	Institution Personnel		CTC Personnel		LEAA Region "D" States		All Out- of-State		Training Emphasis (Hours)
	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R	$\bar{x}$	R	
48. Self-Protection	6.53	3.5	6.31	9.0	6.43	10.5	6.00	14.0	Incorp.
49. Self-Confidence	6.48	5.0	6.58	1.5	6.00	20.5	6.18	10.5	0

\*Note: " $\bar{x}$ " represents the average importance score for that response group; while "R" represents the rank.

APPENDIX F

SUMMARIZATION OF PRESENT C.O. TRAINING  
COURSES AND RECOMMENDED IMPROVEMENTS

## Federal and State Agencies

## Current Presentation

## Recommendations

1. Secret Service: The purpose of this course is to give the students a basic understanding of the history and functions of the services.

- A. This was presented through a video tape of poor visual quality.
- B. There was no class monitor present to answer questions.
- C. There was no class participation or exhibits that could be experienced by the students.

Time: 2 hours

2. Alcohol, Tobacco, and Firearms (ATF): The purpose of this course is to acquaint the student with the history and function of ATF.

- A. This was an uninformative tape.
  - 1. Many examples were mentioned which were not very meaningful to the students.
  - 2. Handouts mentioned on tape were not present for observation.
  - 3. It should be noted relief from disability and presidential pardon were well explained.
  - 4. A class monitor reviewed the presentation.

1. Secret Service

- A. This should be a live presentation with a Secret Service agent as the instructor.

If this is not possible, a more professional video tape presentation should be developed.

- B. A staff member should be present to answer questions when video tapes are used.
- C. Examples of forged stocks, counterfeit money, etc., should be available at the academy for student observation.

Time: Remain at 2 hours  
Materials: As stated above

2. Alcohol, Tobacco and Firearms

- A. The presentation should be live with an ATF agent as the instructor.

If this is not possible, a professional video tape presentation should be developed.

- B. Examples of defused bombs, illegal weapons, etc., should be available for classroom inspection.
- C. The class could participate in a mock bomb threat scene.

Federal and State  
Agencies

Current Presentation

Recommendations

2. Alcohol, Tobacco, and Firearms (cont.)

Time: 2 hours

3. Federal Bureau of Investigation (FBI): The purpose of this presentation was to familiarize the student with the functions of the FBI, it's jurisdictions and the impact of it's civil rights investigations.

- A. The presentation was a poor quality video tape.
1. Video tape of film difficult to see.
  2. Video tape sound difficult to understand.
  3. Excessive amount of vulgar language used.
  4. Many personal views were expressed.

Time: 4 hours

4. Oklahoma Bureau of Narcotics and Dangerous Drugs (OBND): The purpose of this was to familiarize the student with the function and jurisdiction of OBND.

2. ATF (cont.)

Time: Remain at 2 hours

Materials: All handouts to be discussed in presentation.  
Examples (See B)

3. FBI

- A. The presentation should be live with a FBI Agent as the instructor.

If this is not possible, a professional video tape presentation should be developed.

- B. Films used in video presentations should be available rather than a tape of a film.

Time: Remain at 4 hours

Materials: Films to be presented

4. OBND

- A. The presentation should be live with an OBND agent as the instructor.

If this is not possible, a professional video tape presentation should be developed. The OBND should be given enough advance notice to prepare an acceptable presentation.

Federal and State  
Agencies

Current Presentation	Recommendations
<p>4. <u>Oklahoma Bureau of Narcotics and Dangerous Drugs (cont.):</u></p> <p>A. The presentation was a poor quality video tape.</p> <ol style="list-style-type: none"> <li>1. Many times the camera was not on the speaker.</li> <li>2. A slide presentation was taped and was difficult to see.</li> <li>3. There were long breaks in the audio.</li> <li>4. Many personal experiences were discussed, which were not germane to the topic.</li> <li>5. Agent on video tape had been given less than 2 hours to prepare.</li> </ol>	<p>4. <u>ONBDD (cont.)</u></p> <p>B. Example of various classes of narcotic drugs should be made available for class observation.</p>
Time: 1 hour	Time: Should be extended to 2 hours Materials: Stated above (B)
<p>5. <u>F B I Crime Lab/Crime Scene:</u> The purpose of this course was to familiarize the student with the FBI crime lab and it's functions and preservation of a crime scene.</p> <p>A. This presentation was a poor quality video tape.</p> <p>B. There was no monitor to answer questions.</p> <p>C. There was no class participation.</p>	<p>5. <u>F B I Crime Lab/Crime Scene</u></p> <p>A. The presentation should be live with an FBI agent as the instructor.</p> <p>If this is not possible, a professional video tape presentation should be developed.</p> <p>B. A class monitor should be present during video tapes to answer questions.</p> <p>C. To enhance class participation, a mock crime scene can be utilized in this course.</p>

Federal and State  
Agencies

Current Presentation	Recommendations
<p>5. <u>F B I Crime Lab/Crime Scene (cont.):</u></p> <p>Time: 3 hours</p>	<p>5. <u>F B I Crime Lab/Crime Scene (cont.)</u></p> <p>D. This course should be taught in conjunction with chain of evidence and other related courses.</p> <p>Time: Should be extended to 4 hours Material: As stated in D</p>
<p>6. <u>Oklahoma State Bureau of Investigation Crime Lab/Jurisdiction (OSBI):</u> The purpose of this course was to familiarize the student with the history and function of the OSBI and it's crime lab.</p> <p>A. This presentation was a poor quality video tape.</p> <p>Time: 3 hours</p>	<p>6. <u>OSBI Crime Lab/Jurisdiction</u></p> <p>A. The OSBI Crime Lab is located in Oklahoma City. It is recommended that a tour of this facility be arranged, if possible.</p> <p>B. This should be taught in conjunction with FBI crime lab.</p> <p>Time: Remain at 3 hours Materials: None</p>

Physical Training

<p>1. <u>Physical Training:</u> The purpose of this course is to ensure good physical fitness of a student.</p> <p>A. Presently, there are no physical fitness requirements to graduate.</p> <p>B. There is no specific time allotted in syllabus. (Physical training is limited to warm-up exercises in self-defense.)</p> <p>C. There is no enforcement of student participation.</p> <p>Time: None</p>	<p>1. <u>Physical Training</u></p> <p>A. Minimal physical requirements should be developed. If they cannot be met, the student should be phased out.</p> <p>B. A specific time period should be allotted. One hour before breakfast or after supper per day.</p> <p>C. Students should be required to participate.</p> <p>D. An obstacle course should be developed and used.</p> <p>E. Physical training should be taught seperately from self-defense.</p> <p>Time: 30 hours Materials: Obstacle course.</p>
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## Criminal Law

Current Presentation	Recommendations
<p>1. <u>Criminal Justice System</u>: The purpose of this class is to familiarize the student with the Oklahoma Criminal Justice System.</p> <p>Time: 1 hour</p>	<p>1. <u>Criminal Justice System</u></p> <p>No recommendations.</p> <p>Time: Remain 1 hour</p>
<p>2. <u>Elements of Major Crimes</u>: The purpose of this class was to familiarize the student with the definition of a felony, misdemeanor, and some of the most frequently committed crimes.</p> <p>A. This was a two hour video tape segment, taken out of context, of a twelve hour presentation by the Director of the Council on Law Enforcement and Training.</p> <p>B. There was no instructor/monitor present to answer questions.</p> <p>Time: 2 hours</p>	<p>2. <u>Elements of Major Crimes</u></p> <p>A. This should be a live presentation or a more professional video tape presentation should be developed.</p> <p>B. If tape is used, a class monitor should be present to answer questions.</p> <p>Time: Decrease to 1 hour</p>
<p>3. <u>Use of Force Policy</u>: The purpose of this course was to familiarize the student with the Oklahoma use of force laws and the ODOC use of force procedures.</p> <p>A. This was a two hour video tape segment, taken out of context, of a twelve hour presentation.</p> <p>B. There was no instructor/monitor present to answer questions.</p> <p>Time: 2 hours</p>	<p>3. <u>Use of Force Policy</u></p> <p>A. This should be a live presentation which could be made by staff, or a more professional video tape presentation should be developed.</p> <p>B. If tape is used, a monitor/instructor should be present to answer questions.</p> <p>C. This should be taught in conjunction with arrest procedures and laws of arrest.</p> <p>Time: Remain 2 hours</p>



## Criminal Law

Current Presentation	Recommendations
<p>4. <u>Juvenile Delinquency</u>: The purpose of this course is to familiarize the student with the juvenile criminal justice system.</p> <p>A. This was a one hour video tape segment, taken out of context, of a twelve hour presentation.</p> <p>B. There was no instructor/monitor present to answer questions.</p>	<p>4. <u>Juvenile Delinquency</u></p> <p>A. This should be a live presentation which could be made by staff or a more professional video tape presentation should be developed.</p> <p>B. If a video tape is used, a monitor/instructor should be present to answer questions.</p>
Time: 1 hour	Time: Remain at 1 hour
<p>5. <u>Exclusionary Rule/Probable Cause</u>: The purpose of this course was to familiarize the student with testimony, admissible evidence, and probable cause as it pertains to arrest.</p> <p>A. This was a two hour video tape segment taken out of context, of a twelve hour presentation.</p>	<p>5. <u>Exclusionary Rule/Probable Cause</u></p> <p>A. Recommendations are the same as criminal law, section 4.</p>
Time: 2 hours	Time: 2 hours
<p>6. <u>Oklahoma Courtroom Procedures</u>: The purpose of this course was to familiarize the student with Oklahoma courtroom demeanor, i.e., how to testify.</p> <p>A. This was a poor quality video tape presentation.</p> <p>B. There was no monitor/instructor present to answer questions.</p>	<p>6. <u>Oklahoma Courtroom Procedures</u></p> <p>A. This should be a live presentation and could be taught by Probation and Parole Officers. (P&amp;PO)</p> <p>B. If video tape is used, a professional monitor/instructor should be present.</p> <p>C. Class participation should be incorporated into a mock trial setting with experienced P&amp;PO's and staff handling the major roles, i.e., judge, defense, and D.A.</p>

## Criminal Law

Current Presentation	Recommendations
6. <u>Oklahoma Courtroom Procedures (cont.):</u>	6. <u>Oklahoma Courtroom Procedures (cont.)</u>
Time: 2 hours	Time: Extend to 3 hours
7. <u>Laws of Arrest:</u> The purpose of this class was to familiarize the student with the restrictions and limitations of a legal arrest.	7. <u>Laws of Arrest</u>
A. This was a two hour segment taken out of context of a twelve hour presentation.	A. This class should be a live presentation or a professional quality produced video tape should be developed.
B. There was no monitor/instructor present to answer questions.	B. If video tape is used, a monitor/instructor should be present.
Time: 2 hours	C. Class participation, i.e., role playing, can be a useful aid in this course, explaining laws as arrest continues.
8. <u>State Weapons Laws:</u> The purpose of this course was to familiarize the student with the legal and departmental rules regarding firearms.	D. Should be taught in conjunction with arrest procedures, search and seizure, etc.
A. This was a two hour video tape segment taken out of context from a twelve hour presentation.	Time: Remain at 2 hours
B. This presentation contradicts the Alcohol, Tobacco and Firearms presentation.	8. <u>State Weapons Laws</u>
C. There was no monitor/instructor present to ask questions.	A. This should be a live presentation or a professional quality produced video tape should be developed.
Time: 2 hours	B. Contradictions should be eliminated in presentations.
	C. If a video tape is used, a monitor/instructor should be present to answer questions.
	Time: Remain at 2 hours

## Criminal Law

Current Presentation	Recommendations
<p>9. <u>Line-ups/Civic Liability</u>: The purpose of this class was to familiarize the student with civil liabilities and line-up procedures.</p> <p>A. This is a poor quality but very informative video tape presentation.</p> <p>B. There was no monitor/instructor to answer questions.</p> <p>Time: 2 hours</p>	<p>9. <u>Line-ups/Civic Liability</u></p> <p>A. This should be a live presentation or a professional quality video tape should be produced.</p> <p>B. If a video tape is used, a monitor/instructor should be present to answer questions.</p> <p>Time: Remain at 2 hours</p>
<p>10. <u>Laws of Search and Seizure</u>: The purpose of this course was to explain constitutional rights, and liabilities of legal search and seizure.</p> <p>A. This was a 2 hour video tape segment out of context with a 12 hour presentation.</p> <p>Time: 2 hours</p>	<p>10. <u>Laws of Search and Seizure</u></p> <p>A. This should be a live presentation presented by the staff.</p> <p>B. This should be taught in conjunction with arrest procedures and laws of arrest.</p> <p>C. A mock arrest should be role played.</p> <p>D. A mock cell should be constructed with salvage parts, i.e.: toilet, bed, desk, and contraband hidden to allow the student to experience an actual search.</p> <p>Time: Extend to 4 hours Materials: Mock cell, contraband</p>
<p>11. <u>Stop and Frisk Laws</u>: The purpose of this course was to make the student functionable and knowledgeable in stop and frisk procedures.</p>	<p>11. <u>Stop and Frisk Laws</u></p> <p>A. This should be a live presentation or presented via a professionally produced video tape.</p>

## Criminal Law

Current Presentation	Recommendations
<p>11. <u>Stop and Frisk Laws (cont.):</u></p> <p>A. This was a video tape presentation of poor quality.</p> <p>Time: 2 hours</p>	<p>11. <u>Stop and Frisk Laws (cont.)</u></p> <p>B. This course should include a practicum to enable the student to practice the frisk search.</p> <p>Time: Extend to 3 hours Materials: Possible contraband to be hidden on a search victim.</p>
<p>12. <u>Legal Authority and Responsibility:</u> The purpose of this course was to give the student a basic understanding of his legal rights and responsibilities.</p> <p>Time: 2 hours</p>	<p>12. <u>Legal Authority and Responsibility</u></p> <p>A. This course requires extra time for a better explanation, i.e., more understanding.</p> <p>B. Time for discussion should be allotted.</p> <p>Time: Extend to 4 hours</p>

## Weapons

## Current Presentation

## Recommendations

1. Weapons: The purpose of this class is to introduce and familiarize the student with the basic weaponry used by the O.D.O.C.
- A. The instructor is good.
  - B. There is an excellent range available at the Lexington Correctional Center.
  - C. There is good support from the institutional range staff (LCC).
  - D. Safety is well stressed.
  - E. Individual remedial help is excellent.
  - F. The weapons maintenance instruction is good.
  - G. It was shown how stress affects accuracy, but nothing was done to rectify this situation.
  - H. There was insufficient time for trainees to familiarize themselves with all DOC weapons.
  - I. There was little, if any, discussion about chemical agents.

Time: 24 hours

1. Weapons
- A. No recommendations.
  - B. No recommendations.
  - C. No recommendations.
  - D. No recommendations.
  - E. No recommendations.
  - F. No recommendations.
  - G. A combat course (pistol and shotgun) should be developed to instruct stress reduction in high tension situations.
  - H. More time should be allotted to allow familiarization with all DOC weapons, including the .30 caliber M-1 carbine, the 30-30 caliber Winchester Model 94, and the .45 caliber Thompson machine gun, if they are to be maintained at the institutions.
  - I. A detailed course pertaining to chemical agents should be developed with student participation, i.e., the use of tear gas in a controlled setting.

Time: Extend to 40 hours

Materials: Adaptations to present range

## Field Procedures

Current Presentation	Recommendations
<p>1. <u>Disciplinary Hearings</u>: The purpose of this class was to familiarize the student with the procedures and policies of a disciplinary hearing.</p> <p>A. This was a live presentation, from an O.D.O.C. field representative.</p> <ol style="list-style-type: none"> <li>1. Presenter was knowledgeable and experienced.</li> <li>2. Presentation needed improvement.</li> </ol> <p>B. A disciplinary report was filled out and discussed.</p>	<p>1. <u>Disciplinary Hearing</u></p> <ol style="list-style-type: none"> <li>A. The field trainers should be sent to school to learn better presentation methods.</li> <li>B. A mock disciplinary hearing could be conducted, from disciplinary report to disposition of case.</li> </ol>
Time: 2 hours	<p>Time: Extend to 3 hours</p> <p>Materials: Blank disciplinary report, tape recorder and cassette.</p>
<p>2. <u>Riot Control</u>: The purpose of this class was to familiarize students with riot procedures and formations.</p> <p>A. This was a lecture with class participation. (staff)</p> <ol style="list-style-type: none"> <li>1. Formations were practiced 2 to 3 times.</li> <li>2. Instructor treated trainees unprofessionally and lost control of the class.</li> </ol>	<p>2. <u>Riot Control</u></p> <ol style="list-style-type: none"> <li>A. Trainers should treat subjects professionally and formations should be practiced more.</li> </ol>
Time: 2 hours	Time: 3 hours

## Field Procedures

Current Presentation	Recommendations
<p>3. <u>Probable Cause Hearing</u>: The purpose of this course was to familiarize the student with the procedures of a probable cause hearing.</p> <p>A. Instructor was knowledgeable and gave a good presentation.</p>	<p>3. <u>Probable Cause Hearing</u></p> <p>A. No recommendation.</p> <p>B. CO's have nothing to do with the proceedings of a probable cause hearing. This course should be eliminated from the basic curriculum.</p>
Time: 1 hour	Time: Eliminated
<p>4. <u>Report Writing</u>: The purpose of this class was to develop the students' report writing skills.</p> <p>A. This course was taught by in-house staff.</p> <p>B. The reports were filled out and turned in for grading, but never turned back to the student.</p>	<p>4. <u>Report Writing</u></p> <p>A. No recommendation.</p> <p>B. Material filled out and turned in for class should be returned with feedback.</p> <p>C. The count report could be filled out at the beginning of the day class and after noon each day by different officers to ensure each officer knows how to take the count.</p>
Time: 2 hours	Time: Extend to 3 hours
<p>5. <u>Correctional Discipline</u>: The purpose of this course was to provide the student with the correct procedures for enforcement of discipline within the correctional setting.</p> <p>A. This course was repetitious.</p> <p>B. A good film was shown.</p>	<p>5. <u>Correctional Discipline</u></p> <p>A. This course should be incorporated in other classes.</p> <p>B. Possibly only the film (#32) was necessary.</p>
Time: 2 hours	Time: Reduce to 1 hour

## Field Procedures

Current Presentation	Recommendations
<p>6. <u>Arrest Procedures</u>: The purpose of this course was to familiarize the student with procedures and liabilities pertaining to the arrest process.</p> <p>A. This topic was well covered by lecture, but there was no time for student participation, i.e., handcuffing.</p>	<p>6. <u>Arrest Procedures</u></p> <p>A. More time should be allotted to allow for student participation.</p> <p>B. This should be presented in conjunction with laws of arrest, stop and frisk, and probable cause.</p>
Time: 2 hours	Time: Extend to 4 hours Materials: Handcuffs for students
<p>7. <u>Supervision of Clients</u>: The purpose of this course was to insure the student realizes that his/her core duties are the supervision of inmates/residents.</p>	<p>7. <u>Supervision of Clients</u></p> <p>A. No recommendations.</p>
Time: 2 hours	Time: Remain at 2 hours
<p>8. <u>Use of Force Policy</u>: The purpose of this course was to insure that the student knows the state and department policy on the use of force.</p> <p>A. This course is basically a review of information obtained in the self-defense course.</p> <p>B. Taught by in-house staff.</p>	<p>8. <u>Use of Force Policy</u></p> <p>A. Should be taught in conjunction with arrest procedures.</p> <p>B. No recommendations.</p>
Time: 2 hours	Time: Remain at 2 hours



## Field Procedures

Current Presentation	Recommendations
<p>9. <u>Security</u>: The purpose of this film was to stress to the students that their basic job in a correctional setting in security.</p> <p>A. This subject was well stressed...</p> <p>B. The two films (#3 and #15) were good.</p> <p>Time: 2 hours</p>	<p>9. <u>Security</u></p> <p>A. Security issues need to be stressed and incorporated throughout training.</p> <p>B. No recommendations.</p> <p>Time: Remain at 2 hours</p>
<p>10. <u>Transportation of Prisoners</u>: The purpose of this class was to familiarize the student with the procedures and methods of prisoner transportation.</p> <p>A. Only basics were covered due to time allotment.</p> <p>B. Students watched the instructor but did not participate.</p> <p>Time: 2 hours</p>	<p>10. <u>Transportation of Prisoners</u></p> <p>A. This is a dangerous task and more time should be devoted to it.</p> <p>B. Students should be allowed to practice seating, searching, physical restraining, etc.</p> <p>C. Lexington Assessment and Reception Center (LARC) has transportations almost daily that students could participate in.</p> <p>Time: Extend to 8 hours, extend to 12 hours if LARC transport is included.</p>

## General Law Enforcement

<p>1. <u>Auto Theft</u>: The purpose of this course was to familiarize the student with the crime of auto theft and related crimes.</p> <p>A. Thirty minutes of the one hour tape was well presented while the remaining thirty minutes was repetitious or unrelated to the subject matter.</p>	<p>1. <u>Auto Theft</u></p> <p>A. If required by CLEET, a live presentation should be made or a professional video tape should be made.</p> <p>B. The training academy should try to eliminate this course and replace it with a more correctionally oriented course.</p>
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## General Law Enforcement

Current Presentation	Recommendations
<p>1. <u>Auto Theft (cont.)</u></p> <p>B. This course seems irrelevant to correctional officer duties.</p> <p>Time: 1 hour</p> <p>2. <u>Accident Investigation</u>: The purpose of this course was to familiarize the student with the procedures of accident investigation.</p> <p>A. This was a two hour video tape of poor visual quality.</p> <p>B. This course seems totally irrelevant to correctional officer duties.</p> <p>C. Handouts spoken of on tape were not available for the class.</p> <p>Time: 2 hours</p> <p>3. <u>Implied Consent</u>: The purpose of this course was to explain the implied consent law as it relates to driving while intoxicated or under the influence.</p>	<p>1. <u>Auto Theft (cont.)</u></p> <p>Time: CLEET approval - eliminate W/O CLEET approval - remain 1 hour.</p> <p>2. <u>Accident Investigation</u></p> <p>A. If this course is to remain required by CLEET, a live presentation should be made or a professionally produced video tape presentation should be developed.</p> <p>B. The training academy should try to eliminate this course and replace it with a more correctionally oriented course.</p> <p>C. Handouts should be available if referred to in video tape.</p> <p>Time: With CLEET approval - eliminate W/O CLEET approval - reduce to 1 hour</p> <p>3. <u>Implied Censent</u></p> <p>A. If this course is to remain required by CLEET, a live presentation should be made or a professionally produced video tape should be made.</p> <p>B. If this course is to remain required a breathalyzer should be made available and class demonstration used.</p>

## General Law Enforcement

## Current Presentation

## Recommendations

Time: 2 hours

4. Police Tactics/ Police Function:  
The object of this course was to familiarize the student with the objectives, tactics, and mission of police patrol operations.

Time: 2 hours

5. Fingerprinting: The purpose of this course was to familiarize the student with the methods of taking, classifying and developing fingerprints.

A. This was a two hour video tape presentation.

3. Implied Consent (cont.)

- C. The training academy should try to eliminate this course and replace it with a more correctionally oriented course.

Time: If approved by CLEET - eliminate  
If not approved - remain at 2 hours

4. Police Tactics/Police Function

- A. If this course is to remain required by CLEET a live presentation should be made or a professionally produced video tape should be made.
- B. The training academy should try to eliminate this course and replace it with a more correctionally oriented course.

Time: If approved by CLEET - eliminate  
If not approved, remain at 2 hours

5. Fingerprinting

- A. If this course is to remain required by CLEET, a live presentation should be made.
- B. Students should be given the opportunity to apply techniques studied.
- C. The training academy should try to eliminate this course and replace it with a more correctionally oriented course.

## General Law Enforcement

Current Presentation	Recommendations
5. <u>Fingerprinting (cont.)</u>	5. <u>Fingerprinting (cont.)</u>
Time: 2 hours	Time: If allowed by CLEET, eliminate If not allowed, remain at 2 hours Materials: Fingerprint cards, inkpads, materials to lift latent prints
6. <u>Police Communications:</u> The purpose of this course was to familiarize the student with the overall statewide communications network serving law enforcement agencies.	6. <u>Police Communications</u>
A. This was a two hour video tape presentation.  B. There was no class participation.	A. This course should be a live presentation or a a professional video tape presentation should be developed.  B. The O.D.O.C. Administration Build- ing has N.C.I.C., N.L.E.T.S., and O.L.E.T.S. capabilities. Students could be taught and allowed to make actual requests.
Time: 2 hours	Time: Remain at 2 hours

## Self-Defense

## Current Presentation

## Recommendations

1. Self-Defense: The purpose of this course is to give the student basic capacities in the techniques of self-defense.

- A. Presently the academy employs two excellent instructors.
- B. The course was scheduled, but this aspect of the schedule was not closely adhered to. For example, if class times extend too long, the self-defense class was shortened.
- C. Actual participation was limited due to space and lack of protective equipment.
- D. Self-defense and physical training were combined.
- E. Classes were split as classrooms are not large enough to accommodate the entire class. Even this way, conditions were very cramped.
- 1. Both portions of the class did not always receive the same training.
- 2. Control problems developed due to cramped conditions.
- F. An excellent student manual is seldom used.
- G. An excellent warm-up was used to minimize injury.

Time: 20 hours

1. Self-Defense

- A. No recommendation.
- B. Schedules should be more closely adhered to.
- C. A facility is needed to:
  - 1. Provide space for all students to be instructed at one time with one instructor instructing and one monitoring.
  - 2. Have mats available for the floor so throws, etc., can be practiced with less fear of injury.
- D. Class time should be allotted separately for physical training.
- E. See "C" for recommendation.
- F. The student manual should be incorporated in the presentation.
- G. No recommendation.

Time: Recommend extension to 40 hours.  
Materials: Larger facility for practice

- 1. Outdoor area may be sufficient.
- 2. If indoor, mats are necessary to minimize injury.

**CONTINUED**

**1 OF 2**

## Emergency Medical Training

## Current Presentation

## Recommendations

1. Emergency Medical Training: The purpose of this course is to familiarize the student with first-aid and cardiopulmonary resuscitation.

A. The class was bused to South-west Oklahoma City Junior College, wasting approximately 8 hours in 4 days.

B. The instructor was good.

Time: 16 hours

1. Emergency Medical Training

A. The instructor should come to the training academy, not the reverse.

B. No comment.

Time: 16 hours without travel time

## General Information

1. Criminal Justice Ethics: The purpose of this course is to familiarize the student with the "Law Enforcement Code of Ethics".

A. This was a video tape presentation.

B. There was no monitor/instructor present.

Time: 2 hours

2. Public Relations: The purpose of this course is to discuss public relations with the students in terms of corrections.

A. Same as # 1.

B. Same as # 1.

Time: 2 hours

1. Criminal Justice Ethics

A. This should be a live presentation by the academy staff.

B. If a video tape is used, a monitor/instructor should be present.

Time: Remain at 2 hours

2. Public Relations

A. Same as # 1.

B. Same as # 1.

Time: Remain at 2 hours

## Current Presentation

## Recommendations

3. Drug Identification: The purpose of this course is to familiarize the student with the more commonly abused drugs and their symptoms.

- A. The instructor was very good.
- B. Pictures of the various drugs were shown to the class.
- C. There was little time for discussion.

Time: 2 hours

4. Legal Liabilities in Corrections: The purpose of this course is to familiarize the student with the legal liabilities in daily correctional functions.

- A. This topic was covered in various classes.

Time: 2 hours

5. Sex Crimes: The purpose of this class is to familiarize the student with the types of sex-related offenses.

- A. This was a video tape presentation of very poor quality.
- B. The instructor (a local FBI agent) is excellent, but loses impact on tape.
- C. About one-half of the class didn't see the last half of the presentation due to lack of time.

Time: 2 hours

3. Drug Identification

- A. No recommendations.
- B. The Academy should obtain samples of the most commonly abused drugs for examination by the students.
- C. More time should be allotted for discussion.
- D. This should be taught in conjunction with OBND and Substance Abuse Treatment.

Time: Extend to 3 hours

Materials: Samples of commonly abused drugs.

4. Legal Liabilities in Corrections

- A. No recommendation. It is felt this is an important topic and deserves stress. (See Table )
- B. This should be taught in conjunction with legal authority and responsibility.

Time: Remain 2 hours

5. Sex Crimes

- A. This should be a live presentation, and if possible, from the FBI instructor.
- B. Same as "A".
- C. Time should be allotted for the entire presentation.
- D. This should be taught in conjunction with sex offender treatment techniques.

Time: Extend to 3 hours



## General Information

## Current Presentation

## Recommendations

6. Interpersonal Communications: The purpose of this class is to familiarize the student with the dynamics of interpersonal communications.

- A. This staff presentation was not very informative.

Time: 6 hours

7. Road Blocks: The purpose of this course was to acquaint the student with the proper roadblock procedures.

- A. The class was transported to Oklahoma City Police Training Academy for demonstrations. This enables actual roadblock set-ups and use of weapons at required positions.
- B. The staff instructor lost control of the class due to an unprofessional presentation.

Time: 4 hours

8. Social Pressures on Client Behavior: The purpose of this course was to familiarize the student with causes and effects of inmate social pressures and how to effectively deal with them.

- A. This course was well presented.
- B. There was not enough time for good discussion.

Time: 2 hours

6. Interpersonal Communications

- A. This should be presented by an expert in the field.
- B. This topic requires more emphasis.
- C. This should be taught in conjunction with the other human relations courses.

Time: Extend to 20 hours

7. Road Blocks

- A. No recommendations.
- B. A more controlled and professional presentation is essential

Time: Remain at 4 hours

Materials: 2 automobiles, weapons for students participating,  
2 barricades

8. Social Pressures on Client Behavior

- A. No recommendations.
- B. Time should be allocated for discussion.

Time: Extend to 3 hours

## General Information

Current Presentation	Recommendations
<p>9. <u>Substance Abuse Treatment</u>: The purpose of this course was to familiarize the student with the various methods of substance abuse treatment.</p> <p>A. This was a live presentation that was delivered very well.</p> <p>B. There were only pictures of drugs available for observation.</p>	<p>9. <u>Substance Abuse Treatment</u></p> <p>A. No recommendations.</p> <p>B. Samples of the most commonly abused drugs should be obtained for student observation.</p> <p>C. This course should be taught in conjunction with Drug Identification.</p>
Time: 2 hours	<p>Time: Remain at 2 hours</p> <p>Materials: Samples of commonly abused drugs.</p>
<p>10. <u>Stress</u>: The purpose of this course was to show the effects of stress.</p> <p>A. It was shown how stress occurs and what physical and emotional changes take place within the body.</p> <p>B. Nothing was done to show how to reduce this stress.</p> <p>C. This was a staff presentation.</p>	<p>10. <u>Stress</u></p> <p>A. No recommendations.</p> <p>B. Stress reduction courses should be developed.</p> <p>C. These courses should be presented by experts in the field.</p> <p>D. This course should be taught in conjunction with interpersonal communications.</p>
Time: 2 hours	Time: Extend to at least 10 hours

## APPENDIX G

PROPOSED MONITORING SYSTEM FOR C.O. TRAINING .

- FORM A: (Student Data) This form is to be completed by all trainees attending correctional officer school at the Oklahoma Department of Corrections Training Academy. It will enable the Department to develop a profile on C.O. trainees and describe past trainees to interested parties. No name will appear on this form.
- FORM B: (Class Summary) A summary of all participants in a class to describe the group composite of any particular C.O. training school as a whole and list all participants attending. As in Form A, no names will be associated with any of the information.
- FORM C: (Training Record) Unlike Form A and B, this training record will be very specific regarding who the student is. Form C consists of; Personal Data, Test Scores, Weapons Training, Physical Training, Student Evaluation, Class Rank, Comments and Authorized Signatures. It is recommended that a copy accompanies the C.O. to his/her new assignment.
- FORM D: (Additional Training) This form is to be used to keep a C.O.'s files updated particularly in the weapons qualification and physical training. All entries on this sheet must be documented by a memo from the appropriate training officer and attached to Form D.
- FORM E: (Self-Report) This is both a pre and post instrument to assess the degree of confidence felt by the students regarding specific areas of competence.
- FORM F: (Student Feedback) Direct feedback from the students to the training academy concerning instructors, content and methods.
- FORM G: (Supervisory Evaluation) To be administered at an appropriate time or times post training. This form is to be sent directly to the trainee's supervisor for his evaluation and opinions concerning the new C.O.
- FORM H: (Student Self Evaluation) To be administered at the same time as the supervisory evaluation. It will allow both perspectives to be shared with the training academy. Except for a few word changes, this form is essentially the same as Form G.

NOTES:

1. It is recommended that all forms be piloted before final acceptance.
2. Upon final revisions, additions, and deletions all forms should be printed.
3. Form C and D should be printed on card stock.
4. Final revisions should be printed on triplicate form formats (Copies: Training, D.O.C., Facility).

## STUDENT DATA

Academy Class No. \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Type of Class: Basic \_\_\_\_\_ Advanced \_\_\_\_\_ Supervisors \_\_\_\_\_  
Case Manager \_\_\_\_\_ Orientation \_\_\_\_\_ Other \_\_\_\_\_Marital Status: Married \_\_\_\_\_ Unmarried \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_  
Separated \_\_\_\_\_

Number of Dependents: \_\_\_\_\_ Veteran: Yes \_\_\_\_\_ No \_\_\_\_\_

Educational Level: Masters Degree \_\_\_\_\_ Bachelor's Degree \_\_\_\_\_  
Associate Degree \_\_\_\_\_ High School or Vo-tech Diploma \_\_\_\_\_  
G.E.D. \_\_\_\_\_ Less than High school \_\_\_\_\_  
Other \_\_\_\_\_Date employed by D.O.C. \_\_\_\_\_ / \_\_\_\_\_ Current Rank \_\_\_\_\_  
Month Year

Current Correctional Facility \_\_\_\_\_

Residence \_\_\_\_\_  
City CountyCultural Classification: White \_\_\_\_\_ Black \_\_\_\_\_ Amer. Indian \_\_\_\_\_  
Hispanic \_\_\_\_\_ Asian \_\_\_\_\_ Other (Specify) \_\_\_\_\_Previous Criminal Justice Training: None \_\_\_\_\_ Oklahoma DOC \_\_\_\_\_ Other State \_\_\_\_\_  
Federal \_\_\_\_\_ College \_\_\_\_\_  
Other Criminal Justice \_\_\_\_\_ Other \_\_\_\_\_List brief titles of previous training \_\_\_\_\_  
\_\_\_\_\_

Amount of previous training: # months \_\_\_\_\_ # weeks \_\_\_\_\_

Do you have:

Previous Criminal Justice Experience? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long? Years \_\_\_\_\_ Months \_\_\_\_\_

Please briefly describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Academy Class No. \_\_\_\_\_ Number of Participants \_\_\_\_\_

Age: Mean Age \_\_\_\_\_ Median Age \_\_\_\_\_ Range \_\_\_\_\_

Married \_\_\_\_\_ Never Married \_\_\_\_\_

Masters Degree	Bachelor's Degree
----------------	-------------------

G.F.D. \_\_\_\_\_ Less than High School \_\_\_\_\_

White	Black	Amer. Indian
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None                      O.D.O.C.                      Other State \_\_\_\_\_

Federal	College	Other Criminal Justice
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20
21	21	21
22	22	22
23	23	23
24	24	24
25	25	25
26	26	26
27	27	27
28	28	28
29	29	29
30	30	30
31	31	31
32	32	32
33	33	33
34	34	34
35	35	35
36	36	36
37	37	37
38	38	38
39	39	39
40	40	40
41	41	41
42	42	42
43	43	43
44	44	44
45	45	45
46	46	46
47	47	47
48	48	48
49	49	49
50	50	50
51	51	51
52	52	52
53	53	53
54	54	54
55	55	55
56	56	56
57	57	57
58	58	58
59	59	59
60	60	60
61	61	61
62	62	62
63	63	63
64	64	64
65	65	65
66	66	66
67	67	67
68	68	68
69	69	69
70	70	70
71	71	71
72	72	72
73	73	73
74	74	74
75	75	75
76	76	76
77	77	77
78	78	78
79	79	79
80	80	80
81	81	81
82	82	82
83	83	83
84	84	84
85	85	85
86	86	86
87	87	87
88	88	88
89	89	89
90	90	90
91	91	91
92	92	92
93	93	93
94	94	94
95	95	95
96	96	96
97	97	97
98	98	98
99	99	99
100	100	100

Mon #	Range
-------	-------

Mean	Median
------	--------

Pre-test Score: \_\_\_\_\_ Post-test Score: \_\_\_\_\_

$\bar{x}$	SD	Range
-----------	----	-------

Correctional Facilities Represented #	Cities and Towns Represented #	Counties Represented #

PARITCIPANT LIST

NAME	S.S.#
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	
16. _____	
17. _____	
18. _____	
19. _____	
20. _____	
21. _____	
22. _____	
23. _____	
24. _____	
25. _____	

NAME	S.S.#
26. _____	
27. _____	
28. _____	
29. _____	
30. _____	
31. _____	
32. _____	
33. _____	
34. _____	
35. _____	
36. _____	
37. _____	
38. _____	
39. _____	
40. _____	
41. _____	
42. _____	
43. _____	
44. _____	
45. _____	
46. _____	
47. _____	
48. _____	
49. _____	
50. _____	

PHOTO

TRAINING RECORD

Academy Class No. \_\_\_\_\_

PERSONAL

Social Security Number \_\_\_\_\_

Name: \_\_\_\_\_ Telephone ( ) \_\_\_\_\_  
Last First Middle Area Code

Home Address: \_\_\_\_\_  
Number & Street/P.O. Box City/Town State Zip

Date of Birth: \_\_\_\_\_ Sex: \_\_\_\_\_ Height: \_\_\_\_\_ Weight: \_\_\_\_\_  
Month/Day/Year

Color Eyes: \_\_\_\_\_ Color Hair: \_\_\_\_\_ Date of Employment: \_\_\_\_\_

Education Level: (Check one)

Master's Degree \_\_\_\_\_ Bachelor's Degree \_\_\_\_\_ Associate Degree \_\_\_\_\_

High School/Vo-tech Diploma \_\_\_\_\_ G.E.D. \_\_\_\_\_ Less than H.S. \_\_\_\_\_

Other \_\_\_\_\_

Previous Criminal Justice Training: Yes \_\_\_\_\_ No \_\_\_\_\_

Type and Amount: \_\_\_\_\_

Previous Criminal Justice Experience: Yes \_\_\_\_\_ No \_\_\_\_\_

Type and Amount: \_\_\_\_\_

ACADEMIC

Pre-test Date \_\_\_\_\_ Score \_\_\_\_\_

Post-test Date \_\_\_\_\_ Score \_\_\_\_\_

Block Test #1 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_

Block Test #2 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_

Block Test #3 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_

Block Test #4 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_

Block Test #5 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_

Block Test #6 Date \_\_\_\_\_ Score \_\_\_\_\_  
Subjects: \_\_\_\_\_



WEAPONS TRAINING		O.D.O.C. Training Academy Weapons Qualifications					
Date	38 Caliber Revolver	30 Caliber Carbine	12 Gauge Shotgun	Gas	Officer's Initials	Instructor's Name	Remarks

PHYSICAL TRAINING		Qualifications			
Date	Pull-ups	Push-ups	Sit-ups	Running Time - Distance	Obstacle Course

ADDITIONAL TRAINING		Excluding firearms and Physical Training		
Date	Type of Training	Where	Training Hours	Sponsoring Agency

STUDENT EVALUATION	CLASS RANK: _____ out of _____									
Graduated Yes _____ No _____	Terminated Yes _____ No _____				Resigned Yes _____ No _____				Recycled Yes _____ No _____	
	POOR				AVERAGE				VERY GOOD	
JUDGEMENT:	1	2	3	4	5	6	7	8	9	10
CONFIDENCE:	1	2	3	4	5	6	7	8	9	10
COOPERATION: (With students and staff)	1	2	3	4	5	6	7	8	9	10
APPEARANCE:	1	2	3	4	5	6	7	8	9	10
BASIC CRIMINAL JUSTICE KNOWLEDGE:	1	2	3	4	5	6	7	8	9	10
ACCEPTS RESPONSIBILITY:	1	2	3	4	5	6	7	8	9	10
ATTENDANCE:	1	2	3	4	5	6	7	8	9	10
ABILITY TO INTERACT WITH INMATES:	1	2	3	4	5	6	7	8	9	10
ABILITY TO WORK IN A CTC:	1	2	3	4	5	6	7	8	9	10
ABILITY TO WORK IN AN INSTITUTION:	1	2	3	4	5	6	7	8	9	10
OVERALL PERFORMANCE:	1	2	3	4	5	6	7	8	9	10

PROJECTION										
	LOW					HIGH				
PROJECTED SUCCESS OF THIS STUDENT WITH O.D.O.C.:	1	2	3	4	5	6	7	8	9	10
Comments regarding projected success of this student: _____										
_____										
_____										
_____										

STAFF COMMENTS

Outstanding Areas:

Problem Areas:

Unusual Situations:

General Comments:

\_\_\_\_\_  
Authorized Training Academy Staff  
(Signature)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

I have discussed this report with the above training academy staff member and understand my ratings and scores.

\_\_\_\_\_  
Student (Signature)

\_\_\_\_\_  
Class Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
Training Director (Signature)

\_\_\_\_\_  
Date

### ADDITIONAL WEAPONS TRAINING

(All items recorded must be documented by memo from appropriate facility training officer)

[illegible]

ADDITIONAL PHYSICAL TRAINING

(All items recorded must be documented by memo from appropriate facility training officer)

[illegible]

### SELF-REPORT SKILL ASSESSMENT

Below is a list of training areas that a correctional officer may use during employment at institutions and community treatment centers within the Oklahoma Department of Corrections. Please circle the number that best describes how confident you feel concerning your skills in each area. Be as honest as you can, this feedback will assist in the development of future training academy classes.

Please rate yourself on the following: (1=Low, no confidence; 10=High, very confident)

1. Overall ability to perform correctional officer duties in a community treatment center.

LOW

HIGH

1      2      3      4      5      6      7      8      9      10

2. Overall ability to perform correctional officer duties in a correctional institution.

1      2      3      4      5      6      7      8      9      10

3. Use of firearms.

1      2      3      4      5      6      7      8      9      10

4. Emergency Medical treatment (First-aid, CPR, Mouth-to-mouth).

1      2      3      4      5      6      7      8      9      10

5. Self-defense and use of force.

1      2      3      4      5      6      7      8      9      10

6. Communication and human relations.

1      2      3      4      5      6      7      8      9      10

7. Report writing.

1      2      3      4      5      6      7      8      9      10

8. Physical fitness.

1      2      3      4      5      6      7      8      9      10

9. Dealing with drug and alcohol abuse problems.  
1 2 3 4 5 6 7 8 9 10
10. Legal responsibilities, obligations and liabilities.  
1 2 3 4 5 6 7 8 9 10
11. Detainment, arrest and transportation of inmates.  
1 2 3 4 5 6 7 8 9 10
12. Escape, riot and hostage conditions.  
1 2 3 4 5 6 7 8 9 10
13. Oklahoma Department of Corrections policies and procedures that pertain to correctional officers.  
1 2 3 4 5 6 7 8 9 10
14. Dealing with emotionally disturbed inmates.  
1 2 3 4 5 6 7 8 9 10
15. Problem solving in high tension situations.  
1 2 3 4 5 6 7 8 9 10

Please list any preparation you now feel is needed to be confident and effective correctional officer.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Please circle the number that best approximates your feelings and/or thoughts regarding the training you received at the Oklahoma Department of Corrections Training Academy. Be honest and direct! Your feedback will assist in future training!

Academy Class No. \_\_\_\_\_  
Course Name \_\_\_\_\_  
No. of Hours \_\_\_\_\_

1. Degree of clarity and organization.

LOW									HIGH
1	2	3	4	5	6	7	8	9	10

2. Extent to which I understood the presented information.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3. Amount of learning.

1 2 3 4 5 6 7 8 9 10

4. How relevant the information is to my work setting.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5. Extent of my enjoyment of the training.

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

6. Ability of the trainers to direct the training process.

1	2	3	4	5	6	7	8	9	10
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7. Degree to which the academy format and information met the training needs of the group.

1 2 3 4 5 6 7 8 9 10

8. Extent to which trainers responded with professionalism to student comments and questions.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

9. Degree to which the trainers encouraged class cohesiveness and trust.

1                      2                      3                      4                      5                      6                      7                      8                      9                      10

10. Degree to which the training academy instilled pride in being a Correctional Officer.

1 2 3 4 5 6 7 8 9 10

11. Degree to which instructor presentations were focused on the topic.

1      2      3      4      5      6      7      8      9      10

12. Amount of learning as a result of field trips.

1      2      3      4      5      6      7      8      9      10

13. Degree to which the training was valuable to me.

1      2      3      4      5      6      7      8      9      10

14. Please list the experiences during this training that held the greatest significance for you: \_\_\_\_\_

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15. Please list the experiences during this training that held the least significance for you: \_\_\_\_\_

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16. Other comments (Specific instructions, areas, methods, etc.): \_\_\_\_\_

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SUPERVISORY EVALUATION FOLLOW-UP

REGARDING: _____ Name of Trainee	CLASS NUMBER: _____
SUPERVISOR: _____ Name / Title	FACILITY: _____
DATE: _____ Month / Day / Year	SIGNATURE: _____

Please rate the above trainee by placing an 'X' on the scale which you feel best describes each statement. This information is confidential.

PART I/JOB PERFORMANCE

A. Judgement in carrying out assignments.

Poor		Needs Improvement		Acceptable		Good		Excellent
_____								

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B. Confidence displayed on the job.

Poor		Needs Improvement		Acceptable		Good		Excellent
_____								

Remarks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Cooperation and working relationships with others.

Poor		Needs Improvement		Acceptable		Good		Excellent
_____								

Remarks:

D. Understanding of post assignments.

A horizontal scale from 1 to 10. Above the numbers are the following labels: 'Poor' above 1, 'Needs Improvement' above 2, 'Acceptable' above 4, 'Good' above 7, and 'Excellent' above 10.

Remarks:

E. Ability to relate to inmates.

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

Remarks:

F. Attendance.

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

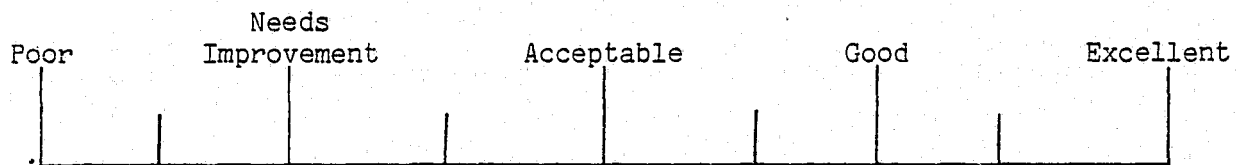
Remarks:

G. Appearance.

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

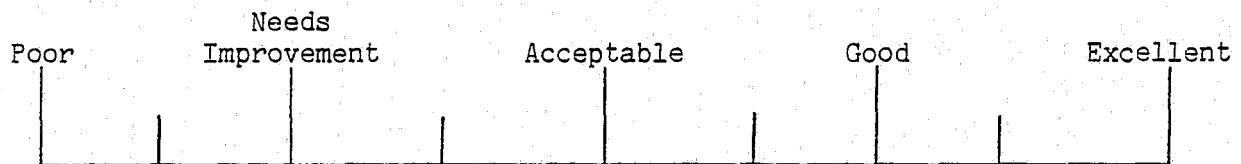
Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

H. Willingness to improve.



Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I. Predicted success within Oklahoma D.O.C.



Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PART II/SUMMARY

A. On-the-job strengths. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. On-the-job limitations. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. List areas of needed training and/or improvement regarding this trainee.

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D. Do you feel this student should receive remedial academy training? \_\_\_\_\_  
If so, list those areas. \_\_\_\_\_

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REGARDING: \_\_\_\_\_ CLASS NUMBER: \_\_\_\_\_  
Name of Trainee

SUPERVISOR: \_\_\_\_\_ FACILITY: \_\_\_\_\_  
Name / Title

DATE: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_  
Month / Day / Year

PART I/JOB PERFORMANCE

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

Remarks: \_\_\_\_\_

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

Remarks: \_\_\_\_\_

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

Remarks: \_\_\_\_\_

D. Understanding of post assignments.

A horizontal scale from 1 to 10. Above the scale, the following labels are positioned: 'Poor' above 1, 'Needs Improvement' above 2, 'Acceptable' above 4, 'Good' above 7, and 'Excellent' above 10.

Remarks: \_\_\_\_\_

E. Ability to relate to inmates.

A horizontal scale from 1 to 10. Above the scale, qualitative labels are placed: 'Poor' at 1, 'Needs Improvement' between 2 and 3, 'Acceptable' at 5, 'Good' at 7, and 'Excellent' at 10. Below the scale, quantitative labels are placed: '1' at 1, '2' at 2, '3' at 3, '4' at 4, '5' at 5, '6' at 6, '7' at 7, '8' at 8, '9' at 9, and '10' at 10.

Remarks: \_\_\_\_\_

F. Attendance.

A horizontal scale from 1 to 10. Above the scale, the following labels are placed: 'Needs Improvement' above 2, 'Acceptable' above 3, 'Good' above 4, and 'Excellent' above 5. The label 'Poor' is placed to the left of the number 1.

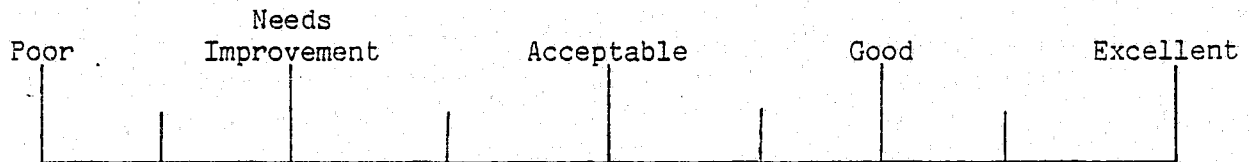
Remarks: \_\_\_\_\_

G. Appearance.

Poor                      Needs Improvement                      Acceptable                      Good                      Excellent

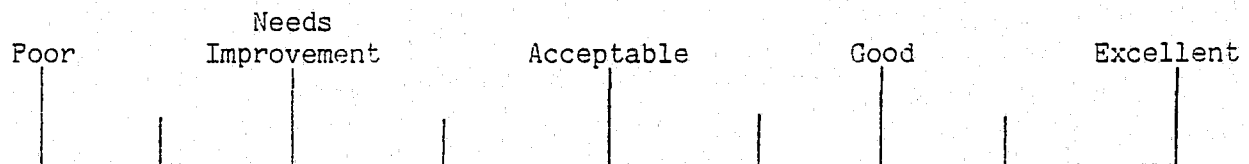
Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

H. Willingness to improve.



Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I. Predicted success within Oklahoma D.O.C.



Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PART II/SUMMARY

A. On-the-job strengths. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. On-the-job limitations. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. List areas of needed training and/or improvement regarding this academy.

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D. Do you feel you should receive remedial academy training? \_\_\_\_\_  
If so, list those areas. \_\_\_\_\_

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## APPENDIX H

OKLAHOMA STATE SENATE BILL 138

7-13-74  
FILE  
CMS

# An Act

ENROLLED SENATE  
BILL NO. 138

BY: STIPE of the SENATE

and

HARBIN of the HOUSE

AN ACT RELATING TO PRISONS AND REFORMATORIES;  
AMENDING 57 O.S. 1971, SECTIONS 507, 510, AS LAST  
AMENDED BY SECTION 1, CHAPTER 257, O.S.L. 1977,  
AND SECTION 4, CHAPTER 221, O.S.L. 1973 (57 O.S.  
SUPP. 1978, SECTIONS 510 AND 528); PROVIDING  
POWERS AND DUTIES OF THE DIRECTOR OF THE  
DEPARTMENT OF CORRECTIONS; PROVIDING AND ALTERING  
QUALIFICATIONS FOR CERTAIN OFFICERS AND EMPLOYEES;  
REVISING THE COMPENSATION OF CERTAIN OFFICERS AND  
EMPLOYEES; AND DECLARING AN EMERGENCY.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. 57 O.S. 1971, Section 507, is amended to read as  
follows:

Section 507. The Director shall be the executive officer of the  
Department and shall have the following general powers and duties:

(a) To supervise the activities of the Department and, subject  
to the policies established by the Board, to act for the Department  
in all matters, except as may be otherwise provided in this act.

(b) To prescribe rules and regulations for the operation of the  
Department, consistent with the general policies established by the  
Board.

(c) To appoint and fix the duties and salaries of such personnel  
for the Department as may be necessary to administer and carry out  
the provisions of this act. The Department and the employees  
thereof, except the members of the Board and the Director shall be  
subject to the provisions of the State Merit System of Personnel  
Administration, but the Governor may by Executive Order exempt

positions therefrom as authorized by Section 302 of Title 74 of the Oklahoma Statutes, except as may be otherwise provided in this act.

(d) To accept, use, disburse and administer grants, allotments, gifts, devises, bequests, appropriations and other monies and property offered or given to the Department, or any component or agency thereof, by any agency of the Federal Government or any corporation or individual for the use of the Department.

SECTION 2. 57 O.S. 1971, Section 510, as last amended by Section 1, Chapter 257, O.S.L. 1977 (57 O.S. Supp. 1978, Section 510), is amended to read as follows:

Section 510. The Director shall have the following specific powers and duties relating to the penal institutions:

1. Subject to the approval of the Board of Corrections, to appoint a warden or superintendent for each penal institution, who shall be qualified for the position by character, personality, ability, training and successful administrative experience in the correctional field; and if he is not the incumbent warden or superintendent of a penal institution, he shall have a college degree with a major in the behavioral sciences. As used in this section, the term "major in the behavioral sciences" shall mean a major in psychology, sociology, criminology, education, corrections, human relations, guidance and counseling, administration, criminal justice administration or penology. The persons holding the positions of warden of the Oklahoma State Penitentiary, warden of the Oklahoma State Reformatory, deputy warden, deputy associate warden or superintendent on January 1, 1967, shall continue to hold such positions, respectively, subject to the provisions of the Merit System of Personnel Administration Act, except as to retirement age requirements, and said positions and persons holding such positions as of January 1, 1967, are hereby placed under the classified service of the Merit System of Personnel Administration;

2. To fix the duties of such wardens and superintendents and to appoint and fix the duties and compensation of such other personnel

for each institution as may be necessary for the proper operation thereof, and in the case of correctional officers and guards, subject to the following qualifications, except for those employed on the effective date of this act:\_\_\_\_\_

- a. the minimum age for service shall be twenty-three (23) years and the maximum age for service shall be sixty-five (65) years,\_\_\_\_\_
- b. possession of a minimum of thirty (30) semester hours from an accredited college or university or,\_\_\_\_\_
- c. possession of a high school diploma from an accredited high school or GED equivalent testing program and graduation from the Council on Law Enforcement Education and Training or enroll in said course upon employment and complete the same during the first six (6) months of employment,\_\_\_\_\_
- d. be a resident of the State of Oklahoma during employment,\_\_\_\_\_
- e. be of good moral character,\_\_\_\_\_
- f. before going on duty alone, satisfactory completion of an adequate training program for correctional officers and guards, as prescribed and approved by the Board of Corrections,\_\_\_\_\_
- g. satisfactory completion of minimum testing or professional evaluation through the Merit System of Personnel Administration to determine the individual's fitness to serve in the position and with written evaluations to the Department of Corrections, and\_\_\_\_\_
- h. satisfactory completion of a physical in keeping with the conditions of his job description on an annual basis and along the guidelines as established by the Department of Corrections.\_\_\_\_\_

3. To designate as peace officers qualified personnel in any of the following Department of Corrections job classifications:

transportation officers, escape team officers, security chiefs, internal investigators and training officers. The peace officer authority of employees so designated shall be limited to the following areas: maintaining custody of prisoners; preventing attempted escapes; pursuing, recapturing and incarcerating escapees and arresting such escapees. Such powers and duties of peace officers may be exercised for the purpose of maintaining custody, security and control of any prisoner being transported outside the State of Oklahoma under the authority of the Uniform Criminal Extradition Act. To become qualified for designation as peace officers, employees shall meet the training and screening requirements set forth in Section 3311 of Title 70 of the Oklahoma Statutes before appointment;

4. To maintain such industries, factories, plants, shops, farms and other enterprises and operations, hereinafter referred to as prison industries, at each institution as the State Board of Corrections deems necessary or appropriate to employ the prisoners, or teach them skills, or to sustain the institution; and as provided by policies established by the State Board of Corrections to allow compensation for their work, and to provide for apportionment of their wages, the amounts thus allowed to be kept in accounts by the Board for the prisoners and given to them upon their discharge from the institution or upon their order paid to their families or dependents or used for their own personal needs. Any industry which employs prisoners shall be deemed a "State Prison Industry" if the prisoners are paid from state funds including the proceeds of goods sold under the authority of Section 123f of Title 74 of the Oklahoma Statutes; any industry in which prisoners' wages are paid by a nongovernmental person, group or corporation except those industries employing prisoners in work release centers under the Division of Community Services of the Department of Corrections shall be deemed a "Private Prison Industry";

5. To assign residences at each institution to institutional personnel and their families;\_\_\_\_\_
6. To provide for the education, training, vocational education, rehabilitation and recreation of prisoners;\_\_\_\_\_
7. To regulate the operation of canteens for prisoners;\_\_\_\_\_
8. To prescribe rules for the conduct, management and operation of each institution, including rules for the demeanor of prisoners and punishment of recalcitrant prisoners or the treatment of incorrigible prisoners;\_\_\_\_\_
9. To transfer prisoners from one institution to the other;\_\_\_\_\_
10. To transfer to a state hospital for the mentally ill, for care and treatment, any prisoner who appears to be mentally ill; provided, however, the prisoner shall be returned to the institution when the superintendent of the hospital certifies that the prisoner has been restored to mental health;\_\_\_\_\_
11. To maintain courses of training and instruction for employees at each institution;\_\_\_\_\_
12. To maintain a program of research and statistics;\_\_\_\_\_
13. To provide for the periodic audit, at least once each year, of all funds and accounts of each institution and the funds of each prisoner; and\_\_\_\_\_
14. Subject to rules and regulations which shall be established by the Board of Corrections, to provide for the utilization of prison labor for any agency of the state, city, town or subdivision of the state, upon the duly authorized request for such labor by said agency of the state, city, town or subdivision of the state; provided, that said labor will not be used to reduce employees or replace regular maintenance or operations of said agency of the state, city, town or subdivision of the state; and provided that such labor shall be used solely for public or state purposes; and provided that any such prison labor shall not be used for private use or purpose. Insofar as it is practicable, all such prison labor shall be of such a nature

and designed to assist and aid in the rehabilitation of inmates performing the labor.

SECTION 3. Section 4, Chapter 221, O.S.L. 1973 (57 O.S. Supp. 178, Section 528), is amended to read as follows:

Section 528. The Director of the Department of Corrections shall appoint and fix the duties and compensation of employees necessary to carry out the duties imposed upon the Department of Corrections by law. The State Board of Corrections shall appoint the Director of the Department of Corrections. The salary of the Director shall be set by the Legislature in the annual appropriations bill. The minimum salary for correctional officers and guards, who have completed qualifications as set forth in Section 510 of this title, shall be Ten Thousand Five Hundred Dollars (\$10,500.00) per annum, payable monthly, exclusive of longevity pay that is authorized by law. Thereafter, salary increases shall be granted on merit, with the recommendation of superiors, subject to the approval of the Board.

SECTION 4. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 24th day of May, 1979.

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President of the Senate

Passed the House of Representatives the 31st day of May, 1979.

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Speaker of the House of Representatives

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