

THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

Correctional Officer National Occupational Framework

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RAPIDS Code: 0851

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Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker (a worker mastering the competencies of an occupation in a particular industry), including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, unions, and other apprenticeship stakeholders for this occupation. Sponsors and employers can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity, such as human resources specialist, may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum hours of on-the-job learning successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and maximum range of hours assigned for each major job function.

Correctional Officer Occupational Overview

Occupational Purpose and Context

Responsible for the supervision, care, and control of incarcerated people in accordance with established policies, regulations, and procedures; observes conduct and behavior of incarcerated people to prevent disturbances and escapes. Inspects locks, window bars, grills, doors, and gates for tampering. Searches incarcerated people and cells or contraband articles. Supervises and directs incarcerated people during work assignments. Patrols assigned areas for evidence of forbidden activities, infraction of rules, and unsatisfactory attitude or adjustment of prisoners. Reports observations to superior. Employs weapons or force to maintain discipline and order among prisoners, if necessary. May escort incarcerated people to and from visiting rooms, medical offices, and religious services. May guard entrance of jail to screen visitors. May prepare written reports concerning incidences of inmate disturbances or injuries. Supports incarcerated people's rehabilitative programming.

Potential Job Titles

Correctional officers, correctional agent, correctional sergeant, (armed) detention officer, juvenile justice officer, deputy sheriff, jail officer, jailor, bailiff

Apprenticeship Prerequisites

Possess a high school diploma, GED, or equivalent. Reading and writing skills are essential to this occupation. A class C driver's license is required to transport prisoners or detainees. Apprentices are required to pass a comprehensive background check and regular drug screening. Because this role will include training to physically restrain individuals in active situations, apprentices will need to clear a physical health screening. Apprentices must have full capacity of arms and legs and be able to experience periods of high physical exertion in high-stress situations.

Recommended Length of Apprenticeship (Time-Based or Hybrid Programs Only)

The recommended length of time for on-the-job training in a correctional officer apprenticeship is 2,000 to 3,600 hours.

Work Process Schedule

Correctional Officer

Program approach type (time-based, competency-based, hybrid):

ONET Code:

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0851

Instructions for Use:

Competency-based programs: In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency using the scale below. No monitoring of hours is required for this approach. However, competency-based apprenticeship programs must last at least 12 months (see “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015, <https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>).

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

Time-based programs: In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

Hybrid programs: In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

| Job Function 1: Maintaining constructive interpersonal relationships and communication | | |
|---|-------------------------|---|
| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Uses positive and respectful verbal, nonverbal, and written communication with coworkers and incarcerated people | Core | |
| B. Demonstrates relationship-building communication with coworkers and incarcerated people | Core | |
| C. Understands and maintains ethical boundaries when interacting with coworkers and incarcerated people | Core | |
| D. Demonstrates effective communication and confidentially when interacting with coworkers and incarcerated people of all backgrounds | Core | |
| E. Shows cultural understanding when working with coworkers and incarcerated people | Core | |
| F. Maintains positive contact and collaborative relationships with other support organizations, coworkers, and incarcerated people | Core | |
| G. Preserves incarcerated people’s privacy and professionalism when using social media | Core | |

| Job Function 2: Supervising incarcerated people | | |
|---|-------------------------|---|
| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Escorts incarcerated people internally within a facility or institution | Core | |
| B. Transports incarcerated people to various destinations (e.g., court, medical office, transfer using a vehicle) | Optional | |
| C. Records incarcerated people’s movement in and out of cells or facilities using a daily log | Optional | |

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| D. Uses awareness to identify changes in incarcerated people's behavioral patterns (e.g., noise level, incarcerated people interactions, etc.) | Optional | |
| E. Visually monitors incarcerated people attending various programs (e.g., meals, religious services, Alcoholics Anonymous, education, vocational training, etc.) | Core | |
| F. Supervises incarcerated people assigned to work and education programs (e.g., culinary workers, yard, maintenance, clerical, etc.) using time sheets and rosters | Core | |
| G. Conducts emergency counts of incarcerated people against rosters, logs, photos, or computer-listed numbers | Core | |
| H. Performs visual security checks and patrols inside or outside the perimeter of the facility (e.g., cell, common area, fence lines, yard, recreational area, dormitories, etc.) | Core | |
| I. Supervises incarcerated people during meals in the dining hall, housing area, or food service area; monitors and maintains control; and verifies tray and utensil counts | Core | |
| J. Performs physical counts of incarcerated people to ensure accountability and prevent escape through visual observation and tracking | Core | |
| K. Identifies indicators of gang affiliation (e.g., tattoos, insignias, written materials, photographs, etc.) for identification, validation, and tracking of incarcerated people | Optional | |
| L. Recognizes mental health and behavioral characteristics of incarcerated people to maintain safety (e.g., prevent suicides, harming others, etc.) | Core | |

| Job Function 3: Maintaining security and safety | | |
|--|-------------------------|---|
| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Applies various restraint devices such as leg restraints, handcuffs, waist restraints, etc., to incarcerated people | Core | |
| B. Provides written and oral instructions or directions to incarcerated people | Core | |
| C. Performs cell and housing area inspections for prohibited items, working order of cells, breaches of security, and | Core | |

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| cleanliness (e.g., windows, doors, bars, locks, etc.) to maintain safety and security using security check forms | | |
| D. Operates a video camera to document crimes and or actions taken (e.g., critical incident, interviews, surveillance, etc.) | Optional | |
| E. Performs clothed and unclothed body searches of incarcerated people to prevent unauthorized introduction of contraband, using vision, pat downs, and metal detectors | Core | |
| F. Performs security checks of transportation vehicles entering and leaving the institution for weapons, contraband, narcotics, etc., using vision and physical searches | Core | |
| G. Accompanies and ensures safety of staff and contractors (e.g., maintenance, plumber, medical personnel, etc.) within the institution using observation | Core | |
| H. Directs incarcerated people in their work assignments (e.g., cleaning, preparing meals, maintenance, etc.) to ensure overall operation of the institution, using effective communication | Core | |
| I. Physically subdues incarcerated people with or without the help of additional staff to gain compliance with orders using strengths and holds, as required | Optional | |
| J. Pursues incarcerated people to make an arrest, obtain contraband, prevent escape, etc., to ensure the safety and security of staff, incarcerated people, and the public | Core | |
| K. Defends self against a person with a weapon, using necessary equipment and actions to ensure the safety and security of staff and incarcerated people | Core | |
| L. Searches for missing or escaped incarcerated people inside or outside the institution using patrol, surveillance, radio communication, etc. | Optional | |
| M. Arrests incarcerated people and visitors who commit crimes, using restraints and search warrants | Optional | |
| N. Corrects incarcerated people regarding rule violations (e.g., behavior, conduct, actions) through formal or informal counseling and documentation | Core | |
| O. Searches and reads incarcerated people's mail to identify and seize contraband or other unauthorized material | Optional | |
| P. Understands and uses approved intervention and de-escalation techniques to resolve a crisis | Optional | |

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| Q. Seeks help when appropriate during a crisis and maintains own personal safety | Core | |
| R. Uses firearms and other nonlethal weapons safely | Optional | |

Job Function 4: Conducting administrative duties and responsibilities

Hours (time-based and hybrid programs only):

| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
|--|------------------|---|
| A. Verifies incarcerated people’s identification and intake documentation (from transporting unit) for intake processing, using standard operating procedures | Optional | |
| B. Reviews incarcerated people’s court documents for accuracy, completeness, and time limits | Optional | |
| C. Completes intake screening forms for classification and housing using incarcerated people’s records | Optional | |
| D. Records dispositions of incarcerated people’s property (e.g., clothing, money, etc.) on the appropriate logs from intake processing, cell searches, incarcerated people transfers, and releases | Core | |
| E. Photographs incarcerated people (incoming and appearance changes) for identification cards, using digital imaging equipment | Optional | |
| F. Fingerprints incarcerated people to verify their identification, using appropriate equipment (e.g., fingerprint identification card and live scan) | Optional | |
| G. Issues clothing, bedding, commissary, and supplies (e.g., soap and toiletries) for housing needs | Optional | |
| H. Assigns proper housing to ensure safety and security by reviewing incarcerated people’s documents | Optional | |
| I. Verifies the identity of incarcerated people to ensure accurate release by reviewing photos, fingerprint identification cards, social factors, etc. | Optional | |
| J. Completes necessary documents for incarcerated people’s transfers to other facilities using their records | Optional | |
| K. Verifies incarcerated people’s identity and classification using documents (e.g., temporary release, transfer, work assignment, medical, court, etc.) for escorting outside of the facility | Optional | |

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| L. Maintains daily incarcerated people's documents (e.g., roster, housing cards, or personal data cards) to ensure consistency and accuracy of program needs | Optional | |
| M. Records noninstitutional personnel (e.g., attorney, contractor, visitors, civilians) entering and leaving the facility | Core | |
| N. Prepares correspondences and reports (e.g., incident, disciplinary, memorandum) using standard forms and computer | Core | |
| O. Processes evidence (e.g., collect, photograph, log, etc.) to secure, preserve, and maintain a chain of custody | Core | |
| P. Recognizes and reports concerns about abuse and knows how and when to make appropriate referrals to supervisors and others in authority | Core | |

Job Function 5: Supporting the function of facilities and programs

Hours (time-based and hybrid programs only):

| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
|--|------------------|---|
| A. Performs equipment inventory (e.g., keys, tools, weapons) for accountability and proper working condition using inventory sheets and inspection logs | Core | |
| B. Operates manual or electronic gates leading into and out of the facility to allow staff, incarcerated people, and noninstitutional personnel access and to maintain safety and security | Core | |
| C. Completes work orders (using the proper documentation) to notify the appropriate individual(s) or department(s) regarding repairs needed | Core | |
| D. Responds to noninstitutional personnel requests (e.g., overview, available programs, and visiting operation) by providing information, using institution facts | Optional | |
| E. Provides orientation to incarcerated people regarding facility rules and procedures (e.g., meal schedules, daily programs, counts) to ensure consistency and order | Optional | |
| F. Instructs incarcerated people in the safe use of tools and equipment, using safety procedures and guidelines to prevent injury | Optional | |

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| G. Attends and participates in on-the-job training programs, classes, and seminars to maintain professional status and be in compliance with current policy and procedures | Core | |
| H. Performs emergency evacuation of staff and incarcerated people by being familiar with evacuation routes to ensure accountability | Core | |
| I. Follows daily written or electronic directions from internal memos, correspondence, emails, activity logs, court or legal documents, etc. | Core | |
| J. Facilitates training for haircut or cosmetology services and maintains the health and safety of staff and incarcerated people | Optional | |
| K. Effectively communicates using various methods (e.g., radio, telephone, email, text messaging and other electronic communications, intercom, Public Address system, meeting, briefing) to relay information or address staff or incarcerated people | Core | |
| L. Recognizes unsafe conditions and inadequate safety procedures in incarcerated people's environments using visual observation and communication | Core | |

| Job Function 6: Responding to emergencies and special circumstances | | |
|---|-------------------------|---|
| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Responds to emergencies (e.g., disorder, melee, medical, fire, riot, natural disasters, etc.) to maintain safety and security, using proper equipment as directed | Core | |
| B. Maintains confidentiality of sensitive information (e.g., medical information, investigation, criminal justice history, etc.) to maintain safety and security, by not disclosing it to unauthorized people | Core | |
| C. Responds to incarcerated people's written requests for interviews and to formal or informal grievances, using forms following guideline or policies for accountability | Optional | |
| D. Prepares incarcerated people for court, work detail, and medical appointments using verbal communication to ensure proper attire and timeliness; applies restraints if necessary | Core | |

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| E. Performs cell extractions of noncompliant incarcerated people to ensure safety, with a team of officers, using cell extraction equipment (e.g., protective equipment, restraints, baton, shield, and video equipment) | Optional | |
| F. Disarms an incarcerated person with a weapon, using the necessary equipment and taking the appropriate actions to ensure the safety and security of staff and incarcerated people | Core | |
| G. Performs medical aid (e.g., CPR and/or first aid) to those in need of medical attention to prevent injury or loss of life, using first aid equipment | Core | |
| H. Operates fire suppression equipment (e.g., fire extinguisher, fire hose, etc.) to prevent the spread of a fire | Optional | |
| I. Defuses crisis situations by counseling, subduing or referring to medical or mental health services etc., to prevent injury and maintain safety and security | Optional | |
| J. Recognizes sexual misconduct in an institution (to maintain the health and safety of incarcerated people and staff) using visual observation and communication | Core | |
| K. Carries out risk assessments on incarcerated people who pose higher levels of risk with complex needs, including sex offenders, domestic abuse perpetrators, and individuals who resort to violence and extremist activities | Optional | |
| L. Applies de-escalation techniques in situations where individuals are eliciting anger but not posing a safety or security risk | Core | |

| Job Function 7: Supporting inmate rehabilitation | | |
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| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Supports the rehabilitation of incarcerated people through strengths-based approaches such as motivational interviewing techniques and person-centered work | Optional | |
| B. Motivates and encourages incarcerated people to improve their attitudes and behavior to help them to build social capital and reintegrate in the community | Core | |
| C. Connects individuals with the services they need, including accommodation, substance abuse, mental or | Optional | |

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| physical health, education, training, and employment services | | |
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| Job Function 8: Performing other critical job functions | | |
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| Hours (time-based and hybrid programs only): | | |
| Competencies | Core or optional | Performance level achieved (0–4) (competency-based and hybrid programs only) |
| A. Investigates activities (e.g., disturbances, crimes, safety concerns, threats) to ensure the safety and security of the facility, using situational awareness (e.g., reports and informants) | Optional | |
| B. Testifies in court by giving accurate testimony to uphold the criminal justice system, using reported evidence and memory of the event | Core | |
| C. Preserves a crime scene to maintain integrity by isolating, photographing, documenting, preserving evidence, etc. | Core | |
| D. Recommends changes in local policies, procedures, or rules to streamline processes through memos, verbal communication, etc. | Optional | |
| E. Develops “Sentence and Risk Management Plans” that promote positive change | Optional | |
| F. Contributes to quality assurance arrangements to achieve best practice | Optional | |
| G. Proactively manages own continuous professional development and responds to and implements feedback | Core | |
| H. Provides professional advice and guidance to colleagues to achieve targets and quality outcomes | Core | |

Related Technical Instruction

Correctional Officer

ONET Code: 33-3012.00

RAPIDS Code: 0851

Program approach type (time-based, competency-based, hybrid):

Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. In general, an academic credit unit is the equivalent of 15 clock hours of instruction.

Development and Use of This RTI Outline: Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

Licensure or certification requirements: Most states require correctional officers to complete a training program offered by the state's department of corrections or the Federal Bureau of Prisons, but do not require correctional officers to obtain or maintain occupational licenses. States may require correctional officers to complete a certain number of hours of continuing education each year to maintain their eligibility to work in the field. Those who work in juvenile justice facilities may be required to complete additional hours of training beyond what is required of those who work in adult corrections facilities.

Degree requirements for licensure or certification, if applicable: The education requirements for correctional officers at state corrections institutions are dictated by state legislation and generally include completion of a high school diploma or GED, plus completing of a short-term (10 to 16 weeks, on average) certification program operated by the state. The federal government dictates education and training requirements for correctional officers working at federal penal institutions. The federal bureau of prisons also includes an age cap of 37 years old for entry-level correctional officers, except in the case of military veterans.

Accreditation requirements of instructional provider for licensure or certification, if applicable:

Occupational licensure or certification is not generally required for this occupation.

Anticipated changes in licensure or certification requirements, if known: None known

Examples of state licensure or certification requirements: N/A

Examples of RTI providers for this occupation

Professional associations and labor organizations: The American Correctional Association is a nonprofit association that accredits prisons and correctional facilities. It also offers a corrections certification programs in adult corrections, juvenile justice, and corrections health.

Military: Internment/Resettlement Specialist (MOS 31E).

Federal Programs: The National Institute of Corrections is an agency within the US Department of Justice, Federal Bureau of Prisons, which provides training for current correctional officers. See <https://nic.learn.com>.

States/municipalities: Most states offer short-term training programs (corrections officer academies) through their department of corrections or in partnership with community colleges or private education providers. The Wisconsin Department of Justice has produced a training and learning competencies guide for their 160-hour jail officer training curriculum, which may be very helpful to those developing RTI programs for correctional officer apprenticeship programs. Similarly, the Pennsylvania Department of Corrections makes the syllabus for their 184-hour training program available to the public: www.cor.pa.gov/Facilities/Pages/Training-Academy.aspx.

Colleges and universities: In general, municipalities are the primary providers of training and education for state correctional officers (including juvenile justice facility officers). However, many two- and four-year colleges offer degree programs in criminal justice, and in some instances, two-year colleges offer certificate programs that serve as an introduction to criminal justice. However, in most states an individual who completes a college certificate or degree program in criminal justice would still be required to complete the state's correctional officer training program to qualify for employment as a correctional officer.

No-cost online providers: A number of colleges offer courses free of charge through online platforms, such as Coursera or EdX. However, for students to take exams, submit projects for review, or earn college credit for this work, there is typically an associated fee. EdX and Coursera include courses offered by a number of colleges and universities in the areas of psychology or criminal justice. However, there does not appear to be a complete program available through these providers that meet state or federal requirements for the preparation of correctional officers.

Continuing education or specialty education providers: Several noninstitutional training providers specialize in providing simulations and virtual reality immersion experiences used to prepare and provide continuing education to correctional officers, including in the use of weapons, restraining

techniques, de-escalation techniques, maintaining situational awareness, and managing crisis situations.

Prerequisite knowledge, skills or experience typically required by RTI providers for this occupation

High school diploma or GED

Course: Principles of Corrections and Structure of Corrections Systems

Hours: 8–12 hours

Sample learning objectives

- Identify the different kinds of penal institutions and juvenile justice facilities, their missions, the services they provide, the types of offenses committed by the individuals they incarcerate or serve, and the level or levels of security provided by those institutions.
- Identify the authorities that can incarcerate individuals, determine types and lengths of sentences, make parole decisions, and transfer and/or release incarcerated individuals.
- Identify and explain key statutes regarding the incarceration of individuals, the rights of incarcerated individuals, and the responsibilities of correctional facilities.
- Explain the goals and methods for rehabilitating incarcerated individuals.
- Explain the roles and responsibilities of correctional officers.

Personal Protection, Professionalism, and Stress Management for Correctional Officers

Hours: 12–16 hours

Sample learning objectives

- List sources of personal health and safety risks, including occupational stress that correctional officers typically face, and describe mitigation strategies used to reduce or eliminate risk (including protective equipment, preventative vaccination, and population management techniques).
- Describe the characteristics of a professional and the elements of professional conduct important to maintaining a collegial and safe work environment, serving incarcerated individuals appropriately, supporting one's colleagues, and advancing one's career.
- Demonstrate appropriate written and verbal communication techniques for providing instructions, recording observations, voicing concerns, and advocating for the needs of others. Complete reports accurately and using appropriate corrections-related vocabulary.
- Describe the tools available to correctional officers to protect themselves and incarcerated individuals from physical harm, the indications for their use, the precautions needed to protect others from undue or collateral harm, and techniques used to ensure that incarcerated

individuals cannot access or take tools or weapons from correctional officers, as well as limitations on the use of weapons based on the role and location of a correctional officer within the detention facility.

- Identify sources of bias that might discourage certain individuals, based on race, gender or ethnicity, from pursuing a career or continuing their career as a correctional officer and discuss strategies for removing those biases.

Basic Psychology, Mental Health, and Positive Behavior Reinforcement Techniques

Hours: 12–16 hours

Sample learning objectives

- Define cognitive ability and explain ways to assess an individual's cognitive abilities or function.
- Describe cognitive dysfunctions or disabilities seen commonly among inmate populations and explain techniques that can be used effectively to communicate with and manage the behavior of individuals with these challenges.
- Explain the role of positive behavioral enforcement in a rehabilitative corrections environment and demonstrate examples of using positive behavioral techniques to de-escalate negative situations, encourage positive behavior among incarcerated individuals, and advance the goals of rehabilitative incarceration.
- Explain the rights that incarcerated individuals have to privacy, including medical privacy, and how a correctional officer can appropriately obtain and use the information provided by correctional counselors or psychologists to execute their duties.
- List the signs and symptoms of mental illness or a psychological crisis and describe the actions a correctional officer would take if they identified these signs in an incarcerated individual.

Corrections Facility Security Techniques

Hours: 30–40 hours

Sample learning objectives

- Explain the indications for and demonstrate effective use of physical restraints and use of force, such as when admitting individuals; moving individuals within the corrections facility; moving individuals to another location or facility (such as court, a hospital, work release, family visitation, exercise, meals, etc.), responding to a threat, fight, or crisis; or releasing individuals from the facility.
- Demonstrate the effective use of self-defense techniques.
- Explain the techniques used to maintain security at gatherings of incarcerated individuals, such as during meals, exercise, group sessions, education and training programs, and visitation periods.

- Explain and demonstrate the effective use of de-escalation and riot prevention techniques in situations where a single incarcerated individual or a group of incarcerated individuals are showing signs of potential violent action toward themselves or others.
- Explain the characteristics of prison gangs and demonstrate the ability to identify members of prison gangs correctly. Explain how prison gangs compromise prison security and describe the techniques and methods used by correctional officers to counter the negative influence of prison gangs.

Admitting, Releasing, and Transporting Incarcerated Individuals

Hours: 15–20 hours

Sample learning objectives

- Describe the process for admitting newly incarcerated individuals or individuals transferred to a new penal facility, including forms to be completed, the process for securing personal property, the process for performing searches, and the process for restraining and properly moving an individual within the penal facility.
- Describe and demonstrate the ability to conduct an effective search.
- Demonstrate the ability to create, maintain, and properly store important records including upon admission, transfer, or release of an incarcerated individual.
- Explain and demonstrate the ability to follow the process used to prepare an incarcerated individual for transfer or release, including completing necessary documents, returning personal property to the individual, ensuring that the individual understands the terms of his or her release or parole, identifying the social services benefits to which an incarcerated individual is entitled upon release and providing information about how to access those benefits, and properly notifying key individuals or officials about the release (i.e., next of kin, parole officers, courts, victims, etc.).
- Explain and demonstrate the process for receiving individuals via transfer, including processing individuals, conducting searches, managing restraints appropriately, assigning individuals to living quarters, explaining facility rules and policies, and moving individuals to holding or permanent cells or rooms.

Incarcerated Individual Health Care, Crisis Management, and Working with Special Needs Populations

Hours: 15–20 hours

Sample learning objectives

- Explain the medical services available to incarcerated individuals and how they can access them.
- Describe how correctional officers monitor the health status of incarcerated individuals, identify those in need of treatment, and facilitate the receipt of treatment among those in need. Describe policies and protocols for isolating incarcerated individuals who pose a health risk to others and explain strategies for reducing the spread of sexually transmitted diseases within a prison population.
- Use triage techniques to identify the level of care needed by individuals in the event of a catastrophic event that results in illness or injury to many individuals.
- Explain and demonstrate how to respond to emergencies such as choking, heart attack, fractures, puncture or stab wounds, head injuries, self-harm, seizures, infections, sexual abuse, shortness of breath, and choking.
- Explain fire prevention techniques as well as emergency plans in response to an actual fire, including the use of fire extinguishers, the notification of appropriate authorities, the emergency evacuation or relocation of incarcerated individuals, and techniques for assisting and securing the safety of first responders who may need to enter the facility.

Safe Handling, Use, and Storage of Weapons

Hours: 20–30 hours (State requirements may differ)

Sample learning objectives

- Describe the types of weapons used by correctional officers to maintain order and safety and specify the locations where each may be used and the conditions that warrant such use.
- Demonstrate proper use of weapons based on state or federal justice department requirements.
- Demonstrate proper cleaning, maintenance, and storage of issued weapons.
- Complete the necessary hours of range training and practice, as dictated by state or federal justice department requirements.

Diversity, equity, and inclusion

The following associations, among others, work to reduce bias, recognize the accomplishments of current correctional officers, and recruit additional members of underrepresented groups to this profession.

National Association of Latino Peace Officers Association (NALPO.org)

Chicano Correctional Workers Association (ccwa.net)

National Asian Peace Officers Association (NAPOABLUE.org)

National Association of Blacks in Criminal Justice (nabcj.org)

Works Consulted

- American Correctional Association. n.d. "Certification Types and Levels."
https://www.aca.org/ACA_Member/Professional%20Development/Certification/Certification_Types_and_Levels/ACA/ACA_Member/Certification/Certification_Types_and_Levels.aspx?hkey=fea31a24-de20-4d94-a9e9-a48f25a4a210 (accessed September 2022).
- Department of Corrections. n.d. "Training Academy." <https://www.cor.pa.gov/Facilities/Pages/Training-Academy.aspx> (accessed September 2022).
- Department of Public Safety and Correctional Services. n.d. "Training Academy, Correctional Officer Recruitment."
<https://www.dpscs.state.md.us/employment/training-academy.shtml> (accessed September 2022).
- Federal Bureau of Prisons. n.d. "Correctional Officer."
<https://www.bop.gov/jobs/positions/index.jsp?p=Correctional%20Officer> (accessed September 2022).
- Kowalski, Melissa A. 2019. "Hiring and Training Requirements for Correctional Officers: A Statutory Analysis." *The Prison Journal* 2020 100 (1): 98–125.
- National Association of Blacks in Criminal Justice. n.d. <https://nabcj.org/> (accessed September 2022).
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- Taylor, Jasmine. 2021, January 15. "VR Is Latest Innovation in Corrections Officer Training." *Police Technology News*.
<https://www.policetechnews.com/post/vr-latest-innovation-corrections-officer-training>.
- US Army. n.d. "Corrections/Detention Specialist." <https://www.goarmy.com/careers-and-jobs/career-match/support-logistics/safety-order-legal/31e-corrections-detention-specialist.html> (accessed September 2022).
- Wisconsin Department of Justice. n.d. "Training and Standards Bureau." <https://www.doj.state.wi.us/dles/training-and-standards-bureau/training-and-standards-bureau> (accessed September 2022).

Related Resources

- American Correctional Association Occupational Certification and Levels:
https://www.aca.org/ACA_Member/Professional%20Development/Certification/Certification_Types_and_Levels/ACA/ACA_Member/Certification/Certification_Types_and_Levels.aspx?hkey=fea31a24-de20-4d94-a9e9-a48f25a4a210.
- California Board of State and Community Corrections Forms Manuals and Resources:
https://bscc.ca.gov/s_stcformsmanualsandresources/.
- California Commission on Correctional Peace Officer Standards and Training (CPOST) Apprenticeship Program:
<https://cpost.ca.gov/apprenticeship-program/>.
- California Commission on Correctional Peace Officer Training (CPOST) Apprenticeship Program:
<https://cpost.ca.gov/apprenticeship-program/>.
- California Commission on Correctional Peace Officer Training (CPOST) Training Standards:
<https://cpost.ca.gov/standards/>.
- Federal Bureau of Prisons Job Series on Correctional Officer:
<https://www.bop.gov/jobs/positions/index.jsp?p=Correctional%20Officer>.
- Maryland Department of Public Safety and Correctional Services Training Academy:
<https://www.dpscs.state.md.us/employment/training-academy.shtml>.

Pennsylvania Department of Corrections Training Academy: <https://www.cor.pa.gov/Facilities/Pages/Training-Academy.aspx>.

Staffing for Success, Establishing Core Competencies and Training Supports and Training Supports for Corrections and Community Supervision Staff, CSG Justice Center (December 2020): <https://csgjusticecenter.org/publications/staffing-for-success/>.

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