

California Assembly Bill 89

Task Force Meeting Nine Summary

June 9, 2023

8:30 a.m. to 11:30 a.m. PST

Meeting Highlights

The primary focus of Assembly Bill (AB) 89 Task Force Meeting Nine was to continue to review and finalize Task Force recommendations for a Modern Policing Degree program. The recommendation areas covered the minimum educational requirements for employment as a peace officer, courses in a Modern Policing Degree program, credit for prior learning and experience, financial assistance for students from historically underserved and disadvantaged communities, faculty teaching in a Modern Policing Degree program, and recommendations outside of AB 89 requirements. Task Force members also continued to review and finalize the graduate profile for future students in a Modern Policing Degree program. The Task Force members also heard an overview from the Chancellor's Office regarding next steps for the Task Force recommendations and final report to the legislature. Finally, Task Force members reviewed and reflected on their time and experience on the AB 89 Task Force.

Task Force Meeting Nine Objectives

- Review and discuss final recommendations for a Modern Policing Degree program.
- Understand the Chancellor's Office's next steps regarding the Task Force recommendations.
- Task Force wrap-up and reflection.

Task Force Meeting Eight Reflection

- Reviewed the history of the AB 89 legislation and the equity imperative for a Modern Policing Degree.
- Recognized the work and contributions of the AB 89 Task Force members.
- Continued to review and develop AB 89 recommendations for a Modern Policing Degree program for the following areas:
 - Minimum educational requirements for employment as a peace officer
 - Courses in a Modern Policing Degree program
 - Credit for prior learning and experience
 - Financial assistance for students from historically underserved and disadvantaged communities
 - Faculty teaching in a Modern Policing Degree program

Recommendations: Courses in a Modern Policing Degree

- Courses in a Modern Policing Degree program (associate degree in Policing) should include those listed that are outlined in AB 89. In addition, the development of the qualities,

competencies, values, and desirable characteristics identified in the AB 89 Task Force's student graduate profile should be incorporated, where appropriate, into existing or new courses that are part of the degree.

- In addition to the courses identified in AB 89, the following courses and topics should be considered for incorporation into a Modern Policing Degree curriculum as contributing to an officer's critical thinking skills, emotional intelligence, and lowered use of force, and should be contextualized specific to the profession:
 - Sociology or Social Psychology
 - History of Policing
 - Racial and Cultural Diversity
 - Social Justice
 - Interpersonal and Cultural Communications
 - Statistics or Intro to Statistics for Sociology
 - Policing in the Community (part of the Course Identification Number [C-ID] suite of courses)
 - Community and the Justice System
 - Ethical Reasoning/Ethics in Practice
 - Introduction to Logic
 - Introduction to Social Psychology
 - Introduction to Crime
 - Introduction to Transformational Policing
 - Introduction to Critical Thinking
 - Emotional Intelligence
 - Health and Wellness/Mental Health

Task Force members discussed adapting the language of this recommendation from *courses* to *content*. Task Force members felt the courses listed were target areas in a course rather than actual courses.

- Encourage colleges, whenever feasible, to allow for double counting of core degree requirements for general education coursework to help facilitate completion of the degree.
- Require colleges offering a Modern Policing Degree to be prescriptive in determining which courses within a general education category are mandatory.
- Encourage colleges to offer courses asynchronously and in other modalities, scheduling types, and competency-based education approaches where appropriate to the content, activities, and outcomes of a course to maximize flexible learning opportunities for students.
- Colleges should design certificates and degree programs with an awareness of the unit and time limitations or caps on student financial aid.
- College should use the existing C-ID process to facilitate development of model curriculum templates and, where courses for the Modern Policing Degree do not already exist, of course descriptors to ensure consistency in the associate degrees in Policing.
 - Task Force members suggested moving this recommendation closer to the course content list.

Recommendations: Credit for Prior Learning and Experience

- Once courses are identified for the Modern Policing Degree and, where needed, course descriptors developed, colleges shall initiate work with discipline faculty, Peace Officer



Standards and Training (POST), and academy directors to develop credit for prior learning (CPL) crosswalks that provide maximum credit for police academy experience; other law enforcement–related academies, including probation/parole, corrections, and dispatch/emergency communications; and career experience.

- Where appropriate, colleges should explore development of CPL crosswalks and awarding of credit for military service and experience in other professions.

Recommendations: Minimum Educational Requirements for Employment as a Peace Officer

- Colleges currently operating a POST-certified police academy shall adopt the Modern Policing Degree curriculum so that students can complete an associate degree in Policing and a police academy certification.
- Colleges should establish a Modern Policing Degree (associate in Policing) that is foundational to and prepares students for a career as a peace officer, which will be completed prior to obtaining a POST Basic Certificate.
 - Continuing from previous conversations, Task Force members discussed the timing of when future peace officers should complete the Modern Policing Degree in conjunction with obtaining their POST Basic Certificate. The suggested updated language included “or within 24 months of appointment as a peace officer.” Task Force members noted the 24-month period is determined by California Penal Code 832.4.
- The California Community Colleges should develop the Modern Policing Degree with transferability into a baccalaureate degree in mind.
- The California Community Colleges and the California State University should explore the development of a baccalaureate degree in Policing.

Recommendations: Financial Assistance for Students from Historically Underserved and Disadvantaged Communities

- Colleges should shift the responsibility for navigating financial assistance from students to the institution and develop Modern Policing Degree programs that are eligible and registered for state and federal financial aid, thereby allowing students to maximize their opportunities for financial assistance.
- Colleges should provide students with support services, including tutoring and counseling, and information on all other available resources they can access to help ensure their successful completion of the Modern Policing Degree.
 - Task Force members suggested adding language to support students in virtual learning environments to include technological resources.
- Colleges should ensure that total cost of attendance for their academy program is inclusive of all expenses borne by students to maximize student eligibility for financial aid.
- Faculty are encouraged to use Open Education resources or zero textbook cost materials, when available, to reduce or eliminate textbook costs for courses in the Modern Policing Degree program.
- Colleges should work with their foundations and law enforcement associations to explore nontraditional funding opportunities, develop scholarships for students participating in the



college's police academy, and establish grant programs for low-income students to cover costs of equipment.

- Colleges should use the California Community Colleges Compendium of Allocations and Resources, which provides comprehensive information about all the funding allocations distributed to districts and colleges, to identify sources of funding that provide opportunities to reduce or eliminate direct costs for students.
- It is recommended that the legislature provide resources and funding to support self-sponsored students, especially those from historically underserved and disadvantaged communities with barriers to higher education access who are not eligible for traditional financial assistance.
 - Self-sponsored students will be changed to *non-sponsored academy* students to replicate language used in previous Task Force meetings.

Recommendations: Student Graduate Profile

- A graduate of the Modern Policing Degree program will exhibit the following qualities to serve as a well-rounded member of the police force:
 - Culturally competent and equity minded
 - Critical thinker
 - Communicator
 - Resilient
- The student graduate profile will be updated to reflect equitable decisions, effectively communicate to peers and community members, prevent use of force incidents when possible, and recognize physiological responses to stressful situations.

Recommendations: Faculty Teaching in a Modern Policing Degree Program

- Faculty should maintain the current minimum qualifications for the discipline as established in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.
- Colleges should be given additional professional development resources and be encouraged to leverage strategies and allocate funds to help ensure consistent financial support for full- and part-time faculty who teach in community college police academies, so faculty can stay current in their field and instructional approaches and not have to bear the full cost of remaining POST certified.
- Colleges should prioritize, where possible, the assignment of faculty who are current or familiar with the modern policing approaches and attitudes, not just policing in general.
 - Task Force members suggested the following edit: “Assign faculty to core courses who are familiar with...”
- Colleges should assign faculty to teach classes in the Modern Policing Degree program, not based solely on their discipline qualification or preparation, but also on their ability to exemplify the minimum qualification of “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students” (California Education Code 87360).



Other Recommendations

- Colleges should plan for and fund a longitudinal study of the outcomes of the Modern Policing Degree program on policing, including but not limited to reducing the use of excessive force and increasing community trust.
 - Task Force members added language to place the responsibility for planning this study with the legislature.
- Law enforcement agencies should partner with colleges to create outreach programs to attract students to enroll in and faculty to teach in the Modern Policing Degree program, including developing communication plans and recruitment strategies to address recruitment challenges.
- Colleges should make efforts to advertise the Modern Policing Degree program to historically underserved and disadvantaged communities.
- Colleges should utilize K–12 pathways for recruitment and communicating about the profession through career explorer programs.
 - Task Force members suggested that law enforcement agencies collaborate with community partners to support career exploration programs.

Appendix

Resources

- California Penal Code 832.4
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN§ionNum=832.4