

## ***Introduction to Public Management and Politics***

College of Humanities and Social Sciences  
California State University, Fullerton

*Public administration is detailed and systematic execution of public law.  
Every particular application of general law is an act of administration.*

Woodrow Wilson (1887)  
*The Study of Administration*

**According to Merriam-Webster, *public administration* is defined as “a branch of political science dealing primarily with the structure and workings of agencies charged with the administration of governmental functions.” As an academic discipline, the term is used broadly to represent the study of how government policies are designed, implemented, and managed; simply put, public administration ‘translates politics into the reality that citizens see every day.’**

### **CATALOG COURSE DESCRIPTION**

Introduction to the field of public administration. Current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning, and policy making. Examples and cases from the Criminal Justice field. (Note: CRJU 320 and POSC 320 are the same course.)

### **PREREQUISITES**

Political Science 100 or its equivalent and completion of General Education Area D.1.—Introduction to Social Sciences.

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Note: I cannot allow anyone to remain in this course without satisfying the necessary prerequisites. You will not be successful in this course without a basic foundation of American national government.

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### **COURSE TOPICS**

This is an introductory course in public management and public administration. We will examine bureaucratic policies and behavior, as we delve into the political process. We will look at accountability, responsibility, and ethics, as we discuss what government does. We will touch on organizational theory and the structural approach of large organizations (e.g., the top-down delegation of authority that is most prevalent in public organizations). As an enterprise, we will contrast this from private sector administration. This will lead us into several organizational problems that can undermine efficiency such as interagency conflict, coordination problems, and the inconsistent role of staff in supporting and controlling operating activities. To ‘fix’ these problems, we will move into governmental reform and approaches such as downsizing, reengineering, transparency, and continuous improvement. Going deeper, we will look at the civil service system and human capital management (e.g., human resources) in the public sector. Finally, we will go into the fiscal aspects of public administration and discuss budgeting and the actual implementation of governmental programs and laws.

## **LEARNING GOALS AND OBJECTIVES**

The objectives of the course are to 1) understand broad, unifying themes in public administration and management from an interdisciplinary perspective, which includes criminal justice, political science, and public policy, 2) identify complex problems that face public organizations, and 3) contrast public and private administration.

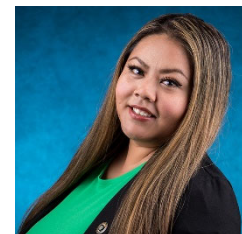
## **INSTRUCTOR: DR. MICHAEL D. FALKOW, PMP (BIO ATTACHED)**

**Office:** Virtual  
**Office Phone:** None  
**Cell Phone:** (714) 875-1875 ← Best Number to Reach Me!  
**E-mail:** [mdfalkow@fullerton.edu](mailto:mdfalkow@fullerton.edu)



**Office Hours:** By appointment. The best way to reach me is through e-mail, as I check it very frequently every day. You can also contact me on my cell phone during working hours (8:00 a.m. to 5:00 p.m. Pacific Time) unless it is an emergency. **Text messages are preferred.** Be sure to let me know who you are when you send me a text message!

With us this semester, we are very fortunate to have graduate assistant, Ms. Maria Linares, who is a second year MPA student and the Chair of the Board of Directors of the Associated Students, Inc., at CSUF. Her bio is also attached. Maria's e-mail address is [mlinaires1@csu.fullerton.edu](mailto:mlinaires1@csu.fullerton.edu).



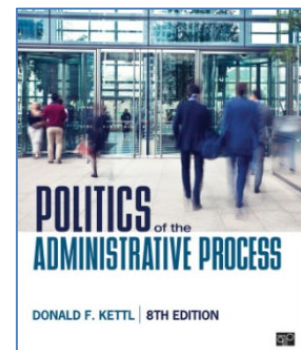
## **CLASS INFORMATION**

**Course:** POSC 320-04 (20523) & CRJU 320-04 (20522)  
**Room:** N/A—This class is virtual and will be conducted completely online via Titanium  
**Meeting Time:** Asynchronous **(There are no mandatory "live" sessions)** January 23<sup>rd</sup> to May 14<sup>th</sup>  
**Textbook:** Kettl, D. F. (2021). *The Politics of the Administrative Process*, Washington, DC: CQ Press (8<sup>th</sup> edition recommended).

### **Note from the Titan Book Store:**

The textbook is available through the Titan Direct Access Program and can be accessed through the course materials link in the My Courses section of the student portal. If you prefer not to participate in this program, you should simply opt-out of the materials by 2/1/2021 through the student portal link. If you decide to maintain access, you will be billed following the 2/1/2021 deadline and must make your payment by 2/22/2021 on your Titan Shops account. Students with outstanding balances after 2/22/2021 will have their digital access and bill removed with no further action needed. You can learn more about Titan Direct Access at

<http://www.fullerton.edu/it/students/titandirectaccess/>



**Course Materials:** I will introduce additional reading assignments (e.g., journal articles, news articles, government documents, academic papers, etc.) throughout the course. Typically, I will provide them via hyperlink, a PDF file, or a citation you can use to find the item electronically in our library. If you have not used the Pollak Library before to search, find, and download articles, I urge you to become familiar with the process as soon as possible. <http://www.library.fullerton.edu/>

**Lecture Materials:** Links to pre-recorded lectures, PowerPoint slides, handouts, etc., will be provided electronically on Titanium.

## **ATTENDANCE, STUDENT CONDUCT POLICY, AND CLASS PARTICIPATION**

This is an upper-division, undergraduate-level course that is being delivered asynchronously using an online modality, which means there are no required class sessions to attend in-person or via Zoom. Any “live” sessions scheduled via Zoom are completely optional, and attendance is not required. You must use your CSUF student credentials to access the course materials on Titanium, watch the Zoom lectures, and post responses to weekly discussion questions (DQs).

While there is no specific attendance requirement, the course will follow a weekly tempo whereby lectures and reading assignments will be posted to Titanium at the beginning of each week. Students are expected to read the material assigned and watch the lecture for that week. Class participation will be accomplished and tracked via topic-centric DQs that I will post based upon that week’s lecture, reading assignments, or related current events. While you are certainly free to read ahead in the course textbook, I will post the DQs weekly with student responses due within 7 days as discussed in detail below. Before discussing the structure and expectations associated with the weekly DQs, I want to take a moment to discuss the student conduct policy.

### **Student Conduct Policy**

The past year has been especially difficult for many of us. For some people, the toll taken by the global pandemic caused by COVID-19 has been especially harsh, and our hearts and prayers go out to all those whose families and loved ones were and still are being impacted. Coupled with that, we have witnessed some of the most trying and turbulent times modern society has faced in a generation. With that said, and even though better times are hopefully on the horizon, this is still in a delicate period where emotions have been worn thin, and the wounds of divisiveness are still fresh and apparent throughout society. It takes very little to ignite fury among once civil individuals.

The very nature and content of this course may elicit strong personal beliefs and convictions for some of you that could be diametrically opposed to another’s perspectives. In the academic environment, especially when engaged in spirited academic discourse, I expect each one of you to respect one another and the varied opinions we all have. I do not expect you to always agree with one another—in fact, I guarantee you will disagree with someone (including me) at some point during the semester. That is completely fine and totally expected. However, I will not tolerate under any circumstances, personal criticisms (e.g., *ad hominem* attacks) of any sort, as it stifles discussions and limits the free exchange of ideas. ***Any obnoxious or offensive behavior will result in your immediate expulsion from the class, and you will need to meet with me via Zoom before I will consider allowing you to return. I reserve the right to administratively drop you from the course at any time for violating this policy.***

The foregoing should not be construed in any way to limit the free exchange of ideas, thoughts, and perspectives. Furthermore, it is not intended to create an artificial environment where people feel pressured to say only what is thought to be deemed acceptable for fear of receiving a poor grade. **I will not grade anyone negatively for expressing an opinion that differs from mine or anyone else.** In fact, I may pose questions where I am intentionally trying to promote a discussion opposing my viewpoint. So, please do not think disagreeing with me or anyone else will count negatively against you; it will not! I am merely directing you to be thoughtful, respectful, and courteous at all times. 😊

A quick note...While “free speech” is a right afforded to us by the First Amendment to the U.S. Constitution, it is a limited right and not an absolute one—just as you cannot yell “fire” in a crowded theater or say in public that you intend to harm an elected official. This means your ability to express this right can and will be limited in the classroom if I deem it necessary. If someone posts something you vehemently disagree with, and you cannot have a cordial academic exchange, simply say something like, “I respectfully disagree with your position,” and say no more. We will use this response to gracefully end a conversation before it potentially spirals out of control. This is an institution of higher learning, and it should be considered a safe space to allow the free exchange of ideas and perspectives. At the same time, in public government-related jobs, including law enforcement, you will undoubtedly encounter people who will disagree with you. As such, learning to effectively deal with them is an essential skill.

The nature of the online modality does create some limitations in our ability to effectively communicate. It is important to recognize that all non-verbal cues are lost, and all tone and inflection in your speech is gone. As such, the written words you use and the way you use them are the only way we can interpret what you are trying to convey. These words can be easily taken out of context and even misunderstood. Keep in mind that even though this is a collaborative and fun learning environment, care must be taken to ensure that your posts are clear, concise, and error-free. **I want each of you to proofread your posts before you submit them to be sure they are accurate, convey your thoughts effectively, and are not offensive or condescending, even unintentionally. Be very careful when making a joke or poking fun at something, as not everyone may share your sense of humor. When in doubt, spell it out is the rule of thumb I want you to maintain.** While I discourage joking around, the use of light humor can make the class more enjoyable. I recommend the use of a generic emoji (as I did above) to prevent someone from misunderstanding your post or taking you too literally. Unfortunately, Titanium does not appear to allow emoji’s in the same manner as Outlook, so the old-fashioned method :-)) or some variant will work fine. **With that said, however, I do not want you to post memes or controversial graphics of any sort.** Also, as the reader of a response, each of you should recognize that we are human and sometimes make mistakes (e.g., typos, missing words, incorrect grammar or word usage, and sometimes a little too much emotion). Please extend common courtesy to each other and cordially ask for clarification before making assumptions or jumping to conclusions.

Finally, I expect that you will ask questions when you do not understand something. I will create a main discussion thread for questions that will be monitored daily since it is highly likely someone else has the same question or concern. I will never reprimand you for asking a question or sharing a thought that follows the above guidelines, and I expect that each of you will extend this same courtesy to your peers. If you do not feel comfortable posting in the main discussion thread, you may certainly e-mail me directly.

Thank you!! 😊

### Class Participation

To earn a passing grade for class participation, students are expected to “materially” participate in the virtual class. To materially participate means you contribute substantive, “value-added” responses to the class discussions. I will evaluate your posts on how engaging or enlightening they are. As mentioned above, at times I will expect constructive disagreement within the boundaries I described. Posing questions and injecting material from the readings/lectures are wonderful ways to create value.

There are two types of posts I will refer to: **primary responses** and **follow-up responses**. A primary response is your main reply to the DQs I pose. Follow-up responses are those replies you make to classmate’s primary response or to a classmate’s follow-up response. Primary responses are clearly expected to be more in-depth, as more weight will go toward these posts than follow-up responses. I will post the weekly DQs on Sundays along with the lecture and any materials for that week. Primary responses are due by Wednesday evenings at 11:55 p.m., and follow-up responses are due by Saturday evenings at 11:55 p.m. Ideally, you will not wait until the last minute to keep an even flow of discussion. Conversations can certainly continue after the due dates, but my experience is that most students will move on to the next week’s material.

Students invariably ask questions regarding what I consider to be a substantive post, how many posts they should make, or how long their posts should be. For a post to be substantive, it should satisfy at least one of the following: a) it should be thought provoking; b) it should illustrate critical thinking and evaluation; c) it should contain at least some additional level of analysis or synthesis of the material; or d) it should add to the quality of the discussion by continuing the thread or changing its direction.

With respect to magnitude (e.g., how many sentences, words, or paragraphs), I would think a primary response to a DQ would be at least 250 words or so, which is two solid paragraphs. You do not need to draft a full-blown essay, so please refrain from going overboard. I would rather you spend your time reading the posts of your classmates and me. By the way, this aspect of the class is not designed to be onerous or massively time consuming. I also recommend that you post earlier rather than later in the week, and I suggest drafting your primary response before reading the primary responses of others. In addition, if you site a source (e.g., the textbook, an article, a web page, etc.), you need to include a reference at the bottom of your post so we can look it up; if you quote something, you need to include a page number or paragraph number if it is a web page. The only exceptions are references to historical government documents (e.g., primary sources), such as the U.S. Constitution, Declaration of Independence, etc.

When collaborating with your classmates (and with me), your posts can certainly be shorter in length, keeping in mind that a passive remark such as "I agree" or "thanks" is not substantive. It is certainly common courtesy and generally considered professional to post simple responses thanking someone for their kind remarks to your post, but I am expecting a little more than that (e.g., refer to the above four items I mentioned about substantive posts).

With respect to quantity, my general rule of thumb is that QUALITY comes before QUANTITY both in number of posts and lengths of each post. You should expect to produce one primary response to two of the three weekly DQs and at least one follow-up response to two different classmates in any of the DQs. This amounts to a minimum of four (4) posts per week. I intentionally reduced the posting requirements, as we have a large class (50+ students), and I would like you to spend some time reading each other’s posts without feeling compelled to respond dozens of times each week.

When we get into the DQs, I will post an example of a substantive post and outline the due dates for primary responses and follow-up responses, so my expectations will be clear. DQs will begin during Week 2 of the class. Week 1 involves review of the syllabus, expectations of the course, posting of a brief introduction, and a simple non-graded assignment to get things moving.

One quick note about the DQs...since the topics will be specific to the week’s material, backloaded posts will not be graded. In other words, waiting a few weeks and then going back and responding to multiple DQs will not be graded. If you miss a week due to a medical or other unavoidable issue, you need to contact me; otherwise, I will record a zero for participation for that week.

**CLASS SCHEDULE, REQUIREMENTS, AND GRADING POLICY**

As mentioned, this is an undergraduate-level, lecture-style course being conducted entirely online in an asynchronous mode. The following is the tentative lecture and activity schedule. I will make every effort to stick to this schedule, but I reserve the right to make modifications during the semester. **Under no circumstances will I change a due date in such a fashion as to make it earlier than what is listed. Note class weeks begin on Sundays, and deliverables including weekly DQs are due by 11:55 p.m. Pacific Time on Saturdays.**

Week	Date of Class Week	Tentative Lecture and Activity Schedule
Week 1	January 24, 2021	Course Introduction, Overview, Syllabus Discussion
Week 2	January 31, 2021	Chapter 1: Accountability
Week 3	February 7, 2021	Chapter 2: What Government Does—and How it Does it
Week 4	February 14, 2021	Chapter 3: What is Public Administration?
Week 5	February 21, 2021	Chapter 4: Organizational Theory
Week 6	February 28, 2021	Chapter 5: The Executive Branch
Week 7	March 7, 2021	Chapter 6: Organization Problems
		<b>ESSAY #1 DUE—Saturday, March 13<sup>th</sup></b>
Week 8	March 14, 2021	Chapter 7: Administrative Reform
		<b>Exam #1—Covering Chapters 1-7 (DUE Saturday, March 20<sup>th</sup>)</b>
Week 9	March 21, 2021	Chapter 8: The Civil Service (System)
<b>Week 10</b>	<b>March 28, 2021</b>	<b>No Classes—Spring Recess</b>
Week 11	April 4, 2021	Chapter 9: Human Capital
Week 12	April 11, 2021	Chapter 10: Decision Making: Rationality and Risk
		<b>ESSAY #2 DUE—Saturday, April 17<sup>th</sup></b>
Week 13	April 18, 2021	Chapter 11: Budgeting
Week 14	April 25, 2021	Chapter 12: Implementation and Performance
		<b>Course PowerPoint Presentation DUE—Saturday, May 1<sup>st</sup></b>
Week 15	May 2, 2021	Chapter 13: Regulation and the Courts
Week 16	May 9, 2021	Chapter 14: Accountability and Politics
		<b>Exam #2—Covering Chapters 8-14 (DUE Saturday, May 15<sup>th</sup>)</b>

Evaluation Categories	Weighted Value
Class Participation—DQs (Primary Responses and Follow-up Responses)	20%
Exams (Two [2] @ 20% each)	40%
Short Essays (Two [2] @ 10% each)	20%
Presentation	20%
<b>Total</b>	<b>100%</b>

**Participation (20% of Course Grade)**

I fully expect the lectures coupled with the readings and any outside research will easily stimulate active discussions as described in detail under the subsection Class Participation above. The weekly DQs account for 20% of your course grade.

**Exams (two [2] @ 20% each—40% of Course Grade)**

I will administer two (2) non-cumulative exams each consisting of approximately five short answer questions where I expect well-crafted, cogent responses (e.g., approximately 250 to 300 words for each question) covering the material listed for that exam. You will have nearly a week to complete each exam before it is due to be uploaded (pace yourself, as you will have normal weekly DQs and readings for that week; please do not wait until the last minute).

The exams are open book and open note (you should not need the Internet, but you may use it if you desire). **The exams are not, however, collaborative (e.g., you must do your own independent work without discussing it with anyone else).** Anyone caught cheating will be dealt with as specified in the section on *Academic Dishonesty* below. I will process the exams through a plagiarism checker, so if you use the book, an article, or the Internet, you must cite your source even if you paraphrase the material. We will go over how to properly cite an **acceptable** source using APA during the class. This evaluation category accounts for 40% of the course grade.

**Short Essays (Two [2] @ 10% each—20% of Course Grade)**

You will be expected to produce two (2) short academic essays during the course. This evaluation category accounts for 20% of the course grade. Each essay should be approximately 1,500 words not including a title page, bibliography, footnotes, or graphics, which is between four (4) and five (5) pages long, double-spaced (be sure to check your Microsoft Word settings to be sure no additional spacing is included between paragraphs, which is often a default setting) using a 12-point, Times Roman-based font with standard one-inch margins all around. Please do not exceed five (5) pages. You are to use APA format (e.g., not MLA or any other format), which as mentioned previously, we will cover during the class.

The first essay is due on Saturday, March 13<sup>th</sup>, and the second essay is due on Saturday, April 17<sup>th</sup>. The topics will be discussed in class, and I will distribute a grading rubric and detailed submission requirements around Week 3. **All papers are to be your own individual work and are to be submitted via Titanium in Microsoft Word format (e.g., no PDF, XPS, TIFF, etc.—only Microsoft Word) by 11:55 p.m. (Pacific Time) on the due date. Late papers will not be accepted,** so plan accordingly and please do not wait until the last minute only to realize you are having a problem submitting your paper!



Please note that these are academic essays, **not opinion papers**. We will discuss the difference in class.

Just like your exams, I will process your essays through a plagiarism checker. All reference material used must be properly cited using APA format. **Plagiarism is a serious offense, and it will not be tolerated.** Please refer to the section on *Academic Dishonesty* below.

### **Course Presentation (20% of Course Grade)**

For this assessment component, you will produce a brief but high-quality PowerPoint presentation (e.g., 5-7 slides not including a title slide) where you will demonstrate actionable steps in applying theories learned to a practical area covered in the course. The most successful presentation will be one that incorporates theories from the course text, articles presented, the lectures, and anything else that is relevant to the course. You can assume you are an employee in a local government, and you will be presenting to the mayor and city manager.

Since the online asynchronous nature of the course does not afford us the opportunity to deliver the presentations “live,” you will write a speaker script for your slides. The entire presentation should take about 5-7 minutes to deliver. You are welcome to video or audio record your presentation if you would like, but that is not necessary, as a written script that accompanies your PowerPoint is sufficient.

I will distribute a grading rubric and detailed submission requirements around Week 5. A “checkpoint” will be due prior to Spring Recess (e.g., Week 10), which will be described in the detailed submission requirements document. The final course presentation and script is due on Saturday, May 1<sup>st</sup> at 11:55 p.m. This evaluation category accounts for 20% of the course grade.

### **Late Policy**

Given the online asynchronous nature of the class coupled with generous timeframes for deliverables and exams, late submissions will not be accepted without a **valid and documentable excuse such as a serious illness, death in the family, or other equally compelling reason (you should notify me as soon as possible of the issue so we can discuss its impact)**. **All excuses are subject to verification and validation, and my decision is final.** Without a valid excuse, you will receive a score of zero for any late or missed deliverable.

### **Extra Credit**

Please do not ask, “Is there extra credit?” In my experience, when there are extra credit opportunities, students will spend more time trying to earn the extra credit points than they will working toward earning the primary points on the assignment. As such, there is no extra credit in my classes. Also, please do not ask me for extra points because you are borderline, facing academic probation, etc. You have many opportunities to earn points in the course. I follow general rounding policies as far as grades are concerned (see *Grading Policy* below).



### Grading Policy

The following illustrates how letter grades equate to percentage-based scores where  $\geq$  indicates the range minimum:

A+	$\geq 98\%$
A	$\geq 94\%$
A-	$\geq 90\%$

B+	$\geq 87\%$
B	$\geq 84\%$
B-	$\geq 80\%$

C+	$\geq 76\%$
C	$\geq 70\%$

D+	$\geq 67\%$
D	$\geq 64\%$
D-	$\geq 60\%$

F	$< 60\%$
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When calculating your letter grade, I will **round** fractional grade calculations at the tenths position (e.g., an 86.5% will become an 87.0 or B+). **Please do not ask me to give you a higher grade at the end of the semester because you are on or in danger of being on academic probation! Plan early and score as many points as possible.**

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Note: Criminal Justice majors must earn a C or better for the course to count toward their degree. As such, there will be no C- grades.

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### Curve

If necessary, grades may be assigned by considering your performance relative to the class's overall performance (e.g., a curve), especially if the class average is low on a test or deliverable. **There is no guarantee of a curve; however, I will not curve downward—if everyone does extremely well on a particular test or deliverable, then everyone earns an A.**

### ACADEMIC DISHONESTY

Except for any collaborative-based research, it should be understood that I expect you to turn in work that represents your efforts and not the efforts of anyone else without proper APA citations.

Academic dishonesty intended to gain an unfair academic advantage, such as plagiarism, cheating, and falsifying academic records will result in an automatic grade of **F** for this course. Repeat offenses may have more severe consequences, up to and including expulsion from the University.

The following excerpt comes from the University Policy Statement on Academic Dishonesty (UPS 300.021): [http://www.fullerton.edu/senate/publications\\_policies\\_resolutions/ups/UPS%20300/UPS%20300.021.pdf](http://www.fullerton.edu/senate/publications_policies_resolutions/ups/UPS%20300/UPS%20300.021.pdf)

Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

Keep in mind that academic dishonesty could also involve the following:

- Having a tutor or friend complete a portion of your tests or assignments
- Having a reviewer or proofreader make extensive revisions to an assignment
- Copying work submitted by another student who may have taken this course before
- Purchasing or using material from a 'paper mill' or test bank
- Using information from online information services without proper citation

See also California State University Regulation – Section 41301: Standards for Student Conduct.

***When in doubt, ask me!***

## **OTHER IMPORTANT INFORMATION**

### **Emergencies**

For information on actions you should take in an emergency, please visit this website:

<http://prepare.fullerton.edu/>

In the event there is a local, regional, or university-based emergency preventing access to Titanium, such as a sustained power outage, we will do our best to catch up. If the event is long-term, we will adhere to the direction of the University.

### **Documented Special Needs**

If you believe that you may need assistance from the office of Disabled Student Services, they can be contacted at (657) 278-3117. Their campus location is UH-101. Please visit this website: <http://www.fullerton.edu/DSS/> for more information.

### **Writing Help**

If you require help with writing assignments in this or any other course, please contact either The University Learning Center at (657) 278-2738 (MH-33) or The Writing Center at (657) 278-3650 (Pollak Library, 1st floor, NW corner) <http://hss.fullerton.edu/english/wc>

### **Counseling & Psychological Services (CAPS)**

There are a lot of stresses for busy college students! If you feel overwhelmed by your school, home, work, and/or other commitments, you are encouraged to contact campus Counseling & Psychological Services (CAPS) as soon as possible at (657) 278-3040. CAPS offers an array of services that are free to all enrolled students!

### **Library**

If you need help accessing databases and information at the library, contact them for a Research Consultation at <http://www.library.fullerton.edu/ipresearch.htm> or call (657) 278-4619.

Hello and welcome. My name is Michael Falkow, and I will be your instructor this semester.

As far as my professional background and education are concerned, I am a bit atypical, as you will see. I have 30 years of hands-on software and systems engineering, project management, business development, and executive-level municipal administration experience. I spent 15 years in the area of document imaging and information management developing and implementing large-scale, enterprise-wide solutions across a wide array of industries and areas including financial services, mortgage lending, insurance, legal, medical, and government.

I retired from the City of Inglewood (home of the Los Angeles Rams, the Los Angeles Chargers, and the Los Angeles Clippers!) in December of 2018 where I spent 15 years. Since 2007, I served as the Assistant City Manager and de facto Chief Information Officer supervising directly or indirectly over 200 employees. Prior to that, I was the Director of Information Technology and Communications.

In my capacity as Assistant City Manager, I oversaw many departments and divisions including the Budget Division of Finance, Information Technology and Communications, Parks, Recreation and Library Services, Human Resources, the Successor Agency (formerly Redevelopment), and Parking and Enterprise Services. I also served as the City's Deputy Director of Emergency Services where I was responsible for the non-public safety aspects of emergency preparedness and disaster planning as well as the City's contract with the Los Angeles County Fire Department. These various roles at the City afforded me the opportunity to work intimately with the elected members of the Inglewood City Council and other public officials (both inside and outside the City) and the City's Police, Public Works, and Finance Departments as well as the City Attorney's office and command-level members of the Los Angeles County Fire Department. I also served as the Advisor to the Inglewood Citizens Police Oversight Commission.

As Assistant City Manager overseeing Human Resources, I focused a significant amount of my time in labor relations and negotiating multi-year labor union and collective bargaining group contracts (e.g., Memorandums of Understanding [MOUs]), dealing with employee benefit cost analyses, and designing and implementing alternative solutions to keep the City financially solvent.

In March of 2013, I completed a Master of Arts degree in Security Studies (Homeland Defense and Security) from the United States Naval Postgraduate School in Monterey, California, where I received the outstanding thesis award for my thesis entitled, *Does Homeland Security Constitute an Emerging Academic Discipline?*

[http://calhoun.nps.edu/bitstream/handle/10945/32817/13Mar\\_Falkow\\_Michael.pdf?sequence=1](http://calhoun.nps.edu/bitstream/handle/10945/32817/13Mar_Falkow_Michael.pdf?sequence=1)

In addition to my Master of Arts in Security Studies, I am a two-time alumnus from CSUF (Go Titans!), as I hold a Master of Science in Computer Science with an emphasis in Software Engineering (1994) and a Bachelor of Science in Computer Science, with a minor in mathematics (1990).

Also, from an educational perspective, since I love school as much as you all do, I recently completed my doctoral studies in policy, planning, and development at the Sol Price School of Public Policy at the University of Southern California. I successfully defended my dissertation entitled, *A Framework for Good Local Governance: Achieving Prosperity in an Increasingly Complex Environment* on September 2, 2020, and I officially graduated in December of last year.

<http://digitalibrary.usc.edu/cdm/compoundobject/collection/p15799coll89/id/385658/rec/1>

As far as collegiate teaching experience, I taught upper- and lower-division computer science courses here at CSUF back in 1993 and 1994 and undergraduate and graduate project planning and systems implementation courses online for the University of Phoenix as a part-time faculty member for three years from 2002 to 2004. I returned to CSUF in early 2014 and began teaching again part-time.

I primarily teach CPSC 548: *Professional, Ethical, and Legal Issues for Software Engineers*, which is a graduate-level ethics course for computer science and software engineering majors. I have also had the opportunity to teach several sections of first semester computer science (CPSC 120: *Introduction to Programming*). Finally, I also teach this upper-division course in political science (POSC/CRJU 320: *Introduction to Public Administration*) for the College of Humanities and Social Science. So, as you can see, I am quite versatile and can cross-pollinate among different academic disciplines.

I am a former reserve police officer for the City of Inglewood, where I focused on large-scale events, high-tech, real estate, and white-collar crime, and homeland security-related initiatives. The training and experience I received as a reserve police officer significantly enhanced my career, as it allowed me to link the practical aspects of public safety and law enforcement with the practical aspects of municipal administration, technology, homeland security, and emergency preparedness and disaster planning.

As far as certifications, I have been a Project Management Professional® (PMP) since 2004, a Certified Document Imaging Architech™ (CDIA+) since 1998, and a Terrorism Liaison Officer (TLO) since 2011. I completed my California Public Employers Labor Relations Association (CALPELRA) Labor Relations Academy Masters Certification (CLRM) in July of 2014. Finally, I was a Red Cross Community Ambassador representing Inglewood, and I was on the Board of Directors of the CSUF Alumni Association for 2½ years from 2013 to 2015.

I am also an expert in personal finance, as you will see throughout the course when I incorporate this into our discussions. In this regard, I was a Registered Representative, where I held an active life, health, and disability insurance license through the State of California and my Series 6, 63, and 26 licenses with the Financial Industry Regulatory Authority (FINRA) and the Securities and Exchange Commission (SEC). I periodically teach financial literacy seminars and training workshops, which cover such topics as personal finance, wealth management, asset protection, retirement planning, taxes, and investing.

Besides enjoying the art of solving problems and getting people motivated to do the same, I enjoy working with technology, public speaking, and working with people, the latter two of which are much less obvious given my heavy focus and strong interest in math and science. As far as hobbies and other interests, I enjoy collecting coins, playing with numbers, doing Sudoku puzzles, and writing (when I have time—not sure when that is!). You would think that I would have a lot of time on my hands being retired and done with my doctorate...nope! I seem busier now than when I was working 70 hours a week!

I have a lovely 20-year-old daughter who graduated in June of 2019 from UCLA with a degree in psychology and a minor in cognitive science...I could not get her to like computer science or public administration regardless of how hard I tried. LOL! She is currently starting her second semester at Chapman University working toward a Master of Arts in Marriage and Family Therapy.

***Final Note:***

A professor once told me that we can design our future if we always maintain a focus on what we genuinely want in life. “Do what you love, and love what you do.” Clearly, we have to make course corrections along the way based upon unforeseen obstacles and unexpected opportunities (sometimes not knowing one from the other), but the key is always making sure that the adjustments we make have value and help guide us toward the desired destination in some particular way. Be flexible, adaptable, and never let your motivation, determination, and commitment diminish.

I am here to help guide you, so do not be afraid to ask questions! Enjoy the semester the best you can!

Feel free to visit my website at [www.falkow.com](http://www.falkow.com) for more information!

Graduate Assistant: Maria Linares

Hi everyone, my name is Maria Linares, and my pronouns are she/her/hers. I am truly excited to be working with all of you this semester. I am a first-generation Latina, non-traditional student with a learning disability. I am a mom of three girls, a wife, a student activist, and a Girl Scouts of Orange County troop volunteer.

I am currently a grad student in the MPA program with a focus in public policy. In 2019, I received my Bachelor's degree in Sociology with a minor in Political Science from Cal State Fullerton.

I have been an elected representative of the ASI Board of Directors since 2018. Currently, I serve as the board chair and one of two Directors for the College of Humanities and Social Sciences. One of my biggest passions is advocacy through grassroots organizing and policy implementation. You can find all your representatives here:

<https://asi.fullerton.edu/student-government#Leaders>

On my free time, I love to read books, especially autobiographies and social justice related books. I like reading anything that helps me grow as a person and leader. Recently, I have been journaling, which has helped keep my stress levels low, and I have been meditating for some time now, which helps with my mental health.

I would love to continue working in the realm of higher education through public policy. In ASI, I have advocated for a student food pantry, for student scholarships, against student fee increases, for mental health resources, and I have written resolutions, edited and approved bylaws and policies, and much more.

At the grassroots level, I helped organize against the CSU proposed tuition increase and advocated for financial aid access to students. As you can tell, I have a lot of experience, and I am happy to share tips with all of you.