For course syllabi posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

**TROY Online Courses at Troy University**
All TROY ONLINE courses at Troy University utilize the Blackboard Learning System. In every TROY ONLINE course, students should read all information presented in the Blackboard course site and should periodically check for updates—at least every 48 hours. **Remember:** This is not a “correspondence course” in which a student may work at his/her own pace. Each week there are assignments, online discussions, online activities and/or exams with due dates. Refer to the schedule at the end of the syllabus for more information.

**INSTRUCTOR INFORMATION**
Instructor: Dr. Kristie Roberts-Lewis  
Mailing Address: Perimeter Center 1107 Perimeter Center West Suite N101 Atlanta, GA 30338  
Contact Phone: (678) 527-0623 (office); (404) 314-7663 (cell)  
Troy Email Address: robertsk@troy.edu

**ELECTRONIC OFFICE HOURS**
I will have virtual office hours on Mondays 4:30 pm- 6:00 pm, Wednesday’s 11:00 am -3:30 pm and all other days and times by appointment. However, please note that emails/messages will be returned within 24 hours Monday-Thursday and 48 hours Friday-Sunday.

**INSTRUCTOR EDUCATION**
Post-graduate – Syracuse University (2009)  
Ph.D. Jackson State University, Public Policy & Administration & Policy (2003)  
M. Div., Emory University-Candler School of Theology (2013)  
MPA eQuad
As an active MPA student you have access to the MPA eQuad located on your TROY Online Blackboard page under “Organizations.” The MPA eQuad is your immediate access point to information and links for, course concentrations, registration, MPA and TROY Online forms, major program requirements, professional opportunities, MPA program orientation, faculty advising, “Live” chat access and much more. Visit the MPA eQuad 24/7 for the latest program happenings and to review the available resources. Please take approximately 4 minutes to view this video link to find what the MPA eQuad can do for you: http://trojan.troy.edu/artsandsciences/politicalscience/MPA/how-to-access-eQuad-advising.html

Students: Please put course title in the subject line of any emails sent to the instructor.

COURSE INFORMATION

<table>
<thead>
<tr>
<th>Course Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The required outcome assessment course using case analyses, papers, and/or computer simulations that emphasize the application of analytical skills and knowledge gained from curriculum courses to administrative, organizational, and policy problems. To enroll in PA 6699, students must have a 3.0 grade point average or better and take PA 6699 as the final core course or, with the approval of the instructor, in conjunction with the final core course in the MPA program. To complete this course successfully, the student must achieve a grade of “B” or better. Students should retain core course textbooks for use in PA 6699.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student Learning Outcomes:</th>
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</thead>
<tbody>
<tr>
<td>1. Demonstrate the competency to integrate, synthesize, and apply the multiple concepts, methods, and processes that reflect the theory and practice of Public Administration using the seven (7) MPA program core courses to identify and define the key problems/issues, desired short- and long-term goals, objectives, and outcomes; and key stakeholders (internal and external) with their motivating role(s) and agenda(s).</td>
</tr>
<tr>
<td>2. Confirm a mastery of the concepts, methods, and processes that reflect the theory and practice of Public Administration using each of the MPA seven (7) program core courses relevant to the student’s catalog year: PA 6601 Research Methods, PA 6603 Economics for Public Management OR PA 6631 Program Evaluation, PA 6620 Theory of Organizations OR PA6646 Organizational Behavior, PA6624 Public Human Resource Management, PA6622 Public Policy Analysis, PA6650 Governmental Budgeting and Financial Management, and PA 6640 Intergovernmental Relations, PA 6644 Administrative Law, OR PA 6674 Ethics in Public Administration.</td>
</tr>
<tr>
<td>3. Demonstrate the competency to analyze complex public sector issues, identify, compare, and contrast potential solutions, and defend courses of action by integrating and synthesizing multiple theoretical and policy perspectives.</td>
</tr>
<tr>
<td>4. Demonstrate the ability to select an appropriate decision methodology for selecting a single solution to a problem from among several choices and utilize</td>
</tr>
</tbody>
</table>
selection criteria and a decision matrix to make a rational choice of an appropriate solution to solve a public sector problem.

5. Demonstrate the competency to integrate, synthesize, and apply the multiple concepts, methods, and processes that reflect the theory and practice of Public Administration using the seven (7) MPA program core courses to develop an implementation plan for a chosen course of action, identify potential obstacles to its successful implementation, and develop a plan for its evaluation.

6. Demonstrate the ability to research complex public issues and present information in writing.

**Desired Competency:**

Students will demonstrate professional competency required to lead and manage in public governance by interpreting, integrating, synthesizing, and applying theoretical and policy perspectives from the seven (7) MPA program core courses.

**Overview:**

This is a project-based course in which students who have completed all other program requirements demonstrate their ability to competently engage in the practice of public administration. Hence, students will work with an organization focusing on the initiatives to develop the City of South Fulton. Students will engage in a historical meta analysis of the incorporation of various contiguous cities; analyze data (organizational, relevant literature, interviews from local leaders, engage in economic forecasts, community development, and the utilization of municipal resources for their final comprehensive proposal for or against the implementation of the City of South Fulton, GA.

**Project Details:**

The students, as a group, are to review and analyze data made available by the People Campaign to Vote Yes for South Fulton (voteyescitysfulton.com/mission). Students will conduct a historical meta analysis of incorporation initiatives of local cities such as Dunwoody, GA; Sandy Springs, GA; Chattahoochee Hills, GA; and Milton, GA. Secondly, students will highlight the challenges experienced by the aforementioned cities on their journey to incorporation to include collecting data via interview from key informants from these respective cities. Third, students will identify lessons learned, benchmarks and best practices during the transitional period - 2-year period for full incorporation and make recommendations for the city of South Fulton. Fourth, students will gather information concerning research the South Fulton Special Services District funding and services which is the basis for substantiating the viability of the new city. Fifth, students will identify/develop collateral materials to educate the general public about the pros/cons of the new city. Sixth, students will develop a campaign and market plan to support the November 8th voter referendum. Finally, students will develop a proposal for the feasibility of the City of South Fulton utilizing economic, social, institutional and smart growth strategies. Keep in mind that the role of the instructor in the capstone course is to provide oversight and guidance, but that the primary responsibility for the project lies with the students.

Topics that the final report should include, but are not limited to:
• An explanation of the need and benefits to the potential residents of the city of South Fulton, GA, (SWOT analysis) including any externalities;

• A historical meta analysis of literature that focuses on the incorporation contiguous cities; (Sandy Springs, GA; Chattahoochee Hills, GA; Dunwoody, GA; Milton, GA)

• Interviews of key informants from the cities of Sandy Springs, Dunwoody, Milton and Chattahoochee Hills to determine lessons learned, best practices and benchmarks that governed their transitional period and in the years post incorporation.

• Engage in economic forecasts, a comparison of potential revenue streams to fund those operational costs, which may include user fees, of projected costs of service delivery while conducting a cost benefit and effectiveness analysis of the economic gains/losses for residents in the South Fulton area;

• Develop and make recommendations for community and economic development activities that will help undergird the city based on community assessment/sustainability plans from the contiguous cities highlighted

• A detailed budget that accounts for capital, maintenance, insurance, and operational costs over a 5- and 10-year time frame;

• An examination of the city’s legal considerations and any contingency plans which should be considered may be needed due to maintenance issues or catastrophe;

• A marketing plan to educate and encourage support by residents of the City of South Fulton and the November 8th referendum; and

• An evaluation plan that will aid the new city in determining measurable outcomes, service adoption and cost effectiveness in the delivery of public goods/service, and provides criteria for success and continued operation.

• Final comprehensive and feasibility proposal for or against the implementation of the City of South Fulton, GA.

Course Requirements and Evaluation:
This project has eight specific deliverables, each of which will count toward the student’s final grade as outlined below. The first four deliverables will be draft individual papers addressing the key elements of the project outlined in the previous section of this syllabus.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Grade Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Meta Analysis/Key Informant Interviews</td>
<td>15pts</td>
<td>September 1</td>
</tr>
<tr>
<td>The Need/Feasibility for the City of South Fulton</td>
<td>10pts</td>
<td>September 11</td>
</tr>
<tr>
<td>Analysis of Special District</td>
<td>10pts</td>
<td>September 18</td>
</tr>
<tr>
<td>Marketing Campaign</td>
<td>10pts</td>
<td>September 25</td>
</tr>
<tr>
<td>Draft Final Paper/Presentation</td>
<td>10pts</td>
<td>October 2</td>
</tr>
<tr>
<td>Group Final Paper and Presentation</td>
<td>20pts</td>
<td>October 9</td>
</tr>
<tr>
<td>Peer Evaluation and Logs</td>
<td>10pts</td>
<td>October 14</td>
</tr>
<tr>
<td>Individual Reflection Papers</td>
<td>15pts</td>
<td>October 16</td>
</tr>
</tbody>
</table>

Group Paper and Presentation:
Students are expected to, as a group, develop a final professional-quality proposal to be presented to the Executive Committee of the People Campaign to Vote Yes for South Fulton. In anticipation of this major presentation, the students will submit a full draft of the proposal and present their findings in a Blackboard Session with me no later than October 2, 2016. The students should use feedback from the draft proposal and presentation rehearsal in order to prepare for the final, official presentation of the plan.

**Peer Evaluation and Time Logs:**
Students are expected to maintain logs of the time and efforts they dedicate to the project, and will be evaluated by their peers as to the commitment to the project, quality of work, and overall work ethic. Students whose time logs or peer evaluations indicate a “free rider” problem will be subject to a significant grade reduction at the instructor’s discretion.

**Individual Reflection Papers:**
Each student is expected to produce an individual paper at the end of the semester reflecting upon what they have learned during the capstone project experience and how they were able to utilize the concepts learned during the MPA program. This paper should be at least 1250 words in length (roughly five pages, 12pt Times New Roman font, 1” margins, double spaced).

**Group Leadership:**
Each student is expected to carry their own weight in this course; however, it is wise for the group to assign roles to each individual according to his or her strengths. To that end, the group should select individuals who will serve as leaders in the following roles:

- Communication with Representatives from the People Campaign to Vote Yes to South Fulton for data gathering purposes;
- Piecing together individual contributions for a group document and editing that document for flow, grammar, etc.; and
- Serving as the primary presenter for the oral presentation (although all students should be able to answer questions regarding the project).

**Prerequisites: All MPA Required Core Classes**

**Student Expectation Statement**

- The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing all course assignments in a timely fashion.
- Students are expected to check their e-mails daily and the announcements at least every 48 hours

**Useful Web Sites for This Course**

South Fulton Now - [http://www.citysouthfultonnow.org/](http://www.citysouthfultonnow.org/)

Please see Blackboard Site under the Learning Module link for additional sites

Upon Enrollment: Ensure that your TROY email address is functioning and post an introduction in Blackboard under the Discussion Board forum labeled “Week 1-Introductions.” Every student is expected to contribute to weekly class discussions via the “Discussion Questions” forum of Discussion Board. Of utmost importance in this class is that you read ALL materials provided to you as a student and then periodically review them for applicability throughout the term.

Other Course Information
• There will be bi-weekly Blackboard Collaborate sessions that will be determined based on a consensus date decided by students and their availability

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

The textbook provider for TROY Online is Barnes & Noble. Please visit: http://troy.bncollege.com to access the bookstore.

REQUIRED TEXTBOOKS

No textbooks are required for this course.

SUPPLEMENTARY MATERIALS


Feasibility of a City in South Fulton- https://youtu.be/-xWS21OLXvQ

Why a City of South Fulton is Feasible- https://youtu.be/6XX4BVB77J0
Vote Yes City of South Fulton- [http://voteyescitysfulton.com/?v=7516fd43ad4a](http://voteyescitysfulton.com/?v=7516fd43ad4a)


City of Milton- [www.youtube.com/user/CityofMiltonGeorgia](http://www.youtube.com/user/CityofMiltonGeorgia)


Additional article assignments to be posted in Blackboard under the Weekly tables


**ATTENDANCE POLICY**

In addition to interaction via Blackboard and email contact, you are required to contact the instructor via email or telephone by the first day of the term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

**SUBMITTING ASSIGNMENTS**

Please adhere to the due date for each requirement. Deductions will be assessed for course requirements not turned in to the instructor as scheduled in the syllabus (Note: This applies to the Discussion Board exercises. **Discussion Board written exercises must be POSTED on the Discussion Board website by WEDNESDAY MIDNIGHT CST of the week of the assignment. Students should respond by day 6 SATURDAY MIDNIGHT CST to at least one of your classmates’ postings using the following guidelines:** Ask a probing question; offer and support an opinion; validate an idea with your own experience; and/or expand on your
classmate’s posting. **Assignments as listed in the course schedule link of the course must be submitted by MIDNIGHT ON SUNDAY of the Week the Exercise/Assignment is due.** Deductions will be at the rate of 10 percent of the maximum score per week. A week is defined as 1 to 7 days late. After 7 days, the score for t

Submit papers in Standard English using a 12-point font, 1-inch margins, and double spacing in MS-Word format. The American Psychological Association (APA) guidelines are the standards for writing and referencing papers in the MPA program.

Use the APA Research Style guidelines found at: [http://www.troy.edu/writingcenter/resources.html](http://www.troy.edu/writingcenter/resources.html)

There are three major assignments listed in the course schedule: Please note the due dates on them. Your responses must be typed, **using 12pt. font, double-spaced, in MS-Word format.** Failure to comply will result in point deductions. The assignments must be emailed to me directly by midnight of the due date (note: Blackboard and I operate on central US time).

- Include your names on the assignments and submit the assignment to the Assignments Section. Points will be deducted for failure to follow the format requirements. No e-mail attachments will be accepted, due to the risk of viruses.

**MAKE-UP WORK POLICY**

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (e.g., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. (See “Attendance” Policy.) If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. “Computer problems” is not an acceptable excuse.

**METHOD OF EVALUATION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points (% final grade)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Meta Analysis/Key Informant Interviews</td>
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<td>10</td>
<td>October 14</td>
</tr>
</tbody>
</table>
Individual Reflection Papers 15 October 16
TOTAL POINTS 100

<table>
<thead>
<tr>
<th>Assignment of Grades [Examples]</th>
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</thead>
<tbody>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>FA</td>
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</table>

Postings: All grades will be posted in Blackboard in the gradebook.
FA: “FA” indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks.

EXAMINATION SCHEDULE AND INSTRUCTIONS

Proctored Examination
No proctored examination is required.

Examination Schedule & Instructions
There are no examinations planned for this course

LATE REGISTRATION
REGISTRATION DURING THE FIRST WEEK OF THE TERM
If you register during the first week of the term, you will already be one week behind. If you fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. If you do not feel you meet this deadline you should not enroll in the class. If you have registered, you should see your registrar, academic adviser, GoArmyEd or Military Education officer to discuss your options. Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Course Schedule.

INCOMPLETE GRADE POLICY
Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student must complete a request for an incomplete grade.

Note: A grade of Incomplete, “I”, is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade
Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences. An “I” will only be awarded to a student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below:

Policy/Rules for granting an Incomplete (I):
· The student must request that an incomplete be issued.
· The student’s progress in the course must be satisfactory at the time of the request (e.g. the student must be passing the course), but is unable to complete the course grading requirements because of documented circumstances beyond his/her control. If both of the above criteria are not met an incomplete cannot be granted.
· An “I” is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.

TROY EMAIL

All students were required to obtain and use the TROY email address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, emails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address. All students are responsible for ensuring that the correct email address is listed in Blackboard by the beginning of Week One. Email is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid email address is provided. Failure on your part to do so can result in your missing important information that could affect your grade.

Your troy.edu email address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY email account. You can get to your email account by logging onto the course and clicking “Email”.

INTERNET ACCESS

This is an online class. Students must have access to a working computer and access to the Internet. Students can use a TROY computer lab (if available), a public library, etc., to insure they have access. “Not having a computer” or “computer crashes” are not acceptable excuses for late work. Have a back-up plan in place in case you have computer problems.

COURSE SCHEDULE all discussion forums close Sunday at midnight CT of that week.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Notation or Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction/Overview</td>
</tr>
<tr>
<td></td>
<td>Meeting with Key Representatives from the Peoples Campaign to Vote yes for South Fulton</td>
</tr>
<tr>
<td></td>
<td>Review of Course Materials/Resources</td>
</tr>
<tr>
<td></td>
<td>Group Leaders Identified</td>
</tr>
<tr>
<td>Week 2</td>
<td>Commence Meta/Historical Analysis</td>
</tr>
<tr>
<td></td>
<td>Data Collection</td>
</tr>
</tbody>
</table>
| Week 3 | August 29-September 4 | Begin interview of Key Informants  
Meta/Historical Analysis  
Data Collection & Analysis  
Begin interview of Key Informants  
Final Paper Due September 1 |
<table>
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</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>September 5-11</td>
<td>The Need/Feasibility (SWOT Analysis) for the City of South Fulton Due September 11</td>
</tr>
<tr>
<td>Week 5</td>
<td>September 12-18</td>
<td>Analysis of Special District/Economic Analysis &amp; Forecast Due by September 18.</td>
</tr>
<tr>
<td>Week 6</td>
<td>September 19-25</td>
<td>Marketing Campaign/Education &amp; Awareness Due September 25</td>
</tr>
<tr>
<td>Week 7</td>
<td>September 26-October 2</td>
<td>Draft Final Paper &amp; Presentation Due October 2.</td>
</tr>
<tr>
<td>Week 8</td>
<td>October 3-9</td>
<td>Final Paper &amp; Presentation Due by October 9</td>
</tr>
</tbody>
</table>
| Week 9 | October 10-16 | Peer Evaluation and Logs Due October 14  
Individual Reflection Papers Due – October 16 |