



Doctor of Education
Learning Organizations and Strategic Change

The Capstone Project Manual

Revised 10/18/2011

Table of Contents

Description of the Capstone Project.....	3
Capstone Project Policies	3
Qualifying Review Process	3
Project Matching Process	4
Institutional Review Board (IRB)	5
Project Expectations	6
Project Presentation (Juried Review Committee)	6
Project Extensions	6
Project Restarts	6
Capstone Project Timeline	7-8
Capstone Project Checklist	9
Elements and Style of the Written Capstone Manuscript.....	10
Margins.....	10
Pagination.....	10
Person	10
Tense.....	10
Figures and Tables	11
Sections.....	11
The Final Manuscript.....	12
Paper	12
Printing	12
Alternative Manuscript Format for Client	12
Organization of the Manuscript	13
Sample Approval Page	14
Author's Permission Statement.....	15
Author's Address/Mailing Form	16
Office of the Provost Approval Signature Page	17

Description of the Capstone Project

The completion of a quality capstone project is a requirement for an Ed.D. degree from the College of Education at Lipscomb University. During the second year of the Ed.D. Program students register for The Capstone Project (EG 8013, 8023, and 8033). Students working in teams of two to four (generally three), will undertake an original capstone project that will extend throughout the year, culminating with an original formal written and oral presentation to the client and to a juried review committee.

The project, established and monitored by program staff, involves research and analysis of an issue currently being experienced by a local educational, governmental or non-profit entity. The project will be designed and implemented in coordination with the client and will include the following (or approved variations thereof dependent upon the project):

- 1) analysis of the issue and thorough examination of the related research literature;
- 2) design of qualitative, quantitative, or mixed methodology to collect data to be used in formulation of a proposed solution to the issue;
- 3) administration of the selected methodology and collection of data;
- 4) analysis of the collected data using appropriate quantitative or qualitative methods;
- 5) development of recommendations that might assist the educational entity with the issue being addressed;
- 6) formal presentation of the research and recommendations to the client and a juried review committee;
- 7) detailed documentation of the responsibility and contributions of each team member.

EG 8013 and 8023 will be graded as Satisfactory/Unsatisfactory (S or U) by the Ed.D. faculty Advisor. EG 8033 will be graded as Satisfactory/Unsatisfactory (S or U) by a juried review committee (see capstone project presentation).

Capstone Project Policies

The Doctor of Education (Ed.D.) in Learning Organizations and Strategic Change is focused on preparing leaders for public and private organizations and academic settings. This program guides working professionals through an examination of educational leadership, the application of theory and research to practice, national and international perspectives, and Christian ethics. The program culminates with a practical, collaborative capstone project that addresses real questions in authentic settings for the purpose of informing educational practice. The following policies apply to the capstone project

Qualifying Review Process

Before beginning the capstone project course sequence (EG 8013, 8023, and 8033), students must pass the qualifying review process. The purpose of the qualifying review is to determine each student's demonstrated preparedness to succeed in the capstone project. The process consists of two levels of review:

- 1) Self-assessment: Each student will engage in a written self-assessment (a maximum of six double-spaced pages of text; APA Style) related to criteria that indicate a probability of success in a capstone project. This is to be completed and submitted to the Ed.D. Director within seven days following the end of EG 7146 Quantitative Research Methods during the Summer Semester.

In completing the Self-Assessment students should evaluate themselves and their probability of: 1) successfully completing the remaining coursework, 2) competently engaging in the required research, 3) effectively working with a capstone team, and 4) successfully completing a capstone project.

The Self-Assessment should address the following questions for each criterion listed below:

1. What are the major lessons or guiding principles learned?
2. What are your perceived strengths and weaknesses?
3. What is your plan of action for improving identified weaknesses (if any exist)?

Apply the above questions to each of the following criteria:

- a) Comprehension of educational theory and practice
- b) Critical thinking
- c) Understanding of the research process
- d) Written and oral communication
- e) Personal skills: Leadership, adaptability, & effectiveness of working within a team
- f) Integrity

The Self-Assessment paper should include headings for each criterion listed above.

- 2) Review Committee: A Capstone Qualifying Review Committee comprised of Ed.D. faculty and the Capstone Project Advisor will engage in an assessment of each student related to the criteria listed above that indicate a probability of success in a capstone project. The process will include a review of each student's self-assessment coupled with analysis of the student's academic performance in the Ed.D. Program.

Students will receive notification the week prior to the Capstone Project Match Day of their eligibility to engage in a capstone project.

Students who do not pass the qualifying review will be required to complete a remediation plan approved by the Director of the Ed.D. Program and join a future cohort at the appropriate juncture or be dismissed from the program.

Project Matching Process

Following the successful completion of the qualifying review process, students become eligible for participation in the capstone project. Students are matched to a client and a project that have been screened by the Capstone Project Advisor and the Director of the Ed.D. Program. Students are not expected nor allowed to solicit their own projects, though they may refer potential clients to the Capstone Project Advisor for review and consideration for future matches.

The following framework applies to the matching process:

- 1) Clients are invited to submit project proposals to the Capstone Project Advisor. These proposals are carefully screened before acceptance.

- 2) Accepted clients will give a project presentation to the cohort on Presentation Day. Clients will provide the cohort with an oral written executive summary of their project proposal.
- 3) The executive summary and project presentation will detail the subject, problem, or question to be examined, potential methodology, and logistical considerations.
- 4) Following Presentation Day each student will rank the projects in order of preference and submit his/her rankings to the Capstone Project Advisor. The Capstone Project Advisor and the Director of the Ed.D. Program will review the rank ordering of project preferences and assign students to projects. NOTE: Every effort will be made to assign students to the highest ranked project available on their list, but there is no guarantee that students will be assigned their top preference.
- 5) Each capstone project will be assigned an Ed.D. Faculty Advisor who will provide ongoing oversight, mentoring, and assessment of student performance throughout the capstone project. The Faculty Advisor will determine the final grade for each team member and report either a Satisfactory or Unsatisfactory (S/U) grade for EG 8013 and 8023 to the Director of the Ed.D. Program each semester and will serve on the juried review committee at the end of the project.

Institutional Review Board (IRB)

Capstone students are required to gain approval from Lipscomb's IRB prior to conducting research involving human subjects. All capstone students will submit a research proposal to the IRB by the end of EG 7173 Applied Research Seminar. This is to be an electronic submission to the chair of the IRB: Bill Tallon, bill.tallon@lipscomb.edu with a cc. to the faculty capstone advisor, Dr. Hebert, tshebert@lipscomb.edu, and Dr. Wiemers, roger.wiemers@lipscomb.edu.

Research projects that involve research of Lipscomb University and/or its faculty, staff, or students must also receive approval from the Provost's office by completing the Office of the Provost Approval Signature Page (see appendix) and submitting it to the Ed.D. Director along with the research instrument, survey, questionnaire, or interview/focus group questions that are to be used. This is to be submitted after IRB approval has been granted.

Research Proposal

The following outline may serve as a guide for students in building a research proposal to be sent to the IRB.

Title Page

Table of Contents

Introduction (2 – 3 pages)

- A statement of the research topic
- A statement of the research problem
- The purpose of the study
- The research question(s)

Methodology (2 – 3 pages)

- Design or strategy for research
- Research participants (describe participants, description of risk, voluntary participation, confidentiality, anonymity)
- Procedures to be followed

Data Analysis (1 page)

- Describe data collection, storage, and analysis procedures
- Describe disposition of the data after the study has concluded

References

Appendices

- Informed consent letter
- Apparatus and/or instruments to be used (questionnaire, interview questions, etc.)
- Documentation from client granting permission and access for research
- Certificate(s) for successful completion of the National Institutes of Health course on Protecting Human Research Participants (<http://phrp.nihtraining.com/index.php>)

Note: If the proposed study is a survey or uses a questionnaire and is not experimental, then a signed informed consent is not necessary. Instead, the researcher must include the following statement at the beginning of the survey (clearly visible for each subject to read)

“By completing this survey, I volunteer to participate in this research project. I understand there are minimal risks to my well being by completing this questionnaire. All data collected during the research process will only be reported as aggregate (group) data and my anonymity will be protected. I may withdraw from participating in this project at any time during the data collection period. I agree to voluntarily participate in this research project. If I have concerns or questions, I may contact Dr. Bill Tallon, Chair Lipscomb IRB at bill.tallon@lipscomb.edu or 615-966-5825.”

Interviews and/or focus groups require informed consent. Research involving under-age subjects require informed consent from parents.

Project Expectations

The final manuscript or written report for the capstone project will be a minimum of 150 double-spaced pages of text as measured by APA equivalent plus preliminary and supplementary pages. It is to comprise the multiple sections outlined in the course description. The final written product for the EG 8033 course will be assessed in accordance with doctoral level expectations and must be submitted in a format acceptable for library storage, reader access, and electronic retrieval.

Project Presentation (Juried Review Committee)

Upon conclusion of the capstone project, students will make a formal presentation to the client and a juried review committee made up of the Director of the Ed.D. Program, the Capstone Project Advisor, the Ed.D. Faculty Advisor, and one other faculty member from the College of Education chosen by the students engaged in the project.

This review committee will make the final determination of satisfactory or unsatisfactory performance in EG 8033. All of the members of the juried review committee must approve the project as “satisfactory” in order for the students to have successfully completed EG 8033 and the Capstone Project requirement. Non-approval by the Juried Review Committee will necessitate that the students involved complete modifications to the Capstone Project, and/or complete a remediation plan approved by the Director of the Ed.D. Program, and/or join a future cohort at the appropriate juncture to engage in another Capstone Project, or be dismissed from the program.

Project Extensions

The capstone project is designed to be completed over a 3-semester (12-month) time frame during the second year of the program. Students engaged in a project needing a longer period of time for completion (for whatever reason) must submit a written request for an extension to the Director of the Ed.D. Program. The maximum extension that may be granted is one calendar year (3 semesters). Additional extensions will require approval of the Dean of the College of Education. During any extension, students must register for EG 804V Special Topics, which carries variable credit between one to three hours per semester as determined by the Director of the Ed.D. Program. The result of extension requests will likely be that students involved in the project graduate after their cohort's scheduled graduation date.

Project Restarts

Students who receive an unsatisfactory grade in or drop a capstone course (EG 8013, 8023, or 8033) and/or stop-out of the program during the second year must submit a written request to the Director of the Ed.D. Program for reinstatement with a future cohort. If approval for reinstatement is granted, the student will be required to re-start the 9-credit hour capstone sequence with another cohort.

Capstone Project Timeline

The following timeline represents approximate dates for progression of the Capstone Project activities. An exact timeline will be presented to each cohort. Additionally, some of these dates such as submission of the project proposal to the IRB are meant to be targets that may require modification with agreement of the faculty advisor and client, depending upon the readiness of the team and the project.

Aug – Mar	Ed.D. staff engage in recruitment, receipt, and acceptance of Requests For Assistance (RFA) from potential clients
July	Capstone Qualifying Review/Self Assessment due
July	Capstone Qualifying Review Committee Assessments due
July	Approval notifications for participation in Capstone Projects sent
July 28	Client Presentation Day
Aug 1	Student rank-order submissions due
Aug 6	Team and client matches are determined and communicated
	Each team assigned an Ed.D. faculty advisor
	Review of literature and potential methodologies begins
Aug 21	Deadline for teams to have first face-to-face meeting with Ed.D. faculty advisor and clients
Aug 21-23	EG 7173 Applied Research Seminar course begins (1 st class meeting)

- EG 8013 Capstone Project course begins
- Oct 11** EG 7173 Applied Research Seminar ends (last class meeting)
- Deadline to submit project proposal including research question(s) and methodology to IRB**
- NO DATA MAY BE COLLECTED WITHOUT IRB APPROVAL**
- Nov 5** **Target date for approval from IRB**
- Dec 14** EG 8013 Capstone Project course ends – project continues...
- Jan 8** EG 8023 Capstone Project course begins
- May 3** EG 8023 Capstone Project Course ends – project continues...
- Deadline for research and data analysis to be concluded
- May 7** EG 8033 Capstone Project course begins
- (Note: a \$50 binding fee is charged with this course for binding of the final manuscript)
- Team invites additional member of COE faculty to join the Juried Review Committee and submit acceptance/confirmation to Ed.D. Capstone Advisor.
- June 7** Deadline for submission of completed written draft of Capstone Project to Ed.D. faculty advisor and Juried Review Committee (electronic unless requested otherwise)
- June 21** Revision requirements (if any) due from Ed.D. faculty advisor and Juried Review Committee.
- Aug 2** EG 8033 Capstone Project course ends
- Deadline for project presentation(s) to Client and Juried Review Committee**
- Aug 15** **Deadline for submission of FINAL MANUSCRIPT**

The Capstone Project Checklist

- _____ Capstone Qualifying Review/Self assessment completed
- _____ Capstone Qualifying Review Panel assessments completed
- _____ Approval to participate in Capstone Project received
- _____ Client Presentation Day attended
- _____ Submit rank-order client projects
- _____ Client/project match and notification of team assignment received
- _____ Meeting with Ed.D. Faculty Advisor assigned to Capstone Project held
- _____ Meeting with Client about project held
- _____ IRB Proposal submitted (proposal to be completed by end of EG 7173)
- _____ IRB approval received
- _____ Research Conducted
- _____ Manuscript written in accordance with all manuscript guidelines
- _____ Additional member of COE faculty invited to join the Juried Review Committee and submit acceptance/confirmation to Ed.D. Capstone Advisor.
- _____ Proofed Draft of manuscript submitted to Ed.D. Faculty Advisor and Juried Review Committee (electronic unless requested otherwise)
- _____ Revisions/Edits as required by Client and/or Juried Review Committee submitted to Ed.D. Faculty Advisor
- _____ Project presentation date requested from Ed.D. Capstone Advisor (advisor will schedule date(s) with Client and Juried Review Committee)
- _____ Project presentation(s) to Client and Juried Review Committee completed
- _____ Final capstone manuscript submitted to Chair of the Juried Review Committee (Director of the Ed.D. Program)
- _____ Author/address mailing form submitted
- _____ Receive final grade in EG 8033

Elements and Style of the Written Capstone Manuscript

In general, the writing style to be used for the final written manuscript of a Capstone Project follows guidelines laid out by the American Psychological Association (APA) Manual. These guidelines should be followed throughout the manuscript. Some guidelines are detailed below and the author should refer to the APA Manual for further instructions.

Margins

The standard page size is 8 ½ by 11 inches. Margins should be at least 1 ½ inches wide at the left and one inch at the top, bottom, and right side of the page. The left-hand margin is particularly important to allow adequate room for binding. All images must fit within these margins, including the page number. In general, text is to be left-justified.

Pagination

There are two types of pages and two numbering systems to be used. Use small Roman numerals for preliminary pages (approval page, copyright page, acknowledgements page, abstract, table of contents, list of tables and figures). The title page has no number; therefore, the first page following the title page starts with Roman numeral ii. For the pages of the text itself, including all supplemental pages (references, appendices, etc.), use Arabic numerals. Page numbers appear in the top right corner of the text per APA Style.

Person

Generally speaking, a research manuscript should avoid over-usage of first person pronouns and authors should be aware that many scholarly journals and certain elements of the traditional research community prefer it be completely avoided. Some journal editors treat the issue with zero-tolerance.

However, one of the primary objectives of any research manuscript is clarity and there are numerous examples of how avoidance of first person pronouns adds to confusion. This is not always easy to discern. It is not always correct or always wrong to use first person. With that in mind, use of first person is acceptable within the Capstone Project manuscript as long as the authors are being clear.

Research teams with multiple members may use “we” to describe themselves but they should be careful not to over-generalize the use of the pronoun “we” such that it could be interpreted to include the reader and/or professionals within a certain field in addition to the author(s). Clarity is the primary objective.

Tense

The author(s) should use care in correct usage of past and present tense throughout the manuscript. Generally, the manuscript through the analysis section should be past tense in reporting what was planned, what occurred, and what the findings were, while conclusions, implications, and recommendations are generally present and/or future tense.

Figures and Tables

Figures and tables should appear in the body of the text unless they are too lengthy or distracting, in which case they should be placed in the appendices.

A table or figure less than one-half page in length in its entirety (including footnotes) may be incorporated into the text providing it follows the first specific mention in the text and it is separated from the text by an extra space. If tables and figures are integrated with text, they should be placed such that they start at the top of a page or end at the bottom of a page (not placed in the middle with text above and below on the same page). If these conditions cannot be met, the table or figure must be placed on the next page immediately following its first mention.

To accommodate large figures or tables, it is sometimes necessary to place them in the horizontal orientation on the page. In such instances the margins and page numbers must remain consistent with the rest of the manuscript. The figure or table must be placed so that it can be read when the manuscript is turned 90 degrees clockwise (i.e. with the top of the figure or table closest to the binding and the bottom at the outside edge).

Each figure or table must follow the text in which it is first mentioned and should be uniquely titled and referred to in the text with a numeric designation (i.e., “Table 1” and “Table 2” and so forth; avoid usage of statements such as “The following table shows...”). Establish a consecutive numbering system for the body of the manuscript and a different one for the appendix. Figures or tables that appear in the appendix should receive a title with a prefix such as, “Table A-1” “Table A-2” and so forth.

Careful use of lines will help the reader distinguish various parts of tables. Follow the [APA Manual](#) recommendations for line usage within tables.

Footnotes to tables should include sources, general notes about the table, notes about specific parts of the table, and notes regarding the level of probability (i.e. * for $p < .05$; ** for $p < .01$; *** for $p < .001$). The asterisk(s) appears next to the test statistic value used, and the explanation appears as a footnote to the table.

Sections

Each section of the manuscript (i.e. Introduction, Literature Review, Methodology, Findings and Analysis, Conclusion and Discussion, References, Appendices) should begin on a new page and receive a Level One Heading per APA Style.

The Final Manuscript

The final manuscript or written report for the capstone project will be a minimum of 150 pages of double-spaced text as measured by APA equivalent plus preliminary and supplementary pages.

Students are responsible to produce the final printed manuscripts for binding and distribution. A total of eight copies of the final manuscript will be required for submission to the Ed.D. office for binding (four high-quality copies and up to four additional copies, which may be on lesser quality paper as desired by the capstone team members). The final bound copies will be distributed as follows:

Two high quality bound copies will be distributed to the Beaman Library to be shelved.

One high quality bound copy will be distributed to the College of Education Ed.D. Office.

One high quality bound copy will be distributed to the Capstone Client.

The remaining bound copies (on lesser quality paper if so desired) will be distributed to each member of the capstone team that authored the manuscript (two to four members per team; approximately an eight-week turnaround).

The Author's Permission Statement and Author's Address/Mailing Form should be submitted to the Ed.D. Office with the final copies of the manuscript.

Paper

The high quality manuscripts should be word-processed on high quality 8 ½ inch by 11 inch, white, acid-free, 20-pound weight paper. The same quality and brand of paper must be used throughout the manuscript.

Printing

The manuscript must be finalized and approved by the juried review committee and all edits made before final printing. The final copies of the high quality manuscripts should be word-processed and printed on a laser printer. The print must be in dark black characters that are consistently clear and dense. It is important that the entire manuscript be a high-quality printing.

Alternative Manuscript Format for the Client

It is possible that the Client may request an alternative manuscript format for their purposes. Within reason, the capstone team is expected to meet the Client's needs and produce a copy of the manuscript in the format requested. An alternative manuscript may be sent to the Client electronically or as a loosely bound hard copy but will not be included with the final manuscripts that are to be submitted to the Ed.D. Office for binding.

Organization of the Manuscript

A manuscript should generally be organized as follows, although variations may be approved by the Ed.D. Faculty Advisor:

Title Page

Approval Page (Client and members of Juried Review Committee)

Author(s) Permission Statement Page

Acknowledgments Page

Abstract Page

Table of Contents Page

List of Figures/Tables Page

List of Symbols/Abbreviations/Nomenclature Page (If necessary)

Text

- 1) Introduction
 - a) Context
 - b) Purpose of the study
 - c) Research question(s), objectives, hypotheses
 - d) Theoretical perspective guiding research
 - e) Scope and bounds
 - f) Significance of the study
- 2) Literature Review: analysis of the issue thorough examination of the related research literature;
- 3) Methodology: design of qualitative, quantitative, or mixed methodology to collect data to be used in formulation of a proposed solution to the issue;
 - a) Research design
 - b) Role of the Researcher (qualitative)
 - c) Population, participants, sampling procedures used
 - d) Instrumentation and materials
 - e) Variables in the study
- 4) Analysis: analysis of the collected data using appropriate quantitative or qualitative methods;
- 5) Conclusions and Discussion: development of recommendations that might assist the educational entity with the issue being addressed;
 - a) Summary
 - b) Limitations of the study (the placement of limitations may vary from study to study)
 - c) Conclusions
 - d) Relationship of conclusions to other research (tie back to literature review)
 - e) Discussion (inferences from the data; recommendations to the client)
 - f) Recommendation for further research
- 6) Supplementary Pages
 - a) References,
 - b) Appendices,
 - c) IRB approval page
 - d) Team member bio's and description of each team member's contribution to project

Sample Approval Page

This Capstone Project, directed and approved by the candidate’s committee, has been accepted by the Doctor of Education Program of Lipscomb University’s College of Education in partial fulfillment of the requirements for the degree.

(Title of Capstone Project)

By

(Name of Student)

(Name of Student)

(Name of Student)

for the degree of

Doctor of Education (Ed.D.)

Juried Review Committee

Chair: Director, Doctor of Education

Ed.D. Capstone Faculty Advisor

Faculty

Capstone Client

Ed.D. Capstone Advisor

(This page should appear balanced although spacing may vary slightly from this sample.)

Capstone Project Author(s) Permission Statement

Title of Capstone Project

Name of 1st Author (alpha order by last name)

Name of 2nd Author (alpha order by last name)

Name of 3rd Author (alpha order by last name)

Program Doctor of Education

Print Reproduction Permission Granted

I understand that I must submit printed copies of my Capstone Project Manuscript (hereafter referred to as "manuscript") to the Lipscomb University Library, per current LU guidelines, for the completion of my degree. I hereby grant to Lipscomb University and its agents the non-exclusive license to archive and make accessible my manuscript in whole or in part in all forms of media in perpetuity. I retain all other ownership rights to the copyright of the manuscript. I also retain the right to use in future works (such as articles or books) all or part of this manuscript.

I hereby grant permission to Lipscomb University to reproduce my manuscript in whole or in part. Any reproduction will not be for commercial use or profit.

I additionally grant to the Lipscomb University Library the nonexclusive license to archive and provide electronic access to my manuscript in whole or in part in all forms of media in perpetuity. I understand that my work, in addition to its bibliographic record and abstract, will be available to the world-wide community of scholars and researchers throughout the LU Library. I retain all other ownership rights to the copyright of the manuscript. I am aware that Lipscomb University does not require registration of copyright for the electronic manuscript.

I hereby certify that, if appropriate, I have obtained and attached written permission statements from the owners of each third party copyrighted matter to be included in my manuscript. I certify that the version I submitted is the same as that approved by my committee.

Signatures below signify understanding, agreement, and permission to all the above by each author:

Signature of 1st Author: _____ Date: _____
(author's typed name)

Signature of 2nd Author: _____ Date: _____
(author's typed name)

Signature of 3rd Author: _____ Date: _____
(author's typed name)

(This page should appear balanced although spacing may vary slightly from this sample.)

Capstone Manuscript Author's Address / Mailing Form

A bound copy of the Capstone Manuscript will be mailed to the addresses provided below:

1st Manuscript Author's Name: _____
(Last) *(First)* *(Middle)*

1st Author's Mailing Address: _____
(Street)

_____ *(City)* *(State)* *(Zip code)*

1st Author's Phone: _____

2nd Manuscript Author's Name: _____
(Last) *(First)* *(Middle)*

2nd Author's Mailing Address: _____
(Street)

_____ *(City)* *(State)* *(Zip code)*

2nd Author's Phone: _____

3rd Manuscript Author's Name: _____
(Last) *(First)* *(Middle)*

3rd Author's Mailing Address: _____
(Street)

_____ *(City)* *(State)* *(Zip code)*

3rd Author's Phone: _____



Office of the Provost Approval Signature Page

Any study/survey involving Lipscomb students/employees must be approved by the Office of the Provost prior to IRB approval. Include this form, signed by the Provost, with IRB document.

Please Print

Student (Researcher) Name: _____
(Last) (First) (Middle)

Student (Researcher) Contact Information:

Mailing address: _____

Email address: _____ Phone: _____

Graduate Program (if applicable): _____

University Name (or sponsoring agency): _____

Thesis (Project) Title: _____

Thesis Committee Chair/Project Director (print): _____

Email address: _____

I am requesting that I be allowed to involve Lipscomb University employees/students in my research. I understand that any participation by Lipscomb employees/students will be voluntary, and I agree to protect the anonymity of the participants.

Student (Researcher) Signature: _____ Date: _____

Please provide (1) a letter of introduction explaining why you are requesting approval, (2) a brief description of the study and how Lipscomb University faculty, staff, administration, and/or students will be involved in the study, and (3) a copy of any data collection instrument that will be used to collect information

Provost remarks/requests for changes:

Approved _____ Approved subject to above changes _____ Not approved _____

Provost Signature: _____ Date: _____