DNP Scholarly Project Process Guidelines

Overview

A hallmark of the practice doctorate is the successful completion of a scholarly project demonstrating the synthesis of the student’s experiences. The scholarly project embraces the synthesis of both coursework and practice application. The final outcome is a deliverable product reviewed, evaluated and approved by a faculty committee chair/advisor and scholarly project committee. Dissemination modes include the final scholarly paper or journal article and a scholarly poster or slide presentation. The nature of the scholarly projects will vary. Projects are related to advanced practice in each student’s nursing specialty, and the project must demonstrate potential benefit for a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, such as a clinical agency, health department, government agency, or community group. Examples of overall types of scholarly projects include quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; design and use of databases to retrieve information for decision-making, planning, evaluation; design and evaluation of new models of care; design and evaluation of healthcare programs.

DNP students identify an inquiry within their practice area or their area of interest at the time of their applications or admission to the DNP program. During the first semester, students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem/need. The inquiry will be further defined during the three integrative application courses with the guidance of the advisor/committee chair and committee members. A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment, and overall project goals. During the final two semesters of the program, the project will be implemented integrating economic, political, ethical, and legal factors as appropriate. Evaluation of the outcomes of implementation and dissemination of findings complete the scholarly project process.

Students work closely with their scholarly project committee, under the direction of the Committee Chair, who most likely is the student’s advisor. The Committee Chair is engaged in all aspects of the process.

Scholarly Project Committee

After identifying the project topic, a Scholarly Project Committee is appointed with the guidance of the Committee Chair and the DNP Program Director as necessary. Each committee must have at least two members inclusive of the Chair, both of whom must be faculty of Vanderbilt University and hold doctoral degrees in their areas of expertise. Students may select one or more additional members from outside the University. Each student will be paired with an advisor from the School of Nursing upon enrolling in the DNP program who may serve as Chair.

The Committee Chair will assume the role of academic advisor if different from the previously assigned advisor for the remainder of the student’s tenure. The Chair is selected to match the
scholarly interest and/or method of inquiry identified by the student. Students will identify their Committee Chair and members by the end of N8015. The Chair will help the student identify potential committee members within the School of Nursing.

Once the committee members are identified, the student must complete the Scholarly Project Committee Appointment Request form (see Appendix B), and obtain appropriate signatures. The original form is forwarded to the DNP Program Director who will obtain the signature of the VUSN Senior Associate Dean for Academics. If the Chair or other committee member is unable to continue working with the student, the student will coordinate with the DNP Program Director and the Senior Associate Dean for Academics regarding an action plan. Changes in the committee must be submitted in writing to the DNP Program Director and a new form completed.

The Scholarly Project Committee is responsible for the following activities:

- Guiding the student in the development of the scholarly project proposal
- Critiquing the readiness of the project proposal for presentation
- Mentoring the student during the implementation and evaluation phases of the project
- Evaluating the student’s performance on the proposal paper, proposal presentation, project paper or journal article and the project poster or slide presentation.

Committee Meetings

The progression of the DNP student throughout the project process is monitored by the committee during scheduled meetings at least once each semester, during the on-campus intensives, via Skype for Business, or other distance formats as agreed upon by the Chair and the student. The student is responsible for scheduling these meetings and advised to document the agenda, actions, and target dates. Students and Committee Chairs agree upon a project timeline to reflect agreed upon expectations and due dates. The timeline takes into consideration individual student objectives for the Integrative Application courses.

Integrative Application Courses

Students complete three integrative application courses, which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical scholarly project. Each course assumes the synthesis of knowledge gleaned from subsequent/concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student’s individual objectives may transition into a subsequent integrative course reflecting the student’s progress with the project in collaboration with the Committee Chair and course faculty. Starting at the first semester for full-time students, and the second semester for part-time students, and throughout these three courses, students are expected to accrue a minimum of 500 hours in an area related to their practice inquiry.
N8015 Integrative Application of Evidence-Based Practice I
- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio
- Complete scholarly project proposal paper draft, Sections I and II
- Submission of Scholarly Project Committee Appointment Request form (see Appendix B)

The following project elements may be accomplished in N8015:
- Complete scholarly project proposal paper
- Successfully present scholarly project proposal

N8025 Integrative Application of Evidence-Based Practice II
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio
- Complete scholarly project proposal paper
  - Submit completed Scholarly Project Proposal Evaluation Tool (see Appendix C)
- Successfully present scholarly project proposal
  - Submit completed Scholarly Project Proposal Oral Evaluation Tool (see Appendix C)
- Submit the DNP Scholarly Project Proposal Presentation Evaluation Form (Form 2 of 3) (see Appendix D) signed by Committee Chair and members to the DNP Program Department Education Specialist who will obtain the signature from the Senior Associate Dean for Academics and the DNP Program Director
  - Identify the plan for dissemination on the form
- Submission of Institutional Review Board (IRB) documents

The following project element may be accomplished in N8025:
- Begin implementation of scholarly project upon IRB approval

N8095 Integrative Application of Evidence-Based Practice III
- Documentation of meeting DNP competencies and practice hours in electronic DNP student Portfolio
- Implement scholarly project
- Complete scholarly project paper or journal article
  - Submit completed Scholarly Project Paper/Journal Article Evaluation Tool (see Appendix E)
- Successfully present scholarly project poster or PowerPoint slide presentation
  - Submit completed Scholarly Project Oral Presentation Evaluation Tool (see Appendix E)
- Submit the DNP Scholarly Project Presentation Evaluation Form (Form 3 of 3) (see Appendix F) signed by the Committee Chair and members to the DNP Program Department Education Specialist who will obtain the signatures from the Senior Associate Dean for Academics and the DNP Program Director.

The grade for the project proposal paper and presentation and the scholarly project paper/journal article and presentation will be based on the attached evaluation tools (see Appendices C and D).
The evaluation tools will be completed by the Committee Chair after consultation with committee members. The Committee Chair will electronically calculate and record the grade and sign the evaluation tool. An emailed PDF copy of the tool will be returned to the student and the student will submit the tool and the papers/presentations to the appropriate integrative Blackboard course site.

The project proposal paper, oral presentation, and corresponding evaluation tools and Project Proposal Presentation Evaluation Form will be submitted to N8025 no later than two weeks prior to the date semester grades are due to the registrar. The scholarly project paper or journal article, poster or slide presentation, corresponding evaluation tools and Project Evaluation Presentation Form will be submitted to N8095. The submission of the approved project paper or journal article to the DNP Program Department Education Specialist must be completed no later than two weeks before the expected graduation date.

***Note: The Committee Chair may request the student to perform a self-evaluation of the written paper using the appropriate evaluation tool prior to submitting the paper for a formal grade evaluation by the Chair and committee members.

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<thead>
<tr>
<th>Form</th>
<th>Chair and Committee</th>
<th>Student</th>
<th>Course</th>
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</table>
| DNP Scholarly Project Proposal Draft Evaluation Tool | 1. Chair completes and signs tool  
2. Emails tool to student | 1. Student submits tool and graded proposal draft paper to Integrative course no later than two weeks prior to the end of the course |        |
| Scholarly Project Committee Appointment Request Form (1 of 3) (Appendix B) | 1. Obtain signatures of all committee members  
2. Send form to DNP Program Department Education Specialist for Program Director and Sr. Assoc. Dean signatures  
3. Education Specialist will email form to student  
4. Student submits form to Integrative course no later than two weeks | N8015 |
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<tr>
<td>Scholarship Project Proposal Paper Evaluation Tool (Appendix C)</td>
<td>1. Committee Chair in consultation with committee members completes and signs form</td>
<td>1. Student submits to Integrative Course a) Proposal Paper</td>
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<td>2. Chair emails electronic PDF copy of completed form to student</td>
<td>b) Proposal Paper Evaluation Tool no later than two weeks prior to end of course</td>
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<td>N8025</td>
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<td>DNP Scholarly Project Proposal Oral Presentation Evaluation Tool (Appendix C)</td>
<td>1. Committee Chair in consultation with committee members completes and signs tool</td>
<td>1. Student submits to Integrative Course: Oral presentation and tool no later than two weeks prior to end of course</td>
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<td>2. Chair emails electronic PDF copy of completed tool to student</td>
<td>N8025</td>
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<tr>
<td>DNP Scholarly Project Proposal Evaluation Form (2 of 3) (Appendix D)</td>
<td>1. Committee Chair in consultation with committee members completes form</td>
<td>1. Student signs form at the conclusion of the presentation and gives it to the Chair</td>
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<td>2. Plan for dissemination determined</td>
<td>N8025</td>
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<td>3. Chair emails form to DNP Program Department Education Specialist</td>
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<tr>
<td>IRB Submission</td>
<td>1. Chair electronically signs IRB application online at the IRB website</td>
<td>2. Student submits IRB documents to Integrative Course</td>
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<tr>
<td>DNP Scholarly Project Paper/Journal Article Evaluation Tool (Appendix E)</td>
<td>1. Committee Chair in consultation with committee members completes and signs tool</td>
<td>3. Student submits to Integrative Course: Project paper or journal article and tool no later than two weeks prior to end of course</td>
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<td></td>
<td>2. Chair emails electronic PDF copy of completed</td>
<td>N8095</td>
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Project Process Revised 8/11/2015
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<tr>
<th>Tool Description</th>
<th>Steps</th>
<th>Evaluation Form Location</th>
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<tbody>
<tr>
<td>DNP Scholarly Project Oral Presentation Evaluation Tool (Appendix E)</td>
<td>1. Committee Chair in consultation with committee members completes and signs tool</td>
<td>N8095</td>
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<td></td>
<td>2. Chair emails electronic PDF copy of completed tool to student</td>
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<tr>
<td>DNP Scholarly Project Final Presentation Evaluation Form (3 of 3) (Appendix F)</td>
<td>1. Committee Chair in consultation with committee members completes form</td>
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<td>2. Chair emails form to DNP Program Department Education Specialist</td>
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<td></td>
<td>3. Student signs form at the conclusion of the presentation</td>
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</table>

**Project Progression**

Progression in the Integrative Application Courses is dependent upon passing all of the elements of the scholarly project process required for the individual course. The student’s scholarly project Chair, after consultation with committee members, is responsible for evaluation and approval of all elements of the scholarly project based on the attached evaluation tools. These three Integrative Application Courses are the mechanism by which student progression is monitored. The tools will be completed by Committee chair in consultation with committee members, and the student will submit the evaluation tools and the papers/presentations to the appropriate integrative course. The Committee Chair completes the Project Proposal Draft Evaluation Tool evaluating sections I and II for submission to N8015. The project proposal paper, presentation, and evaluation tools will be submitted to N8025. The project paper, or journal article, presentation and evaluation tools will be submitted to N8095. Students in good standing and making satisfactory progress evidenced by effort to move toward completion of the scholarly project proposal, the project itself and/or the final paper may require an extension to complete the scholarly project process beyond the three semesters of the Integrative Application courses due to unforeseen circumstances (e.g. illness, death, natural disaster).

An incomplete grade is a temporary grade for students who require an extension to complete course work after the conclusion of a course. A student is eligible for an incomplete only if the Committee Chair, faculty course coordinator, and the student have conferred about the need for an incomplete at least two weeks prior to the last day of classes for the semester according to the Vanderbilt School of Nursing calendar. At that time, the student must present the unforeseen circumstances that have prevented the student from completing course work on time to the course coordinator and Committee Chair. In addition, the student must demonstrate that a
substantial portion of the course and the course work have been completed and must be of passing quality. Evidence of ongoing and timely communication with the Committee Chair and faculty course coordinator must be available.

The student is responsible for obtaining the incomplete form from DNP Forms and Resources for Current Students and Faculty and conferring with the Committee Chair and course coordinator to determine an agreed upon date to complete all course work. If the student fails to negotiate for an incomplete by two weeks prior to the last day of classes for the semester, an internal review by the DNP Program Director will determine if the student receives an incomplete or an “F” for the course. The date must be within the policy of the University as stated in Vanderbilt University School of Nursing Bulletin (catalog). If the work is not received by the identified date, the faculty may change the incomplete to an “F” for the course.

**Institutional Review Board (IRB)**

Scholarly projects require approval from the Vanderbilt University Medical Center Institutional Review Board (IRB) prior to the implementation of the project. To protect human subjects, IRB approval is indicated. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well.

Completion of the Human Research Curriculum (CITI – Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the Vanderbilt IRB web site: [http://www.mc.vanderbilt.edu/irb/](http://www.mc.vanderbilt.edu/irb/). The CITI training is usually completed in conjunction with N8022. The IRB application is submitted only after the Committee Chair and members have formally approved the student’s project proposal and the Chair has reviewed and approved the application. A copy of the letter of approval must be submitted to the Chair before implementation of the project. Additional IRB approvals and CITI training may be required from the agency or institution in which the project will be implemented. The student needs to ascertain this requirement prior to submission to the Vanderbilt IRB.

***Note: Projects that are approved as either Exempt or Non-Research/Non-Human Subject will automatically become inactive in the IRB database 12 months after approval. Projects that are approved as Standard, expedited or Umbrella, the Application for Continuing Review and Study Closure form should be submitted when the study is complete and/or the PI leaves Vanderbilt. See: IRB Policy III.K.4: Procedure for the Processing of IRB Continuing Review; Item I.D

**Project Proposal**

Students collaborate with their Chair on the development of the written proposal. Signing an Integrative Course Timeline for both N4015 and N8025 with Committee members regarding expectations throughout the process is required. Students should expect to complete multiple revisions of the written proposal before achieving final approval from the committee. Students are encouraged to develop a timeline for completion of the proposal (See Appendix A for DNP Scholarly Project Proposal and Final Project Checklist). Once the proposal is finalized and approved by the Committee Chair and the committee members, the student delivers a 20-30
minute oral presentation using Power Point to the committee during which the key components of the project proposal are described. The attached evaluation tools give detailed guidance of the criteria included in the proposal paper and presentation (See Appendix C). The presentation may be at the School of Nursing or via synchronous web-conferencing, such as Skype for Business. The student is responsible for scheduling this presentation after coordinating with the Chair and other committee members.

The DNP student must pass the proposal presentation to meet course requirements and progress to the next Integrative Application course. The proposal paper/presentation evaluation tools will be completed by Committee Chair after consultation with the committee members. The student will submit the signed tools and the paper and presentation to the integrative course. The project proposal paper and presentation will be submitted to N8025 no later than two weeks prior to end of course. A written evaluation with recommendations, as appropriate, will be documented on the DNP Scholarly Project Proposal Evaluation Form and signed by the student and all committee members (See Appendix D). A copy of the form must be submitted to the DNP Program Department Education Specialist who will forward the form to the VUSN Senior Associate Dean for Academics and DNP Program Director for their signatures.

The student will include a plan for final written and oral presentation of completed scholarly project in the proposal oral presentation. The Committee Chair and committee members must approve the student’s plan for dissemination and designate the decision on the Scholarly Project Proposal Evaluation Form (Form 2 of 3).

If a student fails to pass the presentation, a plan for remediation and second proposal presentation will be developed by the committee, the DNP Program Director, and the student. This plan will be submitted to the Senior Associate Dean for Academics for approval within one week of the date of the meeting. Failure to successfully pass the second proposal presentation will result in failure of the course.

**Required** Timeline for the Scholarly Project Oral and Written Proposal

- Submit a first draft of the written proposal to the committee Chair at least **six weeks** before the projected proposal presentation.
- Submit a revised draft of the paper to committee members following Committee Chair’s approval at least **three weeks** before projected proposal presentation. The final copy of the proposal paper and slide presentation should be submitted to the Committee Chair and all members at least one week before projected proposal presentation.

**Format for Written Project Proposal**

The proposal should be written in APA format (6th edition) using size 12 font. The length of the proposal will vary, but usually is 20-30 pages excluding reference pages. The title page must include the name of the scholarly project, the student’s name and Vanderbilt University School of Nursing. An electronic copy of the final proposal must be submitted to the committee at least 7 days before the scheduled presentation. The organization and content of the proposal will vary according to the project and recommendations of the Chair and committee members. The attached evaluation tools give detailed guidance of the grading criteria included in the proposal.
A cumulative score ≥ of 2.7 points/B-, and meeting at least the marginal level for all criteria, must be achieved to pass the written proposal paper and the presentation. The following components of the proposal are required:

I. Introduction
   - Introduction to problem
   - Statement of the problem
   - Purpose/specific aim(s)/objectives
   - Background of problem of interest
   - Significance of problem related to healthcare, nursing, and advanced practice
   - Impact of project on system or population

II. Synthesis/Concepts/Theory
   - Synthesis of evidence appraisal related to problem (appraisal of literature, other sources of data…) including overall strengths, weaknesses, gaps, and limitations.
   - Concepts and definitions used in project
   - Theoretical or conceptual framework

III. Methodology
   - Project design
   - Data collection tools, including validity and reliability
   - Plan for data analysis
   - Resources needed/ Budget justification

IV. Dissemination Plan
   - Written dissemination options: Choice of Final Scholarly Paper or Journal Article
     - If journal article selected, provide rationale for preferred journal
   - Oral dissemination options: Choice of PowerPoint slide presentation or poster presentation

Final Project Paper/Journal Article and Poster/Slide Presentation

The DNP student must successfully complete the final scholarly project paper or journal article and slide or poster presentation to be eligible for graduation. The attached evaluation tools give detailed guidance of the grading criteria (See Appendix E). A cumulative score ≥ of 2.7 points/B- must be achieved to pass the final written and oral deliverables. The slide or poster presentation, using Power Point, may take place at the School of Nursing or via synchronous web-conferencing. All committee members are expected to be in attendance. Practice mentors and key stakeholders are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the Chair and committee members. The DNP Program Department Education Specialist can coordinate the process, such as scheduling the room and arranging for audiovisual needs.

The presentation will be facilitated by the Committee Chair. The student present his/her project lasting approximately 30 minutes, after which the Chair will open the floor for
questions/discussion from the committee and audience. Following questions and discussion, the audience will be excused and the committee may pose additional questions about the project to the student. The student is then excused while committee members deliberate on the outcome of the presentation. The oral presentation evaluation tool (see Appendix E) will be completed by the Committee Chair after consultation with committee members. A written evaluation with recommendations, as appropriate, will be documented on the DNP Scholarly Project Final Presentation Evaluation Form and signed by the student and all committee members (see Appendix F). A copy must be submitted to the DNP Program Department Education Specialist who will forward the form to the Senior Associate Dean for Academics and the DNP Program Director for their signatures.

If a student fails to pass the final presentation, a plan for remediation will be developed by the committee, DNP Program Director, and student. This plan will be submitted to the Senior Associate Dean for Academics for approval within one week of the date of the project presentation. Failure to pass the second presentation will result in dismissal from the DNP program. The project must be successfully presented at least two weeks prior to the end of the semester for the student to be eligible for graduation.

Once the committee has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper/journal article to the DNP Program Department Education Specialist. The paper/journal article, oral presentation, and evaluation tools will be submitted to N8095 no later than two weeks prior to the end of course.

**Required Timeline for Scholarly Project Presentation and Paper**

- The student, Committee Chair and members will collaborate to determine date and time for the final presentation. All committee members must agree and be available on the presentation date.
- Submit the first draft of the paper/journal article to the Committee Chair no later than six weeks before the presentation date. Multiple revisions of the paper may be necessary.
- Submit a revised draft of the paper/journal article to committee members following Committee Chair’s approval at least two weeks before scheduled final presentation.
- Submit the final copy of the paper/journal article and slide/poster presentation should be submitted to the Committee Chair and all members one week before the projected final presentation.
- A mock presentation with the Committee Chair prior to the final presentation is optional.

**Format for Written Scholarly Project Paper**

The final paper should be written in APA format and in accordance with the format described under the guidelines for the written proposal. As noted in the proposal discussion, the organization and content of the final paper will vary according to the project and recommendations of the Chair and Committee members. The attached evaluation tools give detailed guidance of the criteria included in the paper and the presentation. The following components of the scholarly project paper are **required**:

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Project Process Revised 8/11/2015
I. Introduction
- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s) and/or objectives
- Background of problem of interest
- Significance of problem related to healthcare, nursing, and advanced practice nursing
- Impact of project on system or population

II. Synthesis/Concepts/Framework
- Synthesis of body of evidence related to problem (appraisal of literature, other sources of data…) including overall strengths, weaknesses, gaps, and limitations.
- Concepts and definitions used in project
- Theoretical or conceptual framework for project

III. Methodology
- Project design – organization and implementation
- Data collection tools

IV. Results
- Data analysis
  - Description of data/results
  - Tables, charts, bar graphs, etc., included, as appropriate

V. Discussion of Project Results
- Relationship of results to theoretical or conceptual framework, aims, objectives; discussion of whether the results support or not support the framework/aims /objectives.
- Impact of results on practice
- Strengths and limitations of project
- Plan for dissemination of project
- Future implications for practice

Appendices
- Tables, charts, graphs
- IRB approval
- Letters of support
- Data collection instruments

Format for Written Journal Article

Student will follow the selected journal’s author guidelines. In collaboration with Committee Chair, student will review Project Paper/Journal Article Evaluation Tool to determine applicable and non-applicable criteria. Committee Chair will remove those non-applicable criteria from evaluation when completing the evaluation to calculate the grade.
Note that most journals follow the same format as the evaluation tool criteria to include Introduction, Problem, Background, Synthesis, Methods, Results and Discussion.
### Appendices

- **Appendix A**: DNP Scholarly Project Proposal and Final Project Checklist  
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- **Appendix B**: Scholarly Project Committee Appointment Request  
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  p. 15
- **Appendix C**: Proposal Paper Evaluation Tool  
  p. 16-17  
  Proposal Oral Presentation Evaluation Tool  
  p. 18-19
- **Appendix D**: DNP Scholarly Project Proposal Evaluation Form  
  (Form 2 of 3)  
  p. 20
- **Appendix E**: Project Paper/Journal Article Evaluation Tool  
  p. 21-22  
  Project Oral Presentation Evaluation Tool  
  p. 23-24
- **Appendix F**: DNP Scholarly Project Final Presentation Evaluation Form  
  (Form 3 of 3)  
  p. 25
**Appendix A:**
DNP Scholarly Project Proposal and Final Project Checklist

This checklist is for the student and Chair’s use to ensure all elements of the project proposal and final project are completed. All forms can also be found on the VUSN website at: [http://www.nursing.vanderbilt.edu/current/dnpscholarly.html](http://www.nursing.vanderbilt.edu/current/dnpscholarly.html)

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<th>Goal Date</th>
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<td>CITI Course</td>
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<td>Scholarly Project Committee Appointment Form (1 of 3)</td>
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<td>Submit Letter of Understanding Form to DNP Program Department Education Specialist</td>
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<td>Project proposal presentation slides sent to Committee</td>
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<td>Project proposal presentation</td>
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<td>Scholarly Project Proposal Evaluation Form (2 of 3) signed and submitted to DNP Program Department Education Specialist</td>
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<td>IRB Approval Vanderbilt</td>
<td>*Begin project only after IRB approval</td>
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<td>Execute Scholarly Project</td>
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<td>DNP Scholarly Project Evaluation Form (3 of 3) signed and submitted to DNP the Program Department Education Specialist</td>
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<td>Submit Project Abstract (template will be provided) to DNP Program Department Education Specialist. Must be approved by Committee Chair</td>
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<td>Submit final Portfolio to DNP Program Department Education Specialist via Box.com</td>
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<td>Close project with IRB, if required</td>
<td>*Project must be closed with the IRB prior to graduation</td>
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SCHOLARLY PROJECT COMMITTEE APPOINTMENT REQUEST

Name of Student: __________________________________________________________

Proposed Scholarly Project Topic: __________________________________________

Committee Membership Composition:

COMMITTEE:
CHAIRPERSON Printed Name Signature Date

COMMITTEE:
MEMBER Printed Name Signature Date

COMMITTEE:
MEMBER (if applicable) Printed Name Signature Date

APPROVAL:

DNP PROGRAM DIRECTOR:

Terri Allison Printed Name Signature Date

ASSOCIATE DEAN FOR ACADEMICS:

Mavis Schorn Printed Name Signature Date
## Proposal Paper Evaluation Tool
### Appendix C

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent = 100 - 94</th>
<th>Satisfactory = 93 - 87</th>
<th>Marginal = 86 - 80 ***</th>
<th>Unacceptable = 0</th>
<th>Comments</th>
<th>Score</th>
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<tr>
<td>1. APA format Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support</td>
<td>• APA format correct. • References correct. • Appendices correct.</td>
<td>• APA format with some errors. • References with some errors. • Appendices with some errors.</td>
<td>• APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors.</td>
<td>• APA format is not used. • References not cited. • Appendices not used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Writing Scholarship</td>
<td>• Professional written communication. • Correct grammar is used.</td>
<td>• Some errors in written communication. • Some errors in grammar.</td>
<td>• Frequent errors in written communication. • Frequent errors in grammar.</td>
<td>Written communication and grammar lack professionalism.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Introduction</td>
<td>Introduction clearly stated and discussed.</td>
<td>Introduction stated with some discussion.</td>
<td>Introduction stated with minimal discussion.</td>
<td>Introduction not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Problem statement</td>
<td>Problem clearly stated and discussed.</td>
<td>Problem stated with some discussion.</td>
<td>Problem stated with minimal discussion.</td>
<td>Problem statement not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Purpose/aims/objectives</td>
<td>Purpose/aims/objectives clearly stated.</td>
<td>Purpose/aims/objectives can be inferred but are not explicit.</td>
<td>Purpose/aims/objectives unclear.</td>
<td>Purpose/aims/objectives not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Background</td>
<td>Background and context of problem clearly stated and discussed.</td>
<td>Background and context of problem stated with some discussion.</td>
<td>Background and context of problem stated with minimal discussion.</td>
<td>Background not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Significance Significance to health care, nursing, advanced practice</td>
<td>Significance clearly stated and discussed.</td>
<td>Significance stated with some discussion.</td>
<td>Significance stated with minimal discussion.</td>
<td>Significance not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. System or Population Impact</td>
<td>System/population impact clearly stated and discussed.</td>
<td>System/population impact stated with some discussion.</td>
<td>System/population impact stated with minimal discussion.</td>
<td>System population impact not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations</td>
<td>• Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.</td>
<td>• Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.</td>
<td>• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.</td>
<td>• Evidence not included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Project Process Revised 8/11/2015
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Project Design</td>
<td>• Project design supports identified problem. • Project design is comprehensive. • Project design has logical flow.</td>
<td>• Project design supports identified problem. • Project design is sufficient but not comprehensive. • Project design has inconsistent logical flow.</td>
<td>• Project design does not support identified problem. • Project design has limited or no logical flow.</td>
<td>Project design not identified.</td>
</tr>
<tr>
<td>13. Data Collection Tools</td>
<td>• Data collection tools comprehensively described. • Tools selected appropriate to project design.</td>
<td>• Data collection tools adequately described. • Tools selected relate to project design.</td>
<td>• Data collection tools poorly described. • Tools selected poorly relate to project design.</td>
<td>Data collection tools not included.</td>
</tr>
<tr>
<td>14. Data Analysis</td>
<td>• Plan for data analysis appropriate to methodology. • Plan for data analysis comprehensively described.</td>
<td>• Plan for data analysis appropriate to methodology. • Plan for data analysis adequately described.</td>
<td>• Plan for data analysis inappropriate to methodology. • Plan for data analysis poorly described.</td>
<td>Plan for data analysis not included.</td>
</tr>
<tr>
<td>15. Resources Needed/Budget Justification</td>
<td>Resources needed for project comprehensively identified and proposed budget included.</td>
<td>Resources needed for project identified and proposed budget included.</td>
<td>Resources needed for project and proposed budget incomplete.</td>
<td>Resources needed for project and budget not included.</td>
</tr>
</tbody>
</table>

Total 0

Committee Chair: #REF!

Date:

***All criteria must be met at the Marginal level or higher and a score greater than B-/2.7 for student to progress.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).
## Proposal Oral Presentation Evaluation Tool
### Appendix C

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent = 100 - 94</th>
<th>Satisfactory = 93 - 87</th>
<th>Marginal = 86 - 80***</th>
<th>Unacceptable = 0</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Introduction clearly stated and discussed.</td>
<td>Introduction stated with some discussion.</td>
<td>Introduction stated with minimal discussion.</td>
<td>Introduction not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Problem statement</td>
<td>Problem clearly stated and discussed.</td>
<td>Problem stated with some discussion.</td>
<td>Problem stated with minimal discussion.</td>
<td>Problem statement not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Purpose/aims/objectives</td>
<td>Purpose/ aims/ objectives clearly stated.</td>
<td>Purpose/ aims/ objectives can be inferred but are not explicit.</td>
<td>Purpose/ aims/ objectives unclear.</td>
<td>Purpose/ aims/ objectives not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Background</td>
<td>Background and context of problem clearly stated and discussed</td>
<td>Background and context of problem stated with some discussion.</td>
<td>Background and context of problem stated with minimal discussion.</td>
<td>Background not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Significance</td>
<td>Significance clearly stated and discussed.</td>
<td>Significance stated with some discussion.</td>
<td>Significance stated with minimal discussion.</td>
<td>Significance not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Synthesis</td>
<td>• Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.</td>
<td>• Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.</td>
<td>• Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.</td>
<td>• Evidence not included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Project Design</td>
<td>• Project design supports identified problem.</td>
<td>• Project design marginally supports identified problem.</td>
<td>• Project design does not support identified problem.</td>
<td>• Project design not identified.</td>
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</tr>
<tr>
<td></td>
<td>• Project design is comprehensive.</td>
<td>• Project design is sufficient but not comprehensive.</td>
<td>• Project design has limited or no logical flow.</td>
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</tr>
<tr>
<td></td>
<td>• Project design has logical flow.</td>
<td></td>
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</tr>
<tr>
<td>11. Data Collection Tools</td>
<td>• Data collection tools comprehensively described.</td>
<td>• Data collection tools adequately described.</td>
<td>• Data collection tools poorly described.</td>
<td>• Data collection tools not included.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Tools appropriate to project design.</td>
<td>• Tools relate to project design.</td>
<td>• Tools poorly relate to project design.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Data Analysis</td>
<td>• Plan for data analysis appropriate to methodology.</td>
<td>• Plan for data analysis adequately described.</td>
<td>• Plan for data analysis inappropriate to methodology</td>
<td>• Plan for data analysis not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan for data analysis comprehensively described.</td>
<td></td>
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</tr>
<tr>
<td>13. Resources Needed/Budget Justification</td>
<td>Resources needed for project comprehensively identified and proposed budget included.</td>
<td>Resources needed for project identified and proposed budget included.</td>
<td>Resources needed for project and proposed budget incomplete.</td>
<td>Resources needed for project and budget not included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Slides</td>
<td>Slides are clear, succinct and demonstrate professional quality.</td>
<td>Slides are generally clear, succinct and demonstrate adequate quality.</td>
<td>Slides are inconsistent in design and quality.</td>
<td>Slides are unclear and poorly designed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Oral Presentation</td>
<td>Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.</td>
<td>Presenter has professional appearance and demeanor, is somewhat prepared, answers to questions are incomplete.</td>
<td>Presenter has professional appearance and demeanor, is poorly prepared and has difficulty answering questions.</td>
<td>Presenter is unprepared.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Committee Chair:**

(Date):

***All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to successfully complete the course.***

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).
FORM 2 of 3
Appendix D:
DNP SCHOLARLY PROJECT PROPOSAL

Name of Student: _____________________________________________________________

Date and Time: _____________________________________________________________

Proposed Scholarly Project Title: ________________________________________________

EVALUATION:  Approved □  Approved (with minor recommendations) □  Not approved □

Remarks:  ________________________________________________________________

Dissemination Plan: Scholarly Paper □ or Journal Article □  AND  Slide Presentation □ or Poster Presentation □

STUDENT: ________________________________________________________________

             Printed Name                Signature                Date

Committee:

COMMITTEE: ______________________________________________________________

   CHAIR                  Printed Name                Signature                Date

   COMMITTEE: ______________________________________________________________

   MEMBER                  Printed Name                Signature                Date

   COMMITTEE: ______________________________________________________________

   MEMBER                  Printed Name                Signature                Date

   (if applicable)

DNP PROGRAM DIRECTOR:

Terri Allison
(Printed Name)  Signature                Date

ASSOCIATE DEAN FOR ACADEMICS:

Mavis Schorn
(Printed Name)  Signature                Date
### Project Paper/Journal Article Evaluation Tool

#### Appendix E

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent = 100 - 94</th>
<th>Satisfactory = 93 - 87</th>
<th>Marginal = 86 - 80***</th>
<th>Unacceptable = 0</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. APA format or format appropriate to selected journal</td>
<td>• APA format correct. • Reference correct. • Appendices correct.</td>
<td>• APA format with some errors. • References with some errors. • Appendices with some errors.</td>
<td>• APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors.</td>
<td>• APA format is not used. • References not cited. • Appendices not used.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title page References Appendices, as appropriate</td>
<td></td>
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</tr>
<tr>
<td>Theoretical model Concept map IRB approval Data collection instruments Letters of support</td>
<td></td>
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</tr>
<tr>
<td>2. Writing Scholarship</td>
<td>• Professional written communication. • Correct grammar is used.</td>
<td>• Some errors in written communication. • Some errors in grammar.</td>
<td>• Frequent errors in written communication. • Frequent errors in grammar.</td>
<td>Written communication and grammar lack professionalism.</td>
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</tr>
<tr>
<td>4. Background, Significance (to health care, nursing, advanced practice), and System/Population Impact</td>
<td>Background, context of problem, significance, and system/population impact clearly stated and discussed.</td>
<td>Background, context of problem, significance, and system/population impact stated with some discussion.</td>
<td>Background, context of problem, significance, and system/population impact stated with minimal discussion.</td>
<td>Background, context of problem, significance, and system/population impact not included.</td>
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<td></td>
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<td>5. Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations</td>
<td>Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations.</td>
<td>Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations.</td>
<td>Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited.</td>
<td>Evidence not included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Project Design (Organization/Implementation) and Data Collection Tools

- Project design supports identified problem.
- Project design is comprehensive and organized.
- Implementation strategies identified and comprehensively discussed.
- Data collection tools appropriate to project design and comprehensively described.
- Project design marginally supports identified problem.
- Project design is identified but needs improved organization.
- Implementation strategies identified and adequately discussed.
- Data collection tools relate to project design and adequately described.
- Project design is identified but needs improved organization.
- Implementation strategies identified and adequately discussed.
- Data collection tools appropriate to project design and comprehensively described.
- Project design is identified but needs improved organization.
- Implementation strategies identified and adequately discussed.
- Data collection tools are poorly related to project design.

8. Data Analysis and Results

- Data analysis appropriate to design.
- Results comprehensively described.
- Tables and figures support the discussion.
- Tables and figures are well designed.
- Data analysis appropriate to design.
- Results adequately described.
- Tables and figures somewhat support the discussion.
- Tables and figures are adequately designed.
- Data analysis is not included or inappropriate to design.
- Results are not described.
- Tables and figures are related to project design and adequately described.
- Data collection tools are poorly related to the discussion.
- Tables and figures are poorly designed.

9. Relationship of Results to framework/aims/objectives

- Results are clearly linked to framework/aims/objectives.
- Results are adequately linked to conceptual framework/aim/objectives.
- Results are poorly linked to conceptual framework/aim/objectives.
- Results are not linked to framework/aims/objectives.

10. Impact of Results on Practice

- Impact of results clearly stated and comprehensively discussed.
- Impact of results implied with minimal discussion.
- Impact of results not included.

11. Strengths/limitations of Project

- Strengths and limitations of project comprehensively discussed.
- Strengths and limitations of project adequately discussed.
- Strengths and limitations of project poorly discussed.
- Strengths and limitations of project not discussed.

12. Dissemination Plan and Rationales

- Plan for dissemination of project comprehensively discussed with rationale.
- Plan for dissemination of project adequately discussed with minimal rationale.
- Plan for dissemination of project poorly discussed with no rationale.
- Plan for dissemination of project not discussed

13. Future Implications for Practice

- Future implications comprehensively discussed.
- Future implications adequately discussed.
- Future implications poorly discussed with no rationale.
- No future implications included with no rationale.

Total 0

Committee Chair:
Date:

**For journal article grading, select categories appropriate to author guidelines and recalculate total number of categories to be graded.

To calculate rubric score: Total number of earned points in all criteria / total number of criteria = grade

***All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to successfully complete the course.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

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<tr>
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<td>Background, context of problem, significance, and system/population impact clearly stated and discussed.</td>
<td>Background, context of problem, significance, and system/population impact stated with some discussion.</td>
<td>Background, context of problem, significance, and system/population impact stated with minimal discussion.</td>
<td>Background, context of problem, significance, and system/population impact not included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Evidence is synthesized.  
• Comprehensive discussion of strengths, weaknesses, gaps and limitations. | • Adequate appraisal of evidence.  
• Evidence is analyzed not synthesized.  
• Adequate discussion of strengths, weaknesses, gaps and limitations. | • Evidence is identified but not analyzed.  
• Discussion of strengths, weaknesses, gaps and limitations is limited. | • Evidence not included |          |       |
• Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/objectives. | • Concepts identified and adequately defined.  
• Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives. | • Concepts identified but poorly defined.  
• Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives. | • Concepts not identified.  
• Conceptual framework not identified. |          |       |
| 5. Project Design (Organization andImplementation) and Data Collection Tools | • Project design supports identified problem.  
• Project design is comprehensive and organized.  
• Implementation strategies identified and comprehensively discussed.  
• Data collection tools appropriate to project design and comprehensively described. | • Project design marginally supports identified problem.  
• Project design is identified but needs improved organization.  
• Implementation strategies identified and adequately discussed.  
• Data collection tools relate to project design and adequately described. | • Project design is identified with problem.  
• Implementation strategies identified but poorly discussed.  
• Data collection tools described but poorly relate to project design. | • Project design not identified.  
• Implementation strategies not identified or discussed.  
• Data collection tools not included. |          |       |
| 6. Data Analysis and Results | • Data analysis appropriate to design.  
• Results comprehensively described.  
• Tables and figures support the discussion.  
• Tables and figures are well designed. | • Data analysis appropriate to design.  
• Results adequately described.  
• Tables and figures somewhat support the discussion.  
• Tables and figures are adequately designed. | • Data analysis appropriate to design  
• Results poorly described.  
• Tables and figures unrelated to the discussion.  
• Tables and figures are poorly designed. | • Data analysis is not included or inappropriate to design.  
• Results are not included. |          |       |
<table>
<thead>
<tr>
<th>7. Relationship of Results to framework/aims/objectives</th>
<th>Results are clearly linked to framework/aims/objectives.</th>
<th>Results are adequately linked to conceptual framework/aims/objectives.</th>
<th>Results are poorly linked to conceptual framework/aims/objectives.</th>
<th>Results are not linked to conceptual framework/aims/objectives.</th>
</tr>
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<tbody>
<tr>
<td>8. Impact of Results on Practice</td>
<td>Impact of results clearly stated and comprehensively discussed.</td>
<td>Impact of results stated with some discussion.</td>
<td>Impact of results implied with minimal discussion.</td>
<td>Impact of results not included.</td>
</tr>
<tr>
<td>10. Dissemination Plan and Rationale</td>
<td>Plan for dissemination of project comprehensively discussed with rationale.</td>
<td>Plan for dissemination of project adequately discussed with minimal rationale.</td>
<td>Plan for dissemination of project poorly discussed with no rationale.</td>
<td>Plan for dissemination of project not discussed.</td>
</tr>
<tr>
<td>12. Presentation Design</td>
<td>Presentation is well-organized.</td>
<td>Presentation is somewhat organized.</td>
<td>Presentation poorly organized.</td>
<td>Presentation disorganized.</td>
</tr>
<tr>
<td>13. Presentation Format (Elements include: test/font, text alignment/direction, color/design/layout, transition/animation, smart art, shapes, tables/charts, graphics/pictures, audio/video)</td>
<td>Format is clear, succinct and demonstrate professional quality.</td>
<td>Format is generally clear, succinct and demonstrate professional quality.</td>
<td>Format is inconsistent in clarity and professional quality.</td>
<td>Format is unclear and poorly designed.</td>
</tr>
<tr>
<td><strong>Poster or Slides must be students own work</strong></td>
<td></td>
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</tr>
<tr>
<td>14. Oral Presentation</td>
<td>Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.</td>
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</tbody>
</table>

Committee Chair:

Date:

***All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to progress.***

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FORM 3 of 3
Appendix F:

DNP SCHOLARLY PROJECT FINAL PRESENTATION EVALUATION

Name of Student: ____________________________________________________________

Date and Time: ____________________________________________________________

Scholarly Project Title: _____________________________________________________

_________________________________________________________________________

EVALUATION: Approved □  Approved (with minor recommendations) □  Not approved □

Remarks: __________________________________________________________________

_________________________________________________________________________

STUDENT: ________________________________________________________________

Printed Name   Signature   Date

Committee:

COMMITTEE:

CHAIR

Printed Name   Signature   Date

COMMITTEE:

MEMBER

Printed Name   Signature   Date

COMMITTEE:

MEMBER
(if applicable)

Printed Name   Signature   Date

DNP PROGRAM DIRECTOR:

Terri Allison

Printed Name   Signature   Date

ASSOCIATE DEAN FOR ACADEMICS:

Mavis Schorn

Printed Name   Signature   Date

Project Process Revised 8/11/2015