School of Business
FACULTY GUIDE TO THE MENTORING PROCESS

FACULTY MENTOR GUIDELINES AND EXPECTATIONS ........................................ 2
ROLE OF THE MENTOR .................................................................................. 2
EXPECTATIONS FOR MENTORS ...................................................................... 2

PLAGIARISM ........................................................................................................ 3

KNOWLEDGE OF PROGRAM REQUIREMENTS ........................................... 3
FACULTY MENTOR LOAD ............................................................................... 4
CHANGING MENTORS ...................................................................................... 4

COMPLETING QUARTERLY MENTOR REPORTS .......................................... 4
REVIEWING DEGREE COMPLETION PLANS ............................................. 4

COMPREHENSIVE AND DISSERTATION MATERIAL ....................................... 4

COMPREHENSIVES .......................................................................................... 5

COMPREHENSIVE PROCESS ........................................................................... 5

COMPREHENSIVE EVALUATION GUIDELINES ............................................ 6

DISSERTATIONS ................................................................................................ 6

THE DISSERTATION PROCESS ...................................................................... 7

STEP 1 Selecting the Dissertation Topic ......................................................... 7

STEP 2 Dissertation Committee Members .................................................... 7

Faculty Mentor ................................................................................................ 7
Faculty Evaluator ............................................................................................. 7
Independent Reviewer .................................................................................... 7
Visiting Scholar ............................................................................................... 7
Learner Peer ..................................................................................................... 8

STEP 3 Process for Establishing the Dissertation Committee ...................... 8

STEP 4 Dissertation Proposal Preparation and Approval ................................. 9

Dissertation Proposal Process ......................................................................... 9
Institutional Review Board .............................................................................. 10
Dissertation Proposal Evaluation Guidelines ................................................ 10
Arranging the Proposal Conference Call ...................................................... 10
Dissertation Proposal Conference .................................................................. 11
Dissertation Proposal Process Summary ...................................................... 11

STEP 5 Preparing the Dissertation .................................................................... 11

STEP 6 Dissertation Completion Conference .............................................. 12

Dissertation Oral Process ............................................................................... 13
Dissertation Process Summary ....................................................................... 13
School of Business
Faculty Guide to the Mentoring Process

FACULTY MENTOR Guidelines and Expectations
Ph.D. learners select a faculty mentor whose background, expertise, and availability is compatible with the learner's academic and professional goals. The faculty mentor is in the same school as the learner. When a learner and a faculty member agree to work together, the faculty mentor and the learner each send an email to SchoolOfBusiness@capella.edu stating their agreement to work together. At that time, both parties will receive confirmation of the selection and the information will be added to the learner’s record.

ROLE OF THE MENTOR
The faculty mentor’s role is to support, to challenge, and to provide vision to the learner. The mentor, as differentiated from instructors in online courses or tutors in directed-study courses, views a learner’s progress in the context of an entire program, not just from individual courses or experiences. The mentor works with the assigned learner in the following ways:

- Reviewing the learner’s Degree Completion Plan
- Chairing the Comprehensive Committee
- Chairing the Dissertation Committee
- Advising the learner in the selection of potential course tutors and committee members
- Potentially serving as a directed study course tutor, but no more than 5 courses.
- Reporting on the mentee’s progress in a Quarterly Mentor Report

EXPECTATIONS FOR MENTORS
It is expected that the mentor will contact the learner during the first week following acceptance as a mentor to establish a working relationship. Mentors will get to know the learner while the learner is progressing in his/her coursework with periodic emails, phone calls, and meetings at residential colloquia. Mentors should try to respond to every email within 48 hours, and inform the learner when he/she will be unavailable for extended periods of time.

Faculty mentors are required to contact their learners at least once every 30 days to discuss work in progress and/or any academic or research concerns. Mentors are
encouraged to contact the School of Business with any concerns regarding learner progress.

Plagiarism
Faculty Member's Role in Cases of Academic Dishonesty

Capella University has established a specific policy and associated procedures for dealing with cases of plagiarism and other academic honesty issues. The types of behaviors that the policy is intended to address are delineated in the policy, available in the Faculty Center on the University's Web page. [https://www.capella.edu/aspscripts/centers/learner/resources/files/pol_academic_honesty.pdf](https://www.capella.edu/aspscripts/centers/learner/resources/files/pol_academic_honesty.pdf)

Faculty are key to enforcing the Academic Honesty policy; they are in a unique position to detect learner behavior that violates the policy and will have the initial interaction with the learner in such cases.

Faculty have flexibility to exercise judgment as to whether to pursue resolution through the established University process. Learners may violate the policy inadvertently due to lack of understanding of basic principles of citation and attribution. In these cases, the faculty may choose to treat the incident informally.

In the case of a learner who intentionally violates the policy, it is appropriate for the faculty member to first inform the learner of the concern, providing the learner with the reasons that the faculty member suspects a violation of the policy. If the learner cannot offer a satisfactory explanation, the formal process should be initiated.

To initiate the formal Academic Honesty process, please send a description of the violation and a summary of your communication with the learner about it, to (designate specific school staff member). Include the details of the problem including the following:

- In what situation (online course, directed study, comprehensive or dissertation) and when did the problem occur?
- What was the nature of the problem?
- Include any documentation of the problem. (From what source was the material copied? How did you verify that it was copied?)
- Had this learner been previously warned about other infractions?
- What is your recommendation as to the appropriate consequence?

If you have questions or concerns, contact your Faculty Chair or Director. Thank you in advance for your assistance in assuring a high quality academic experience for our learners.

**KNOWLEDGE OF PROGRAM REQUIREMENTS AND PROGRAM CHANGES**
Relevant programmatic changes and updates are periodically sent to all faculty and learners. Faculty mentors need to be cognizant of program requirements, program changes and institutional policies.

FACULTY MENTOR LOAD
When a new mentor completes the faculty development course, s/he and the appropriate faculty chair set the initial “load” of mentees, typically between five and ten. Changes to this load can be made in consultation with the faculty chair at any later point.

CHANGING MENTORS
It is recommended that a learner not change mentors more than once. The process is to first discuss the matter between the mentor and learner. The actual change is conducted by sending an email to the SchoolOfbusiness@capella.edu with copies to both the new and old mentor. The new mentor should also send a confirmation email to the learner.

COMPLETING QUARTERLY MENTOR REPORTS
The Quarterly Mentor Reports is a mechanism for the school to identify if any learners are at risk or not making progress toward completing their degree. Quarterly Mentor Reports are due the last day of each quarter. Faculty mentors are notified by the school two weeks before the reports are due. The faculty mentor must submit one form for each mentee. To access the Faculty Mentor Report form, follow this link

REVIEWING DEGREE COMPLETION PLANS
One of the first steps for working with a mentee is to review the learner’s Degree Completion Plan (DCP). In the initial stages of the mentoring process, faculty mentors should request a copy of the learner’s DCP. This review provides mentors with an opportunity to understand the learner’s plan for completing their coursework and attending residential colloquia and possible comprehensive and dissertation topics.

COMPREHENSIVE AND DISSERTATION MATERIAL
Mentors can find all of the forms necessary to document the comprehensive examination and dissertation process in the online faculty center

1. Click on the link below to enter Capella’s Learner portal or go to the Capella home page and select, “Learners enter here”
Enter the login ID and password.
   Login- faculty
   Password- iguide3

t.aspx

2. In the “Advising and Resources” section, select “Learner Resources” then go to “School of Business,” and PhD.
3. Next select, School of Business- PhD. (Faculty must have Adobe Acrobat reader in order to access some of the following resources; the application can be downloaded free from http.www.adobe.com)

**COMPREHENSIVES**

The comprehensives exam is the second phase of the PhD program (8 quarter credit hours). On average learners require 4-6 months to complete the comps.

The primary objective of the comprehensive experience is to demonstrate a mastery of a higher level of analysis and integration of the knowledge of other researchers in the learner's area of study. A second objective is to draw together course findings and reflect upon the research of others before delving into the dissertation. The comprehensive examination is meant to be a demonstration of the ability to synthesize theory and research, apply critical thinking skills, and arrive at conclusions that are soundly supported and coherent. The learner writes 10 questions and the committee selects 6 for investigation.

The comprehensive examination answers must meet the following content requirements:

1. Synthesis of important theories and classical and current research within each topic.
2. Critical analysis of research and theory.
3. Application of theory and research to your area of specialization.
4. Demonstration of ability to link theory with practice.
5. One question must be on research methods.
6. Written presentation that conforms to standards set in the APA 5th edition style and form.
7. Six papers, each with an average of 30-35 pages and 25 academic references.

**COMPREHENSIVE PROCESS**

The comprehensive exam is evaluated by a faculty committee composed of the mentor and two faculty members in the School of Business. Learners select committee members according to research topics and interests in consultation with their mentor. After obtaining the committee members’ affirmation that they can participate, the learner completes the Comprehensive Committee Nomination form.

1. The learner submits a [Capella PhD Comprehensive Committee Form](#) to mentor for signature.
2. The mentor approves it and forwards an electronic copy to the School of Business, at SchoolOfbusiness@capella.edu. When this form is processed, the learner is registered for RM9001, the first of the two comps courses.
3. In consultation with the mentor the learner prepares ten questions for the comprehensive examination, including one on research methods.
4. Committee refines and selects six questions, including one on research methodology.
5. The learner prepares responses to these six questions using the template available in response to each question, the learner writes papers (typically about 30-35 pages long with at least 25 current academic references) using format on iguide3, Capella Comprehensive Template.

6. Learner submits questions and answers to mentor as an MS Word email attachment.

7. Standard practice is to circulate the first answer to the entire committee for review and changes.

8. Using the iterative process, the mentor reviews five other papers, communicating suggested changes to the learner.

9. Learner makes corrections and returns to mentor for approval. The iterative process continues until the responses are acceptable to the mentor.

10. Once the responses are acceptable to the mentor, the mentor submits approved drafts to committee members for review.

11. Committee members review and provide feedback to learner and mentor.

12. Learner completes all iterations to the satisfaction of the committee and mentor.

13. Mentor emails concalls@capella.edu to inform Capella University Services that the learner is approved to schedule the conference call.

14. University Services provides the learner with the URL for scheduling the call.

15. Learner fills out the form and returns it by email (3 days lead time needed)

16. University Services schedules the conference call and contacts committee members with information.

17. Mentor attends and leads conference call (averaging 60 minutes). Committee members attend and provide questions and feedback.

18. Learner attends call, making a short presentation on each answer and responding to committee questions in a scholarly manner.

19. Learner makes any committee required changes to the comprehensive package, then submits it to the committee and ctassava@capella.edu as an MS Word email attachment.

20. Mentor signs PhD Comprehensive Conference Completion Form and emails it and an electronic copy of the comprehensive to SchoolOfbusiness@capella.edu.

21. When this form is processed by the university, the learner is registered as having completed RM 9002, the second course in the comprehensive series.

COMPREHENSIVE EVALUATION GUIDELINES
Were the questions directly addressed?
Was relevant and appropriate literature utilized?
Was there a demonstration of the ability to compare and contrast?
Was there a demonstration of the ability to analyze?
Was there a demonstration of the ability to synthesize?
Was there a demonstration of the ability to integrate? And
Was there a demonstration of the ability to evaluate?

DISSERTATIONS
A dissertation is the primary academic research project completed as a doctoral learner. Capella uses a directed study model for the dissertation. (Starting in 2003, the dissertation will be managed through series of online courses)

In the directed study model, the learner will develop the dissertation under the guidance of the mentor and the dissertation committee. Dissertations are written using the Capella guidelines based on the Publication Manual of the American Psychological Association, 5th Edition. Specific guidance can be found in iGuide, in the Advising and Resources section. Go to the Writing Center under writing templates and resources, it is titled Dissertation Manual.

THE DISSERTATION PROCESS

STEP 1 Selecting the Dissertation Topic
Selecting a topic area is the first step in the dissertation process. The emphasis should be on delineating an important topic that sustains the learner’s interest that is neither too broad nor too narrow. If a faculty mentor needs additional support for helping mentees develop a dissertation topic he/she should seek guidance from his/her faculty chair.

STEP 2 Dissertation Committee Members
The learner and faculty mentor select the dissertation committee members. This committee reviews and approves the proposal, guides and approves the final dissertation, and participates in the scheduled proposal and completion teleconferences. The PhD dissertation committee is composed of the following five members.

Faculty Mentor
The faculty mentor is the chair of the dissertation committee. In the role of the chair, the mentor provides direction for the proposal, the dissertation, and reviews and guides the learner in the nominations for the dissertation committee.

Faculty Evaluator
The faculty evaluator is a doctoral-level faculty affiliated with the School of Business. Learners nominate an individual with whom they have had interaction, and who is aware of their background, areas of expertise and research interests.

Independent Reviewer
The independent reviewer is a doctoral-level faculty member from another school of Capella University (Education, Technology, Human Services or Psychology). Committee representation from a different academic area broadens the orientation and perspective of the committee as a whole.

Visiting Scholar
The visiting scholar is a subject matter expert, outside Capella University, in the subject area of the dissertation. This is an opportunity to have a subject matter expert bring expertise, reputation and new perspective to the committee.
scholars need an earned doctorate or appropriate terminal degree, research experience, and experience working with doctoral learners. Learners consult their faculty mentor in advance to confirm the nominee’s qualifications.

Please note that only in extraordinary circumstances will a Capella graduate be approved as a visiting scholar. Potential conflicts of interest will also be reviewed by the school, and will be considered in the acceptance or rejection of the nominee.

To nominate the visiting scholar, a detailed rationale must be included with the PhD Dissertation Committee Nomination Form. Learners are responsible for obtaining a curriculum vita describing the nominee’s qualifications and reliable contact information for the nominee. This form is then sent to the mentor for approval of the visiting scholar and other committee members.

Learner Peer

The learner peer is a doctoral learner at Capella University who has knowledge and interest in the subject matter of the learner’s dissertation. In addition to bringing experience, expertise and the unique perspective of being a doctoral learner to the committee, the learner peer gains additional insight into the dissertation process. The learner peer serves as a full member of the committee.

STEP 3 Process for Establishing the Dissertation Committee

Note: Only electronic copies of all forms should be submitted to the School of Business. No hard copies of forms should be sent. More detailed instructions can be accessed from the FacultyCenter


Dissertation Committee Formation

- Learner discusses potential dissertation topics with mentor and develops the major research question and methodology. Learner works with mentor to select candidates for committee which consists of:
  - Faculty mentor from School of Business
  - Faculty evaluator from School of Business
  - Independent reviewer who is a Capella faculty member in a different school (Education, Human Services, Psychology or Technology)
  - Visiting scholar who is not affiliated with Capella but is a subject matter expert in the dissertation topic and has experience working with PhD level students
  - Learner peer who is a fellow doctoral learner at Capella and has knowledge and interest in the subject matter of the dissertation.

- Learner sends a completed Dissertation Committee Nomination Form, a rationale statement for every member of the committee and the curriculum vitae for the visiting scholar to the mentor for approval.

- Mentor sends the approved Dissertation Committee Nomination Form, including the rationale statement and visiting scholar curriculum vitae, by email to SchoolOfbusiness@capella.edu
• The School of Business approves these documents and sends them to Academic Records, which processes the forms and registers the learner for RM9101M (the first course in the dissertation sequence). (This process will change when comprehensive courses become online courses in mid 2003.)

**STEP 4 Dissertation Proposal Preparation and Approval**

*Note: Only electronic copies of all forms should be submitted to the School of Business*

The preparation of the dissertation proposal is often the key element to the successful dissertation. Proposals will differ depending on their purposes the format of the proposal should be driven by the nature of the topic as well as the interest, experience and expertise of both the learner and the committee.

The proposal should identify the specific topic, establish a rationale for the study, provide a literature review to set the context for the study, and detail a study design or methodology. A preliminary table of contents and reference list are also important elements of the proposal.

There are three stages to secure the approval of a dissertation proposal, culminating in the dissertation proposal conference. When the mentor agrees that the proposal is ready for review, the learner is responsible for distributing electronic or paper copies of the proposal to all committee members. Those members may approve the proposal or request further work and revision, notifying the faculty mentor and the learner. When all members have approved, the mentor will complete the *Proposal Evaluation Form*, and forward the form and proposal to the school.

**Dissertation Proposal Process**

1. Learner prepares a dissertation proposal typically consisting of Problem, Literature Review, Detailed Proposed Methodology, References, and Appendices.
2. Learner submits drafts to mentor for review and iterative improvements.
3. Mentor approves proposal draft.
4. Learner sends mentor’s approval email and proposal draft to committee members.
5. Committee members send changes to mentor.
6. Mentor returns committee members’ changes to learner.
7. Learner makes corrections and continues the iterative process with committee members.
8. Learner prepares *Institutional Review Board (IRB) Form* (available on iGuide: Advising and Resources> Learner Resources> School of Business, PhD> Forms).
9. Learner obtains permission to use instruments, databases, organizational resources, human subjects, analytic software, etc. required for the research.
10. Learner sends completed *IRB Form* with letters of permission to mentor.
11. Mentor emails approved *IRB Form* (with electronic signature) and proposal as a MS Word attachment to SchoolOfBusiness@capella.edu
12. The School of Business reviews (typically within 14 days) the proposal and sends any needed improvements to the mentor for directing the learner. Iterations continue until proposal is accepted by the mentor, who then forwards the proposal with clear evidence of changes (using “Track Changes” function in MS Word and a written summary of changes) to the School of Business.

13. On approval by the School of Business, the school notifies University Services/concalls to schedule the conference call.

14. University Services provides the learner with the URL to an online form for scheduling the call.

15. Learner contacts committee members for possible call times.

16. Learner fills out the online form (allowing 3 days lead time)

17. Mentor attends and leads conference call. Committee members attend and provide approval for the conference.

18. Learner answers all questions presented by committee and notes recommended corrections and changes.

19. Learner updates the proposal per suggestions from the conference call and iterates with mentor and committee.

20. Mentor fills out Proposal Conference Form and sends by email to SchoolOfbusiness@capella.edu

Institutional Review Board

All PhD learners are required to prepare and submit an Institutional Review Board (IRB) form to their Mentor and their school’s IRB designate, regardless of whether the research proposal involves direct contact with humans. The IRB form must be submitted with the proposal. If the research involves treating, testing, and/or experimentally manipulating human participants, it may need to be reviewed by the Institutional Review Board (IRB). Complete information and the form are available in iGuide.

Dissertation Proposal Evaluation Guidelines

• Are the research questions or hypotheses concise, logical and clearly stated?

• Is the significance of the study well established?

• Is the literature relevant to the problem or topic?

• Does the research design derive logically from the problem or topic statement?

• Do the methodologies derive logically from the problem or topic statement?

• Is the total inquiry well organized and correctly constructed?

• Does the proposal communicate what the author intended?

• Does the proposal match the IRB Form?

Arranging the Proposal Conference Call

When the learner has submitted the proposal and it has been approved by the School of Business, he/she contacts all members of the dissertation committee to reach an agreement on a suitable time for the proposal conference. Requests for scheduling the
conference call should be submitted by the learner from the Advising and Resources section of iGuide at least one week prior to the agreed time.

Dissertation Proposal Conference

The proposal conference is a presentation and discussion of the proposal via a conference call with the committee. It is also an opportunity for the entire committee to raise concerns, give suggestions, clarify the proposed topic and study design and discuss working procedures. Ultimately the committee determines if the proposal is approved or needs revision. Revisions of the proposal will be overseen by the faculty mentor.

Within three calendar days after the conference, the faculty mentor emails the PhD Proposal Conference Form to the Academic Records Office.

Dissertation Proposal Process Summary

Please remind learners to keep a copy (both electronic and paper) of every document they submit.

1. After the learner sends the Dissertation Committee Nomination Form to the mentor, he or she will email the form to the school.

2. The mentor receives a draft of the dissertation proposal. Using the iterative process, the learner and mentor revise the draft. A completed IRB Form must be submitted with the proposal.

3. When the mentor approves the proposal, the learner sends the document to all committee members with an email indicating the mentor’s approval.

4. The committee members review the proposal and send any suggestions or improvements to the mentor and learner.

5. The learner consults with the mentor and committee members to make requested revisions.

6. Once the committee has approved the proposal, the mentor emails the Proposal Evaluation Form and the proposal to the school.

7. The School has 14 days for review of the proposal and authorizes scheduling of the proposal conference.

8. Once the learners has arranged the time of the conference call with the committee, the learner finalizes the conference call through iGuide.

9. Within three calendar days after the conference call, the mentor emails the proposal and the Proposal Conference Approval Form to the Academic Records Office.

STEP 5 Preparing the Dissertation

The design and execution of the dissertation follows approval of the proposal. It is important to allow adequate time for this stage, as unforeseen delays in the execution of
the research process can occur and several revisions of the dissertation may be necessary. A template containing the proper format for the dissertation is available on iGuide.

Role of Faculty Mentor and Committee Members
It is essential for the learner to be in close contact with faculty mentor and to discuss the way the mentor facilitates the dissertation process and views his or her role as the chair of the committee. It is helpful if each person’s expectations are clearly communicated. In some cases, after the committee has accepted the proposal, learners will work almost exclusively with their mentor until a draft of the dissertation is ready to present to the entire committee. Other committees may want to see each chapter as it is written, or certain members may want to review particular chapters during the process.

STEP 6 Dissertation Completion Conference
Approval of the learner’s dissertation is an iterative process culminating in the Dissertation Completion Conference, a presentation of the dissertation via conference call with the members of the Dissertation Committee. When the mentor agrees that the learner is ready to present, the learner is responsible for emailing copies of the latest version of the dissertation to all committee members. The committee members may approve or request further work and revision, notifying the learner and mentor. When all members have approved, the mentor will fill out the Dissertation Evaluation Form, and emails the form and dissertation to the Executive Director of the school. At this time, the mentor will also send a copy to the Form and Style Editor.

Within fourteen calendar days of receipt, the Executive Director will make a decision regarding the dissertation. If not approved, the Executive Director will provide the learner and mentor with a detailed explanation. If approved, the Dissertation Completion Conference can officially be scheduled. Within the same time period, the Form and Style Editor will return the dissertation with approval or any required changes. Complete any iterative process required by your committee and the Form and Style Editor. All changes must be made before the completion conference is scheduled. The learner emails the final dissertation to the mentor and committee members.

The learner then contacts all members of the Dissertation Committee to reach an agreement on a suitable time for the Completion Conference. Arrangements for the conference call should be made at least one week in advance.

The completion conference is an oral defense of the dissertation, at which the learner’s committee members will call upon the learner to support all aspects of the study, data, analysis, conclusions and implications. The committee will take one of the following actions:

a) approve your dissertation as submitted
b) tentatively approve the dissertation with revisions to be reviewed by the mentor only
c) defer approval pending revisions and another completion conference.
Within seven calendar days after the conference call, the faculty mentor will forward the PhD Completion Conference Form to the Academic Records Office. If revisions are required, the faculty mentor will forward the Dissertation Approval After Revisions Form to the Academic Records Office within seven calendar days of the time those revisions are submitted.

Dissertation Oral Process
1. Learner and mentor work on dissertation using expertise of committee members where appropriate.
2. When approved by all committee members, the draft dissertation is emailed to SchoolOfbusiness@capella.edu for the Executive Director of the School of Business.
3. Learner sends via email a copy of the dissertation to Capella form and style.
4. If approved, within 14 days the Executive Director notifies University Services/concalls to schedule the conference call. If not approved, needed changes are conveyed to the learner.
5. All changes from form and style must be completed by the learner (within 30 days) before the conference call may be scheduled. Learner sends new drafts to committee prior to the conference call.
6. University Services/concalls sends email to learner with the URL to online form for scheduling the call.
7. Learner contacts committee members for possible call times.
8. Learner fills out the online form (allowing 3 days lead time)
9. Mentor attends and leads conference call.
10. Committee members attend call and provide approval for the conference.
11. Learner answers all questions presented by committee and notes recommended corrections and changes.
12. If Dissertation is accepted, mentor emails Dissertation Completion Approval Form (available online in the Faculty Resource area of the Faculty Center on iGuide) within 7 days to SchoolOfbusiness@capella.edu.
13. If revisions are required, the mentor will forward the Dissertation Approval After Revisions Form to SchoolOfbusiness@capella.edu within 7 days of receipt of revisions from the School of Business.
14. Mentor signs hard copies of dissertation approval pages sent by learner and mails them to the Executive Director of the School of Business.

Dissertation Process Summary
Please remind the learner to keep a copy (both electronic and paper) of every document they submit.

1. A copy of the dissertation draft is submitted to the faculty mentor.
2. Once the draft is acceptable to you the mentor, the learner emails the revised draft to the other committee members with an email indicating that the draft has been reviewed and approved by the mentor.
3. Committee members consult with the learner and faculty mentor about concerns, corrections, changes, etc.
4. When approved by all committee members, the dissertation is forwarded to the Executive Director and the Form and Style Editor for review. If not approved, the dissertation is returned to the mentor who iterates needed changes.

5. The learner makes any form and style changes requested by the editor. The learner will have 30 days to make the necessary form and style revisions. If another review is required, submit the revised document to the editor.

6. The learner arranges the time of the conference call with the committee members, and requests the conference through iGuide.

7. When the Executive Director and the Form and Style Editor approve the dissertation, the Executive Director authorizes scheduling of the Completion Conference.

8. Within three days after the Completion Conference, the mentor sends the Dissertation Completion Conference Form to the Academic Records Office.

9. If revisions are suggested at the Completion Conference, the learner makes the revisions and sends an updated dissertation draft to the mentor. The iterative process is followed until the dissertation is approved. The mentor then sends the After Revisions Approval Form to the Academic Records Office.

10. When all edits are complete, the learner sends the mentor:
    - One hard copy of the completed dissertation.
    - One electronic version of the completed dissertation.
    - Five additional copies of the dissertation approval (signature) page.
    - Completed UMI publishing forms, and payment for any optional services.

11. If the learner chooses not to use UMI’s services, the learner is responsible for providing two bound dissertation copies to Capella prior to graduation.

12. The mentor signs the dissertation approval pages and forwards them to the Office of Academic Records. registrarsoffice@capella.edu

13. The Office of Academic Records obtains the Executive Director’s signature on the dissertation approval pages.