

Department of Communication Studies West Virginia University

Ph.D. Graduate Studies Handbook

This handbook outlines the policies and procedures of the Ph.D. degree in the Department of Communication Studies at West Virginia University. These policies and procedures are in addition to the policies and procedures contained in the *Graduate Catalog*, the GTA handbook available through the Office of Graduate Education and Life, and the Student Conduct Code. Each student and faculty advisor is responsible for reading and adhering to the policies and procedures contained in this handbook.

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I. Graduate Programs in the Department of Communication Studies

A. Overview of the Department

The Department of Communication Studies offers the B.A., the M.A., and the Ph.D. degrees in Communication Studies. The graduate faculty in the Department of Communication Studies is well-known, at the regional, national, and international level, for accomplishments in research, teaching, and service.

The faculty is nationally recognized for research endeavors. Faculty members consistently receive Top Paper honors at regional, national, and international professional conferences and publish numerous articles every year in state, regional, national, and international journals. Many of these papers and articles are co-written with graduate students. Additionally, three faculty members (Drs. Scott A. Myers, Matthew M. Martin, and Melanie Booth-Butterfield) have been identified as being among the Top 25 researchers in the Communication Studies discipline since its inception in 1915. In 2012, four faculty members (Drs. Scott A. Myers, Alan K. Goodboy, Matthew M. Martin, and Melanie Booth-Butterfield) have been identified as being among the Top 30 researchers in the Communication Studies discipline from 2007-2011.

The faculty is committed to providing a quality educational experience for both undergraduate and graduate students. As such, the faculty has received a number of teaching awards that reaffirm this commitment. Moreover, several faculty members have been recognized by the Eastern Communication Association, the Western Communication Association, and the International Communication Association for their effective instruction in the classroom. In 2007, Dr. Keith Weber was awarded the Eberly College of Arts and Sciences Outstanding Teacher Award and the West Virginia University Foundation Outstanding Teacher Award. In 2010, Dr. Scott A. Myers also received the Eberly College of Arts and Sciences Outstanding Teacher Award.

The faculty is heavily involved in providing service to the communication discipline. Not only do faculty members serve as Division officers, paper reviewers, paper respondents, and panel chairs for regional, national, and international communication associations and their conferences, but they serve on a number of editorial boards for Communication publications. In the past, faculty members have served as Editors of *Communication Education*, *Communication Quarterly*, *Communication Research Reports*, and *Communication Teacher*. Dr. Melanie Booth-Butterfield has served as President of the Eastern Communication Association and Dr. Scott A. Myers has served as President of the Central States Communication Association.

B. Governance of the Program

The Ph.D. program in Communication Studies is governed by the Department Chair, the Ph.D. Coordinator, and the Ph.D. Graduate Studies Committee. The Ph.D. Coordinator is responsible for the daily operations of the Ph.D. program, is the initial advisor for all incoming Ph.D. students, and is the official representative of the program. The Ph.D. Graduate Studies Committee consists of three graduate faculty members appointed by the Department Chair, the Ph.D. Coordinator, and the Department Chair. For the 2014-

2015 academic year, the members are Drs. Matthew Martin (Department Chair), Scott A. Myers (Ph.D. Coordinator), Dr. Melanie Booth-Butterfield, Dr. Christine E. Rittenour, and Dr. Elizabeth Cohen. They serve in an advisory capacity for the program and review the teaching and research portfolios.

C. *The Graduate Faculty*

Listed below are the members of the graduate faculty and their respective areas of research. Although the individual research areas vary, the faculty as a whole embraces an empirical, social scientific research orientation.

Jaime Banks, Assistant Professor

Ph.D., Colorado State University

Specializations: Computer-Mediated Communication, Identity/Embodiment, Human-Technology Relationships, Games/Virtual Worlds, Actor-Networks

A scholar of communication technology and identity, Dr. Banks's academic interests focus on how the Self is constructed and signified across multiple digital and physical spaces. As immersive digital environments (e.g., multiplayer online games, open virtual worlds) become more pervasive in popular and professional contexts, her most recent research focuses on how three-dimensional avatars--as interactive conduits of meaning in these spaces--play a role in communicators' senses of Self. Her work in the gaming/virtuality sphere informs broader investigations of how users relate, more broadly, to their digital performances (e.g., Facebook profiles, screen names, tweets). Methodologically, Dr. Banks draws from multiple traditions (with an emphasis in qualitative techniques) and has developed an integration of phenomenology, grounded theory coding, and network analysis as a means of investigating multiplicities of the postmodern Self. In addition to working on federal grant projects investigating learning, communication, and behavior in online games, her research has been published in such journals as *New Media & Society*, and *Information, Communication, & Society*. Emerging research interests include the role of emotion in identity construction and of non-human agencies in human communication contexts.

Melanie Booth-Butterfield, Professor

Ph.D., University of Missouri-Columbia

Specializations: Interpersonal/Relational, Humor Enactment, Emotion/Cognition

Dr. Booth-Butterfield's professional emphasis is on using one-to-one communication to address real-life interpersonal and social problems--both in her research and teaching. This emphasis involves both application of existing communication concepts to new issues, as well as developing new approaches, and examining difficult communication processes. She is open to empirical research across various interpersonal areas; e.g., relational communication, humor enactments, and how personality affects our interactions. Most recently, Dr. Booth-Butterfield has emphasized research in the areas of processes and outcomes involved with humor enactments (e.g., Humor Orientation), and a variety of interpersonal/relational communication issues. In 2006, Dr. Booth-Butterfield was named the McConnell Chair in Speech Communication and is currently serving her third three-year term with this endowed Chair. She has published over 90 peer-reviewed articles, chapters, and books, is the past editor of *Communication*

Education, and thoroughly enjoys teaching and conducting research with graduate students.

Nicholas David Bowman, Assistant Professor

Ph.D, Michigan State University

Specializations: Entertainment Media, Social Media, Media Effects, Experimental Methods

Dr. Bowman's academic interests are concerned with understanding how communication technology has changed the way we share and respond to mass information. As our social world becomes increasingly mediated and virtual, Dr. Bowman studies how media users respond cognitively and emotionally to mediation as well as if and how they differentiate between the real and virtual worlds. An avid entertainment technology fan, Dr. Bowman is particularly interested in understanding the popularity of video games not only as a leisure activity, but as a place for community discourse, a training ground for human interaction, and a space for social and actual learning. Finally, as a former journalist Dr. Bowman studies how communication technology has influenced the speed, accuracy, and utility of news information for today's multimedia audiences. Dr. Bowman's research has been competitively ranked at top conferences--including the National Communication Association and International Communication Association--and published in such journals as *Journal of Communication*, *Journal of Broadcasting and Electronic Media*, and *CyberPsychology, Behavior and Social Networking*.

Elizabeth Cohen, Assistant Professor

Ph.D., Georgia State University

Specializations: Media Effects, Entertainment-Education, Persuasion and Social Influence, Social Media

Dr. Cohen studies the "the bright side" of media uses and effects, or the prosocial consequences of involvement with different types of media such as television, social network sites, and digital games. One of her primary areas of study focuses on how people can develop feelings of attachment to others they come to know through the media, such as celebrities, politicians, or even fictional characters. Her research is animated by questions about how these parasocial relationships evolve, and how they can improve people's health, civic engagement, and well-being. She is also interested in how people are influenced by media messages when they get psychologically wrapped up, or transported into the fictional worlds of entertainment media, like novels or television dramas. Finally, she has a growing research program on the relational and emotional benefits of coviewing, or watching media with friends, fans, or family. Topics of some of her current research projects include narrative persuasion, parasocial interaction on social network sites, social TV, and fandom.

Megan R. Dillow, Associate Professor

Ph.D., The Pennsylvania State University

Specializations: Relational, Dark Side, Communication Theory

Using experimental and survey methods, Dr. Dillow conducts theoretically-driven research investigating communication between partners in close relationships, including

romantic relationships, friends with benefits relationships, and cross-sex friendships. Her primary research interests are focused on the “dark side” of personal relationships, particularly relational decisions in the wake of and communicative responses to major relational transgressions such as infidelity, communicative infidelity, and flirting. In addition, she maintains a continued interest in conducting research on post-dissolutional relationships, including reconciled romantic relationships. Dr. Dillow’s secondary research focus concerns health communication within and outside of interpersonal contexts. Along with her colleague Dr. Keith Weber, she is developing an innovative campaign designed to reduce the incidence of college student drinking and driving. In addition, Dr. Dillow is interested in the psychological and physiological health consequences of negative relational experiences.

Alan K. Goodboy, Associate Professor

Ph.D., West Virginia University

Specializations: Instructional, Interpersonal, Research Methods

Dr. Goodboy’s current research examines bullying in different contexts (e.g., student bullying, workplace bullying, cyberbullying, homophobic bullying). He is particularly interested in understanding and addressing the bullying problem in educational contexts. He also conducts instructional communication research and maintains his program on instructional dissent. This research explores why and how students express their disagreements and complaints about course-related issues. Also, Dr. Goodboy has an interest in communication methods and statistics (e.g., meta-analysis, structural equation modeling, conditional processes, psychometric testing and measurement).

Joan Gorham, Professor

Associate Dean, Eberly College of Arts and Sciences

Ed.D., Northern Illinois University

Specializations: Instructional, Media, Nonverbal

Dr. Gorham’s primary research area has been classroom communication, particularly teacher immediacy. Studies in this series have employed experimental and survey designs, frequently incorporating a combination of qualitative and quantitative data. Favorite pieces investigated theoretical explanations for the immediacy-learning relationship, examined teachers’ ability to effectively monitor use of immediacy behaviors, analyzed immediacy’s relationship with student- and teacher-perceived sources of motivation and demotivation, and incorporated immediacy as a variable in three “fashion in the classroom” studies of instructor attire, conducted with colleagues in WVU’s psychology department. Dr. Gorham also has an interest in mass media, though she publishes in that area more as a teacher than a theory-builder. She is editor of the Mass Media collection in McGraw-Hill’s *Annual Editions* series, in its 13th edition, and has taken an occasional turn at media content analysis.

Matthew M. Martin, Professor and Department Chair

Ph.D., Kent State University

Specializations: Instructional Communication, Aggressive Communication/Bullying, Interpersonal Communication, Communication Traits, Online Learning

Dr. Martin has numerous research interests, including, but not limited to: bullying and verbal aggression (Who uses these destructive messages and what consequences do these messages have on their targets?), communication competence (What are the characteristics of an effective and appropriate communicator?), communication motives (Why do people communicate with others?), and student learning (How can teachers and students communicate differently in order to increase student learning?). A Mountaineer since 1994, Dr. Martin has a strong appetency for promoting WVU and the state of West Virginia.

Scott A. Myers, Professor
Faculty Associate, Center for Women's and Gender Studies
Ph.D., Kent State University
Specializations: Instructional, Family, Organizational

As an instructional communication researcher, Dr. Myers's research focuses primarily on the role communication plays in the instructor-student relationship, both in and out of the classroom, using experimental, survey, and content analytic research methods. Dr. Myers also is a family communication researcher, with a focus on how adult siblings maintain their relationships. At WVU, Dr. Myers was recognized by the Eberly College of Arts and Sciences as a Woodburn Professor from 2005-2007 and as an Outstanding Teacher in 2010. He is a past President of the Central States Communication Association, where he also served as the Executive Director from 2004-2006, and is a past editor of *Communication Teacher*.

Brian R. Patterson, Associate Professor
Ph.D., University of Oklahoma
Specializations: Developmental, Communication Theory

Dr. Patterson's research interests are in communication and development, also known as life-span developmental communication. His research focuses on communication in old age along with how communication changes from one end of the lifespan to the other. Concomitantly, Dr. Patterson is interested in how friendships develop and change from "womb to tomb." A second area of interest is in research methods. He is especially interested in issues related to measurement and cross-over applications between qualitative and quantitative techniques. Finally, a new area of interest for him is the role of biology in communication.

Christine E. Rittenour, Assistant Professor
Faculty Associate, Center for Women's and Gender Studies
Ph.D., University of Nebraska
Specializations: Family, Aging, Intergroup

Dr. Rittenour researches the links between communication and identity, exploring the ways that communication reflects and affects various social (e.g., ethnicity, age), structural (e.g., in-law relationships), and value-based identities (e.g., feminism, generativity). Dr. Rittenour most commonly assesses identity/communication intersections in the family context. In doing so, she explores how family members' identities coincide with their treatment of each other and how members socialize each

other to treat those outside of the family. In doing so, Dr. Rittenour positions family communication as an agent of social change.

Keith D. Weber, Professor

Ed.D., West Virginia University

Specializations: Health Campaigns, Instructional, Persuasion

Dr. Weber's primary research focus is on the relevance of persuasion theory in applied contexts. Recently, Dr. Weber was the recipient of a Department of Health and Human Services Health Resources and Services Administration grant in order to design, implement, and evaluate a multi-channel intervention aimed at increasing organ donor awareness and compliance. The award was for a two year period from 2005-2007. Additionally, Dr. Weber has begun a program of research in which he and his students are designing a campus-based intervention in order to decrease the incidence of drinking and driving. In addition to his research focusing on campaign design (e.g., organ donation, drunk driving), Dr. Weber remains committed to his instructional research on the importance of student interest in the classroom, a topic on which he has recently published a series of articles.

D. The Graduate Courses

Listed below are the courses taught in the Department. Unless noted, each course is worth 3 credit hours. Students are solely responsible for enrolling in the correct course(s).

COMM 601	Instructional Communication
COMM 602	Interpersonal Communication
COMM 603	Communication Training and Development
COMM 604	Theory and Research in Persuasion
COMM 605	Theory and Research in Mass Communication
COMM 606	Theory and Research in Organizational Communication
COMM 607	Theory and Research in Language
COMM 608	Nonverbal Communication
COMM 609	Communication Apprehension and Avoidance
COMM 610	Family Communication
COMM 612	Small Group Theory and Practice
COMM 622	Gender and Communication
COMM 623	Leadership
COMM 624	Communication Ethics
COMM 625	Computer-Mediated Communication
COMM 626	Intercultural Communication
COMM 629	Health Communication
COMM 691G	Communication and Aging
COMM 691N	Communication Traits
COMM 691O	Communication Campaigns
COMM 691P	Seminar in Relational Maintenance
COMM 693G	Developmental Communication
COMM 693H	Presence
COMM 693I	New Media and Society
COMM 693M	The Dark Side of Communication

COMM 693N	Effects of Entertainment Media
COMM 695	Independent Study
COMM 697	Thesis Research
COMM 700	Survey of Human Communication Theory
COMM 701	Graduate Research Methods
COMM 702	Advanced Interpersonal Communication
COMM 706	Advanced Organizational Communication
COMM 711	Advanced Seminar in Research Methods
COMM 712	Communication Measurement
COMM 713	Qualitative Research Methods
COMM 719	Advanced Instructional Communication
COMM 790	Teaching Practicum (2 credit hours)
COMM 793D	Foundations of Communication Inquiry
COMM 793H	Seminar in Communication Research Design
COMM 794A	Seminar in Communibiology
COMM 794B	Seminar in Personality
COMM 794G	Seminar in Interpersonal Communication
COMM 794H	Seminar in Affectionate Communication
COMM 794T	Seminar in Aggressive and Antisocial Communication
COMM 795	Independent Study
COMM 796	Graduate Seminar (1 credit hour for a maximum of 3 credit hours)
COMM 797	Dissertation Research (9 hours)
COMM 799	Graduate Colloquium

II. The Ph.D. Program in Communication Studies

The Ph.D. program in Communication Studies is intended to qualify the student to teach and conduct research in instructional communication, interpersonal communication, or organizational communication at the university level.

A. Learning Outcomes

Upon completion of the Ph.D. degree program in Communication Studies, it is expected students will be able to:

1. demonstrate a broad knowledge of the field of Communication Studies through the identification and explanation of the research domains which comprise the field of Communication Studies.

2. demonstrate an in-depth knowledge of two domains of the field of Communication Studies through the identification, explanation, and evaluation of the primary theories, constructs, and researchers associated with each domain.

3. independently design, conduct, and present original research using quantitative research methods.

4. demonstrate effective instructional communicative behaviors across a variety of teaching and training situations.

5. develop logical, well-reasoned arguments to guide future research endeavors and projects in the field of Communication Studies.

6. demonstrate a commitment to the profession through activity in professional associations and service to the university, community, and state.

B. Program Timeline

The Ph.D. degree program is designed to take three years of study, including summer terms, assuming students make satisfactory progress during their time in the program.

- Students will complete at least 39 hours of coursework during the first two years of the program (i.e., Year 1 Fall semester, Year 1 Spring semester, Year 1 Summer term, Year 2 Fall semester, Year 2 Spring semester, Year 2 Summer term). Students may take additional courses in subsequent years if they so choose.
- Upon completion of coursework, students will take and defend their comprehensive examinations (usually during Year 2 summer term) before writing and defending their dissertation prospectus (usually during Year 3 Fall semester) and writing and defending their dissertation (usually no later than Year 3 Summer term).

- Based on their performance on the comprehensive examination or the selection of a dissertation topic, however, some students may take more than three years of study to complete the Ph.D. degree program. An assistantship offer generally does not extend beyond the third year of study, however.

C. *Selection of an Advisor and Committee*

Upon admission to the program, students are advised by the Ph.D. Coordinator. Working with the Coordinator, students devise their course schedules for their first year.

- By the start of the Fall semester of their second year, students should select their dissertation advisor, who must hold Regular Graduate Faculty status. This advisor serves as the Chair of the student's comprehensive examination and dissertation committees. The student and the advisor then complete a Plan of Study, which must be approved by the student's committee.
- Working with their advisor, students select four Committee members, at least one of which must be a graduate faculty member external to the Department of Communication Studies, with the remaining Committee members comprised of graduate faculty members from the Department of Communication Studies. Emeritus faculty members are not eligible to serve on Ph.D. committees.
- The Communication Studies Department members serve as members of both the student's comprehensive examination and dissertation committees, whereas the graduate faculty member external to the Communication Studies Department serves only as a member of the student's dissertation committee.

D. *Program Requirements*

To graduate with the Ph.D. degree in Communication Studies, students must complete at least 57 credit hours (at least 39 hours of coursework at either the 600 or 700 level and at least 18 hours of COMM 797--Dissertation); successfully write and orally defend a comprehensive examination; and successfully write and orally defend a dissertation.

The Coursework

The Ph.D. degree program in Communication Studies is a 57 credit hour program (this includes dissertation hours). The 57 graduate credit hours include:

- 9 hours from four required courses: COMM 700, 701, 790, 796
- 12 hours of courses constituting a primary area of study
- 9 hours of courses constituting a secondary area of study
- 9 hours of research methods
- 18 hours of COMM 797 (dissertation credit)

It should be noted that:

- No course for which a student earns a grade below B- can be counted toward the 57 hours.
- A GPA of 3.25 is required for graduation.
- A student who receives more than 6 hours of “C” may not be permitted to remain in the program.
- No more than six hours of transfer credit from another university may be applied toward meeting the 57 credit hours as required by the Department. These credit hours must be from coursework at the 600 level, 700 level, or above with a grade of B- or higher. The grade(s) received for these credit hours will not be included in calculating a student’s cumulative grade point average.
- Grades received for any credit hours generated from a course(s) taken in another department at West Virginia University will be included in calculating a student’s cumulative grade point average.

Students who complete the required Ph.D. courses at the M.A. level are not required to retake the courses at the doctoral level, but must fulfill the minimum credit hours requirements through additional coursework.

The Comprehensive Examination

Upon completion of coursework (typically at the conclusion of Year 2 Spring or Summer term), students take a comprehensive examination. Before the comprehensive examination can be taken, students must have completed 39 hours of coursework with a grade of B- or higher, have a minimum grade point average of 3.25, and have completed any courses for which they received a grade of “Incomplete.”

Prior to taking the comprehensive examination, students must complete the *Intent to Take Comprehensive Examination form* and submit the form to the Ph.D. Coordinator at the end of Year 2 Spring semester. **Note: Students are given this form during orientation week.**

The comprehensive examination process consists of:

- A 12-hour written examination on three sections: four hours on the primary area of study, four hours on the secondary area, and four hours on research methods. The written examination usually is taken approximately two weeks prior to the Year 3 Fall semester over a two-day period.
 - Upon completion of the examination, the student will supply the Ph.D. Coordinator with a typed copy of the answers. The student will review and initial each page of the answers, which then serves as the official record of the examination. The entire examination will be photocopied and

disseminated to the student and the student's Department members of the Committee by the Ph.D. Coordinator.

- The questions on the written examination usually will be written by the Department members of the student's Committee and/or the student's advisor, and compiled by the student's advisor. The student's advisor is responsible for the final selection of the questions contained on the written examination.
- An oral defense of the written examination, which usually is held two weeks after the completion of the 12-hour written examination. The oral defense should last no more than two hours and allows the student's committee to assess the student's competency in the primary area, the secondary area, and research methods.
 - At least three members of the student's comprehensive examination committee must be physically present at the oral defense. If less than three members are physically present, the oral defense must be rescheduled for a later date at which at least three Committee members are present.
 - Prior to the oral defense, students are encouraged to review their responses to the written questions and make corrections and revisions to their photocopied copy of the examination. These corrections and revisions then are presented orally to the Committee during the oral defense.
 - Upon completion of the oral defense, the student's Committee determines whether the student has satisfactorily passed the comprehensive examination or whether the student is deficient in one or more areas. The Committee then signs the *Comprehensive Examination Record form* to indicate whether the student has satisfactorily passed the examination.
Note: Students are given this form during orientation week.

**If the student fails one of the three areas, the student will be permitted to retake this portion of the comprehensive exam no later than six weeks from the date of the original oral defense. The oral defense of the one area retake may be waived by the student's committee.

**If the student fails two of the three areas, the student will be permitted to retake these areas during the second week of the next semester. The oral defense of the two areas retake may be waived by the student's committee.

**If the student fails all three areas, the student will be permitted to retake these areas during the second week of the next semester, and must have an oral defense of the three areas retake. If the student fails two or more sections of the retake, the student will not be permitted to complete the Ph.D. program.

The Dissertation

Once the comprehensive examination has been successfully passed, the student writes a dissertation prospectus and submits a typed copy of the prospectus to each member of the student's dissertation committee. Generally, the dissertation prospectus is a two chapter manuscript that outlines the proposed dissertation research project, although the form or requirements for the prospectus are left to the discretion of the student's advisor.

The dissertation prospectus defense process consists of:

- An oral defense of the prospectus, which is held once the student's advisor is satisfied the dissertation prospectus is ready to move to the oral defense stage. At least two weeks prior to the proposed oral defense date, the student completes the *Notice of Dissertation Prospectus Defense form* and submits it to the Ph.D. Coordinator, at which time a copy of the prospectus is distributed to each Committee member. Failure to submit this form and distribute the prospectus copies in a timely manner can result in the cancellation of the scheduled dissertation prospectus oral defense. **Note: Students are given this form during orientation week.**
 - The prospectus oral defense meeting is open to all Department faculty members and students, but participation is restricted to the student and members of the dissertation committee. This oral defense should last no more than two hours.
 - At least four Committee members, including the external Committee member, must be present at the prospectus oral defense meeting. Per the Graduate Catalog, no more than one member of the Committee may participate through electronically or computer-mediated means (e.g., telephone, Skype). This member must send an e-mail message to the Committee Chair authorizing the Chair to sign all forms on his or her behalf.
 - If fewer than four Committee members, including the external Committee member, are present, the defense must be rescheduled for a later date at which at least four Committee members, including the external Committee member, are physically present.

Once the dissertation prospectus has been approved by the student's dissertation committee, the student writes the dissertation and submits a typed copy of the completed dissertation to each member of the student's dissertation committee. The typed copy must follow the format required by Wise Library for Electronic Submission of Theses and Dissertations as well as adhere to the Department guidelines contained in the Graduate Resource Handbook and APA guidelines. (Generally, the dissertation is a four chapter manuscript, although the form or requirements for the dissertation are left to the discretion of the student's advisor.)

The dissertation defense process consists of:

- An oral defense of the dissertation, which occurs once the student's advisor is satisfied the dissertation is ready to move to the oral defense stage. At least two weeks prior to the oral defense date, the student completes the *Notice of Dissertation Defense form* and submits it to the Ph.D. Coordinator, at which time a copy of the dissertation is distributed to each Committee member. Failure to submit this form and distribute the dissertation copies in a timely manner can result in the cancellation of the scheduled dissertation oral defense. **Note: Students are given this form during orientation week.**

The student also must complete and submit electronically the *Eberly College Thesis and Dissertation Defense Date Declaration Form* at least two weeks prior to the defense date.

- The dissertation oral defense is open to the University community, the Department faculty members and students, and any invited guests, but participation is restricted to the student and members of the dissertation committee. The defense should last no more than two hours.
- At the dissertation oral defense, the Student must bring (a) the *ETD Library Form* to be signed by the Committee, (b) the *Eberly College Thesis and Dissertation Oral Defense Form* (completed and printed) to be signed by the Committee, and (c) the Faculty Approval page (p. ii of the Dissertation) to be signed by the Committee.
- At least four Committee members, including the external Committee member, must be present at the dissertation oral defense meeting. Per the Graduate Catalog, no more than one member (of the Committee may participate through electronically or computer-mediated means (e.g., telephone, Skype). This member must send an e-mail message to the Committee Chair authorizing the Chair to sign all forms on his or her behalf. This authorization e-mail message must be attached when all forms are sent to the College.
- If fewer than four Committee members, including the external Committee member, are present, the defense must be rescheduled for a date at which at least four Committee members, including the external committee member, are physically present.
- Upon completion of the oral defense of the completed dissertation, the Committee deliberates and makes a decision about whether the student has successfully defended the dissertation. After deliberation, each Committee member rates the dissertation defense as either satisfactory or unsatisfactory.

****Students who receive no more than one unsatisfactory rating from the Committee members will be judged as successfully defending the dissertation.**

****Students who receive more than one unsatisfactory rating from the Committee members will be permitted to defend the dissertation again at a later date. If the student receives more than one unsatisfactory rating at the second oral defense, the student will not be permitted to complete the Ph.D. program.**

Once the dissertation has been successfully defended, the student works with his/her advisor to make all revisions, corrections, and additions suggested by the student's dissertation committee. It is the advisor's decision as to whether the student has satisfactorily completed all revisions, corrections, and additions suggested by the Committee. Upon completion of the final product, the student is wholly responsible for submitting the dissertation (and having the dissertation accepted) to Wise Library.

The student is expected to supply one bound copy of the dissertation to the Department Chair for inclusion in the Department's library, one bound copy to the student's advisor, and one bound copy to each Committee member should the member request it.

E. Yearly Program Review

In addition to making satisfactory progress toward the completion of the degree, students will submit a teaching and research portfolio (i.e., one document) at the end of Year 1 Spring semester and at the end of Year 2 Spring semester. The portfolios will be evaluated by the Ph.D. Graduate Studies Committee.

Submission of the portfolio is mandatory. Students who do not submit a portfolio may have their assistantship for the forthcoming year revoked. The final decision to revoke an assistantship is made by the Department Chair.

The portfolio consists of eight sections:

- Section 1: Vita. This vita should be detailed and preparatory for sending out job applications. Include notation if a paper is under review and the journal to which the paper has been submitted for review. [No page limit.]
- Section 2: A list of courses taken each semester during the past academic year, the instructor, and a title or description of the paper(s)/projects completed for the course. Please also note the status of the paper(s)/projects (e.g., under review, presented at NCA). [1-2 pages]
- Section 3: Career Goals. Briefly summarize your aspirations for your career, gearing your response primarily toward your "ideal job" that might come later in your career, but perhaps also referencing the jobs you'll consider immediately following your completion of the program. [Maximum of 1 paragraph]

- Section 4: Research Interests. Generally describe the research you conduct/would like to conduct, your general research program (the central question(s) you want to answer), your general approach to answering that question(s), and your more specific lines of research. [Maximum of 1 page]
- Section 5: Copies of articles published or in press during the past academic year.
- Section 6: Teaching Interests and Philosophy. Describe your teaching philosophy. Identify the courses you are interested in teaching. [Maximum of 3 pages]
- Section 7: Teaching Evaluations and Activities. Include copies of instructor evaluations for all courses taught at West Virginia University during the past academic year, including both numeric and open-ended responses. Include any original teaching or training activities you have developed. [No page limit.]
- Section 8: Statement of your goals for next year. What do you plan to accomplish? What are you working on? [Maximum of 1 page.]

Additional directions may be distributed to students at the end of each Spring semester.

F. Graduation Requirements

To graduate with the Ph.D. degree in Communication Studies from West Virginia University, students must fulfill all requirements determined by the Department of Communication Studies, the Eberly College of Arts and Sciences, and West Virginia University. These requirements include, but are not limited to:

- the completion of 57 hours, including 18 dissertation hours, at the 600 level, 700 level, or above;
- a cumulative GPA of 3.25;
- the completion of all forms as required by the Department and the Eberly College of Arts and Sciences;
- an application for graduation, to be submitted at the beginning of the semester or summer term the student anticipates graduating; and
- the submission and acceptance of the completed dissertation to Wise Library by the deadline determined by Wise Library.

The student is wholly responsible for fulfilling these and any additional requirements for graduation.

III. Graduate Teaching Assistantships

Students who are awarded a graduate teaching assistant (GTA) position in the Department of Communication Studies are considered to be part-time, non-tenure track, and not benefits eligible employees of West Virginia University (WVU). All students accepted into the Ph.D. program in Communication Studies are awarded an assistantship for their first year. Assistantships are renewable at the end of the first and second years of the program, contingent upon students making satisfactory progress toward the degree and approval by the Department Chair. Achievement of “satisfactory performance” is determined by the Department Chair and the Ph.D. Coordinator, with the advice of the Ph.D. Graduate Studies Committee. GTAs are expected to adhere to all Department and course policies at all times under the supervision and authority of the Department Chair and, as delegated, other faculty who direct multi-section courses or coordinate other GTA duties.

The assistantship is offered in accordance with the provisions of West Virginia University Board of Governors Policy 2 and the West Virginia University *Faculty Handbook*, which are available online at <http://provost.wvu.edu>. As with all positions in higher education, it is subject to the availability of funds and approval of the appropriate expenditure schedule. The assistantship is governed by the rules and policies contained in the above documents, as they are and as they may from time to time be changed. It also is governed by other policies adopted by the university and the faculty and administration of the Department of Communication Studies and the Eberly College of Arts and Sciences. It is the student’s responsibility to be aware of terms and conditions of the university policies that govern this work. Further information regarding applicable policies, in addition to information concerning the privileges and responsibilities of holding an assistantship, may be posted at <http://grad.wvu.edu> and may be provided upon the student’s arrival at WVU. General questions about graduate assistant rights, responsibilities, policies, and procedures should be directed to the Associate Provost for Graduate Academic Affairs.

Graduate students must be in good academic standing within their degree program in order to be eligible to hold a graduate assistantship. The continuation of a graduate assistantship beyond the initial semester of appointment is not guaranteed. It is university policy that a graduate student may hold no more than one graduate assistantship.

Graduate assistants at WVU are reviewed at the end of each semester, including the first semester. Such a review is required prior to consideration of continued employment as a GTA, which is dependent upon satisfactory fulfillment of the responsibilities of this position, and of continued funding of and need for the position. It is also contingent upon maintaining full-time student status (i.e., being enrolled in nine credit hours per semester), performing GTA duties in a satisfactory manner by demonstrating the behaviors and attitudes consistent with those expected of professionals employed in the field of higher education, and maintaining satisfactory academic progress (i.e., maintaining a 3.25 grade point average) toward completion of your degree program as determined by the Department chair and the Ph.D. Graduate Studies coordinator.

Normally, if renewed, assistantships are not continued beyond the third year of full-time doctoral study.

For these services, GTAs receive a University tuition waiver, excluding College tuition and student fees, for the Fall, Spring, and Summer sessions and a salary for the academic year determined by the College and the Department Chair. This salary does not include summer teaching assignments, which are often available. GTAs also receive health care insurance, which is provided through the University. The salary is paid over 18 installments with the first installment disbursed on September 15 and the final installment disbursed on May 31.

GTAs serve under the direction of Dr. Matthew M. Martin and Dr. Scott A. Myers, with a time commitment of twenty clock hours per week, on average, as assigned by Dr. Martin and Dr. Myers in consultation with the student. In general, these responsibilities are to be carried out throughout the semester of appointment, including times when classes are not in session.

Typical assigned duties for a GTA in the Department of Communication Studies are as follows:

- Being assigned to perform six hours of classroom contact per week with students in a teaching capacity. Preparation time for teaching is considered part of the normal assignment. A portion of the assignment, or the entire assignment, may involve course administration.
- Adhering to all Department and course policies at all times under the supervision and authority of Dr. Martin, Dr. Myers and, as delegated, other faculty who direct multi-section courses or coordinate other GTA duties.
- Maintaining six scheduled office hours weekly, including two mandatory office hours on Friday afternoons.
- Attending all classes to which you are assigned as the primary instructor, as well as attending all staff meetings for courses in which you are involved.
- Being available for service during normal working hours every day except official University holidays. Any absence during student holidays that are not also employee holidays must be approved in advance by Dr. Martin.

GTAs are expected to adhere to the dress code on the days they are teaching or assisting an instructor. On these days, the following items are not allowed to be worn:

- denim skirts, denim shorts, or denim jeans
- camouflage shirts, camouflage pants, or camouflage shorts
- T-shirts
- shirts that reveal the stomach or back
- shorts of any kind
- flip flops

- tennis shoes
- sweatpants or athletic-type pants

Modifications to the dress code will be made as deemed necessary by the Ph.D. Coordinator.

IV: Dissertations & Program Graduates

2014

Why and How Organizational Members Encourage Their Peer Coworkers to Voluntarily Exit the Organization: An Investigation of Peer-Influence Exit Tactics by Michael Sollitto (Assistant Professor, Texas A & M University-Corpus Christi)
Committee: Chory (Chair), Goodboy, Rittenour, Weber, Garner (Texas Christian University)

Male-Female Workplace Friendships: Third Party Coworkers' Perceptions of and Behavior toward Organizational Peers in Cross-Sex Workplace Friendships by Hailey G. Gillen (Assistant Professor, Weber State University)
Committee: Chory (Chair), Booth-Butterfield, Cohen, Rittenour, Cowan (Texas State University)

Addressing the Role of Health Literacy in Social Science: The Revision and Validation of the Perceived Oral Health Literacy Scale by Sara LaBelle (Assistant Professor, Chapman University)
Committee: Weber (Chair), Booth-Butterfield, Martin, Myers, Wanzer (Canisius College)

Extradyadic Communication with Friend about Negative Relational Events in Romantic Relationships: Development of a Measure and Implications for Friendship and Romantic Relationship Functioning by Jessalyn I. Vallade (Lecturer, University of Kentucky)
Committee: Dillow (Chair), Booth-Butterfield, Martin, Myers, Lannutti (LaSalle University)

2013

The Effects of Student Behavior Alteration Techniques on Student Motives, Student Talk, and Student Learning by Christopher J. Claus (Assistant Professor, California State University-Stanislaus)
Committee: Myers (Chair), Booth-Butterfield, Dillow, Martin, Johnson (Ithaca College)

Alternative Breaks: The Impact of Student-to-Student Connections in Non-classroom Service-learning Experiences by Zac D. Johnson (Assistant Professor, Murray State University)
Committee: Martin (Chair), Myers, A. Weber, K. Weber, Lefebvre (WVU Educational Leadership Studies)

Investigating the Effect of Humor Communication Skills Training on Pro-social and Anti-social Humor Styles, Self-efficacy, Motivation, and Learning by Lori E. Vela (Instructor, Western Governors University)
Committee: Booth-Butterfield (Chair), Chory, Martin, Rittenour, Westerman, Lefebvre (WVU Educational Leadership Studies)

2012

Exploring the Effects of Implication Intentions and Goal Formation on Anxiety and Communication Effectiveness when Discussing Difficult Interpersonal Topics by Colleen C. Malachowski (Assistant Professor, Regis College)
Committee: Booth-Butterfield (Chair), Chory, Martin, Rittenour, Walls (WVU Educational Psychology)

Examining Graduate Students' Research Outcomes, Affinity-Seeking Behaviors, and Perceptions of Relationship Quality with Advisors from a LMX Perspective by Stephanie Shimotsu (Instructor, Western Governors University)
Committee: Myers (Chair), Booth-Butterfield, Chory, Martin, Wanzer (Canisius College)

Sports-Related Traumatic Brain Injury: An Investigation of College Student-Athletes Prospectus of Communication Facework and Communicative Strategies for Managing Uncertainty by Sydney M. Staggers (Employed in private industry)
Committee: Martin (Chair), Booth-Butterfield, Brann, Weber, Kershner (WVU Community Medicine)

2011

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship by Daniel H. Mansson (Assistant Professor, Penn State-Hazleton)
Committee: Myers (Chair), Brann, Dillow, Martin, Edwards (Western Michigan University)

2010

Adult Children of Alcoholics' Perceptions of Communicative Exchanges with Family Members and Outsiders by Kerry A. Byrnes (Assistant Professor, Collin County Community College)
Committee: Brann (Chair), Martin, Myers, Weber, Reger-Nash (WVU Community Medicine)

Communicative Facework in Marital Dissolution and Post-dissolution Processes by Brandi N. Frisby (Assistant Professor, University of Kentucky)
Committee: Booth-Butterfield (Chair), Dillow, Martin, Weber, Walls (WVU Educational Psychology)

2009

Understanding the Expression and Implications of Deceptive Affectionate Messages by Sean M. Horan (Assistant Professor, Texas State University)
Committee: Booth-Butterfield (Chair), Chory, Dillow, Martin, Frymier (Miami University)

When Two Become One: Marital Couples' Public Performances and Couple Identity by Carrie D. Kennedy-Lightsey (Assistant Professor, Stephen F. Austin State University)

Committee: Martin (Chair), Booth-Butterfield, Dillow, Weber, Goeres (WVU Educational Leadership)

The Development of Technological Management Model: A Conceptualization of Computer Technology in the Workplace by Paul E. Madlock (Assistant Professor, Texas A & M International University)

Committee: Avtgis (Chair), Booth-Butterfield, Chory, Martin, Westerman, Rancer (University of Akron)

2007

The Effect of Teacher Confirmation on Student Communication and Learning Outcomes by Alan K. Goodboy (Associate Professor, West Virginia University)

Committee: Myers (Chair), Booth-Butterfield, Martin, Weber, Hursh (WVU Educational Psychology)

Student Nagging Behavior in the College Classroom by Katie Neary Dunleavy (Associate Professor, LaSalle University)

Committee: Martin (Chair), Brann, Booth-Butterfield, Myers, Weber, Walls (WVU Educational Psychology)