Department of Communication Studies
West Virginia University

M.A. & Ph.D. Graduate Studies Handbook

This handbook outlines the policies and procedures of the M.A. and Ph.D. degrees 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 and the Student Conduct Code.

The WVU Graduate Catalog is available online through WVU's Office of Graduate Education and Life. The Catalog includes University rules and policies concerning graduate education and information about students' rights and responsibilities. The Campus Student Code is available from the West Virginia University Division of Student Life. Each student and faculty advisor is responsible for reading and adhering to the policies and procedures contained in this handbook.

These rules and policies apply to all students in the Communication Studies graduate programs, unless a rule or policy is superseded by rule or policy of the Eberly College of Arts or the Department of Communication Studies.

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I.   Graduate Programs in the Department of Communication Studies

A. Overview of the Department

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

Faculty members consistently receive Top Paper honors at regional, national, and international professional conferences and publish numerous articles every year in regional, national, and international journals. Many of these papers and articles are co-written with graduate students. Additionally, two faculty members (Drs. Myers, and Goodboy) have been identified as being among the Top 10 most research productive scholars in the Communication Studies discipline from 2017-2021. Drs. Dillow, Martin, Goodboy, and Myers have also been named ECA Research Fellows

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, the National Communication Association, and the International Communication Association for their effective instruction in the classroom. Drs. Dillow, Goodboy, and Myers have been named ECA Teaching Fellows.

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. Faculty members have served as Editors or Associate Editors of *Communication Education, Communication Research Reports*, *Personal Relationships, Communication Teacher, Journal of Family Communication, Psychology of Popular Media,* and *Journal of Communication Pedagogy*.

B. Governance of the Graduate Programs

The Ph.D. and M.A. program in Communication Studies is governed by the Department Chair, the Director of Graduate Studies, and the Graduate Studies Committee. The Director of Graduate Studies is responsible for the daily operations of the program and is the initial advisor for all incoming students.

Decisions about major changes to the graduate programs' curricula or policies are made after consultation with the Graduate Studies Committee and, in some cases, with approval of the entire graduate faculty.

C. The Graduate Faculty

WVU policy requires that faculty hold graduate faculty status in order to be an advisor for a graduate student and/or serve on graduate student committees. Listed below are the members of the graduate faculty and their respective areas of research.

Elizabeth Cohen, Professor
Ph.D., Georgia State University

Research Interests: Media Effects, Emotion and Media, Health and Entertainment, Intergroup Communication in Popular Media Culture

Elizabeth L. Cohen joined the WVU faculty in 2012. She is a media psychologist. Broadly, she researches audiences' cognitive, emotional and behavioral responses to different types of media content—including news and social media messages. She specializes in studying people's responses to pop culture and entertainment such as movies, graphic novels, celebrity news, reality TV, and digital games. Popular media culture is often criticized as being unhealthy or a waste of time, but her research tends to emphasize the positive effects that entertainment media has on educational outcomes, social relationships and social relations, and health and well-being. Some of her special interests include people's psychological attachments to fictional characters and celebrities, emotional effects of media consumption, narrative persuasion processes, fandom, presumed media influence, and media influences on people's prejudice towards social groups.

Megan R. Dillow, Professor
Ph.D., The Pennsylvania State University

Research Interests: Interpersonal Communication, Relational Communication, Communication Theory, Health Communication

Using experimental, survey, and observational methods, Dr. Dillow conducts theoretically-driven research investigating communication between people in interpersonal relationships. Her primary research interests are focused on the "dark side" of close relationships, such as communicative responses to major relational transgressions. She most often studies the relational and communicative outcomes of sexual infidelity, including same-sex infidelity. Dr. Dillow's secondary research interests include health communication within and outside of interpersonal contexts, including the psychological and physiological health consequences of negative relational experiences and health communication campaigns. She is an ECA Research and Teaching Fellow.

Alan K. Goodboy, Professor
Peggy Rardin McConnel Research Chair of Communication Studies
Ph.D., West Virginia University

Research Interests: Quantitative Methods and Statistics, Instructional Communication, Interpersonal Communication

Dr. Goodboy is a quantitative scholar with an interest in applications of structural equation modeling for communication science. He has completed over 700 hours of postdoctoral coursework in statistics. Most recently, he has been interested in person-centered approaches using finite mixture modeling (latent class analysis, latent profile analysis, latent transition analysis) and intensive longitudinal methods (dynamic structural equation modeling, multilevel location-scale modeling, time series analysis) to test communication theory. As an instructional communication scholar, he regularly conducts teaching and learning experiments. As an interpersonal communication scholar, he is completing a series of intensive longitudinal studies on the interdependence and resilience of interpersonal relationships in daily life. Dr. Goodboy is also collaborating on several medical communication projects with surgery colleagues at WVU including a stitching/suture simulation.

Matthew M. Martin, Professor
Ph.D., Kent State University

Research Interests: Bullying & Verbal Aggression, Communication Competence, Communication Motives, Student Learning, Communication Ethics

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.

Lindsay Morris-Neuberger, Professor and Department Chair
Ph.D., Michigan State University

Research Interests: Health Communication, Risk Communication, Campaigns

Dr. Morris-Neuberger primarily conducts research in the areas of health campaigns, translational research, and risk communication and has worked on projects funded by groups including the National Science Foundation, Department of Health and Human Services, and the World Health Organization. Her work uses persuasion, formative research, information seeking, and program evaluation concepts, and has covered varied topics from the opioid crisis and breast cancer to COVID-19 risk assessment and environmental concerns. Though diverse in context, her research focuses on making effective messages that encourage people to make decisions that are good for themselves, their families, and society and interdisciplinary collaboration is core to her work.

Scott A. Myers, Professor
Peggy Rardin McConnell Endowed Teaching Chair of Communication Studies
Faculty Associate, Center for Women's and Gender Studies
Ph.D., Kent State University

Research Interests: Instructional Communication, Organizational Communication, Positive Communication

Dr. Myers joined the WVU faculty in 2001. He is an instructional communication researcher whose projects focus 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 has been recognized by the WVU Eberly College of Arts and Sciences as an Outstanding Teacher in both 2010 and 2020. He also received the WVU Foundation Outstanding Teacher award in 2020. Dr. Myers is a past President of the Central States Communication Association, where he also served as the Executive Director from 2004- 2006. He is a past editor of *Communication Teacher*, *Journal of Communication Pedagogy*, and *Journal of Family Communication*.

Christine E. Kunkle, Professor
Facilitator, WVU ADVANCE Team
Ph.D., University of Nebraska

Research Interests: Family Communication, Communication and Aging, Intergroup Communication

Dr. Kunkle researches families and prejudice. She is fascinated by humans' differential (mis)treatment of those dubbed as different, and she asserts that family is a primary site for experiencing and teaching "difference." Some of her work addresses within-family differences based in social (e.g., ethnicity, age), structural (e.g., in-law relationships), and value-based identities (e.g., feminism, generativity), as she reveals how these differences coincide with the unity and happiness that family members feel for each other. Some of her work addresses communication *about* difference, including that which occurs within the family, often then "spilling" into treatment of those outside of the family. Dr. Kunkle also works with the ADVANCE team to facilitate prosocial change at institutional and unit levels. You can find her work under her former last name - Rittenour - or simply find her and gab with her about whatever you wish!

Megan Vendemia, Assistant Professor
Ph.D., Ohio State University

Research Interests: Communication Technology, Media Psychology, Body Image

Dr. Vendemia is broadly interested in the social and psychological implications of communication technology and new media. She primarily uses quantitative experimental methods to investigate how individuals perceive features of communication technologies (e.g., social media) and their subsequent psychological effects on users' self-concepts and well-being (e.g., body image). Specifically, her work has focused on better understanding the cues and strategies people use to detect the authenticity of various forms of user-generated content, including social media imagery, online business reviews, grassroots political campaign messages, and direct-to-consumer pharmaceutical advertisements. Her findings advance theoretical understanding of the uses and effects of communication technologies and offer practical guidance for promoting healthier, more authentic mediated interactions. She is an associate editor of *Psychology of Popular Media*.

D. The Graduate Courses

Listed below are some of the courses taught regularly in the Department. Unless noted, each course is worth 3 credit hours. Seminars on special topics are also offered regularly to accommodate faculty and student interests.

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 608	Nonverbal Communication
COMM 610	Family Communication
COMM 611	Intergroup Communication
COMM 612	Small Group Theory and Practice
COMM 623	Leadership
COMM 625	Computer-Mediated Communication
COMM 629	Health Communication
COMM 645	Masspersonal Communication
COMM 675	Entertainment-Education
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 722	Dark Side of Interpersonal Communication
COMM 790	Teaching Practicum
COMM 795	Independent Study
COMM 796	Graduate Seminar (1 credit hour)
COMM 797	Dissertation Research (9 hours)

III. 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 human communication in an academic, industrial, or government institution.

A. Program Outcomes

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

1. explain, synthesize, and critique the primary communication theories, perspectives, principles, and concepts associated with the communication studies discipline;

2. convey expert knowledge of the communication theories, perspectives, principles, and concepts that comprise their primary and secondary areas of study;

3. independently design, conduct, and interpret original communication-based research using quantitative research methods suitable for conference presentations and professional publication;

4. create a programmatic line of research to guide future communication-based research endeavors and projects;

5. select and use effective instructional communicative behaviors across a variety of teaching and training situations;

6. develop their writing, analytical, and research skills needed for success as a professional in the field of communication studies;

7. commit to the profession through activity in professional associations and service to the department, university, and community.

B. Program Timeline

The Ph.D. degree program has two tracks for students which can determine the overall program timeline. Students should consult plan of study documents and the university catalog for current guidelines.

Advanced Track

The Advanced Track typically includes students with sufficient previous graduate experience, as determined by the admissions committee. This track is designed to take three years of study, including summer terms, assuming students make satisfactory progress during their time in the program. Students take 8 required credit hours of coursework, 12 credit hours of primary area courses, 12 credit hours of secondary area courses, 9 credit hours of methods courses, and 18 dissertation related credit hours.

● By the end of Year 1, or upon completion of a minimum of 18 hours of coursework approved in a plan of study (excluding COMM 797 and COMM 790), students should have identified a doctoral advisor and have a signed plan of study.

● By the end of Year 2, or upon completion of a minimum of 36 hours of coursework approved in a plan of

study (excluding COMM 797 and COMM 790), students should have completed all coursework

- By the end of Year 2, students should have successfully defended their comprehensive exams

    - The comprehensive examination consists of three sections on which students will be tested on the primary and secondary areas of communication emphasis and research methods. The written examination will be followed by an oral examination approximately two weeks later.

- By the end of Year 3, students should have successfully defended their dissertation.

    - Once the written and oral comprehensive examinations have been successfully defended (as determined by the committee), students write a dissertation prospectus and submit it to their committee. Once the prospectus has been approved, students write and defend their dissertation. The dissertation defense is open to the public.

Regular Track

Students are otherwise admitted in the Regular Track, which requires 42 credit hours of elective coursework and typically includes students with sufficient previous graduate experience, as determined by the admissions committee. This track is designed to take four years of study, including summer terms, assuming students make satisfactory progress during their time in the program. Students take 8 required credit hours of coursework, 12 credit hours of primary area courses, 12 credit hours of secondary area courses, 9 credit hours of methods courses, 12 credit hours of additional courses, and 18 dissertation related credit hours.

- By the end of Year 1, or upon completion of a minimum of 18 hours of coursework approved in a plan of study (excluding COMM 797 and COMM 790), students should have identified a doctoral advisor.

- By the end of Year 3, or upon completion of a minimum of 48 hours of coursework approved in a plan of study (excluding COMM 797 and COMM 790), students should have completed all coursework

- By the end of Year 3, students should have successfully defended their comprehensive exams

    - The comprehensive examination consists of three sections on which students will be tested on the primary and secondary areas of communication emphasis and research methods. The written examination will be followed by an oral examination approximately two weeks later.

- By the end of Year 4, students should have successfully defended their dissertation.

    - Once the written and oral comprehensive examinations have been successfully defended (as determined by the committee), students write a dissertation prospectus and submit it to their committee. Once the prospectus has been approved, students write and defend their dissertation. The dissertation defense is open to the public.

To remain in good standing, students are expected to reach these program benchmarks at the times outlined here. Deviations to this program timeline that are not approved by the Department Chair may be grounds for academic probation or suspension. See more information in the sections in this Handbook on Timely Completion of Milestones, and Probation, Suspension, Dismissal, and Resignation.

C. Student Advisement

Upon admission to the program, students will be assigned a temporary advisor, being paired with a graduate faculty member by the Graduate Studies Committee. Working with their temporary advisor, students devise their course schedules for their first year and an initial Plan of Study.

By the end of their first 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, the student selects two additional committee members to evaluate their comprehensive examination. These should be faculty members on the graduate faculty in the Department of Communication Studies. Emeritus faculty members are not eligible to serve on Ph.D. committees.

Prior to their prospectus defense, the student should invite an additional faculty member to serve on their dissertation committee who is on faculty in a unit outside of the Department of Communication Studies. This individual can be internal or external to WVU.

After the comprehensive examination, any changes to a student's committee requires approval from the Eberly College dean or designee.

A full description of graduate committee requirements can be found in the Graduate/Professional catalog.

D. Program Requirements and Procedures

1. Coursework

The WVU Graduate/Professional Catalog explains how students can meet the department course requirements, including core, foundational, and elective courses related to students' primary and secondary areas of emphasis.

Part of the required coursework includes a number of professional development and research credits:

- Graduate Seminar (COMM 796) - Doctoral students should register for 1-credit each of Graduate Seminar during their first semester in the program (Fall Semester), and at the end of their second year in the program (Spring Semester)

- Independent Research (COMM 797) - Students who are conducting dissertation research should enroll in at least one credit of COMM 797 (9 credits for full-time status) each semester during which they are research active.

- Teaching Practicum (COMM 790) – Students are required to enroll for 1 credit of COMM 790 each semester during which they are teaching a course on assistantship.

No more than six hours of transfer credit from another university or department may be applied toward meeting the credit hours required by the program. Any request to submit transfer credit must be approved by the Director of Graduate Studies. These credit hours must be from coursework at the 500 level, 600 level, or above with a grade of B- or higher. The grade received for these credit hours from another university will not be calculated in students' cumulative grade point average, but the grades received for these credit hours from another WVU department will be calculated in students' 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 MA level are not required to retake the courses at the doctoral level, but they must fulfill the minimum credit hour requirements through additional coursework.

Additionally, graduation is contingent on:

- the completion of all forms as required by the Department, Eberly College of Arts and Sciences, and the office of Graduate Education and Life;

- passing a written comprehensive exam, and an oral defense of the comprehensive exam;

- the successful defense of a dissertation;

- an application for graduation, to be submitted at the beginning of the semester when the student anticipates defending their dissertation; and

- the submission and acceptance of the completed dissertation to Wise Library by the deadline determined by Wise Library

2. Course Grades

Letter Grade vs. Satisfactory/Unsatisfactory and Pass/Fail Grading

The WVU Graduate/Professional Catalog contains information regarding the use and interpretation of letter grades, S/U and "P/F" grades for graduate students.
Student performance in any courses other than teaching practicum (COMM 790), professional development courses (COMM 796), and research credit (COMM 696/797) will be assigned a letter grade ("A," "B," "C," "D," or "F").
In some circumstances, students may audit a course. Students who audit are charged the typical fees for enrolling in the course, but do not receive credit or a grade. Students who are considering auditing a course should speak with their advisor(s), and the course instructor, before registering as an auditor.
Incomplete ("I") and No Report ("NR") Grades

Conditions under which the grade of I is given are described in the The WVU Graduate/Professional Catalog. The Catalog also explains how grades of "I" affect a student's GPA and graduation status. The grade of NR is assigned by the Admissions and Records Office when no grade is reported by the course instructor. Faculty modify grades of "NR" and "I" through STAR.

3. Minimum GPA Requirement

A cumulative GPA lower than the minimum requirements established in the graduate catalog is unsatisfactory and is grounds for probation. Minimum GPA requirements are 3.25 in coursework applied to the degree program, an overall minimum GPA of 2.75, and the minimum grade to be applied to the degree is a B-. If placed on probation, the student must fulfill the requirements specified in the probation letter for probationary status to be removed. See more in the section on this Handbook on Probation, Suspension, Dismissal, and Resignation.

4. Written Comprehensive Exam

Upon completion of required coursework per signed plan of study (typically at the conclusion of Year 2 for advanced track/Year 3 for regular track), students take a comprehensive examination (i.e., "Comps"). The written comprehensive examination process consists of a 12-hour written examination, given over the course of two days, consisting of three sections: Four hours on the student's primary area of study, four hours on the student's secondary area, and four hours on research methods. The written examination is administered at the end of the summer semester, approximately two weeks prior to the student's last Fall semester in the program.

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 in the written examination.

Upon completion of the examination, the Director of Graduate Studies or other designated exam proctor will print the written answers and disseminate them to the student and the student's committee for review.

5. Comprehensive Exam Defense

An oral defense of the written examination is scheduled usually two weeks after the completion of the 12-hour written examination. 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.

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.

Ideally, all participants should be physically present. However, in extraordinary circumstances, committee members may be permitted to attend the prospectus defense via videoconferencing software with the approval of the Department Chair.

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.

Additionally, when the student is approved as a candidate, the Eberly College Doctoral Candidacy Form must be completed and submitted to the college.

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 retake area 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 last two weeks of the Fall semester. The oral defense of the 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 last two weeks of the Fall 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.

6. Dissertation Prospectus Procedures

<u>Dissertation Prospectus Defense</u> - Once the comprehensive examination has been successfully passed, the student writes a dissertation prospectus and submits a 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.

Once the student's advisor is satisfied with the dissertation prospectus, a defense should be scheduled. This oral defense should last no more than two hours.
All four of the student's dissertation committee members, including the external committee member, must attend the prospectus oral defense meeting. Ideally, all participants should be physically present. However, in extraordinary circumstances, committee members may be permitted to attend the prospectus defense via videoconferencing software with the approval of the Department Chair.

If fewer than four committee members, including the external committee member, are present, the defense must be rescheduled for a later date at which all four committee members, including the external committee member, are present.

At the end of the prospectus defense, each committee member should sign the Outcome of Prospectus Defense Form, and vote for one of three outcomes: pass, pass pending revisions, or fail. The student cannot be considered as having passed their prospectus without revisions if there is at least one vote for pass with revisions. The student cannot be considered as having passed their prospectus defense if there is more than one unfavorable vote for failing among members of the committee.

If the proposal is passed pending revisions, the student or committee chair should make a list of requested changes, share it with the committee, and submit it with the Outcome of Prospectus Defense form within one week of the prospectus defense. The documentation of requested revisions should include a date that the revisions are expected to be completed and should indicate who the revisions will be approved by (i.e., committee chair, a specific committee member, or the full committee). Ideally, any requested revisions should be completed within two weeks of the prospectus defense.

If the prospectus is not approved, the student may revise the proposal or prepare a new oral defense and hold another proposal meeting.

The passing or passing pending revisions of a prospectus defense constitutes tentative approval of the dissertation, a <u>requirement stipulated in the Graduate/Professional Catalog.</u> The Director of Graduate Studies should place the Outcome of Prospectus Defense form and any relevant documentation and correspondence about requested revisions in the student's file.

7. Dissertation Defense Procedures

Dissertation Defense - 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. Generally, the dissertation prospectus is a four-chapter manuscript, detailing a complete research project, although the form or requirements for the prospectus are left to the discretion of the student's advisor. The typed copy must follow the format required by Library for Electronic Submission of Theses and Dissertations and APA guidelines as applicable.

An oral defense of the dissertation occurs once the student's advisor is satisfied with the dissertation. 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 least two weeks prior to the oral defense date, the student completes the Notice of Dissertation Defense form and submits it to the Director of Graduate Studies who will post the notice in a visible place. The Director of Graduate Studies (or designee) will also have the request added to the University Calendar. A copy of the dissertation should also be distributed to each committee member at least one week before the defense.

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

All four of the student's dissertation committee members, including the external committee member, must attend the prospectus oral defense meeting. Ideally, all participants should be physically present. In extraordinary circumstances, committee members may be permitted to attend the defense via videoconferencing software. However, prior approval must be secured from Eberly College.

Only in extraordinary circumstances, another person may be permitted to attend the defense as a substitute for one of the committee members, provided that the original committee member is not the chair, but this arrangement must be pre-approved in accordance with the Graduate/Professional Catalog.

 At the dissertation oral defense, the student must bring the *Eberly College Thesis and Dissertation Oral Defense Form* to be signed by the committee. 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 passing or failing on the Oral Defense Form. Students who receive no more than one unfavorable vote from the Committee members will be judged as successfully defending the dissertation. Results of the defense must be reported to the college or school dean or designee within two business days.

If the defense is not passed, a repeat of the defense may be scheduled only with approval from the college dean or designee. If the student receives more than one unfavorable vote 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 should work with their 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 the Library in accordance with their policies and procedures.

8. Continuous Enrollment and Maximum Time Limits for Doctoral Degree Requirements

Students formally admitted to candidacy are subject to WVU continuous enrollment requirements for graduate students as a condition of their continued candidacy.

A student who fails to enroll may be dropped from candidacy unless the student has been granted a leave of absence. Requests for a leave of absence should be submitted in writing to the Director of Graduate Studies and the Department Chair prior to the beginning of the semester for which the leave is desired. The Department Chair will determine whether or not to grant leaves of absence, the length of time granted, and any conditions students must meet to return to their program following the leave of absence.

In the event a student fails to complete the doctorate within five years after admission to candidacy, the university allows for requests for an extension. Students who need an extension should follow the university guidelines.

Students who have been inactive for two or more years must reapply for admission to the Department and University before completing a degree.

To request readmission to candidacy, the student must repeat the comprehensive examination or an alternate procedure (approved by the college or school dean or designee) for assessing the student's academic competence and current knowledge in their field of study.

The WVU Graduate/Professional Catalog provides information about maximum time limits for completing all coursework used to meet degree requirements following admission to doctoral candidacy.

9. Timely Completion of Milestones

The doctoral program is designed for students to complete their training in 3 years for advanced track/4 years for regular track, and students may anticipate funding for only 3 or 4 years of doctoral training based on their standing (3 for advanced/4 for regular).

The Department has established target dates for the accomplishment of three major academic milestones: completion of the comprehensive exam, completion of the dissertation prospectus, and completion of a dissertation.

- Ideally, students should pass their comprehensive exam and enter doctoral candidacy by late August after the 2nd year advanced track/3rd year regular track.

- Ideally, students should pass their prospectus defense by the end of the Fall semester of the 3rd year advanced track/4th year regular track.

- Ideally, students should pass their dissertation defense by the end of the Spring semester of the 3rd year advanced track/4th year regular track. Students may choose to finish their dissertations in the summer for an August graduation. Please note, The Graduate/Professional Catalog provides additional information on time limits for the completion of the dissertation.

These dates are milestone targets; however, it is possible for a student to miss these deadlines and still make satisfactory degree progress. For this reason, the target dates alone may be an insufficient indicator of whether the student is making timely progress on degree milestones, and it is incumbent on the student's advisor/dissertation director to assess their progress.

Beginning in the student's 3rd or 4th year, the advisor/dissertation director is responsible for reporting a grade—Satisfactory or Unsatisfactory, for a student's performance on the COMM 797 Communication Research credits that students register for each semester while working on their dissertation.

If students are making satisfactory progress toward reaching these prospectus and dissertation milestones, the advisor should report a grade of "S" (Satisfactory) for the semester. However, if they believe the student is not making satisfactory progress toward these milestones, they should report a grade of "U" (Unsatisfactory). Receiving a "U" for COMM 797 constitutes grounds for automatically being placed on probation.

10. Probation, Dismissal, & Resignation

Grounds for Probation

Probation constitutes a warning. In addition to failing to make sufficient progress towards the milestone dates described above, students may be placed on probation for reasons related to academic or professional performance. Specific grounds for probation include, for example, having a GPA that drops below the minimum requirement.

Consequences of Probation

Students who miss the probation date for a milestone or who are on probation for other reasons at the end of an academic year will receive lower priority for opportunities and privileges administered by the department (e.g., summer teaching opportunities, merit waivers). If the stipulations have not been met by the end of the probationary semester, the student's standing is reassessed, at which point the student may continue on probation, be suspended (not permitted to register for coursework for a semester or longer), or dismissed. However, in extraordinary circumstances, students can be dismissed from the program without a prior probationary period, for just cause. The procedures for probation, suspension and dismissal are detailed in The WVU Graduate/Professional Catalog.
Grounds for Dismissal

Graduate students may be dismissed for any of the following reasons:

- Repeated failure of comps or failure to be recommended for admission to doctoral candidacy

- Inability to form a Dissertation Committee

- Unauthorized leave

- Academic Misconduct (includes plagiarizing and research misconduct). See the WVU Graduate/Professional Catalog for more information

- Failure to meet academic and professional standards described in this Handbook

- Violation of any of the institutional, academic, or behavioral standards described in the WVU Graduate/Professional Handbook

Recommendations for dismissal will be reviewed by the department chair and graduate studies committee who will vote on whether to accept or to reject the recommendation.

Resignation

If a student chooses to resign from the doctoral program, the student should submit a letter of resignation to the Director of Graduate Studies, that includes the effective date of the resignation. The Director of Graduate Studies can then submit a request to change the student's status to non-degree seeking.

III. The M. A. Program in Communication Studies Theory and Research

The M.A. degree program is intended only for Ph.D. students who meet the 30-credit milestone and completion of comprehensive exams but will not be continuing with the program.

A. Program Outcomes

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

1. acquire a general understanding of Communication theories, perspectives, principles, and concepts;

2. identify, analyze, and critique Communication-related problems using Communication theories, perspectives, principles, and concepts, and prescribe Communication-based solutions to these problems;

3. design, conduct, and interpret original Communication-based research;

4. propose ways in which Communication theories, perspectives, principles, and concepts can enhance personal, social, and professional relationships; and

5. develop the ability to encode and decode messages effectively across communication contexts.

B. Program Requirements

Students must adhere to the University requirements and regulations concerning degree and curriculum requirements in the WVU Graduate/Professional Catalog. The required and elective courses for the MA degree are designed to be taken in the student's first two semesters on campus. The WVU Graduate/Professional Catalog explains how students can meet the department course requirements, including required courses and electives.

No more than six hours of transfer credit from another university or department may be applied toward meeting the 30 credit hours as required by the Department. Any request to submit transfer credit must be approved by the Director of Graduate Studies. These credit hours must be from coursework at the 500 level, 600 level. The grade received for these credit hours from another university will not be calculated in students' cumulative grade point average, but the grades received for these credit hours from another WVU department will be calculated in students' cumulative grade point average.

Additionally, graduation is contingent on:
● the completion of all forms as required by the Department, Eberly College of Arts and Sciences, and the office of Graduate Education and Life;

● an application for graduation, to be submitted at the beginning of the last term of course completion

IV. Graduate Assistantships and Merit Waivers

Most students in the department who are supported by assistantships are on teaching assistantships. However, in some unique circumstances, students may be supported by research assistantships or fellowships (such as the Swiger or Dubois Fellowships). Students who are awarded a graduate assistant (GA) 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 who are funded are awarded an assistantship for one year. Assistantships are renewable, contingent upon students making satisfactory progress toward the degree and approval by the Department Chair. Achievement of "satisfactory performance" on the semester evaluation form is determined by the Department Chair and/or Director of Graduate Studies, often in consultation with other faculty.

GAs 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.

This appointment is offered in accordance with the provisions of West Virginia University Board of Governors Policy 2 and the West Virginia University *Faculty Handbook*. As with all positions in higher education, it is subject to the availability of funds and approval of the appropriate expenditure schedule. The position 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 is also 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 students' responsibility to be aware of terms and conditions of the university policies that govern your work. Further information regarding policies that may be applicable, in addition to information concerning your privileges and responsibilities as a GA, may be posted at http://graduateeducation.wvu.edu and may be provided by the department. 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 the department 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. Students who are candidates for another West Virginia University assistantship will be permitted to accept only one. GAs at West Virginia University are reviewed at the end of each semester, including the first semester. Such a review is required prior to consideration of continued employment, 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 GA 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 toward completion of your degree. Normally, if renewed, assistantships are not continued beyond the third year (advanced track) or fourth year (regular track) of full-time doctoral study.

For these services, GAs 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.

GAs are paid in arrears, on the same schedule as all other WVU employees.

GAs are automatically enrolled in student health insurance through payroll, but can opt out of health insurance under some circumstances. Details about the coverage provided by this insurance is available by WVU [Talent and Culture](#).

GAs for the department serve under the direction of the Department Chair and the Director of Graduate Studies, with a time commitment of no more than twenty clock hours per week. In general, these responsibilities are to be carried out throughout the semester of appointment, including times when classes are not in session.

GAs who are on a teaching assistantship must register for 1 credit of COMM 790: Teaching Practicum during the Fall and Spring semesters that they teach under the supervision of the department. The grading scale for these credits is Satisfactory/Unsatisfactory, and it does not affect the student's GPA. However, continuation of the graduate assistantship is contingent upon an evaluation of Satisfactory for each semester they teach.

Merit Waivers

Students who do not have an assistantship may be eligible for a [meritorious student waiver of University tuition](#). The Department of Communication Studies may be given a limited number of merit waivers to award to students. If available, merit waivers will be provided at the discretion of the Department Chair. Students who are no longer supported by a graduate assistantship but who are making acceptable progress toward their degree will be prioritized for merit waivers.

V. Dissertations

2025

"We Do Everything Together!": Examining the Effect of a Multitasking Chore on Narrative Engagement and Parasocial Relationships with Podcast Hosts
by **Hailey Scherer**

Committee: Cohen (Chair), Kunkle, Vendemia, Shackleford (Fielding Graduate University)

Not Everyone Believes Sports are a Safe Space: Development of a Toxic Sports Fandom Scale
by **Thomas Bobbitt** (University of Iowa)

Committee: Cohen (Chair), Kunkle, Martin, Woods (Sociology and Anthropology)

Coming Out to My Christian Loved Ones: Online Workshop Effectiveness for Increasing LGBTQ+ Individuals and LGBTQ+ Ally Communication Efficacy and Impacts on Personal-Enacted Identity Gaps
By **Samantha Leggett-Bradley**

Committee: Kunkle (Chair), Cohen, Dillow, Shaw (Oregon State University)

2024

A Test of the Extended Theoretical Model of Communal Coping among Graduate Students: Investigating the Influence of Communal Coping on Graduate Students' Psychological Well-Being
by **Rebekah Chiasson** (Assistant Professor, University of Nebraska-Kearney)

Committee: Goodboy (Chair), Dillow, Martin, Patchan (Learning Sciences and Human Development)

Breaking the Silence: International Students' Communication About Sexual Assault and Opportunities for Improved Prevention Messaging
By **Samaha Ghani**

Committee: Totzkay (Chair), Kunkle, Morris-Neuberger, Davidov (School of Public Health)

Short Episodes but Fast Friends: Examining the Effects of Parasocial Relationship Quality on Mediated Intergenerational Contact in Grace and Frankie
By **Alysse Baker** (Roanoke College)

Committee: Cohen (Chair), Kunkle, Totzkay, Jackson (Women's and Gender Studies)

2023

A Test of the Control Value Theory of Achievement Emotions in an Instructional Communication Context
by **Katie Armstrong** (Assistant Professor, Missouri Valley College)

Committee: Goodboy (Chair), Dillow, Martin, Sawyer (Texas Christian University)

Testing the Theory of Resilience and Relational Load in the Context of Empty Nesters
by **Lauren Fellers**

Committee: Dillow (Chair), Goodboy, Kunkle, Ledbetter (Texas Christian University)

Relational Turbulence and Identity Gaps Amongst Committed Consensually Non-Monogamous Partners
by **Rachael Purtell** (Research Associate, National Communication Association)

Committee: Martin (Chair), Dillow, Goodboy, Alexander (School of Public Health)

The Truth-Default, Diagnostic Utility, and the Value of Contextual Knowledge in Deceptive Interactions
by **Heath Howard** (Director of Budget Planning and Data Analysis, University of South Alabama)

Committee: Dillow (Chair), Goodboy, Martin, Houghton (John Chambers College of Business and Economics)

Organizing (Eternal) Identity and Identification: An Upward Glance into Religious Institutions
by **Casey Stratton** (Assistant Professor, Salisbury University)

Committee: Martin (Chair), Kang, Kunkle, Hayes (College of Education and Human Services)

2022

Undergraduate Academic Advising Experiences with Confirmation and Supportive and Connected Communication Climate
by **Sara Pitts** (Associate Professor, Alice Lloyd College)

Committee: Myers (Chair), Goodboy, Kunkle, Sorber (WVU College of Applied Human Sciences)

2021

Standby Lovers: A Typology and Theoretical Investigation of Back Burner Relational Maintenance
by **Dana Borzea** (Associate Professor, Grand Rapids Community College)

Committee: Martin (Chair), Dillow, Goodboy, Trolio (WVU Learning Sciences and Human Development)

Pandemic Pedagogy: A Zoom Teaching Experiment Using CTML Principles of Multimedia Design
by **Kevin Knoster** (Qualitative Research Lead, OGC Global)

Committee: Goodboy (Chair), Dillow, Martin, Johnson (California State Fullerton)

2020

The Effects of Instructor Self-disclosure on Students' Cognitive Learning: A Live Lecture Experiment

by **Stephen M. Kromka** (Assistant Professor, University of Tampa)

Committee: Goodboy (Chair), Martin, Myers, Hosek (Ohio University)

It's All Fun and Games until Somebody Dies: Grief, Mortality Salience, and Coping in Meaningful Permadeath
by **Mckay Steven West** (Assistant Professor, Snow College)

Committee: Cohen (Chair), Goodboy, Sharabi, Banks (Texas Tech University)

Addiction or Disorder? Using the BIAS Map Model to Explain the Stigmatizing Effects of News Media Labels for Opioid Use Addiction
by **Kylie J. Wilson** (Assistant Professor, Northwest Missouri State University)

Committee: Cohen (Chair), Martin, Rittenour, Davidov (WVU Health Sciences)

2019

Choose Your Own Lecture: Students' Motivational Resources as a Consequence of Autonomy-Supportive Instruction
by **James P. Baker** (Professor, Mission College)

Committee: Goodboy (Chair), Martin, Myers, Sharabi, Rambo-Hernandez (WVU Educational Psychology)

Student-Instructor Out-of-Class Communication: A Media Multiplexity Approach
by **Caitlin V. Clark-Gordon** (Assistant Professor, Seton Hill University)

Committee: Bowman (Chair), Cohen, Goodboy, Sharabi, Ledbetter (Texas Christian University)

Henosis Experience in Gaming: A Metric for Adjustments to Global Schema and Appraised Meaning
by **Evan Watts** (Associate Professor, Ferris State University)

Committee: Banks (Chair), Bowman, Cohen, Shook (WVU Psychology)

2018

To Meet Her, that Changed Everything": Adult Adoptees' Discursive Construction of the Meaning of "Parent" Following Birth Parent Contact
by **Christine K. Anzur** (Assistant Professor, East Tennessee State University)

Committee: Myers (Chair), Goodboy, Rittenour, Troilo (WVU Child Development and Family Studies)

Examining the Co-occurrence of Engagement and Self-Referencing in the Context of Narrative Persuasion
by **Julia K. Weiss** (Associate Professor, The University of Virginia's College at Wise)

Committee: Cohen (Chair), Bowman, Banks, Dillow, Fraustino (WVU Reed College of Media)

Presence in a Persuasive Drinking and Driving Message
by **Jennifer M. Knight**

Committee: Bowman (Chair), Cohen, Goodboy, Martin, Pressgrove (WVU Reed College of Media)

Investigating the Relationships Between Family Communication Patterns, Academic Resilience, and Students' Classroom Communication Behaviors
by **Jordan Atkinson** (Associate Professor, University of Kansas Edwards Campus)

Committee: Myers (Chair), Goodboy, Martin, Rittenour, Child (Kent State University)

The Effect of Superiors' Mentoring on Subordinates' Organizational Identification and Workplace Outcomes
by **Molly S. Eickholt** (Management and Software Consultant)

Committee: Myers (Chair), Dillow, Goodboy, Martin, Tanner (WVU College of Business and Economics)

2016

Using the Instructional Beliefs Model to Examine Instructional Feedback in the Classroom
by **Melissa Tindage** (Associate Professor, California State University-Northridge)

Committee: Myers (Chair), Goodboy, Martin, Rittenour, Frisby (University of Kentucky)

Applying Psychological Reactance Theory to Communication between Adult Child Caregivers and their Older Adult Parents
by **Hannah Ball** (Associate Professor, Chapman University)

Committee: Weber (Chair), Goodboy, Myers, Rittenour, Lilly (WVU Biostatistics)

Diversity Outreach in Major League Baseball: A Stakeholder Approach
by **Shaun M. Anderson** (Knight Chair in Sports, Race, and Media, University of North Carolina-Chapel Hill)

Committee: Martin (Chair), Bowman, Rittenour, Weber, Brooks (WVU College of Physical Activity & Sport Sciences)

Young Adult Daughters and their Parents: Communication about Work/Career and Family
by **Rita Daniels** (Associate Professor, Western Washington University)

Committee: Rittenour (Chair), Myers, Martin, Goodboy, Oberhauser (Iowa State University)

2015

Exploring the Anticipatory Socialization Stage of Division I Student-Athletes: The Content, Characteristics, and Functions of Memorable Messages
by **Gregory A. Cranmer** (Associate Professor, Clemson University)

Committee: Myers (Chair), Goodboy, Martin, Weber, Brooks (WVU College of Physical Activity & Sport)

Doctoral Students' Relational Communication with Their Advisors: A Dyadic Examination Using Chickering's Theory of Psychosocial Development
by **Zachary W. Goldman** (Associate Professor of Practice, University of Louisville)

Committee: Goodboy (Chair), Martin, Myers, Weber, Sorber (WVU Higher Education Administration)

Persuasion, Police, and Public Safety: Message Framing, Compliance, and Perceptions of Law Enforcement
by **Alexander L. Lancaster** (Associate Professor, Weber State University)

Committee: Martin (Chair), Bowman, Cohen, Weber, Westerman (North Dakota State University)

Communicating to Resolve the "Mommy Wars:" Testing Communicated Stereotypes and the Common Ingroup Identity Model with Stay-at-Home and Working Mothers
by **Kelly G. Odenweller** (Associate Teaching Professor, Iowa State University)

Committee: Rittenour (Chair), Dillow, Myers, Weber, Metzger (WVU Psychology)

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** (Associate 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** (Associate 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** (Associate Professor and Assistant Dean of Academic Programs and Faculty Development, Chapman University)

Committee: Weber (Chair), Booth-Butterfield, Martin, Myers, Wanzer (Canisius College)

Extradyadic Communication with Friends about Negative Relational Events in Romantic Relationships: Development of a Measure and Implications for Friendship and Romantic Relationship Functioning
by **Jessalyn I. Vallade** (Associate Professor, University of Kentucky)

Committee: Dillow (Chair), Booth-Butterfield, Martin, Myers, Lannutti (LaSalle University)

<u>2013</u>

The Effects of Student Behavior Alteration Techniques on Student Motives, Student Talk, and Student Learning
by **Christopher J. Claus** (Professor & Department Chair, California State University-Stanislaus)

<u>Committee</u>: 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** (Professor and Chair, California State University-Fullerton)

<u>Committee</u>: 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)

<u>Committee</u>: Booth-Butterfield (Chair), Chory, Martin, Rittenour, Westerman, Lefebvre (WVU Educational Leadership Studies)

<u>2012</u>

Exploring the Effects of Implication Intentions and Goal Formation on Anxiety and Communication Effectiveness when Discussing Difficult Interpersonal Topics
by **Colleen C. Malachowski** (Associate Professor & Carole Remick Endowed Director, Regis College)

<u>Committee</u>: 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)

<u>Committee</u>: 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** (Senior Copywriter, Summus)

<u>Committee</u>: Martin (Chair), Booth-Butterfield, Brann, Weber, Kershner (WVU Community Medicine)

<u>2011</u>

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship
by **Daniel H. Mansson** (Professor, Penn State-Hazleton)

<u>Committee</u>: 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-Loinette** (Professor, Collin 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** (Professor and Associate Provost for Academic Affairs, 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** (Associate Professor & Chairperson, Fairfield 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**

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**

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** (Professor & Peggy Rardin McConnell Endowed Research Chair, 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)

VI. Theses

<u>2024</u>

Taking the Red Pill: A content analysis of ambivalent sexism and precarious manhood in Alpha Male podcasts
by Madalen Fields

<u>Committee</u>: Totzkay (Chair), Cohen, Kunkle

<u>2021</u>

COVID-19 Vaccine Rollout: Examining COVID-19 Vaccination Perceptions and Intention Among Nurses
by Emilee Austin

<u>Committee</u>: Totzkay (Chair), Dillow, Rittenour

"Geeks and She-eks": The Relationship Between Younger Women's Experiences in Popular Geek Culture and Their Interest in STEM Fields
by Madeline D. Butcher

<u>Committee</u>: Cohen (Chair), Rittenour, Totzkay

Language Choice on Psychological Reactance in Instructor/Student Email Exchanges
by Christiana Robey

<u>Committee</u>: Goodboy (Chair), Dillow, Totzkay

<u>2020</u>

Interpersonal Influences on Interpretation of Workplace Sexual Harassment
by Rachael E. Purtell

<u>Committee</u>: Rittenour (Chair), Cohen, Myers

<u>2019</u>

The Role of Accommodation in Mother-in-law/Daughter-in law Relationships
by Erin C. Shelton

<u>Committee</u>: Rittenour (Chair), Martin, Myers

Character Morality, Enjoyment, and Appreciation: A Replication of Eden, Daalmans, and Johnson (2017)
by Koji Yoshimura

<u>Committee</u>: Bowman (Chair), Banks, Cohen

2018

Communicated Sex Roles and Gender Identity Gaps
by **Janelle Vickers**

Committee: Rittenour (Chair), Dillow, Martin

2017

Fit to be Tied: Social Network Structures and Evaluation Apprehension
by **Andrew Nicholson**

Committee: Banks (Chair), Bowman, Martin

Identity Gaps and Perceived Racial Prejudice in the Grandparent-Grandchild Relationship
by **Matthew C. Thomas**

Committee: Rittenour (Chair), Martin, Myers

2016

Music Videos as Meaningful Entertainment?: Psychological Responses to Audio-Visual Presentation of Song Narratives
by **Lea Schlue**

Committee: Bowman (Chair), Cohen, Weber

Board out of Your Mind: Mapping Players' Mental Models of Game Systems and Potentials for Systems-Thinking Instruction
by **Joe A. Wasserman**

Committee: Banks (Chair), Cohen, Martin

2014

Desired Leadership Styles in Classroom and Court: Comparing Ideal Coaching & Teaching Styles of Collegiate Student-Athletes
by **Elzbieta Klein**

Committee: Martin (Chair), A. Weber, K. Weber

2012

Color Blind?: The Use of Brawn and Brain Frames in the Framing of White and Black Heisman Candidates
by **Gregory A. Cranmer**

Committee: Bowman (Chair), Chory, Weber

2011

Father-Son Family Communication Patterns and Gender Ideologies: A Modeling and Compensation Analysis
by **Kelly G. Odenweller**

Committee: Rittenour (Chair), Brann, Myers

2010

Students' Perceptions of Classroom Justice and Their Use of Politeness Strategies
by **C. Kyle Rudick**

Committee: Myers (Chair), Dillow, Rittenour

2009

Stay or Leave? The Effects of Communicative Infidelity on Relationship Outcomes
by **Colleen C. Malachowski**

Committee: Dillow (Chair), Brann, Weber

The Dating Game: Cultivation Effects on Relational Investment
by **Thomas L. Meade**

Committee: Westerman (Chair), Patterson, Cole

2008

An Intergroup Perspective on Family Targeted Hurtful Messages Used in Romantic Relationships
by **Tyler M. Louk**

Committee: Myers (Chair), Dillow, Martin

Muted Group Theory and U.S. Politics: Examining Third Parties and their Supporters
by **Meredith Mitchell**

Committee: Martin (Chair), Weber, Cole

2007

Dialectical Tensions in Stroke Survivor Relationships
by **Kimberly Leezer**

Committee: Brann (Chair), Dillow, Weber

Student-Instructor Conflict: The Impact of Instructor Communicative Characteristics on Student Conflict-Handling Styles
by **Karissa L. Zigarovich**

Committee: Myers (Chair), Weber, Martin

2006

Development of A Typology of Interracial Relationships
by **Juan M. D'Brot IV**

Committee: Avtgis (Chair), Weber, Myers

Communication Organizational Orientations in an Instructional Setting
by **David W. Tibbles**

Committee: Richmond (Chair), McCroskey, Weber

2005

The Relationship between Relevance and Teacher Communication Behaviors
 by **Vicki E. Bennett**

Committee: McCroskey (Chair), Richmond, Myers

A Candidate's Use of Aggressive Communication and the Electorate's Response: Predicting Presidential Election Outcomes
by **Matthew Luke Sutton**

Committee: Avtgis (Chair), Martin, Weber

Gossip as an Interpersonal Communication Phenomenon
by **Elycia M. Taylor**

Committee: Weber (Chair), Martin, Myers

2004

Stereotypical Perceptions of the Communication Behaviors of Gay Males
by **Daniel W. Brewster**

Committee: McCroskey (Chair), Richmond, Myers

The Effects of Personality Traits and Playing Video Games on Aggressive Thoughts and Behaviors
by **Vincent J. Cicchirillo**

Committee: Chory-Assad (Chair), Weber, Booth-Butterfield

Application of Turning Point Theory to Communication Following an Acquired Disability
by **Katie Neary Dunleavy**

Committee: Booth-Butterfield (Chair), Martin, Myers

Adolescents' Perceptions of Interparental Conflict and the Impact on Their Aggressive Communication Traits
by **Christine E. Kunkle**

Committee: Myers (Chair), Weber, Booth-Butterfield

2003

The Effect of Teacher Misbehavior on Teacher Credibility and Affect
by **Sara R. Banfield**

Committee: Richmond (Chair), McCroskey, Patterson

Instructors' Message Variables and Students' Learning Orientation/Grade Orientation and Affective Learning
by **Leeanne M. Bell**

Committee: Myers (Chair), Booth-Butterfield, McCroskey

Fraternity and Sorority Member Perceptions of Homophily, Supportive Communication, and Group Behavior as a Function of Control Expectancies
by **Andrew D. Dohanos**

Committee: Avtgis (Chair), Weber, Booth-Butterfield

The Impact of Past Dating Relationship Solidarity on Commitment, Satisfaction, Investment, and Maintenance in Current Relationships
by **Andrew J. Merolla**

Committee: Weber (Chair), Booth-Butterfield, Myers

The Influence of Birth Order on Verbal Aggressiveness and Argumentativeness
by **Marissa F. Rodgers**

Committee: Myers (Chair), Weber, Avtgis

Communication Apprehension and Accuracy of Decoding Nonverbal Signals: A Replication and Extension of Schroeder and Ketrow (1997)
by **Abigail L. Sopko**

Committee: Martin (Chair), Myers, Weber

The Effects of Cancer on Interpersonal Relationships
by **Alicia M. Vandine**

Committee: Booth-Butterfield (Chair), Chory-Assad, Weber