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, 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.

Adopted August 1, 2006

Revised June 15, 2007
   August 4, 2008
   August 7, 2009
   August 10, 2010
   October 27, 2011
   August 6, 2012
   August 5, 2013
   June 26, 2014
   June 5, 2015
   June 8, 2016
   June 29, 2017
   July 9, 2017
   July 3, 2018
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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 regional, national, and international journals. Many of these papers and articles are co-written with graduate students. Additionally, two faculty members (Drs. Scott A. Myers & Matthew M. Martin) have been identified as being among the Top 25 researchers in the Communication Studies discipline since its inception in 1915. In 2012, three faculty members (Drs. Scott A. Myers, Alan K. Goodboy, & Matthew M. Martin) have been identified as being among the Top 30 researchers in the Communication Studies discipline from 2007-2011. Again, in 2018, the same three faculty members were noted as Top 30 researchers from 2012-2016. Drs. Martin, Goodboy, and Myers have 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, and the International Communication Association for their effective instruction in the classroom. In 2010, Dr. Scott A. Myers received the ECAS Outstanding Teacher Award. In 2016, Dr. Nick Bowman was awarded the ECAS Outstanding Teacher Award and the WVU Foundation Outstanding Teacher Award. In 2018, Dr. Myers was named an ECA Teaching Fellow.

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 of Communication Education, Communication Quarterly, Communication Research Reports, Personal Relationships, and Communication Teacher. Dr. Scott A. Myers has served as President of the Central States Communication Association. Dr. Nick Bowman is currently the Editor of Communication Research Reports and Associate Editor of Journal of Media Psychology. Dr. Dillow is currently an Associate Editor of Personal Relationships. Dr. Myers is currently the founding editor of the Journal of Communication Pedagogy.

B. Governance of the graduate programs
The Ph.D. program in Communication Studies is governed by the Department Chair and the Ph.D. coordinator. The M.A. program in Communication Studies is governed by the Department Chair and the M.A. Coordinator. These coordinators are responsible for the daily operations of the program and are the initial advisors for all incoming students.

C. The Graduate Faculty

Listed below are the members of the graduate faculty and their respective areas of research.

Jaime Banks, Assistant Professor
Ph.D., Colorado State University
Specializations: Computer-Mediated Communication, Human-Technology Relationships, Identity/Embodiment, Games/Virtual Worlds, Actor-Networks

A scholar of communication technology and interactive media, Dr. Banks’s academic interests focus on how humans relate to and communicate with technologies (from videogames to social robots). In particular, her most recent research focuses on human-robot interaction and explores how social machines may be perceived as moral agents, and how those perceptions may influence trust, adoption, and acceptance as social partners. In parallel, her continuing work on videogame avatars focuses on player-character relations as a component of gaming experiences and effects. Other research interests include various gaming phenomena, including materiality, sense of place, social identities, crisis response, social demand, and transmedia consumption. She has edited three books on videogames and avatars, and has published in such journals as New Media & Society and Computers in Human Behavior, and she was the founding Chair of NCA’s Game Studies division.

Nicholas David Bowman, Associate Professor
Ph.D., Michigan State University
Specializations: Entertainment Media, Social Media, Media Effects, Experimental Methods

Dr. Bowman is interested in mass media, communication technology, entertainment media and experimental methods. His academic interests are concerned with understanding how communication technology has changed the way we share and respond to mass information, and his recent work studies the cognitive, behavioral, emotional, and social demands of interactive media. 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 observational and experiential learning. He is the current editor of Communication Research Reports and an associate editor with Journal of Media Psychology, and he has published over 100 peer-reviewed journals and book chapters.
Elizabeth Cohen, Associate Professor  
Ph.D., Georgia State University  
Specializations: Media Effects, Entertainment-Education, Persuasion and Social Influence, Social Media

Dr. Cohen conducts research on the psychology of popular media culture. Broadly, she studies audiences’ cognitive, emotional and behavioral responses while they engage with 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. Although pop culture is often stigmatized as being useless and unhealthy for public interest, her research tends to emphasize the positive effects that involvement with entertainment media has on people’s learning, social relationships, health and well-being and civic engagement. Some topics of her research projects include parasocial involvement with characters and celebrities, narrative persuasion, fandom, presumed media influence, media nostalgia, television and social media coviewing, and TV “hate-watching.”

Megan R. Dillow, Associate Professor  
Ph.D., The Pennsylvania State University  
Specializations: Relational, Dark Side, Communication Theory

Using experimental, survey, and observational methods, Dr. Dillow conducts theoretically-driven research investigating communication between partners in close relationships, most often dating relationships. Her primary research interests are focused on the “dark side” of personal relationships, such as relational decisions in the wake of and communicative responses to major relational transgressions (e.g., infidelity). Dr. Dillow’s secondary research focus concerns health communication within and outside of interpersonal contexts, including the psychological and physiological health consequences of negative relational experiences and health communication campaigns. Dr. Dillow serves as an Associate Editor of Personal Relationships and as Immediate Past Chair of the Interpersonal Communication Division of the National Communication Association.

Alan K. Goodboy, Professor and Ph.D. Coordinator  
Ph.D., West Virginia University  
Specializations: Instructional, Interpersonal, Quantitative Methods and Statistics

Dr. Goodboy is an instructional communication scholar who uses experiments to model the teaching-learning process and predict students’ test scores, and surveys to understand why and how students express their dissent about course-related issues. He regularly studies the antecedents and consequences of bullying in educational and organizational contexts. As an interpersonal communication scholar, he conducts dyadic research on couples’ relational maintenance. Dr. Goodboy has an interest quantitative methods and statistics and has completed over 300 hours of postdoctoral coursework in advanced statistics (e.g., causal mediation analysis using counterfactuals, structural equation modeling, multilevel modeling, dyadic data analysis, meta-analysis, conditional process 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 appetite for promoting WVU and the state of West Virginia.

Scott A. Myers, Professor  
Peggy Rardin McConnell Chair of Speech Communication  
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. He currently is the editor of the Journal of Communication Pedagogy.

Christine E. Rittenour, Associate Professor and M.A. Coordinator  
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.
Liesel Sharabi, Assistant Professor  
Ph.D., University of Illinois at Urbana-Champaign  
Specializations: Interpersonal and Relational Communication, Computer-Mediated Communication, Quantitative Methods

Dr. Sharabi’s research primarily centers on interpersonal communication in mediated contexts. Specifically, much of her work explores how new communication technologies are being used to initiate and develop relationships. Some of her other recent studies have examined romantic attraction in online environments and the ways new technologies are changing modern dating and courtship. She also conducts research on multimodality, where her focus is on the increasingly integrated nature of online and offline communication. Dr. Sharabi’s work has appeared in edited volumes and peer-reviewed journals such as *Journal of Communication, Personal Relationships*, and *Journal of Social and Personal Relationships*. She also blogs about technology and relationships for *Psychology Today*. Her research on online dating received the Top Dissertation Award from the Human Communication and Technology Division of the National Communication Association.

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 611 Intergroup 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 691U Communication in Later Life
- COMM 693D Experiments and Causality
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COMM 693G</td>
<td>Developmental Communication</td>
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<tr>
<td>COMM 693H</td>
<td>Presence</td>
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<tr>
<td>COMM 693I</td>
<td>New Media and Society</td>
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<td>COMM 693J</td>
<td>Bullying</td>
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<tr>
<td>COMM 693K</td>
<td>Technology and Identity</td>
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<tr>
<td>COMM 693N</td>
<td>Effects of Entertainment Media</td>
</tr>
<tr>
<td>COMM 693O</td>
<td>Masspersonal Communication</td>
</tr>
<tr>
<td>COMM 693T</td>
<td>Entertainment Education</td>
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<tr>
<td>COMM 694</td>
<td>Dark Side of Interpersonal Communication</td>
</tr>
<tr>
<td>COMM 694B</td>
<td>Family Communication</td>
</tr>
<tr>
<td>COMM 695</td>
<td>Independent Study</td>
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<tr>
<td>COMM 697</td>
<td>Thesis Research</td>
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<tr>
<td>COMM 700</td>
<td>Survey of Human Communication Theory</td>
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<tr>
<td>COMM 701</td>
<td>Graduate Research Methods</td>
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<tr>
<td>COMM 702</td>
<td>Advanced Interpersonal Communication</td>
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<tr>
<td>COMM 706</td>
<td>Advanced Organizational Communication</td>
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<tr>
<td>COMM 711</td>
<td>Advanced Seminar in Research Methods</td>
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<td>COMM 712</td>
<td>Communication Measurement</td>
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<td>COMM 713</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>COMM 719</td>
<td>Advanced Instructional Communication</td>
</tr>
<tr>
<td>COMM 790</td>
<td>Teaching Practicum (2 credit hours)</td>
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<tr>
<td>COMM 793D</td>
<td>Foundations of Communication Inquiry</td>
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<tr>
<td>COMM 793H</td>
<td>Seminar in Communication Research Design</td>
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<td>COMM 793I</td>
<td>General Linear Models</td>
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<tr>
<td>COMM 794A</td>
<td>Seminar in Communobiology</td>
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<tr>
<td>COMM 794B</td>
<td>Seminar in Personality</td>
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<tr>
<td>COMM 794G</td>
<td>Seminar in Interpersonal Communication</td>
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<td>COMM 794H</td>
<td>Seminar in Affectionate Communication</td>
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<tr>
<td>COMM 794T</td>
<td>Seminar in Aggressive and Antisocial Communication</td>
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<tr>
<td>COMM 795</td>
<td>Independent Study</td>
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<tr>
<td>COMM 796</td>
<td>Graduate Seminar (1 credit hour)</td>
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<tr>
<td>COMM 797</td>
<td>Dissertation Research (9 hours)</td>
</tr>
<tr>
<td>COMM 799</td>
<td>Graduate Colloquium</td>
</tr>
</tbody>
</table>
II. The M. A. Program in Communication Studies Theory and Research

The M.A. program in Communication Studies is intended to qualifY the student to assume a variety of professional roles in educational, industrial, and government institutions; teach the subject matter at the college level; or undertake advanced training toward a doctorate in Communication Studies.

A. Learning Outcomes

Upon completion of the M.A. 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 that comprise the field of Communication Studies.

2. Demonstrate a general knowledge of the research methodologies used in the field of Communication Studies.

3. Identify the significant contributions made by researchers in the field of Communication Studies to the social science discipline.

4. Further develop their writing, analytical, and research skills to guide future research endeavors and projects in the field of Communication Studies.

B. Program Timeline

The M.A. degree program is designed to take no more than one academic year. Students complete 15 hours of coursework during the Fall semester, 15 hours of coursework during the Spring semester, and 6 hours of coursework during the Summer term. Students are not permitted to extend their enrollment in the program past one academic year unless extenuating circumstances prohibit the student from finishing within the allotted year. The constitution of extenuating circumstances is determined by the Department Chair.

The M.A. program begins at the beginning of August and will end (depending on the student’s progress) around mid-July.

C. Requirements

To graduate with the M.A. degree in Communication Studies, students must complete 36 hours of coursework and either successfully write and orally defend a thesis or pass a comprehensive examination. In regard to the 36 hours of coursework, all students must complete COMM 700 and COMM 701 in addition to 30 hours of coursework.

Of these 36 hours, a minimum of 30 hours must be completed in the Department. All 36
hours must be at the 500 level, 600 level, or above. It should be noted that:

1. No course for which a student earns a grade below B- can be counted toward the 36 hours.

2. A GPA of 3.0 is required for graduation.

3. Students who receive more than 6 hours of “C” may not be permitted to remain in the program.

Students enrolling in the M.A. degree choose, in conjunction with the M.A. Coordinator, enrollment in either Program A—Thesis Option or Program B—Nonthesis Option. Students who enroll in Program A—Thesis Option complete 30 hours of coursework, complete six hours of COMM 697 (3 hours in the spring and 3 in the first summer session), and successfully write and orally defend a thesis. Students who enroll in Program B—Nonthesis Option complete 36 hours of coursework and successfully write and orally defend a comprehensive examination. To be eligible to take the comprehensive examination, students must have completed a minimum of 30 hours with a grade of B- or better.

No more than six hours of transfer credit from another university or department may be applied toward meeting the 36 credit hours as required by the Department. (Any request to submit transfer credit must be approved by the M.A. Coordinator.) 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.

Current rates for tuition and fees can be obtained at http://tuition.wvu.edu/graduate

D. Comprehensive Examination

Upon completion of coursework, students in Program B take a comprehensive examination. Before the comprehensive examination can be taken, students must have completed, or are in the process of completing the 36 hours of coursework with a grade of B- or higher, have a minimum grade point average of 3.00, and have completed any courses for which they previously received a grade of “Incomplete.”

The comprehensive examination process consists of:

- An 8-hour written examination that contains questions from all of the courses the student has completed.

- No fewer than 16 completed questions so that they may receive a passing grade on this exam.
• A passing grade that designates overall competency by a three member committee consisting of the M. A. coordinator, the Department Chair, and one other faculty member.

If a student’s exam is deemed to be unsatisfactory, then a second written exam and/or an oral exam may be administered approximately 2 weeks after the first administration. If following this second written administration the committee still deems the student’s work to be unsatisfactory, then a third may be administered. These makeup exams will cover material from all of the courses completed by the student during their course of study and will be proctored by a three person committee (this committee may or may not be the same as the previous committee).

E. Thesis

Qualifying students may complete a thesis project (Program A) to accumulate 6 credits during their course of study. Those students will also be exempt from comprehensive exams. Thesis projects represent a significant project that includes the collection, analysis, and reporting of a unique data set. With the assistance of the MA coordinator, students will choose a faculty member with whom to work as their thesis advisor, they will then collaborate to select two other faculty members that comprise the rest of the thesis committee.

Not all students will be given the opportunity to complete a thesis. Those decisions will be made toward the end of first semester under advisement of the M. A. coordinator and the faculty with whom the student wishes to work. The fall semesterly evaluation will be the determining factor in whether or not a student gets the opportunity to complete a thesis.

F. Graduation Requirements

To graduate with the M.A. degree in Communication Theory and Research from the Communication Studies Department at 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 36 hours at the 500 and 600 level.
• a cumulative GPA of 3.0;
• 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 last term of course completion; and
• the submission and acceptance of the completed thesis to Wise Library by the deadline determined by Wise Library OR a passing comprehensive exam

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

G. Applying for Admission to the Program

Application information and updated links to the online applications are available here: http://communicationstudies.wvu.edu/students/graduate-students/m-a-in-theory-and-research/m-a-in-theory-and-research-application-process

The application for admission to graduate school at West Virginia University can be accessed on-line through a link found at the website listed above. A nonrefundable fee of $60.00 must be received by Graduate Admissions before the application will be processed. Once the application form and the GRE scores have been processed by Graduate Admissions, they are sent to the Department. To be considered, students must have a minimum combined score of 290-310 on the verbal and quantitative components of the GRE and a minimum score of 4.0 on the analytical component of the GRE.

All applicants must also submit the following materials: three letters of recommendation, undergraduate transcripts, and a purpose statement. For the three letters of recommendation, the applicant designates their three writers through the University’s online system and that system will then send those letter-writers the necessary information to complete their online recommendation. The undergraduate transcripts are necessary, even for students who are undergraduates within the WVU Communication Studies Department. However, while WVU undergraduates do not have to submit their final transcripts (the university automatically sends them to us upon completion of the undergraduate degree), students earning undergraduate degrees from other institutions must request that their institution send them once that degree is complete (even though an incomplete transcript was already sent for review/admittance into the program). To qualify for possible admission to the program, applicants should have a minimum undergraduate GPA of 2.75 on a 4.0 scale. The purpose statement should summarize who you are in relation to the WVU Communication Studies faculty and this MA Area of Emphasis (Theory and Research OR Corporate and Organizational) to which you are applying.

Once all materials are submitted, the student’s file is complete and a decision for acceptance will be made by the Communication Studies Department. Upon acceptance into the program, applicants will receive written notification from the Department.

International students whose native language is not English should rank in the 90th percentile of the Teaching of English as a Foreign Language (TOEFL) examination. A copy of this score should be sent directly to the Department.
The deadline for application for admission is March 28 for admittance for the following fall semester. Incomplete applications may not be considered.

Assistantships are available and are limited to one academic year. The assistantship provides a monthly stipend (approximately $13,500.00 for the academic year); a tuition waiver, although students are responsible for paying university-wide fees (approximately $800.00 - $1,200 a semester); and health care coverage/insurance for the academic year. Assistantship responsibilities typically include serving as a teaching assistant to 1 or more faculty members and/or doctoral students for 2-3 courses.

The assistantship application can be accessed on-line through the aforementioned website. Completed applications must be received by March 28th. Students who have been accepted into the program and who complete the assistantship application will be considered for an assistantship position and will receive written notification as soon as possible.
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 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 three additional Committee members, at least one of which must be a graduate faculty member external to the Department of Communication Studies, with the two 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 3 hours of “C” will be placed on academic probation and a student who receives 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 hour 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 is scheduled, usually 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.

All 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 the 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 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 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.

  - All 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., Skype, Google Hangouts). In an email, the dissertation Committee Chair must get approval from the Associate Dean for Academic Affairs to have a committee member participate electronically. In that email, the Committee Chair should obtain authorization to sign all forms on the committee member’s behalf. This email approval will be documented in the student’s file.

  - 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 physically present or permission has been granted for one of the members to participate using computer-mediated means.

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 competed 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 data, 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. This form can be found at:
https://eberly.wvu.edu/students/graduate/graduation-forms-and-process

- 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 the Eberly College Thesis and Dissertation Oral Defense Form (typed and printed) to be signed by the Committee. This form can be found at:
https://eberly.wvu.edu/students/graduate/graduation-forms-and-process

- The 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., Skype, Google Hangouts). In an email, the dissertation Committee Chair must get approval from the Associate Dean for Academic Affairs to have a committee member participate electronically. In that email, the Committee Chair should obtain authorization to sign all forms on the committee member’s behalf. This email approval will be documented in the student’s
file. This authorization e-mail message must be entered into DegreeWorks.

- If fewer than four Committee members, including the external Committee member, are present, the defense must be rescheduled for a date at which at all four Committee members, including the external committee member, are physically present or permission has been granted for one of the members to participate using computer-mediated means.

- Per the graduate catalog, in extraordinary circumstances, the Associate Dean for Academic Affairs may permit another person to attend the defense as a substitute for one of the committee members, provided that the original committee member was not the chair. Only one substitute at the defense is allowed, and the request for a substitute must be made in writing to the Associate Dean for Academic Affairs prior to the defense. The request for a substitute at the defense should be signed by the committee chair, the student, and both the original member (if available) and the substitute member.

- 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 unfavorable vote from the Committee members will be judged as successfully defending the dissertation.**

  **Students who receive more than one unfavorable vote from the Committee members will be permitted to defend the dissertation again at a later date. 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 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 the Library. Step by step information on electronically submitting the dissertation to the library can be found at: [https://etd.lib.wvu.edu/files/submission_information_packet.pdf](https://etd.lib.wvu.edu/files/submission_information_packet.pdf)

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. The portfolios will be used by the Graduate Studies committee to provide a yearly evaluation letter indicating the student's standing and performance in the Ph.D. program.

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.

IV. 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 M.A. students on assistantship are awarded an assistantship for one semester. Students accepted into the Ph.D. program 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” (this is marked as “meeting acceptance” on the semesterly evaluation form) is determined by the Department Chair and the M.A. and Ph.D. Coordinators, with the advice of the rest of the faculty. 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 3.00 grade point average) toward completion of your degree program as determined by the Department chair and the M.A. and Ph.D. Coordinators.

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. The salary is paid over 18 installments biweekly 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 (chair), Dr. Alan K. Goodboy (Ph.D. coordinator), and Dr. Christine Rittenour (M.A. coordinator), with a time commitment of twenty clock hours per week, on average. 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 nine hours of classroom contact per week with
students in a teaching assistant 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 Drs Martin, Goodboy, and Rittenour, 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 Fridays from 2:30-4:30pm.

- Attending all classes to which you are assigned, 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

IV: Dissertations & Program Graduates

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 (Assistant 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 (Assistant Professor, Missouri Western State University)
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
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 (Assistant 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 (Assistant 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 (Assistant Professor, Loyola Marymount University)
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 (Assistant Professor, Western Washington University)
Committee: Rittenour (Chair), Myers, Martin, Goodboy, Oberhauser (Director of Women’s and Gender Studies, 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 (Assistant 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 (Assistant Professor, 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 (Assistant 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 (Lecturer, 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 (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 Friends about Negative Relational Events in Romantic Relationships: Development of a Measure and Implications for Friendship and Romantic Relationship Functioning** by Jessalyn I. Vallade (Assistant Professor, 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)

26
Alternative Breaks: The Impact of Student-to-Student Connections in Non-classroom Service-learning Experiences by Zac D. Johnson (Assistant Professor, California State University-Fullerton) 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)


2011

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship by Daniel H. Mansson (Associate 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-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 (Associate 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 (Associate 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, Southeast Missouri State 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 (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)