

**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*, the GTA handbook available through the Office of Graduate Education and Life, and the Student Conduct Code. Each student and faculty advisor is responsible for reading and adhering to the policies and procedures contained in this handbook.

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August 10, 2010

October 27, 2011

August 6, 2012

August 5, 2013

June 26, 2014

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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.

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*, *Communication Teacher*, and *Journal of Communication Pedagogy*. Dr. Scott A. Myers has served as President of the Central States Communication Association. 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.

Elizabeth Cohen, Associate Professor

Ph.D., Georgia State University

Research Interests: Media Effects, Emotional Responses to Media, Health and Entertainment, Attachments to Celebrities and Fictional Characters, Narrative Influence

Elizabeth L. Cohen joined the WVU faculty in 2012. She specializes in media psychology. Broadly, she researches audiences' cognitive, emotional and behavioral responses to different types of media content—including news and social media messages. Dr. Cohen 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 people's health and well-being. Some of Dr. Cohen's special interests include people's psychological attachments to fictional characters and celebrities, emotional effects of media consumption, narrative persuasion processes, fandom, presumed media influence, television covieing habits, and media influences on people's perceptions of social groups.

Megan R. Dillow, Associate Professor

Ph.D., The Pennsylvania State University

Research Interests: Interpersonal Communication, Communication Theory, Health Communication

Using experimental, survey, and observational methods, Megan 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. Most recently, along with colleagues from several other universities, she is working on a series of experimental investigations on relational and communicative outcomes of same-sex infidelity. Megan'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. Megan teaches undergraduate and graduate courses on the Dark Side of Close Relationships, Interpersonal Communication Theory, and Persuasion. She serves on the National Communication Association's Nominating Committee and Leadership Development Committee, and is finishing her last term as an Associate Editor of *Personal Relationships*.

Alan K. Goodboy, Professor

Ph.D. Coordinator

Peggy Rardin McConnell Research Chair of Communication Studies

Ph.D., West Virginia University

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

Alan is an instructional communication scholar who uses experiments to model the teaching-learning process 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 research on couples' relational maintenance and turbulence. Alan has an interest in quantitative methods and statistics and has completed over 400 hours of postdoctoral coursework in advanced statistics (e.g., causal mediation analysis, structural equation modeling, multilevel modeling, dyadic data analysis, meta-analysis, conditional process analysis, scale construction and development).

Katie K. Kang, Assistant Professor

A.B.D., Rutgers University

Research Interests: Organizational Communication, Group Communication

Broadly, Katie's research examines how anonymous communication is practiced and experienced at multiple organizational levels. At the micro level, her work explores how anonymity is translated into the communication practices from a sender and a receiver perspective. At the meso level, she focuses on how groups play a strategic role in shaping how hidden organizations and their members manage visibility. At the macro level, she looks at the various collective motivations (both appropriate and inappropriate) and organizing processes of hidden organizations. To capture anonymous communication at these multiple-levels, she leverages both qualitative and quantitative methods in her research.

Carrie D. Kennedy-Lightsey, Teaching Assistant Professor

Ph.D., West Virginia University

Research Interests: Communication Theory, Student Internships, Interpersonal Communication

As the Undergraduate Program Coordinator, Carrie works closely with students to navigate the communication studies major through academic advising, internships, and involvement in student organizations. Carrie teaches Communication Cornerstones (COMM 203), and advises the Undergraduate Communication Association (UCA) and Lambda Pi Eta. Recently recognized for Excellence in Online Course Design at Stephen F. Austin State University, Carrie is happy to bring her time and talents home to WVU.

Matthew M. Martin, Professor

M.A. Corporate and Organizational Coordinator

Ph.D., Kent State University

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

Matt 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, Matt has a strong appetency for promoting WVU and the state of West Virginia.

Scott A. Myers, Professor

Department Chair

Peggy Rardin McConnell Teaching Chair of Speech Communication

Faculty Associate, Center for Women's and Gender Studies

Ph.D., Kent State University

Research Interests: Instructional Communication, Family Communication, Organizational Communication

Scott A. Myers joined the WVU faculty in 2001 as an Assistant Professor. 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. Scott also is a family communication researcher, with a focus on how adult siblings maintain their relationships. At WVU, Scott 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* and *Journal of Communication Pedagogy*. His newest textbook coauthored with Marianne Dainton of La Salle University-- *Communication and Relationship Maintenance*--was published in June 2019.

Brian Patterson, Associate Professor

Ph.D., University of Oklahoma

Research Interests: Interpersonal and Relational Communication, Communication and Development

Brian's interests are in communication from womb to tomb. That is, developmental communication or communication over the lifespan. Within that framework, his published work includes communication in friendship and family relationships. He presently teaches communication and aging, lifespan communication, intercultural communication, organizational communication, nonverbal communication, and appreciation of motion pictures. The motion picture course looks at film by genre including gangster films, romance films, war films, and dystopian film genres.

Christine E. Rittenour, Associate Professor

M.A. Theory & Research Coordinator

Faculty Associate, Center for Women's and Gender Studies

Ph.D., University of Nebraska

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

Christy 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 happens within the family, then "spilling" into family members' treatment of those outside of the family. All the while, she remains optimistic about family's power to create a more just society.

Liesel Sharabi, Assistant Professor

Ph.D., University of Illinois at Urbana-Champaign

Research Interests: Interpersonal and Relational Communication, Computer-Mediated Communication, Quantitative Methods

Liesel's research primarily explores the uses, functions, and effects of communication technologies in interpersonal relationships. She is especially interested in relationship initiation and development online and how these processes are changing modern dating and courtship. Some of her more recent studies have used longitudinal, experimental, and content analytic methods to examine online dating's influence on offline relationship outcomes. She also conducts research on multimodality, where her focus is on the increasingly integrated nature of online and offline communication. Liesel's work has appeared in edited volumes and peer-reviewed journal including *Personal Relationships*, *New Media & Society*, *Communication Monographs*, *Journal of Social and Personal Relationships*, and the *Journal of Communication*, as well as in media outlets such as *New York Magazine*, *Men's Health*, *BBC Future*, and *The Huffington Post*. She also blogs about relationships and technology for *Psychology Today*.

Daniel Totzkay, Assistant Professor

Ph.D., Michigan State University

Research Interests: Health Communication, Social Influence

Daniel studies the nature of and reaction to health and risk communication messages. This includes communication to change health and risk behavior, the design and evaluation of health and risk communication campaigns, the translation of emerging health and environmental science to behavior change messages, and addressing matters of health equity with strategic communication activities. Overall, Daniel's research aims to address how a communicative study of social influence can be better applied to new or overlooked issues and contexts, as well as how communication theory can be better refined and extended to study social influence and behavior change processes.

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
COMM 693G	Developmental Communication
COMM 693H	Presence
COMM 693I	New Media and Society
COMM 693J	Bullying
COMM 693K	Technology and Identity
COMM 693N	Effects of Entertainment Media
COMM 693O	Masspersonal Communication
COMM 693T	Entertainment Education
COMM 694	Dark Side of Interpersonal Communication
COMM 694B	Family Communication
COMM 695	Independent Study
COMM 697	Thesis Research
COMM 700	Survey of Human Communication Theory
COMM 701	Graduate Research Methods
COMM 702	Advanced Interpersonal Communication
COMM 706	Advanced Organizational Communication
COMM 711	Advanced Seminar in Research Methods
COMM 712	Communication Measurement

COMM 713	Qualitative Research Methods
COMM 719	Advanced Instructional Communication
COMM 790	Teaching Practicum (2 credit hours)
COMM 793D	Foundations of Communication Inquiry
COMM 793H	Seminar in Communication Research Design
COMM 793I	General Linear Models
COMM 794A	Seminar in Communibiology
COMM 794B	Seminar in Personality
COMM 794G	Seminar in Interpersonal Communication
COMM 794H	Seminar in Affectionate Communication
COMM 794T	Seminar in Aggressive and Antisocial Communication
COMM 795	Independent Study
COMM 796	Graduate Seminar (1 credit hour)
COMM 797	Dissertation Research (9 hours)
COMM 799	Graduate Colloquium

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).

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.” After completing coursework, students who do not take the comprehensive exam when it is scheduled will be counted as failing the exam and will need to schedule a retake.

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.

**According to the graduate catalog, doctoral students may be given up to three chances for candidacy at WVU.

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

The dissertation defense process consists of:

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

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

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 semester 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. Scott A. Myers (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 Myers, 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. Myers.

GTA's 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

2019

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

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

Student-Instructor Out-of-Class Communication: A Media Multiplexity Approach by Calthlin V. Clark-Gordon (Director of Communication Research and Strategic Initiatives, WRC Senior Services)
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 (Assistant 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 (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)

Extradynamic 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)

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)

Sports-Related Traumatic Brain Injury: An Investigation of College Student-Athletes Prospectus of Communication Facework and Communicative Strategies for Managing Uncertainty by Sydney M. Stagers (U.S. Govt/NIOSH)

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

2011

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship by Daniel H. Mansson (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 & 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 (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)